

Report: Summary of the Assessment Cycle Results in : 2021-2022 Assessment Cycle: Assessment Plan and Assessment Findings

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Workspace: Academic Program Assessment and Planning Workspace

Assessment Plan Template : IU Kokomo Academic Assessment Template [

Report Generated : Wednesday, October 26, 2022

Organizational Area	Summary Results																																																																														
<p>Indiana University System AMS » Indiana University: Kokomo » Academic Affairs » School of Business</p> <p>Business</p>	<p>Overall Statistics</p> <ul style="list-style-type: none"> • 100% (6/6) outcomes were included • 100% (6/6) of outcomes included have at least one measure specified • 100% (6/6) of outcomes included have measures with findings specified <table border="1" data-bbox="690 565 2032 1084"> <thead> <tr> <th colspan="2" data-bbox="690 565 1356 662">10 Total Measures (Includes measures that do not have findings)</th> <th colspan="2" data-bbox="1356 565 2032 662">10 Total Measures with Findings</th> </tr> <tr> <th colspan="2" data-bbox="690 662 1024 1084">Measure Type/Method</th> <th colspan="2" data-bbox="1024 662 1356 1084">Measure Level</th> <th colspan="2" data-bbox="1356 662 2032 1084">Acceptable Target Achievement</th> </tr> </thead> <tbody> <tr> <td data-bbox="690 711 1024 751">Student Artifact</td> <td data-bbox="690 719 1024 751">5 (50%)</td> <td data-bbox="1024 711 1356 735">Course</td> <td data-bbox="1024 719 1356 735">4 (40%)</td> <td data-bbox="1356 711 2032 735">Not Met</td> <td data-bbox="1356 719 2032 735">0 (0%)</td> </tr> <tr> <td data-bbox="690 751 1024 776">Exam</td> <td data-bbox="690 760 1024 776">0 (0%)</td> <td data-bbox="1024 735 1356 760">Program</td> <td data-bbox="1024 743 1356 760">6 (60%)</td> <td data-bbox="1356 735 2032 760">Met</td> <td data-bbox="1356 743 2032 760">7 (70%)</td> </tr> <tr> <td data-bbox="690 776 1024 800">Portfolio</td> <td data-bbox="690 784 1024 800">0 (0%)</td> <td data-bbox="1024 760 1356 784">Institution</td> <td data-bbox="1024 768 1356 784">0 (0%)</td> <td data-bbox="1356 760 2032 784">Exceeded</td> <td data-bbox="1356 768 2032 784">3 (30%)</td> </tr> <tr> <td data-bbox="690 800 1024 824">Other</td> <td data-bbox="690 808 1024 824">0 (0%)</td> <td data-bbox="1024 784 1356 808">Other</td> <td data-bbox="1024 792 1356 808">0 (0%)</td> <td data-bbox="1356 784 2032 808">Unspecified</td> <td data-bbox="1356 792 2032 808">0 (0%)</td> </tr> <tr> <td data-bbox="690 824 1024 849">Total Direct</td> <td data-bbox="690 833 1024 849">5 (50%)</td> <td data-bbox="1024 808 1356 833">Unspecified</td> <td data-bbox="1024 816 1356 833">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="690 881 1024 906">Survey</td> <td data-bbox="690 889 1024 906">5 (50%)</td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="690 906 1024 930">Focus Group</td> <td data-bbox="690 914 1024 930">0 (0%)</td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="690 930 1024 954">Interview</td> <td data-bbox="690 938 1024 954">0 (0%)</td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="690 954 1024 979">Other</td> <td data-bbox="690 963 1024 979">0 (0%)</td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="690 979 1024 1003">Total Indirect</td> <td data-bbox="690 987 1024 1003">5 (50%)</td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="690 1036 1024 1060">Unspecified</td> <td data-bbox="690 1044 1024 1060">0 (0%)</td> <td colspan="2"></td> <td colspan="2"></td> </tr> </tbody> </table>			10 Total Measures (Includes measures that do not have findings)		10 Total Measures with Findings		Measure Type/Method		Measure Level		Acceptable Target Achievement		Student Artifact	5 (50%)	Course	4 (40%)	Not Met	0 (0%)	Exam	0 (0%)	Program	6 (60%)	Met	7 (70%)	Portfolio	0 (0%)	Institution	0 (0%)	Exceeded	3 (30%)	Other	0 (0%)	Other	0 (0%)	Unspecified	0 (0%)	Total Direct	5 (50%)	Unspecified	0 (0%)			Survey	5 (50%)					Focus Group	0 (0%)					Interview	0 (0%)					Other	0 (0%)					Total Indirect	5 (50%)					Unspecified	0 (0%)				
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Report : Assessment Cycle Details for : Business

Report Generated by Taskstream

Workspace : Academic Program Assessment and Planning Workspace

Assessment Plan : 2021-2022 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template : IU Kokomo Academic Assessment Template

Report Generated : Friday, October 21, 2022

Measures and Findings

Business Learning Outcomes

Outcome

1 Communicate effectively and professionally

Mapped to:

No Mapping

Measure

Course-embedded assessment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

For each outcome, a course-embedded system of assessment was used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty received assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data were collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The results were also discussed with all faculty in regular faculty meetings.

Acceptable Target:

70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Course-embedded assessment

Summary of Findings:

As the School focused on its maintenance of AACSB accreditation in February 2021, we collected data on all six program-level goals and every learning outcome in every semester in the previous two academic years. In 2020-21, the purpose of assessment was more limited as we conducted a smaller-scale data collection to

verify whether the student achievement of learning outcomes still met the expectations of the faculty. In this assessment cycle, the communication skills of students were assessed with course embedded tools using assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. Written communications was assessed in ECON-E202.

The average scores for this outcome collected in two sections ranged between 83 and 92%, exceeding the benchmark for acceptable performance.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Measure

Internship assessment

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

Acceptable Target:

5 out of 7 on the survey

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Internship assessment

Summary of Findings:

Communication skills were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a meeting and discussion about student performance with the supervisor. The average score for all students taking management internships (W480) for communication skills was 6.6 out of 7 in Spring 2021.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:**Substantiating Evidence:**

2 Use information and technology effectively

Mapped to:

No Mapping

Measure

Course-embedded assessment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT**Details/Description:**

For each outcome, a course-embedded system of assessment was used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty received assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data were collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The results were also discussed with all faculty in regular faculty meetings.

Acceptable Target:

70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):**Key/Responsible Personnel:****Supporting Attachments:**

Findings

for Course-embedded assessment

Summary of Findings:

In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into three components focusing, respectively, on whether the students can (i) determine the nature and extent of information needed, (ii) evaluate information and its sources critically, (iii) use technology to process information.

The data were collected in required courses including ECON-E202, BUS-S302, and BUS-K321.

The average scores for the information-related outcomes collected in these required courses ranged between 81 and 90% reflecting a mix of acceptable and excellent scores.

Acceptable Target Achievement:

Met

Reflections/Notes:**Substantiating Evidence:**

Measure

Internship assessment

PROGRAM LEVEL; INDIRECT - SURVEY**Details/Description:**

The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

Acceptable Target:

5 out of 7 on the survey

Implementation Plan (timeline):**Key/Responsible Personnel:****Supporting Attachments:**

Findings

for Internship assessment

Summary of Findings:

Technology skills were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a meeting and discussion about student performance with the supervisor. The average score for all students taking management internships (W480) for information-related skills was 6.6 in Spring 2021 and 6.4 in Summer 2021. The average score for technology-related skills was 6.6 in both Spring and Summer 2021.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:**Substantiating Evidence:**

3 Demonstrate quantitative skills

Mapped to:

No Mapping

Measure

Internship Survey Assessment

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

Acceptable Target:

Average score of 5 out of 7 on the survey of internship supervisors

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Internship Survey Assessment

Summary of Findings:

Quantitative skills were assessed via an internship survey for all students taking internships in Spring and Summer 2021. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a meeting and discussion about student performance with the supervisor. The average score for all students taking management internships (W480) for quantitative skills was 6.2 in Spring and Summer 2021.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

Substantiating Evidence:

4 Demonstrate effective critical thinking skills

Mapped to:

Measure

Course-embedded assessment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

For each outcome, a course-embedded system of assessment is used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty receive assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data are collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviews the assessment results. The results are also discussed with all faculty in regular faculty meetings.

Acceptable Target:

The target for average performance on course-embedded assessment is 70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Course-embedded assessment

Summary of Findings:

In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into three components focusing, respectively, on whether the students can (i) recognize issues that have alternative interpretations, (ii) assess the quality of supporting evidence, (iii) assess the implications from proposed conclusions.

Data were collected in required courses including ECON-E201 and ECON-E202.

The average scores for these critical thinking outcomes ranged between 80 and 91% reflecting a mix of acceptable and excellent scores.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Measure

Internship assessment

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

Acceptable Target:

5 out of 7 on the survey

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Internship assessment

Summary of Findings:

Critical thinking skills were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a meeting and discussion about student performance with the supervisor. The average score for all students taking management internships (W480) for critical thinking skills was 6.6 in Spring 2021 and 6.0 in Summer 2021.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

5 Recognize ethical, cultural and social issues in business

Mapped to:

No Mapping

Measure

Course-embedded Assessment

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

For each outcome, a course-embedded system of assessment is used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty receive assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data are collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning

(CMAL) committee reviews the assessment results. The results are also discussed with all faculty in regular faculty meetings.

Acceptable Target:

The benchmark for acceptable performance is average student scores at 70 percent, the benchmark for excellent performance is at 85 percent.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Course-embedded Assessment

Summary of Findings:

In this assessment cycle, the knowledge in ethical, cultural, and social issues was assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into four components focusing, respectively, on whether the students can (i) identify ethical dilemmas, (ii) identify potential resolutions to ethical dilemmas and assess the impact on stakeholders, (iii) recognize cultural differences and the value of inclusiveness, and (iv) evaluate social responsibility of business.

Data were collected in required courses including BUS-D301 and BUS-L201.

The average scores for these outcomes ranged between 80 and 90% reflecting a mix of acceptable and excellent scores.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

6 Demonstrate knowledge and skills in the functional areas of business

Mapped to:

No Mapping

Measure

Course-embedded assessment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

For each outcome, a course-embedded system of assessment was used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty received assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data were collected for all students in a course section. Over the course of the assessment cycle that may take

multiple years, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The results were also discussed with all faculty in regular faculty meetings.

Acceptable Target:

70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Course-embedded assessment

Summary of Findings:

As the School focused on its maintenance of AACSB accreditation in February 2021, we collected data on all six program-level goals and every learning outcome in every semester in the previous two academic years. In 2020-21, the purpose of assessment was more limited as we conducted a smaller-scale data collection to verify whether the student achievement of learning outcomes still met the expectations of the faculty.

In this assessment cycle, the knowledge and skills of students in the areas of business were assessed primarily in the areas of Economics and Information Systems. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into components, measuring students' understanding of concepts in the business areas of Economics and Operations/ Information Systems. The other components measured the students' ability to apply concepts in the business areas of Economics and Operations/ Information Systems.

The average scores for understanding concepts in Economics was between 80 and 87% . The average score for applying concepts in Economics was between 77 and 84% . These components were measures in several sections of the required ECON-E202 course.

The average score for understanding concepts in Operations and MIS was between 91 and 94%. The average score for applying concepts in Operations and MIS was between 81 and 90%. These components were measures in several sections of the required BUS-S302 and BUS-K321 courses.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Measure

Internship assessment

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

Acceptable Target:

5 out of 7 on the survey

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings
for Internship assessment

Summary of Findings:

Knowledge and skills in the areas of business were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a meeting and discussion about student performance with the supervisor. The average score for all students taking management internships (W480) for Understanding key business concepts was at 6.4 in Spring 2021 and 6.0 in Summer 2021. The average survey score for Applying key business concepts was at 6.4 in Spring 2021 and at 5.8 in Summer 2021.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence: