

**Indiana University Kokomo  
School of Business  
Assessment Plan  
School Years 2010-11 and 2011-12**

**M.B.A. DEGREE PROGRAM**

**I. PROGRAM MISSION STATEMENT**

**As an academic unit of a regional campus of the Indiana University system, the mission of the School of Business is to provide innovative, quality, and cost-effective undergraduate and graduate business education in North Central Indiana, preparing students for effective ethical leadership in a diverse global economy. The faculty is dedicated to excellence in teaching and continued intellectual growth through professional development, research, and service including regional economic development.**

The mission of Indiana University Kokomo is “to enhance the educational and professional attainment of the residents of north central Indiana by providing a wide range of bachelor’s degrees, and a limited number of master’s and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.”

The School’s mission fits with the focus of the University’s mission to meet the educational needs of North Central Indiana. Furthermore, a Master’s program in Business promotes the effective use of the region’s resources and contributes to its economic vitality.

**II. PROGRAM GOALS AND LEARNING OUTCOMES**

Goals of the M.B.A. program are driven by the mission of the School. The following are the current goals and learning outcomes originally developed in Fall 2006.

A graduate of the Master in Business Administration program should be able to:

**Goal 1. Critically and analytically reason and solve problems.**

Outcome 1.1 – Provide identification and formulation of problem

Outcome 1.2 – Develop problem solution techniques

Outcome 1.3 – Interpret and implement solution results

**Goal 2. Communicate effectively.**

Outcome 2.1 – Write clearly and effectively for a business audience.

Outcome 2.2 – Present clearly and persuasively to a business audience.

Outcome 2.3 – Work in and lead teams.

**Goal 3. Anticipate and analyze trends in the business environment.**

Outcome 3.1 – Recognize the effects of change in the economic and political environment.

Outcome 3.2 – Recognize the effects of change in culture and demographics.

**Goal 4. Approach organizational decisions in ethical, legal and socially responsible manner.**

Outcome 4.1 - Describe the concept of ethics and its applications.

Outcome 4.2 - Describe the impact of the legal and regulatory environment on business.

Outcome 4.3 - Discuss the social responsibility of business.

**Goal 5. Operate in dynamic and complex domestic and global organizational environments.**

Outcome 5.1 – Describe organizational synergies resulting from partnerships and alliances including mergers and acquisitions.

Outcome 5.2 – Describe gains to trade and barriers to trade.

Outcome 5.3 – Describe the opportunities and threats that accompany globalization.

**Goal 6. Demonstrate knowledge in the functional areas of business.**

Outcome 6.1 – Use financial statements to guide decision making.

Outcome 6.2 – Apply cost behavior to solve business problems.

Outcome 6.3 – Apply demand and supply theory and the concept of elasticity to managerial decisions.

Outcome 6.4 – Analyze pricing strategies used by firms in different market structures.

Outcome 6.5 – Describe the importance of quality and technology to gain a competitive advantage.

Outcome 6.6 - Apply quantitative models and technology to support managerial decision making.

Outcome 6.7 – Utilize valuation models in order to estimate the price of financial assets.

Outcome 6.8 – Describe capital budgeting theory and the theory of capital structure.

Outcome 6.9 – Develop a marketing mix to appeal to target markets.

Outcome 6.10 – Describe marketing management and strategic market planning processes.

Outcome 6.11 – Describe high performance Human Resources practices.

Outcome 6.12 – Discuss current trends in organizational behavior and leadership concepts.

**Goal 7. Integrate theory and application from various functional areas in an interdisciplinary approach.**

Outcome 7.1 – Perform an internal analysis of an organization, using tools and concepts from various related disciplines.

Outcome 7.2 – Describe how functional areas interact to derive cross-functional synergies.

Outcome 7.3 – Integrate economic reasoning and accounting data to make financial decisions.

### **III. Curriculum Map**

Appendix A provides the curriculum map for the program goals and learning outcomes. The map identifies which courses in each semester are used for assessment of the outcomes presented above.

### **IV. Assessment of student learning activities planned for 2010-2012**

#### Course-embedded Assessment

In 2010-12, we will continue to use a course-embedded system of assessment to collect data on student achievement of learning outcomes. Specifically, we will assess outcomes 2.1 and 6.3-6.4. The Curriculum Map presented in Appendix A demonstrates which specific courses are used for data collection for each of the outcomes. The course-embedded outcomes assessment mechanism involves the faculty incorporating assessment tasks in regular course assignments. These assessment data are recorded separately from student course grades, and are linked to the specific assessment outcomes presented above.

In 2006-2008, we completed a cycle of assessing the majority of the learning outcomes. The Assessment Council and the CTLA suggested increasing the depth of assessment in lieu of breadth. Following this feedback, in 2008-10 we focused on course-embedded assessment of presentation skills. In 2010-12, we will assess writing skills – outcome 2.1, as well as knowledge and skills in Economics following the recent introduction of a required Economics course E542. The corresponding outcomes will be assessed in required courses identified on the Curriculum Map. The School's Assessment Committee will work with the faculty teaching these courses in setting up the specific assessment mechanism. The Assessment Committee develops the assessment components and rubrics. Appendix B presents a sample rubric that identifies the components and performance standards for outcome 2.1. The rubrics are used to assess achievement of the outcomes. The assessment will be performed by the School's faculty with the help of the instructor in the corresponding course. There is extensive participation of faculty in the assessment of M.B.A. learning outcomes. For instance, in the course of 2008-09, eleven faculty members participated in the assessment of outcome 2.2. Furthermore, we intend to involve external evaluators, including members of the School's Advisory Board, for assessment of the writing skills - outcome 2.1.

#### *Benchmarks*

Utilizing the course-embedded system of assessment helps collect detailed student-level data on achievement of the outcomes connected to the goal. The Assessment Committee develops rubrics for assessing student achievement of the outcomes. Please refer to Appendix B for a sample rubric used to assess outcome 2.1. The rubrics identify the performance levels in the following fashion – Level I (Exemplary achievement of the outcome), Level II (Satisfactory achievement of the outcome), Level III (Unsatisfactory achievement of the outcome).

The program-level benchmark for Excellence is set for 100 percent of students that completed the course with a passing grade to achieve Level I or Level II performance. The program-level benchmark for Satisfactory performance is set for 80 percent of students that completed the course with a passing grade to achieve Level I or Level II performance.

### National standardized test

The School will continue to administer the ETS test for M.B.A. students in J560 (capstone) class once a year. The Assessment Committee of the School reviews the results and reports the results to faculty and other stakeholders. The ETS test is used to provide external validation to the School's assessment activities. It allows for comparison of student performance with that of over 24,000 students taking the ETS test at 230 M.B.A. programs nationwide.

The faculty of the School requested a copy of the test from the ETS, and examined the test questions to establish a link with the program outcomes. In 2007, faculty members in all areas participated in the evaluation of the ETS test questions. ETS reports test results as five assessment indicators measuring different aspects of the M.B.A. program. Appendix C presents a mapping of the ETS assessment indicators to the School's program outcomes. The data received from the ETS test will measure student performance on these specific outcomes. Please refer to the table in Appendix C for details.

The ETS test allows us to get external validation of student performance. Since the ETS data is reported in the five assessment indicators for M.B.A. programs, this is the unit of data used in our assessment. The faculty will examine the scores for each assessment indicator, and use the map presented in Appendix C to trace the score back to the program outcomes.

### *Benchmarks*

Every graduate of the program takes the ETS test in the capstone course. This allows us to measure the achievement of program outcomes at the conclusion of the program. We expect our students to perform better than at the national average level. This is a high expectation, as the comparison sample for the ETS Major Filed test for M.B.A. includes the results of test-takers from highly selective national M.B.A. programs.

The first benchmark for Excellence for the program is to have 75 percent of the graduates exceed the national average scores individually. The benchmark for Satisfactory performance is to have 60 percent of students exceed the national average score.

A second program-level benchmark for Satisfactory performance is to have program-level mean scores for each of the five area assessment indicators above the national average. The benchmark for Excellence is to have program-level mean scores for each of the five area assessment indicators above the 75<sup>th</sup> percentile of all institutions participating in the M.B.A. ETS testing.

## **V. Ongoing Assessment**

The faculty of the School of Business at Indiana University Kokomo will strive to carefully evaluate the data gathered and affect the necessary improvements in courses or curricula. This data will be used as a cornerstone in the School's continuous improvement process that is the foundation of its AACSB

accreditation. We are proud that we involved all of the School of Business faculty members in developing, assessing and adapting curriculum. Thus, assessment is an ongoing process and the plan itself will be under regular evaluation as part of the process.

The following resources are requested from CTLA to support the assessment efforts of the School.

(1) ETS test cost for undergraduate students in 2010-11:	30 @ \$25 = \$ 750
(2) ETS test cost for M.B.A. students in 2010-11:	20 @ \$30 = <u>\$ 600</u>
Total for 2010-11	\$1350
(3) ETS test cost for undergraduate students in 2011-12:	30 @ \$25 = \$750
(4) ETS test cost for M.B.A. students in 2011-12:	20 @ \$30 = <u>\$600</u>
Total for 2011-12	\$1350

## **APPENDIX A. CURRICULUM MAP**

Objectives/Outcomes		(Spring) D542	(Fall) E542	(Spring) F542	(Fall) J542	(Spring) J560	(Fall) M560	(Spring) M570	(Fall) Z542
<b>CRITICAL/ANALYTICAL REASONING</b>									
Identification and formulation of problem	1.1		X	X					
Develop problem solution techniques	1.2		X	X					
Interpret solution results	1.3		X	X					
<b>COMM AND ORG MGMT SKILLS</b>									
Write clearly and effectively	2.1		X	X					
Present clearly and persuasively	2.2		X	X					
Work in and lead teams	2.3				X	X			
<b>ANALYZE TRENDS IN BUS ENVIRONMENT</b>									
Economic and political change	3.1					X			
Change in culture and demographics	3.2					X			
<b>ETHICAL, LEGAL, SOCIAL RESPONSIBILITY</b>									
Concept of ethics	4.1				X				
Legal and regulatory environment	4.2				X				
Social responsibility of business	4.3				X				
<b>DYNAMICS OF DOMESTIC AND GLOBAL ORGANIZATIONAL ENVIRONMENT</b>									
Synergies resulting from partnerships	5.1					X			
Gains to trade, barriers to trade	5.2		X						
Globalization and competitive advantage	5.3					X			
<b>ORGANIZATIONAL AND FUNCTION-RELATED STRATEGIES</b>									
Financial statements in decision making	6.1	X							
Cost behavior	6.2	X							
Supply and demand	6.3		X						
Pricing in market structures	6.4		X						
Quality, technology	6.5							X	
OM concepts and techniques	6.6							X	
Valuation models	6.7			X					
Capital budgeting theory	6.8			X					
Segment product-markets / marketing mix	6.9						X		
Marketing management / strategic market planning	6.10						X		
High performance Human Resources practices	6.11								X
Organizational behavior	6.12								X
<b>INTEGRATIVE / INTERDISCIPLINARY</b>									
Internal analysis of an organization	7.1					X			
Interaction of functional areas	7.2					X			
Economic reasoning and accounting data in decisions	7.3	X							

Appendix A.

Curriculum Map for M.B.A. program. The grid indicates courses used for collection of assessment data for each learning outcome.

## **APPENDIX B. SAMPLE ASSESSMENT RUBRIC**



## Outcome: “Students will write effectively”

Date: \_\_\_\_\_

Rater: \_\_\_\_\_

Course: \_\_\_\_\_

Student: \_\_\_\_\_

Instructions to the evaluator: For each of the four components, enter a score in the far right column that reflects your evaluation. You can use up to one decimal place (i.e. 2.3). All scores must fit into the range from 1.0 to 3.0.

COMPONENT	Unacceptable = 1.0	Acceptable = 2.0	Exemplary = 3.0	Score
<b>Organization</b>	Uneven and ineffective overall organization, unfocused introduction or conclusion.	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas, organizes them logically with paragraphs and connects them with effective transitions. Goes beyond "average" in delivering a conclusion that is well documented and persuasive.	
<b>Spelling and Grammar</b>	Writing contains frequent spelling and grammar errors which interfere with comprehension	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.	The writing is essential error-free in terms of spelling and grammar.	
<b>Sufficiency and Quality of Research and Evidence</b>	Most ideas unsupported, confusion between personal and external evidence, reasoning flawed.	Presents ideas in general terms, support for ideas is present but may need clarification.	Supports most ideas with effective examples, references, and details, makes key distinctions	

**APPENDIX C. ETS TEST MAPPING  
FOR PROGRAM OUTCOMES**

<b>Objectives/Outcomes</b>		<b>Marketing</b>	<b>Management</b>	<b>Finance</b>	<b>Managerial Accounting</b>	<b>Strategic Integration</b>
<b>CRITICAL/ANALYTICAL REASONING</b>						
Identification and formulation of problem	1.1					<b>X</b>
Develop problem solution techniques	1.2					<b>X</b>
Interpret solution results	1.3					<b>X</b>
<b>COMM AND ORG MGMT SKILLS</b>						
Write clearly and effectively	2.1					
Present clearly and persuasively	2.2					
Work in and lead teams	2.3					
<b>ANALYZE TRENDS IN BUS ENVIRONMENT</b>						
Economic and political change	3.1					<b>X</b>
Change in culture and demographics	3.2					
<b>ETHICAL, LEGAL, SOCIAL RESPONSIBILITY</b>						
Concept of ethics	4.1					<b>X</b>
Legal and regulatory environment	4.2					
Social responsibility of business	4.3					<b>X</b>
<b>DYNAMICS OF DOMESTIC AND GLOBAL ORGANIZATIONAL ENVIRONMENT</b>						
Synergies resulting from partnerships	5.1					<b>X</b>
Gains to trade, barriers to trade	5.2					
Exchange Rates	5.3					
Globalization and competitive advantage	5.4					
<b>ORGANIZATIONAL AND FUNCTION-RELATED STRATEGIES</b>						
Financial statements in decision making	6.1				<b>X</b>	
Cost behavior	6.2				<b>X</b>	
Supply and demand	6.3					
Inflation, unemployment and GDP	6.4					
Quality, technology	6.5		<b>X</b>			
OM concepts and techniques	6.6		<b>X</b>			
Valuation models	6.7			<b>X</b>		
Capital budgeting theory	6.8			<b>X</b>		
Segment product-markets / marketing mix	6.9	<b>X</b>				
Marketing management / strategic market planning	6.10	<b>X</b>				
High performance Human Resources practices	6.11		<b>X</b>			
Organizational behavior	6.12		<b>X</b>			
<b>INTEGRATIVE / INTERDISCIPLINARY</b>						
Internal analysis of an organization	7.1		<b>X</b>			
Interaction of functional areas	7.2					
Economic thinking and accounting data in decisions	7.3					

Appendix B. Coverage of program learning outcomes in the ETS Major Field Test for M.B.A.

Note: The ETS test reports scores in five assessment indicators. The table reports which outcomes are covered in each assessment indicator score.