

**Indiana University Kokomo  
School of Business  
MBA Program  
Assessment Report  
Academic Year 2006-2007**

**I. BRIEF SUMMARY OF ASSESSMENT PLAN**

*Goals and Outcomes Assessed in 2006-2007*

In the course of 2006-2007 school year, the School assessed student performance on the following goals and outcomes. The School implemented a course-embedded system of assessment in Spring 2006. Assessment data were collected in all core MBA courses. Some outcomes were assessed in the Fall, while others were assessed in the Spring semester. Please refer to Appendix A – Summary of Assessment Results – for a grid that identifies the timing and results of assessment in 2006-07.

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 - Describe 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 international monetary system and the role of exchange rates.
- Outcome 5.4 – 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 – Perform analysis of supply and demand and evaluate market outcomes.
- Outcome 6.4 – Evaluate the effects of fiscal and monetary policies.
- 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 thinking and accounting data to make financial decisions.

### *Assessment Benchmarks*

Assessment of these outcomes was performed with course-embedded assessment methods described below in Section II of this Report. Benchmarks for each outcome were set by the faculty in terms of the mean performance of students enrolled in a course on assignments related to the outcome. The specific benchmark levels that have to be reached for the performance to be classified as Excellent or Satisfactory for each outcome are presented next to the summary assessment results in Appendix A. Appendix C further lists the details on specific assessment instruments utilized by the faculty in each course for collection of the assessment data.

### *Changes to Assessment Plan*

In response to the feedback received from the IU Kokomo Assessment Council, the School worked to improve the effectiveness of using the ETS Major Field Test for M.B.A. in assessment of our learning outcomes. The School's Assessment Committee obtained a copy of the test from the ETS. The test was reviewed by the faculty teaching in the areas of the program to establish links between the assessment indicators provided by ETS and the student learning outcomes of the M.B.A. program. We switched to computer-based ETS testing in Spring 2007, which allowed additional information to be collected. In accordance with feedback received from the IU Kokomo Assessment Council, we also established benchmarks to be used for the ETS testing in the M.B.A. program starting in 2007-08.

In addition, the Assessment Committee of the School worked to document the specific assessment instruments used by the faculty in course-embedded assessment of student learning outcomes. Appendix C provides a grid of specific assessment instruments used by the faculty in each course in 2006-07.

## **II. ASSESSMENT METHODS**

### *Course-embedded Assessment*

Starting in Spring 2006, a course-embedded system of assessment was used to collect data on student performance. The Curriculum Map presented in Appendix B 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. Student performance for each outcome is then evaluated by the faculty teaching the course as Excellent, Acceptable, or Needs Improvement.

Due to the large number of outcomes and the different nature of material assessed, it was left to the faculty to decide on the appropriate mechanism for each outcome. A summary of the data on these assessment instruments was collected by the Assessment Committee and was reviewed by all faculty. This summary appears in Appendix C. For instance, outcomes 6.1-6.2 and 7.3 were assessed in D542. In this case, the faculty member teaching the course used existing exams, and tracked student performance on questions relating to each of the outcomes separately on each exam. Please see a sample data collection from in Appendix D that summarizes this information for the course.

For each outcome assessed, the data were collected for each student enrolled in the course. Appendix A identifies the outcomes that were assessed in the Fall and in the Spring semester, respectively. The data was collected by the faculty teaching the corresponding course. The same faculty then related the student performance to the benchmark set for the outcome.

### *National Standardized Test*

As a supplementary assessment tool, all graduates also take the standard Educational Testing Service (ETS) exam for M.B.A. testing the knowledge in the functional areas of Business in the capstone course during a regularly scheduled class period. This exam is listed as a requirement for completion of the course. The scores on this exam are analyzed by the Assessment Committee and may serve to identify potential problem areas in the curriculum. The ETS test provides an opportunity to compare student performance to a highly competitive national sample of M.B.A. programs that included over 3,500 students at 109 institutions.

## **III. DESCRIPTION OF ASSESSMENT RESULTS**

A summary of the course-embedded assessment results is presented in Appendix A. This summary identifies the benchmark for each outcome assessed, and shows the faculty's evaluation of the mean student performance as Excellent, Acceptable, or Needs Improvement. Appendix A identifies the timing of data collection. Appendix C further details the data collection instruments used by the faculty.

Overall, the results demonstrate strong performance on all learning outcomes. Sixteen outcomes were seen as "Excellent" in 2006-07. Twenty-one outcomes were at the "Acceptable" level.

Appendix E provides data on the student performance on the ETS exam. The overall performance of students improved significantly in 2006-07. The average score was at the 85<sup>th</sup> percentile level, compared with the highly competitive sample of M.B.A. programs that are using the ETS test. The average scores on the ETS assessment indicators were consistently high, reaching the level of 85<sup>th</sup> percentile nationally for areas of marketing and strategic integration.

#### **IV. USING ASSESSMENT FOR PROGRAM IMPROVEMENT**

##### *Program Improvement*

An important feature of our assessment effort is the attempt to close the loop and improve the program in response to the assessment results. If the benchmark is not reached for a particular outcome, the faculty teaching the course consider changes to the course, and submit an outline of the proposed changes to the Assessment Committee of the School. These suggestions are later implemented. A similar process is successfully utilized in the assessment of the undergraduate program.

The collection of the course-embedded assessment data was started in Spring 2006 and we had the first full year of the assessment cycle in 2006-2007. So far, our data indicate strong student performance for all outcomes assessed, but the process for incorporating improvement is in place.

##### *Continuous Improvement of Assessment Process*

The School's Assessment Committee will work to adjust the Assessment Plan based on the results collected. In 2006-2007, all of the learning outcomes will be assessed by the School in an effort to establish whether the satisfactory level of performance is achieved and sustained.

As mentioned above, a major challenge for the School was to improve the effectiveness of using the ETS Major Field Test for M.B.A. in assessment of our learning outcomes. The School's Assessment Committee obtained a copy of the test from the ETS. The test was reviewed by the faculty teaching in the areas of the program to establish links between the assessment indicators provided by ETS and the student learning outcomes of the M.B.A. program. One problem that we encountered in the past was that the students were not properly motivated to take the test. It is a difficult three-hour long exam, but there was no incentive provided to the students to expend sufficient effort on the test. The results were not linked to course grades or used as a requirement for graduation. The faculty worked in Spring 2007 to provide grading incentives to students taking the test. Furthermore, the School rewarded the students scoring above the 90<sup>th</sup> percentile nationally with certificates. These measures appear to have improved the student effort and the significance of ETS results. For 2007-08, the Assessment Committee established new benchmarks for the ETS results. The new benchmarks look at individual performance on the test, as opposed to using the mean scores. A review of ETS data with the new benchmarks will allow for more meaningful interpretation of the results.

#### **V. DISSEMINATION OF RESULTS**

The assessment results are being disseminated to faculty, staff, and students in a variety of ways. The Assessment Committee collects and reviews all assessment results. A summary of assessment activities is presented to the School's faculty and staff at every School of Business meeting generally once a month. Assessment results for each semester are discussed after the Committee collects all data, typically at the start of the following semester. In addition, a copy of this report is submitted to the Assessment Council. These copies are filed and are publicly available to all the stakeholders of the School.

The highlights of assessment activities appeared in the past issues of the School of Business newsletter *NEXUS* that is distributed to all students. A summary of the ETS testing results was reported in the *NCIndiana* newsletter distributed to stakeholders in the service area. Furthermore, the assessment results were presented at the School's advisory board meeting.

One big change to dissemination of the assessment results to all stakeholders that took place in 2006-07 was the construction of assessment web pages. The School's webmaster developed a series of pages with complete information on the School's assessment activities. The information includes Assessment highlights for the M.B.A. program, the list of learning outcomes for the M.B.A. programs, and the results of ETS testing of graduates. The School was one of the first on campus to develop a complete and user-friendly web summary of assessment. The address of the School's assessment web page is:

<http://www.iuk.edu/~kobus/assessment/assessment.shtml>

Highlights of the assessment activities were also provided to CTLA for dissemination to stakeholders. This information is now available at:

<http://www.iuk.edu/~koctla/assessment/SumBus.shtml>

**APPENDIX A. SUMMARY OF COURSE-EMBEDDED ASSESSMENT RESULTS**

**MBA ASSESSMENT - FALL 2006**

<b>Objectives/Outcomes</b>	<b>No.</b>	<b>Course</b>	<b>Assessed in F2006</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Benchmark (Excellent / Acceptable)</b>
<b>CRITICAL/ANALYTICAL REASONING</b>							
Identification and formulation of problem	1.1	F542	N				90% / 70%
Develop problem solution techniques	1.2	F542	N				90% / 70%
Interpret solution results	1.3	F542	N				90% / 70%
Identification and formulation of problem	1.1	M570	N				90% / 70%
Develop problem solution techniques	1.2	M570	N				90% / 70%
Interpret solution results	1.3	M570	N				90% / 70%
<b>COMM AND ORG MGMT SKILLS</b>							
Write clearly and effectively	2.1	J542/Z542	Y		X		85% / 70%
Present clearly and persuasively	2.2	J542/Z542	Y	X			85% / 70%
Work in and lead teams	2.3	J542/Z542	Y	X			85% / 70%
<b>ANALYZE TRENDS IN BUS ENVIRONMENT</b>							
Economic and political change	3.1	J560	Y		X		90% / 70%
Change in culture and demographics	3.2	J560	Y		X		90% / 70%
<b>ETHICAL, LEGAL, SOCIAL RESPONSIBILITY</b>							
Concept of ethics	4.1	J542	Y	X			90% / 70%
Legal and regulatory environment	4.2	J542	Y	X			90% / 70%
Social responsibility of business	4.3	J542	Y	X			90% / 70%
<b>DYNAMICS OF DOMESTIC AND GLOBAL ORGANIZATIONAL ENVIRONMENT</b>							
Synergies resulting from partnerships	5.1	J560	Y		X		90% / 70%
Gains to trade, barriers to trade	5.2	E520	Y	X			80% / 60%
Exchange Rates	5.3	E520	Y	X			80% / 60%
Globalization and competitive advantage	5.4	J560	Y	X			90% / 70%
<b>ORGANIZATIONAL AND FUNCTION-RELATED STRATEGIES</b>							
Financial statements in decision making	6.1	D542	N				80% / 60%
Cost behavior	6.2	D542	N				80% / 60%
Supply and demand	6.3	E520	Y	X			80% / 60%
Inflation, unemployment and GDP	6.4	E520	Y	X			80% / 60%
Quality, technology	6.5	M570	N				90% / 70%
OM concepts and techniques	6.6	M570	N				90% / 70%
Valuation models	6.7	F542	N				90% / 70%
Capital budgeting theory	6.8	F542	N				90% / 70%
Segment product-markets / marketing mix	6.9	M560	N				90% / 70%
Marketing management / strategic market planning	6.10	M560	N				90% / 70%
High performance Human Resources practices	6.11	Z542	N		X		90% / 70%
Organizational behavior	6.12	Z542	N		X		90% / 70%
<b>INTEGRATIVE / INTERDISCIPLINARY</b>							
Internal analysis of an organization	7.1	J560	Y	X			90% / 70%
Interaction of functional areas	7.2	J560	Y	X			90% / 70%
Economic thinking and accounting data in decisions	7.3	D542	N				90% / 70%

<b>Objectives/Outcomes</b>	<b>No.</b>	<b>Course</b>	<b>Assessed in Spring 2007</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Benchmark (Excellent / Acceptable)</b>
<b>CRITICAL/ANALYTICAL REASONING</b>							
Identification and formulation of problem	1.1	F542	Y		X		90% / 70%
Develop problem solution techniques	1.2	F542	Y		X		90% / 70%
Interpret solution results	1.3	F542	Y		X		90% / 70%
Identification and formulation of problem	1.1	M570	Y		X		90% / 70%
Develop problem solution techniques	1.2	M570	Y		X		90% / 70%
Interpret solution results	1.3	M570	Y		X		90% / 70%
<b>COMM AND ORG MGMT SKILLS</b>							
Write clearly and effectively	2.1	J542/Z542	N				90% / 70%
Present clearly and persuasively	2.2	J542/Z542	N				90% / 70%
Work in and lead teams	2.3	J542/Z542	N				90% / 70%
<b>ANALYZE TRENDS IN BUS ENVIRONMENT</b>							
Economic and political change	3.1	J560	Y	X			90% / 70%
Change in culture and demographics	3.2	J560	Y		X		90% / 70%
<b>ETHICAL, LEGAL, SOCIAL RESPONSIBILITY</b>							
Concept of ethics	4.1	J542	N				90% / 70%
Legal and regulatory environment	4.2	J542	N				90% / 70%
Social responsibility of business	4.3	J542	N				90% / 70%
<b>DYNAMICS OF DOMESTIC AND GLOBAL ORGANIZATIONAL ENVIRONMENT</b>							
Synergies resulting from partnerships	5.1	J560	Y		X		90% / 70%
Gains to trade, barriers to trade	5.2	E520	N				80% / 60%
Exchange Rates	5.3	E520	N				80% / 60%
Globalization and competitive advantage	5.4	J560	Y		X		90% / 70%
<b>ORGANIZATIONAL AND FUNCTION-RELATED STRATEGIES</b>							
Financial statements in decision making	6.1	D542	Y		X		80% / 60%
Cost behavior	6.2	D542	Y		X		80% / 60%
Supply and demand	6.3	E520	N				80% / 60%
Inflation, unemployment and GDP	6.4	E520	N				80% / 60%
Quality, technology	6.5	M570	Y		X		90% / 70%
OM concepts and techniques	6.6	M570	Y		X		90% / 70%
Valuation models	6.7	F542	Y		X		90% / 70%
Capital budgeting theory	6.8	F542	Y		X		90% / 70%
Segment product-markets / marketing mix	6.9	M560	N				90% / 70%
Marketing management / strategic market planning	6.10	M560	N				90% / 70%
High performance Human Resources practices	6.11	Z542	N				80% / 60%
Organizational behavior	6.12	Z542	N				80% / 60%
<b>INTEGRATIVE / INTERDISCIPLINARY</b>							
Internal analysis of an organization	7.1	J560	Y	X			90% / 70%
Interaction of functional areas	7.2	J560	Y	X			90% / 70%
Economic thinking and accounting data in decisions	7.3	D542	Y	X			90% / 70%

## **APPENDIX B. CURRICULUM MAP**

Objectives/Outcomes		(Spring) D542	(Fall) E520	(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		X
Present clearly and persuasively	2.2				X		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						
Exchange Rates	5.3		X						
Globalization and competitive advantage	5.4					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						
Inflation, unemployment and GDP	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 thinking and accounting data in decisions	7.3	X							
Curriculum Map for M.B.A. program. The grid indicates courses used for collection of assessment data for each learning outcome.									

**APPENDIX C. SUMMARY OF ASSESSMENT DATA COLLECTION  
INSTRUMENTS**

		(Spring) D542	(Fall) E520	(Spring) F542	(Fall) J542	(Spring) J560	(Fall) M560	(Spring) M570	(Fall) Z542
<b>Objectives/Outcomes</b>									
<b>CRITICAL/ANALYTICAL REASONING</b>									
Identification and formulation of problem	1.1			E				E	
Develop problem solution techniques	1.2			E				E	
Interpret solution results	1.3			E				E	
<b>COMM AND ORG MGMT SKILLS</b>									
Write clearly and effectively	2.1				C, Pr		Ex, W, H		P, E
Present clearly and persuasively	2.2				C, Pr		Ex, Pr, D		Pr
Work in and lead teams	2.3				C, Pr				E, AC
<b>ANALYZE TRENDS IN BUS ENVIRONMENT</b>									
Economic and political change	3.1					P			
Change in culture and demographics	3.2					P			
<b>ETHICAL, LEGAL, SOCIAL RESPONSIBILITY</b>									
Concept of ethics	4.1				C, Pr				
Legal and regulatory environment	4.2				C, Pr				
Social responsibility of business	4.3				C, Pr				
<b>DYNAMICS OF DOMESTIC AND GLOBAL ORGANIZATIONAL ENVIRONMENT</b>									
Synergies resulting from partnerships	5.1					P			
Gains to trade, barriers to trade	5.2		E						
Exchange Rates	5.3		E						
Globalization and competitive advantage	5.4					P			
<b>ORGANIZATIONAL AND FUNCTION-RELATED STRATEGIES</b>									
Financial statements in decision making	6.1	E							
Cost behavior	6.2	E							
Supply and demand	6.3		E						
Inflation, unemployment and GDP	6.4		E						
Quality, technology	6.5							E	
OM concepts and techniques	6.6							E	
Valuation models	6.7			E					
Capital budgeting theory	6.8			E					
Segment product-markets / marketing mix	6.9						H, W, Ex, D		
Marketing management / strategic market planning	6.10						H, W, Ex, D		
High performance Human Resources practices	6.11								E, Pr
Organizational behavior	6.12								D
<b>INTEGRATIVE / INTERDISCIPLINARY</b>									
Internal analysis of an organization	7.1					P			
Interaction of functional areas	7.2					P			
Economic thinking and accounting data in decisions	7.3	E							
<b>CODE: E = Exams, P = Projects, GW = Group Work, C = Cases, D = Discussions, Pr = Presentations, I = Internet, Ex = Exercises, W = Written work, CI = Critical Incidents. H = Homework/Problems.</b>									

**APPENDIX D. SAMPLE ASSESSMENT DATA FORM**

### IUK School of Business Assessment Data Form

Course: D542

Semester: Spring 2007

Faculty: Cox

Goal	Score	Evaluation		
		Excellent	Acceptable	Needs Improvement
Learn how financial statements help decision makers	85.6% <sup>a</sup>		X	
Learn cost behavior to solve business problems	82.4% <sup>b</sup>		X	
Be able to integrate economic thinking and accounting data to make financial decisions	91.6% <sup>c</sup>	X		

<sup>a</sup> Based on problems 1-6, 23, 24 from exam 1.

<sup>b</sup> Based on problems 16-19 from exam 2.

<sup>c</sup> Based on problems 17-18 and 22-24 from Exam 3.

Comments: These results reflect the spring 2007 performance of 15 students from one section of Advanced Managerial Accounting. Assessment of student learning indicates that all 3 outcomes were satisfied and results relating to integrating economic thinking and accounting data indicate an excellent evaluation.

**APPENDIX E. ETS MAJOR FILED TEST DATA SUMMARY**

## ASSESSMENT OF STUDENT LEARNING THROUGH ETS MAJOR FIELD TEST

The data represents results of IU Kokomo MBA students in Educational Testing Service's standardized field test for MBA. The numbers are percentile rank scores for all categories and for each category separately for a given semester. The percentile ranks are in relation to the national comparative data sample received from the ETS. This sample includes 3,530 students from 109 institutions for 2006-07.

	Spring 2005	Spring 2006	Spring 2007
Percentile scores			
Number	15	15	24
<b>Overall IUK Percentile</b>	<b>50</b>	<b>75</b>	<b>85</b>
Marketing	25	70	85
Management	10	80	80
Finance	40	70	80
Managerial Accounting	70	65	75
Strategic Integration	55	60	85