

Indiana University Kokomo
School of Business
Assessment Plan
Academic Years 2015/16 to 2020/21

UNDERGRADUATE BUSINESS PROGRAM

I. Program Mission

The following is the School of Business mission statement revised and adopted in Fall 2015.

The School of Business provides innovative, quality, and cost-effective undergraduate and graduate business education in North Central Indiana. The curriculum incorporates experiential learning to prepare our students with the skills to excel and function responsibly in a diverse global economy. The faculty is dedicated to making a positive impact through close relationships with students and excellence in teaching, research, service, and community engagement.

The School's mission statement fits with the focus of the University's mission to meet the educational needs of North Central Indiana. Furthermore, the program's mission states the faculty's commitment to excellence in teaching, as well as research and service. The following is the mission statement of Indiana University Kokomo.

The mission of Indiana University Kokomo, a regional campus of Indiana University, 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.

II. Program Goals and Learning Outcomes

Goals of the undergraduate program as well as the learning outcomes are driven by the mission of the School. In particular, these goals are reflected in the philosophy of balanced education that prepares students for effective and ethical decision-making and leadership.

Program goals and outcomes are created by the Curriculum Management and Assurance of Learning Committee of the School (CM-AoL) and are then adopted by vote at a meeting of the School. The goals and outcomes are regularly reviewed and have been most recently re-designed by the School in Fall 2015. The number of learning outcomes has been reduced significantly to make the assessment process more robust. There are four general education goals 1 – 4. These general education skills are designed to be consistent with the general education goals and outcomes approved by the IU Kokomo Faculty Senate. Further, there are two learning outcomes related to the content areas of business under goal 5.

A graduate of the business program should be able to:

Goal 1. Communicate effectively

Outcome 1.1. Students will read critically

Outcome 1.2. Students will write effectively

Outcome 1.3. Students will speak effectively

Outcome 1.4. Students will use technology appropriately to support communication

Goal 2. Use information and technology effectively

Outcome 2. 1. Students will determine the nature and extent of information needed

Outcome 2. 2. Students will evaluate information and its sources critically

Outcome 2. 3. Students will use spreadsheet software.

Outcome 2. 4. Students will use database management software.

Goal 3. Demonstrate quantitative skills.

Outcome 3.1. Students will translate a verbal problem into mathematical notation

Outcome 3.2. Students will solve the mathematical problem that models verbal problem

Outcome 3.3. Students will use the solution of the mathematical problem to draw valid conclusions about the verbal problem

Outcome 3.4. Students will use fundamental statistical information

Goal 4. Demonstrate effective critical thinking skills.

Outcome 4. 1. Students will recognize issues that have alternative interpretations

Outcome 4. 2. Students will assess the quality of supporting evidence

Outcome 4. 3. Students will assess the implications and consequences that result from proposed conclusions

Goal 5. Demonstrate knowledge and skills in the functional areas of business.

Outcome 5. 1. Students will understand concepts in the functional areas of business including Accounting, Business law, Economics, Finance, Management, Marketing

Outcome 5. 2. Students will apply concepts in the functional areas of business including Accounting, Business law, Economics, Finance, Management, Marketing

III. Curriculum Map

Appendix A provides the curriculum map for the learning outcomes and their components. The map identifies the courses and the assessment instruments that are used for assurance of learning on the outcomes presented above.

IV. Schedule of the Assurance of Learning Activities

COURSE-EMBEDDED ASSESSMENT

The goal of the current assessment plan is to collect data using course-embedded assessment instruments at least twice for every goal and learning outcome over the five-year accreditation visit cycle. The plan also calls for the data to be reviewed and evaluated, and the appropriate changes to be made to the assurance of learning process. A curriculum map showing the assessment points for each learning outcome is attached in Appendix A. Table 1 below presents the schedule of assurance of learning activities for each academic year covered by this plan.

Table 1. Schedule of the Assurance of Learning Activities

Academic Year	Course-embedded Assessment	External Assessment
2015/16	Review and re-design of assessment plan, Assessment of experiential learning	ETS Test for Business
2016/17	Data collection for outcomes linked to Goals 1-4	ETS Test for Business
2017/18	Data collection for outcomes linked to Goal 5	ETS Test for Business
2018/19	Review of assessment plan, Data collection for outcomes linked to Goals 1-4	ETS Test for Business
2019/20	Data collection for outcomes linked to Goal 5	ETS Test for Business
2020/21	Review and re-design of assessment plan, Assessment of experiential learning	ETS Test for Business

The cycle of assurance of learning begins with a review of the assessment plan including program goals and learning outcomes, assessment activities and benchmarks. This is performed in AY 2015/16 along with a special assessment focused on experiential learning. AY 2016/17 and 2018/19 will focus on the learning outcomes linked to goals 1-4 (general knowledge and skills). AY 2017/18 and 2019/20 will focus on the learning outcomes linked to goal 5 (knowledge and skills in the areas of business). A review of the data collected occurs after the conclusion of each academic year. Furthermore, the assessment plan itself is reviewed regularly to ensure it is consistent with the strategic plan documents and mission of the School. In particular, the School plans to perform a “mock” review of its processes in the middle of the accreditation visit cycle. Any changes to strategic documents made in such a review will be incorporated into the assessment plan.

The course-embedded assessment techniques incorporate assessment into regular class activities. The CM-AoL Committee develops assessment forms and rubrics, and the faculty members teaching each of the courses identified in the Curriculum map incorporate assessment tasks into their courses. All outcomes are assessed in the courses identified in the Curriculum Map. The School’s CM-AoL

Committee works with the faculty members teaching these courses in setting up the specific assessment mechanism. The assessment components and rubrics are developed by the faculty and the CM-AoL Committee. Appendix B presents a sample rubric that identifies the components and performance standards for outcome 1.2 (writing).

Benchmarks

Utilizing the course-embedded system of assessment will allow for detailed outcome-level data on achievement of the outcomes connected to each program goal. The CM-AoL Committee develops rubrics and assessment data collection forms for assessing student achievement of the outcomes. Please refer to Appendix B for a sample rubric. The forms identify the performance levels in the following fashion – Level I (Exemplary achievement of the outcome), Level II (Satisfactory achievement of the outcome), Level III (Outcome achievement needs improvement). The individual benchmarks for each outcome are set by the faculty and examined by the CM-AoL committee and the faculty during the assessment plan review.

NATIONAL STANDARDIZED TESTING

The School also collects assessment data on Business-related outcomes by using the ETS Major Field Test for Business. This is a standardized national test that covers the functional areas of business. The Assessment Committee of the School reviews the results and reports the results to the faculty and other stakeholders. The ETS test provides data comparable to over 500 institutions worldwide.

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 goals and outcomes most recently in 2014. Faculty members from various areas participated in the evaluation of ETS test questions. ETS reports test results as nine assessment indicators measuring the achievement in nine areas of business. 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.

Since the ETS data is reported in the nine assessment indicators for Business, this is the unit of data used in our assessment. The faculty examine the scores for each assessment indicator, and use the map presented in Appendix C to trace the score back to the program learning outcomes. The ETS testing is performed for all program graduates in the Fall and the Spring semester. The test is taken as part of the capstone course every academic year.

Benchmarks

The ETS test allows us to get external validation of student performance, and to compare performance of our students with that of over 100,000 students at over 500 other institutions. The ETS reports an overall mean score for the program in the nine areas of business, and individual student scores for the complete test. We expect our students to perform at better than the national average level. We also expect the program to have overall mean scores that are above the National average. The benchmark for Excellence for the program is to have program-level mean scores for each of the nine areas of business above the 75th percentile of all institutions participating in the ETS testing. The benchmark for Satisfactory performance is to have program-level mean scores for each of the nine areas of business above the 50th percentile of all institutions participating in the ETS testing worldwide.

APPENDIX A. CURRICULUM MAP

		A201	A202	E201	E202	E270	D301	F301	K201	L201	M301	P301	K302	S302	Z302	J401	J404
Goal 1.	Communicate effectively																
Outcome 1.1.	Read critically									Project							
Outcome 1.2.	Write effectively				Essay							Project					
Outcome 1.3.	Speak effectively																Presentation
Outcome 1.4.	Use technology to support communication									Project							
Goal 2.	Use information and technology effectively																
Outcome 2.1.	Nature and extent of information needed														Project		
Outcome 2.2.	Evaluate information and its sources critically														Project		
Outcome 2.3.	Use spreadsheet software.					HW			Project			Project			Project		
Outcome 2.4.	Use database management software.								Project						Project		
Goal 3.	Demonstrate quantitative skills.																
Outcome 3.1.	Translate a verbal problem into mathematical notation	Quiz, Exam, HW	Quiz, Exam, HW						Quiz						Exam		
Outcome 3.2.	Solve the mathematical problem that models verbal prob	Quiz, Exam, HW	Quiz, Exam, HW						Quiz						Exam		
Outcome 3.3.	Use the solution to draw valid conclusions	Quiz, Exam, HW	Quiz, Exam, HW						HW, Test	Quiz							
Outcome 3.4.	Use fundamental statistical information								HW, Test								
Goal 4.	Demonstrate effective critical thinking skills.																
Outcome 4.1.	Recognize issues that have alternative interpretations				Exam/Forum	Essay											
Outcome 4.2.	Assess the quality of supporting evidence				Exam/Forum												
Outcome 4.3.	Assess the implications that result from proposed conclusions				Exam/Forum	Essay											
Goal 5.	Demonstrate knowledge in functional areas of business.																
5.1.1	Understand concepts in Accounting	Quiz, Exam, HW	Quiz, Exam, HW						HW, Exam								
5.1.2	Understand concepts in Business Law									Exam							Exam
5.1.3	Understand concepts in Economics			Quiz, Exam	Quiz		Exam				Exam, Exercises						
5.1.4	Understand concepts in Finance								HW, Exam								Exam, Project
5.1.5	Understand concepts in Management													Exam			Exam, Project
5.1.6	Understand concepts in Marketing										Exam, Exercises						Exam, Project
5.2.1	Apply concepts in Accounting	HW, Project	Exam, HW, Project														
5.2.2.	Apply concepts in Business Law									Exam							Exam
5.2.3.	Apply concepts in Economics			Quiz, Exam	Quiz, Essay						Exam, Exercises						
5.2.4.	Apply concepts in Finance								HW, Exam								Exam, Project
5.2.5.	Apply concepts in Management													Exam			Exam, Project
5.2.6.	Apply concepts in Marketing										Exam, Exercises						Exam, Project

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
Organization	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.	
Spelling and Grammar	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.	
Sufficiency and Quality of Research and Evidence	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**

	Outcome	Accounting	Economics	Management	Quantitative	Finance	Marketing	Legal / Social	Information Systems	International
Goal 1.	Communicate effectively									
Outcome 1.1.	Read critically									
Outcome 1.2.	Write effectively									
Outcome 1.3.	Speak effectively									
Outcome 1.4.	Use technology to support communication									
Goal 2.	Use information and technology effectively									
Outcome 2. 1.	Nature and extent of information needed								X	
Outcome 2. 2.	Evaluate information and its sources critically									
Outcome 2. 3.	Use spreadsheet software.									
Outcome 2. 4.	Use database management software.								X	
Goal 3.	Demonstrate quantitative skills.									
Outcome 3.1.	Translate a verbal problem into mathematical notation				X					
Outcome 3.2.	Solve the mathematical problem that models verbal problem				X					
Outcome 3.3.	Use the solution to draw valid conclusions				X					
Outcome 3.4.	Use fundamental statistical information									
Goal 4.	Demonstrate effective critical thinking skills.									
Outcome 4. 1.	Recognize issues that have alternative interpretations									
Outcome 4. 2.	Assess the quality of supporting evidence									
Outcome 4. 3.	Assess the implications that result from proposed conclusions									
Goal 5.	Demonstrate knowledge in functional areas of business.									
5.1.1	Understand concepts in Accounting	X								
5.1.2	Understand concepts in Business Law							X		
5.1.3	Understand concepts in Economics		X							X
5.1.4	Understand concepts in Finance					X				
5.1.5	Understand concepts in Management			X						X
5.1.6	Understand concepts in Marketing						X			
5.2.1	Apply concepts in Accounting	X								
5.2.2.	Apply concepts in Business Law							X		
5.2.3.	Apply concepts in Economics		X							
5.2.4.	Apply concepts in Finance					X				
5.2.5.	Apply concepts in Management			X						
5.2.6.	Apply concepts in Marketing						X			