

**Indiana University Kokomo
School of Business
Assessment Plan
School Years 2013-14 and 2014-15**

M.B.A. DEGREE PROGRAM

I. PROGRAM MISSION STATEMENT

The following is the School of Business mission statement revised and adopted in Spring 2013.

The School of Business provides innovative, quality, and cost-effective undergraduate and graduate business education in North Central Indiana. The School prepares students with the skills to excel and function responsibly in a diverse global economy. The faculty is dedicated to excellence in teaching, research, and service.

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 M.B.A. program are driven by the mission of the School. The goals have been reviewed by the Assessment Committee and the faculty of the School in Spring 2013. The number of learning outcomes has been reduced as the outcomes were re-written and focused on the goals and the mission of the program. The following are the current goals and learning outcomes .

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

Outcome 3.1 - Describe the concept of ethics and its applications.
Outcome 3.2 - Describe the impact of the legal and regulatory environment on business.
Outcome 3.3 - Discuss the social responsibility of business.

Goal 4. Operate in dynamic and complex domestic and global organizational environments.

Outcome 4.1 – Describe organizational synergies resulting from partnerships and global alliances.
Outcome 4.2 – Describe the opportunities and threats that accompany globalization.

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

Outcome 5.1 – Use financial statements to guide decision making.
Outcome 5.2 – Apply cost behavior to solve business problems.
Outcome 5.3 – Apply demand and supply theory and the concept of elasticity to managerial decisions.
Outcome 5.4 – Analyze pricing strategies used by firms in different market structures.
Outcome 5.5 – Describe the importance of quality and technology to gain a competitive advantage.
Outcome 5.6 - Apply quantitative models and technology to support managerial decision making.
Outcome 5.7 – Utilize valuation models in order to estimate the price of financial assets.
Outcome 5.8 – Describe capital budgeting theory and the theory of capital structure.
Outcome 5.9 – Develop a marketing mix to appeal to target markets.
Outcome 5.10 – Describe marketing management and strategic market planning processes.
Outcome 5.11 – Describe high performance Human Resources practices.
Outcome 5.12 – Discuss current trends in organizational behavior and leadership concepts.

Goal 6. Integrate theory and application from various functional areas in an interdisciplinary approach.

Outcome 6.1 – Perform competitive analysis and internal analysis of an organization, using the tools and concepts from various functional disciplines.
Outcome 6.2 – Apply knowledge from various functional areas of business to derive cross-functional synergies.

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 2013-2015

Course-embedded Assessment

As the goals and learning outcomes of the undergraduate Business program were revised in Spring 2013, we intend to complete a cycle of assessment data collection in 2013-14 and 2014-15 academic years that will allow us to measure the attainment of these goals and outcomes. This cycle of assessment will be repeated twice to ensure data validity. A curriculum map showing the assessment points for each learning outcome is attached in Appendix A.

The assessment is performed using course-embedded techniques. The Assessment 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 required courses identified in the Curriculum Map. The School's Assessment Committee works with the faculty teaching these courses in setting up the specific assessment mechanism. The assessment components and rubrics are developed by the faculty and the Assessment Committee. Appendix B presents a sample rubric that identifies the components and performance standards for outcome 2.1 (writing), as well as a sample assessment data collection form for a required course.

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 Assessment Committee developed rubrics and assessment data collection forms for assessing student achievement of the outcomes. Please refer to Appendix B for a sample rubric and a sample form. 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 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 also administers the ETS test for M.B.A. students to all graduates of the program. 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 40,000 students taking the ETS test at over 240 M.B.A. programs 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 outcomes. 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 for M.B.A. 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 international M.B.A. programs.

The 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 75th percentile of all institutions participating in the M.B.A. ETS testing worldwide.

APPENDIX A. CURRICULUM MAP

Objectives/Outcomes		(Spring) D542	(Fall) E542	(Spring) F542	(Fall) L512	(Spring) J560	(Fall) M560	(Spring) M570	(Fall) Z542
CRITICAL/ANALYTICAL REASONING									
Provide identification and formulation of problem	1.1		Case problems	Exam				Exam, Project	
Develop problem solution techniques	1.2		Case problems	Exam				Exam, Project	
Interpret and implement solution results	1.3		Case problems	Exam				Exam, Project	
COMM AND ORG MGMT SKILLS									
Write clearly and effectively	2.1			Exam					
Present clearly and persuasively	2.2		Project						
Work in and lead teams	2.3		Project		Project				
ETHICAL, LEGAL, SOCIAL RESPONSIBILITY									
Concept of ethics	3.1				Exam				
Legal and regulatory environment	3.2				Exam, Case, Presentation				
Social responsibility of business	3.3				Exam, Case, Presentation				
DYNAMIC GLOBAL ORGANIZATIONAL ENVIRONMENT									
Synergies resulting from global alliances	4.1				Exam, Case, Presentation				
Opportunities and threats of globalization	4.2				Exam, Case, Presentation				
FUNCTION-RELATED KNOWLEDGE									
Financial statements in decision making	5.1	Exam							
Cost behavior	5.2	Exam							
Supply and demand	5.3		Exam						
Pricing in market structures	5.4		Exam						
Importance of quality	5.5							Exam, Project	
Quantitative models	5.6							Exam, Project	
Valuation models	5.7				Exam				
Capital budgeting theory	5.8				Exam				
Segment product-markets / marketing mix	5.9						Project, exercises		
Marketing management / strategic market planning	5.10						Project, exercises		
High performance Human Resources practices	5.11								Paper
Organizational behavior and leadership	5.12								Project
INTEGRATIVE / INTERDISCIPLINARY									
Competitive and internal analysis of organization	6.1				Exam, Case, Presentation				
Describe interaction of functional areas	6.2				Exam, Case, Presentation				

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

IU Kokomo School of Business Assessment Data Form

Course: **J560**

Semester: **Spring 2014**

Faculty: _____

Please return this form to Dmitriy Chulkov.

Please include your evaluation of the aggregate student performance measured for the assessment outcomes in the course. If you use a numerical measure in your assessment (for example, the percentage of correct answers on a test) include it under “Score”. Also include your evaluation by placing a checkmark in the appropriate area.

Goal	Score	Evaluation		
		Excellent	Acceptable	Needs Improvement
Describe organizational synergies resulting from partnerships and global alliances				
Describe the opportunities and threats that accompany globalization				
Perform competitive analysis and internal analysis of an organization, using the tools and concepts from various functional disciplines				
Apply knowledge from various functional areas of business to derive cross-functional synergies				
Instruments used to collect data (exam, quiz, etc.):				

Comments: (attach additional material if necessary)

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**

Objectives/Outcomes		Marketing	Management	Finance	Managerial Accounting	Strategic Integration
CRITICAL/ANALYTICAL REASONING						
Provide identification and formulation of problem	1.1					X
Develop problem solution techniques	1.2					X
Interpret and implement solution results	1.3					X
COMM AND ORG MGMT SKILLS						
Write clearly and effectively	2.1					
Present clearly and persuasively	2.2					
Work in and lead teams	2.3					
ETHICAL, LEGAL, SOCIAL RESPONSIBILITY						
Concept of ethics	3.1					X
Legal and regulatory environment	3.2					
Social responsibility of business	3.3					X
DYNAMIC GLOBAL ORGANIZATIONAL ENVIRONMENT						
Synergies resulting from global alliances	4.1					X
Opportunities and threats of globalization	4.2					
FUNCTION-RELATED KNOWLEDGE						
Financial statements in decision making	5.1				X	
Cost behavior	5.2				X	
Supply and demand	5.3					
Pricing in market structures	5.4					
Importance of quality	5.5		X			
Quantitative models	5.6					
Valuation models	5.7			X		
Capital budgeting theory	5.8			X		
Segment product-markets / marketing mix	5.9	X				
Marketing management / strategic market planning	5.10	X				
High performance Human Resources practices	5.11		X			
Organizational behavior and leadership	5.12		X			
INTEGRATIVE / INTERDISCIPLINARY						
Competitive and internal analysis of organization	6.1		X			
Describe interaction of functional areas	6.2					X

Appendix c.

Curriculum Map for ETS Test. The grid indicates ETS assessment indicator coverage for each learning outcome.