

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

M.B.A. 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 M.B.A. program as well as the learning outcomes are driven by the mission of the School. Program goals and outcomes are created by the Curriculum Management and Assurance of Learning Committee of the School (CM-AoL) and are then reviewed by the entire faculty and adopted by vote at a meeting of the School. The goals and outcomes are reviewed regularly. 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. – Students will understand concepts in the functional areas of business including Accounting, Economics, Finance, Management, Marketing, and Operations

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

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 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 M.B.A.
2016/17	Data collection for outcomes linked to Goals 1-4	ETS Test for M.B.A.
2017/18	Data collection for outcomes linked to Goals 5-6	ETS Test for M.B.A.
2018/19	Review of assessment plan, Data collection for outcomes linked to Goals 1-4	ETS Test for M.B.A.
2019/20	Data collection for outcomes linked to Goals 5-6	ETS Test for M.B.A.
2020/21	Review and re-design of assessment plan, Assessment of experiential learning	ETS Test for M.B.A.

The cycle of assurance of learning begins by 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 goals 5-6 (knowledge and skills in the areas of business and integration of the areas).

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 expects 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 2.1 (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 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 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 administers the ETS test to all M.B.A. students as they near graduation. 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 20,000 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 most recently in 2014. 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 measures 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 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.

Benchmarks

Every student 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 Field test for M.B.A. includes the results of test-takers from highly selective national and international 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								
Understand concepts in Accounting	5.1.1	Exam						
Understand concepts in Economics	5.1.2		Exam					
Understand concepts in Finance	5.1.3			Exam				
Understand concepts in Management	5.1.4			Exam, Case				Paper, Project
Understand concepts in Marketing	5.1.5					Project, exercises		
Understand concepts in Operations	5.1.6						Exam, Project	
Apply concepts in Accounting	5.2.1	Exam						
Apply concepts in Economics	5.2.2		Exam					
Apply concepts in Finance	5.2.3			Exam				
Apply concepts in Management	5.2.4			Exam, Case				Paper, Project
Apply concepts in Marketing	5.2.5					Project, exercises		
Apply concepts in Operations	5.2.6						Exam, 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

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						
Understand concepts in Accounting	5.1.1				X	
Understand concepts in Economics	5.1.2					
Understand concepts in Finance	5.1.3			X		
Understand concepts in Management	5.1.4		X			
Understand concepts in Marketing	5.1.5	X				
Understand concepts in Operations	5.1.6		X			
Apply concepts in Accounting	5.2.1				X	
Apply concepts in Economics	5.2.2					
Apply concepts in Finance	5.2.3			X		
Apply concepts in Management	5.2.4		X			
Apply concepts in Marketing	5.2.5	X				
Apply concepts in Operations	5.2.6					
INTEGRATIVE / INTERDISCIPLINARY						
Competitive and internal analysis of organization	6.1		X			
Describe interaction of functional areas	6.2					X

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