

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

UNDERGRADUATE BUSINESS DEGREE

I. PROGRAM'S MISSION

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, the program’s mission states commitment to excellence in teaching as well as research and service including regional economic development.

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.

There are five general education goals 1 – 5. These general education skills are designed to be consistent the general education goals and outcomes approved by the Faculty Senate. Further, there are eight goals related to the content areas of business 6.1 – 6.8.

A graduate of the undergraduate 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 effectively

- Outcome 2.1. Students will determine the nature and extent of information needed
- Outcome 2.2. Students will access the needed information effectively and efficiently
- Outcome 2.3. Students will evaluate information and its sources critically
- Outcome 2.4. Students will use information effectively to accomplish a specific purpose

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 compare the perspectives of others to their own
- Outcome 4.3. Students will assess the quality of supporting evidence
- Outcome 4.4. Students will assess the implications and consequences that result from proposed conclusions

Goal 5. Demonstrate skills with computers and information technology.

- Outcome 5.1 - Students will use word processing software.
- Outcome 5.2 - Students will use spreadsheet software.
- Outcome 5.3 - Students will use presentation software.
- Outcome 5.4 - Students will use database management software.
- Outcome 5.5 - Students will demonstrate skills in web design.

Goal 6.1. Demonstrate knowledge and skills in accounting.

- Outcome 6.1.1 - Analyze and record accounting transactions.
- Outcome 6.1.2 - Describe the sequential phases of the accounting cycle.
- Outcome 6.1.3 - Identify, describe, and prepare each of the major financial statements.
- Outcome 6.1.4 - Explain how financial statements help decision makers.
- Outcome 6.1.5 - Apply the methods of overhead cost allocation.
- Outcome 6.1.6 - Apply cost behavior to solve business problems.
- Outcome 6.1.7 - Perform variance analysis.
- Outcome 6.1.8 - Prepare major managerial accounting reports such as a statement of cost of goods manufactured and a production report.

Goal 6.2. Demonstrate knowledge and skills in economics.

Outcome 6.2.1 - Apply supply and demand analysis.

Outcome 6.2.2 - Derive the different measures of costs, revenues, and profits.

Outcome 6.2.3 - Explain the pricing implications of market conditions (perfect competition, monopolistic competition, oligopoly, monopoly).

Outcome 6.2.4 - Describe measurements of inflation, unemployment and GDP.

Outcome 6.2.5 - Identify economic policies that stimulate long term growth.

Outcome 6.2.6 - Distinguish between fiscal and monetary policies, their goals, and their controlling authorities

Outcome 6.2.7 - Describe nature of money and the tasks and tools of the Federal Reserve system.

Outcome 6.2.8 - Describe gains to trade and the effects of barriers to trade.

Goal 6.3. Demonstrate knowledge and skills in finance.

Outcome 6.3.1 - Apply the concept and mechanics of the time value of money.

Outcome 6.3.2 - Utilize valuation models to estimate the price of financial assets.

Outcome 6.3.3 - Apply capital budgeting theory, including the estimation of incremental after-tax cash flows and the use of the Net Present Value method.

Outcome 6.3.4 - Measure risk and describe the risk-return tradeoff as expressed by the Capital Asset Pricing Model.

Outcome 6.3.5 - Describe the theory of capital structure.

Goal 6.4. Demonstrate knowledge and skills in legal, ethical, social, international topics.

Outcome 6.4.1 - Describe the influence of national, international and intercultural factors on strategic choices, including on decisions to make direct foreign investments.

Outcome 6.4.2 - Describe and apply the major theories that explain why trade and investment occur.

Outcome 6.4.3 - Describe the overall composition of the global business environment.

Outcome 6.4.4 - Describe the positive and negative effects of multinational enterprises on host nations.

Outcome 6.4.5 - Describe the concept of national competitiveness and how it relates to industry-specific and firm-specific competitiveness.

Outcome 6.4.6 - Describe the concept of ethics and its impact on leadership, decision-making, socially responsible and responsive strategies.

Outcome 6.4.7 - Describe the nature and sources of law in the US legal system.

Outcome 6.4.8 - Describe the rules that bound business entities, business relationships, and business transactions.

Goal 6.5. Demonstrate knowledge and skills in management.

Outcome 6.5.1 - Describe the nature of an enterprise.

Component 8.5.1.1 - Describe how an enterprise relates to its environment.

Component 8.5.1.2 - Describe how an enterprise relates to its stakeholders.

Outcome 6.5.2 - Use an analytical framework for sorting and relating the numerous elements affecting the whole organization and its environment:

Component 8.5.2.1 - Perform a competitive analysis and assessment of the external forces affecting the firm.

Component 8.5.2.2 - Perform an internal analysis of an organization, using tools and concepts from various related disciplines

Outcome 6.5.3 - Describe major theories of leadership and motivation.

Goal 6.6. Demonstrate knowledge and skills in management information systems.

Outcome 6.6.1 - Describe the nature of information systems, their components and types.

Outcome 6.6.2 - Describe the principles of database design and apply them to business problems.

Outcome 6.6.3 - Identify the impact of IS on organization structure, business processes, and decision-making effectiveness.

Outcome 6.6.4 - Describe the impact of networks and e-business on organizations.

Goal 6.7. Demonstrate knowledge and skills in marketing.

Outcome 6.7.1 - Describe the eight universal functions of marketing.

Outcome 6.7.2 - Describe the marketing concept.

Outcome 6.7.3 - Describe how to find attractive marketing opportunities.

Outcome 6.7.4 - Segment product markets and develop a marketing mix.

Outcome 6.7.5 - Describe the marketing management and strategic market planning processes.

Goal 6.8. Demonstrate knowledge and skills in operation management.

Outcome 6.8.1 - Describe the critical role of operation management in the overall business strategy of the firm

Outcome 6.8.2 - Describe how operations interact with other functional areas to derive cross-functional synergies

Outcome 6.8.3 - Describe the importance of quality, technology, and globalization to gain a competitive advantage

Outcome 6.8.4 - Apply quantitative models and technology to support managerial decision making

III. Curriculum Map

Appendix A provides the curriculum map for the learning outcomes and their components. The map identifies which courses are used for assessment of the outcomes presented above. When components are identified, all components for an outcome are assessed in the same course.

IV. Assessment of student learning activities planned for the following academic year

Course-embedded Assessment

For three school years ending in 2008, the School primarily assessed the Business-specific goals 6.1.-6.8. In 2008-10, the School started to assess general education goals and outcomes with course-

embedded assessment. Specifically, we assessed goal 1 – communication skills, outcomes 1.1-1.2. In 2009-2010, we will conduct another round of assessment of these outcomes to substantiate the level of student achievement of these outcomes. In 2010-11 and 2011-12 we will complete the cycle of assessment by assessing the remaining outcomes 1.3-5.5. A curriculum map showing these outcomes and the classes in which they are assessed is attached in Appendix A.

We follow the guidelines set by the IU Kokomo the Faculty Senate and the Educational Policies Committee for general education assessment. We intend to follow closely the guidelines created at the campus level for our unit-specific assessment of general education skills. This will also allow for effective use of resources in satisfying campus-level requirements for assessment of general education.

In Fall 2010, outcomes 3.1-3.3 will be assessed in A202 and outcomes 4.1-4.4 will be assessed in J401. In Spring 2011, outcomes 1.3-1.4 will be assessed in M450, outcomes 5.1-5.5 will be assessed in K201. Also in Spring 2011, outcomes 4.1-4.4 will be assessed for the second time in E201, following a round of assessment in Fall 2010 performed in J401. These critical thinking outcomes are very important for the program, and we intend to assess them both at the sophomore and at the senior level. In Fall 2011, outcomes 2.1-2.4 will be assessed in S302, outcome 3.4 will be assessed in E270. Overall in the next three semesters we will complete the assessment of all outcomes that have not been assessed in the past in the course-embedded system of assessment.

All outcomes will be assessed in required courses identified in 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 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 1.3. The Committee will continue to develop the components and the rubrics as needed in 2010-2011. The assessment will be performed by the School's faculty with the help of the instructor in the corresponding course.

Benchmarks

Utilizing the course-embedded system of assessment will allow for detailed student-level data on achievement of the outcomes connected to the goal. The Assessment Committee developed rubrics for assessing student achievement of the outcomes. Please refer to Appendix B for a sample rubric used to assess outcome 1.3. 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 benchmark is set for 85 percent of students that completed the course with a passing grade to achieve Level I or Level II performance.

National standardized testing

The School will continue collecting assessment data on the Business-related outcomes by using a standardized national test that covers the functional areas of business. This is the ETS Major Field Test for 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 600 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. In 2007, faculty members in all 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. The majority of outcomes related to Goals 6.1-6.8 are covered by the ETS test. 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 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.

In addition to the Major Field Test for Business, the School will perform the Major Field test for Economics for the first time in the Fall 2010 semester. This test will help provide external validation for our assessment of student achievement of outcomes 6.2.1-6.2.8. This is a new test recently introduced by the ETS. We intend to test its applicability to our program. The Assessment Committee and the faculty will review the test results and the test questions and evaluate whether repeated use of this test is recommended.

Benchmarks

The ETS test allows us to get external validation of student performance, and to compare performance of our students with that of over 130,000 students at 612 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 individually 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 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 nine areas of business above the national average. The benchmark for Excellence 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.

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 involve 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

		A201	A202	E201	E202	E270	D301	F301	K201	L201	M301/ M450	P301	S302	Z302	J401
Goal 1.	Communicate effectively														
Outcome 1.1.	Read critically									X					
Outcome 1.2.	Write effectively				X										
Outcome 1.3.	Speak effectively										X				X
Outcome 1.4.	Technology to support communication										X				X
Goal 2.	Use information effectively														
Outcome 2. 1.	Nature and extent of information needed												X		
Outcome 2. 2.	Access information effectively and efficiently												X		
Outcome 2. 3.	Evaluate information and its sources critically												X		
Outcome 2. 4.	Use information effectively to accomplish a specific purpose												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					X		X							
Goal 4.	Demonstrate effective critical thinking skills.														
Outcome 4. 1.	Recognize issues that have alternative interpretations			X	X										X
Outcome 4. 2.	Compare the perspectives of others to their own			X											X
Outcome 4. 3.	Assess the quality of supporting evidence			X											X
Outcome 4. 4.	Assess the implications that result from proposed conclusions			X	X										X
Goal 5.	Demonstrate skills with computers and information technology.														
Outcome 5.1.	Use word processing software.								X						
Outcome 5.2.	Use spreadsheet software.								X						
Outcome 5.3.	Use presentation software.								X						
Outcome 5.4.	Use database management software.								X						
Outcome 5.5.	Develop skills in web design.								X						

		A201	A202	E201	E202	E270	D301	F301	K201	L201	M301/ M450	P301	S302	Z302	J401
	ACCOUNTING														
6.1.1	Record accounting transactions.	X													
6.1.2	Phases of the accounting cycle.	X													
6.1.3	Major financial statements.	X													
6.1.4	Financial statements in decision making	X													
6.1.5	Overhead cost allocation.		X												
6.1.6	Cost behavior		X												
6.1.7	Variance analysis.		X												
6.1.8	Managerial accounting reports		X												
	ECONOMICS														
6.2.1	Supply and demand			X											
6.2.2	Cost measures			X											
6.2.3	Market structures			X											
6.2.4	Measures of inflation, unemployment and GDP				X										
6.2.5	Growth policy				X										
6.2.6	Fiscal and monetary policies				X										
6.2.7	Money and the Federal Reserve system.				X										
6.2.8	Gains to trade, barriers to trade			X											
	FINANCE														
6.3.1	The time value of money							X							
6.3.2	Valuation models							X							
6.3.3	Capital budgeting theory and its application							X							
6.3.4	Capital Asset Pricing Model.							X							
6.3.5	Capital structure							X							
	LEGAL, ETHICAL, SOCIAL, INTERNATIONAL ISSUES														
6.4.1	National, international and intercultural factors						X								
6.4.2	Theories of trade and investment						X								
6.4.3	Major trade and investment flows						X								
6.4.4	Multinational enterprises						X								
6.4.5	National competitiveness						X								
6.4.6	Concept of ethics									X					
6.4.7	Nature and sources of law									X					
6.4.8	Rules that bound business entities									X					
	MANAGEMENT														
6.5.1	Nature of an enterprise														X
6.5.1.1	Environment of enterprise														X
6.5.1.2	Stakeholders of enterprise														X
6.5.2	Analytical framework of enterprise														X
6.5.2.1	Competitive analysis														X
6.5.2.2	Internal analysis of an organization														X
6.5.3	Leadership and motivation													X	
	MANAGEMENT INFORMATION SYSTEMS														
6.6.1	Nature of IS												X		
6.6.2	Database, its design and use												X		
6.6.3	Impact of IS on organization												X		
6.6.4	Implications of telecommunications and e-business												X		
	MARKETING														
6.7.1	Eight universal functions of marketing.										X				
6.7.2	Marketing concept.										X				
6.7.3	Marketing opportunities.										X				
6.7.4	Segment product-markets / marketing mix										X				
6.7.5	Marketing management / strategic market planning										X				
	OPERATION MANAGEMENT														
6.8.1	Role of operation management in business strategy											X			
6.8.2	Interaction with other functions											X			
6.8.3	Quality and technology											X			
6.8.4	Selected OM concepts and techniques											X			

APPENDIX B. SAMPLE ASSESSMENT RUBRIC

Learning Outcome: “Present clearly and persuasively to a business audience”

Date: _____

Rater: _____

Course: M450

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 and analysis	Presentation failed to cover the required elements of the assignment in a logical and timely manner and/or the analysis is inadequate.	Presentation covers the required elements of the assignment in a logical and timely manner and the analysis is adequate.	Presentation covers the required elements of the assignment in a logical and timely manner and the analysis indicates optimal use of information and quantitative tools, attention to detail, and consideration of alternative interpretations.	
Quality of conclusion	Missing or poor. Not tied to analysis. Does not summarize points that brought the speaker to this conclusion.	Summarizes presentation's main points, and draws conclusions based upon these points.	Goes beyond "average" in delivering a conclusion that is well documented and persuasive.	
Voice quality	Often hard to understand. Voice is too soft, or too loud. Pace is often too quick or too slow.	Easily understood, appropriate pace and volume.	Excellent delivery. Modulates voice, projects enthusiasm, interest, and confidence.	
Use of media	Relies too heavily on electronic presentation or notes. Makes little eye contact. Electronic presentation contains too much information.	Electronic presentation parallels the presenter's content and does not prevent the speaker from connecting with the audience. However, the electronic content does not significantly improve the presentation.	Electronic presentation is used effortlessly to enhance the presentation.	

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

		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.	Technology to support communication									
Goal 2.	Use information effectively									
Outcome 2.1.	Nature and extent of information needed									
Outcome 2.2.	Access information effectively and efficiently									
Outcome 2.3.	Evaluate information and its sources critically									
Outcome 2.4.	Use information effectively to accomplish a specific purpose									
Goal 3.	Demonstrate quantitative skills.									
Outcome 3.1.	Translate a verbal problem into mathematical notation									
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				X					
Goal 4.	Demonstrate effective critical thinking skills.									
Outcome 4.1.	Recognize issues that have alternative interpretations									
Outcome 4.2.	Compare the perspectives of others to their own									
Outcome 4.3.	Assess the quality of supporting evidence									
Outcome 4.4.	Assess the implications that result from proposed conclusions									
Goal 5.	Demonstrate skills with computers and information technology.									
Outcome 5.1.	Use word processing software.									
Outcome 5.2.	Use spreadsheet software.									
Outcome 5.3.	Use presentation software.									
Outcome 5.4.	Use database management software.									
Outcome 5.5.	Develop skills in web design.									
The nine ETS Major Field Test in Business assessment indicators are linked to program learning outcomes below										
ACCOUNTING										
6.1.1	Record accounting transactions.	X								
6.1.2	Phases of the accounting cycle.									
6.1.3	Major financial statements.	X								
6.1.4	Financial statements in decision making	X								
6.1.5	Overhead cost allocation.	X								
6.1.6	Cost behavior	X								
6.1.7	Variance analysis.	X								
6.1.8	Managerial accounting reports	X								
ECONOMICS										
6.2.1	Supply and demand		X							
6.2.2	Cost measures		X							
6.2.3	Market structures		X							
6.2.4	Measures of inflation, unemployment and GDP		X							
6.2.5	Growth policy		X							
6.2.6	Fiscal and monetary policies		X							
6.2.7	Money and the Federal Reserve system.		X							
6.2.8	Gains to trade, barriers to trade		X							
FINANCE										
6.3.1	The time value of money					X				
6.3.2	Valuation models					X				
6.3.3	Capital budgeting theory and its application					X				
6.3.4	Capital Asset Pricing Model.					X				
6.3.5	Capital structure					X				
LEGAL, ETHICAL, SOCIAL, INTERNATIONAL ISSUES										
6.4.1	National, international and intercultural factors									X
6.4.2	Theories of trade and investment									X
6.4.3	Major trade and investment flows									X
6.4.4	Multinational enterprises									X
6.4.5	National competitiveness									
6.4.6	Concept of ethics							X		
6.4.7	Nature and sources of law							X		
6.4.8	Rules that bound business entities							X		
MANAGEMENT										
6.5.1	Nature of an enterprise			X						
6.5.1.1	Environment of enterprise									
6.5.1.2	Stakeholders of enterprise									
6.5.2	Analytical framework of enterprise			X						
6.5.2.1	Competitive analysis									
6.5.2.2	Internal analysis of an organization									
6.5.3	Leadership and motivation									
MANAGEMENT INFORMATION SYSTEMS										
6.6.1	Nature of IS								X	
6.6.2	Database, its design and use								X	
6.6.3	Impact of IS on organization								X	
6.6.4	Implications of telecommunications and e-business								X	
MARKETING										
6.7.1	Eight universal functions of marketing.									
6.7.2	Marketing concept.									
6.7.3	Marketing opportunities.						X			
6.7.4	Segment product-markets / marketing mix						X			
6.7.5	Marketing management / strategic market planning						X			
OPERATION MANAGEMENT										
6.8.1	Role of operation management in business strategy			X						
6.8.2	Interaction with other functions			X						
6.8.3	Quality and technology			X						
6.8.4	Selected OM concepts and techniques									