I. BRIEF SUMMARY OF ASSESSMENT PLAN

Highlights of the Assessment Plan and Results

The IU Kokomo School of Business puts a priority on assessment and assurance of student learning. The School established its Curriculum Management and Assurance of Learning (CMAL) Committee to ensure formal integration between assessment and curriculum decisions. The School regularly performs a formal curriculum review using assessment data as well as surveys of its stakeholders. Curriculum changes at the School are driven by the assessment results.

In the 2018-19 academic year, the School continued to use course-embedded assessment techniques to gather data on the achievement of these outcomes in core graduate courses. The faculty developed assessment forms and used benchmarks to evaluate student performance and establish whether student learning in an outcome is Excellent, Acceptable, or Needs Improvement.

As an external assessment instrument, the School also continued to use the ETS Major Field Test for Business to measure the knowledge and skills of all graduates. The results of this national standardized ETS test allow for comparison of our graduates to national norms. There were 17 graduates taking the test in 2018-19 and the mean performance for the cohort was at the 66th percentile compared to all institutions participating in the ETS testing worldwide. The ETS sample includes 103,363 students at 515 institutions. The School also adopted a new assessment tool that measures student performance on the advanced management simulation and compares student performance to a national sample of over 560 M.B.A. students.

The following are the highlights in our assessment of student learning:
- Mission, Program Goals and Learning Outcomes are regularly reviewed and updated with the next M.B.A. program review scheduled in 2018
- Course-embedded assessment data are collected every academic year
- Program review completed in 2018
- 100 percent of the School's graduate program faculty participate in assessment of student learning over the assessment cycle
- External standardized testing is performed with the ETS Major Field Test
- Curriculum Management and Assurance of Learning Committee oversees all assessment activities
- Assessment results are reviewed by all faculty in regular faculty meetings

Goals and Outcomes Assessed in 2018-19

This academic year, we continued a cycle of assessment that eventually covers every learning outcome in the graduate program. Outcomes 1.1-1.3, 2.1-2.3, 4.1-4.2, 5.1-5.2, and 6.1-6.2 were assessed in this academic year.

A full description of the assessment plan is available in the School's graduate program Assessment Plan document. The list of goals and outcomes is presented below.

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 - Analyze 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 – Analyze organizational synergies resulting from partnerships and global alliances.
Outcome 4.2 – Analyze 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.

II. ASSESSMENT METHODS

Course-embedded Assessment
The School used a combination of course-embedded assessment tools, external standardized test, and performance on a national management simulation assignment. For most of the outcomes described in Section I, a course-embedded system of assessment was used to collect data on student

performance. The Curriculum Map is provided in Appendix A. This Map demonstrates which specific courses are used for data collection for each of the learning outcomes. A complete description of the School's assessment methods is provided in the Assessment Plan document.

The faculty identified assessment instruments such as projects, assignments, or exams that are used for data collection on each of the outcomes. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed the assessment forms to evaluate the learning outcomes in each of the courses. The forms identify the achievement of each learning outcome in the following categories – Excellent, Acceptable, or Needs Improvement. The faculty completed the forms and returned them to the committee. The CMAL committee reviewed all assessment results in preparation of this report. The results were then reported and discussed with all faculty in regular faculty meetings. A summary of all course-embedded assessment results for each of the outcomes is presented in Appendix B.

There was a new course-embedded assessment instrument in 2018-19 as the students participated in a web-based simulation from Marketplace Simulations in the BUKO-J561 course. Specifically, the students completed Advanced Strategic Corporate Management simulation and data were collected on their performance in comparison to a national sample of over 760 M.B.A. students. This assurance of learning assessment (AOLA) is embedded in the simulation exercises. All students enrolled in J561 complete the assessment in that class. The AOLA asks the students questions pertaining to strategic management, but focuses primarily on the application of that knowledge to the competitive environment in the simulation. A report on this simulation was prepared by the faculty teaching this course and is included in Appendix D. This assessment instrument allows the School to compare the performance of its students to a national sample of M.B.A. students participating in the same simulation assignments.

National Standardized Test

The School also required its M.B.A. program graduates to take the standardized Educational Testing Service (ETS) exam for Business students. This ETS test provides an opportunity to compare our students' performance to an international sample of Business program graduates. The ETS sample includes 103,363 students at 515 institutions worldwide.

The School's faculty teaching in the M.B.A. program and the Curriculum Management and Assurance of Learning Committee review the ETS test data as an additional measure of achievement of the learning outcomes. The data from the ETS exam also provide external validation to the course-embedded assessment data.

III. DESCRIPTION OF ASSESSMENT RESULTS

The course-embedded assessment results for 2018-19 are presented in appendix B, while the ETS test results for the M.B.A. program graduates are summarized in Appendix C, and the management simulation results are summarized in Appendix D.

Course-embedded Assessment
In the M.B.A. program, there were five program goals assessed in academic year 2018-19. These goals were further linked to multiple components of learning outcomes. The results were overall positive with nine of the components rated at the Excellent level, and seven of the components rated at the Acceptable level. As the School proceeds through its assessment cycle, all the remaining components and outcomes will be assessed in academic year 2019-20.

Overall, the results demonstrate that student performance reaches or exceeds the level of the faculty's expectations for the learning outcomes and components assessed in 2018-19.

National Standardized Test

The results of the ETS test for Business taken by the program graduates are presented in Appendix C. In particular, there were 17 graduates taking the test in Fall 2018 and Spring 2019 and the mean performance for this cohort was at the 66th percentile compared to all institutions participating in the ETS testing. The ETS sample includes 103,363 students at 515 institutions worldwide.

ETS test results are further linked to the learning outcomes assessed in the areas of business. In 2018-19, the highest performance on the ETS test assessment indicators was observed in the areas of Accounting and Quantitative Analysis, scoring at the 89th and 96th percentile, respectively. The areas of Economics and Finance were also above the 70th percentile. The lowest scores this year were observed in Marketing. The faculty teaching Marketing courses have reviewed the test components and adjusted the topics coverage of the graduate Marketing courses. The Curriculum Management and Assurance of Learning Committee continues to monitor student performance in this areas.

As an additional nationally-normed assessment instrument, the School also collected data on student performance on the web-based management simulation. The students in BUKO-J561 completed a simulation from Marketplace Simulations. Specifically, they are involved in Advanced Strategic Corporate Management. The assurance of learning assessment (AOLA) is embedded in this course. All students enrolled in BUKO-J561 in spring 2019 completed this assessment. The AOLA asked the students questions pertaining to strategic management, but focused primarily on the application of that knowledge to the competitive environment in the simulation. The results for the cohort of 13 students were above the national mean score in each component of assessment based on the overall sample of 762 students. The faculty interpret this result as meeting the expectations for our students. Full results of this assessment appear in Appendix D of this report.

IV. USING ASSESSMENT FOR PROGRAM IMPROVEMENT

The School's faculty focus on the continuous improvement of the program and the assessment process itself. Program improvement in response to the assessment results is an important part of our overall assessment plan. If the benchmark is not reached for a particular outcome, the faculty teaching the course will identify the reason, consider changes to the course, and discuss the proposed changes with the Curriculum Management and Assurance of Learning Committee of the School. A similar process is successfully used in the assessment of the undergraduate Business program. Faculty members also use assessment data on their own to adjust teaching in their courses.

In academic year 2018-19, the faculty formed an M.B.A. program review taskforce and conducted an extensive review of the M.B.A. program. This follows a successful review process completed recently for the undergraduate Business program. The recommendations of the program review taskforce are based on the review of assessment data, surveys of stakeholders, and benchmarking of similar programs. The taskforce recommendations were put to the Curriculum Management and Assurance of Learning (CMAL) Committee that operationalizes these recommendations into several changes to the graduate program. A full review of this process and the resulting recommendations appears in Appendix E.

V. DISSEMINATION OF RESULTS

The School disseminates assessment results to stakeholders in several ways. The Curriculum Management and Assurance of Learning (CMAL) Committee collects and reviews all assessment results. The co-chair of this committee presents a summary of assessment activities to the School's faculty and staff at regular School of Business meetings. In addition, a copy of this report is submitted to the IU Kokomo Office of Academic Affairs.

The School also maintains an assessment web site with complete information on the School's assessment activities. The information on this web site includes assessment highlights for the undergraduate Business program and the M.B.A. program, the list of learning outcomes for the undergraduate and M.B.A. programs, and the results of the ETS testing of the School's graduates. The current address of the School's assessment web page is:

https://www.iuk.edu/school-of-business/resources/program-assessment.html

APPENDIX A. ASSESSMENT CURRICULUM MAP

Objectives/Outcomes		(Spring) D542	(Fall) E542	(Spring) F542	(Fall) J542	(Spring) J560/J561	(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. COURSE-EMBEDDED ASSESSMENT RESULTS

IU Kokomo School of Business Assessment Results - M.B.A. Program - AY 2018/19

Objectives/Outcomes		Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
1.	**Critically and analytically reason and solve problems**						
1.1	Provide identification and formulation of problem	E542	X			**93%**	90% / 70%
1.2	Develop problem solution techniques	E542		X		**85%**	90% / 70%
1.3	Interpret and implement solution results	E542	X			**94%**	90% / 70%
2.	**Communicate effectively**						
2.1	Write clearly and effectively	E542		X		**88%**	85% / 70%
2.2	Present clearly and persuasively	E542	X			**97%**	85% / 70%
2.3	Work in and lead teams	E542	X			**90%**	90% / 70%
3.	**Ethical, legal and socially responsibility**						
3.1	Concept of ethics	J542				**Not Assessed**	90% / 77%
3.2	Legal and regulatory environment	J542				**Not Assessed**	90% / 77%
3.3	Social responsibility of business	J542				**Not Assessed**	90% / 77%
4.	**Dynamic global organizational environment**						
4.1	Synergies resulting from global alliances	J561	X			**91%**	90% / 70%
4.2	Opportunities and threats of globalization	J561	X			**94%**	90% / 70%
5.	**Functional areas of business**						
5.1	**Understand concepts in areas of business**						
5.1.1	Accounting	D542				**Not Assessed**	90% / 70%
5.1.2	Economics	E542		X		**83%**	90% / 70%
5.1.3	Finance	F542				**Not Assessed**	90% / 70%
5.1.4	Management	Z542	X			**92%**	90% / 70%
5.1.5	Marketing	M560		X		**86%**	90% / 70%
5.1.6	Operations	M570				**Not Assessed**	90% / 70%
5.2	**Apply concepts in areas of business**						
5.2.1	Accounting	D542				**Not Assessed**	90% / 70%
5.2.2	Economics	E542		X		**88%**	90% / 70%
5.2.3	Finance	F542				**Not Assessed**	90% / 70%
5.2.4	Management	Z542	X			**90%**	90% / 70%
5.2.5	Marketing	M560		X		**84%**	90% / 70%
5.2.6	Operations	M570				**Not Assessed**	90% / 70%
6.	**Integrate theory and application from various functional areas**						
6.1	Competitive and internal analysis of organization	J561		X		**86%**	90% / 70%
6.2	Describe interaction of functional areas	J561	X			**90%**	90% / 70%

IU Kokomo School of Business Assessment Data Form

Course: **E542**

Semester: **Fall 2018**

Faculty: **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
Provide identification and formulation of problem	93%	X		
Develop problem solution techniques	85%		X	
Interpret and implement solution results	94%	X		
Write clearly and effectively	88%		X	
Work in and lead teams	90%	X		
Present clearly and persuasively to a business audience	97%	X		
Understand concepts in Economics	83%		X	
Apply concepts in Economics	88%		X	
Instruments used to collect data (exam, quiz, etc.): Case study analysis, groupwork, presentations, exams				

Comments: (Explain/summarize data and attach additional material if necessary)

The evaluations are based on the average performance on assignments linked to each of the learning outcomes.

The sample size in Fall 2018 is 19 students.

APPENDIX C. ETS MAJOR FIELD TEST RESULTS

INDIANA UNIVERSITY KOKOMO
SCHOOL OF BUSINESS

Assessment of Student Learning with ETS Major Field Test

The data show the results of IU Kokomo MBA students in Educational Testing Service's standardized Major Field Tests. All graduating students take the test. The numbers represent percentile rank scores for all categories and for each category separately for a given semester. Currently, the MBA students take the ETS Business Major Field Test in order to measure the knowledge in the areas of Business to complement the MBA MFT tests taken in other years. These results appear below and show percentile ranks for each area. The most recent sample includes 103,363 students at 515 institutions.

Percentile scores	Spring 2012	Fall 2017 and Spring 2018	Fall 2018 and Spring 2019
Number of students tested	17	20	17
Overall IU Kokomo Percentile	**91**	**76**	**66**
Accounting	96	91	89
Economics	90	90	72
Management	86	17	51
Quantitative Analysis	75	85	96
Finance	94	98	70
Marketing	75	24	23
Legal/Social Environ.	59	44	55
Information Systems	97	93	39
International Issues	70	90	62

Earlier, the students took the Major Field Test for MBA focusing on MBA-specific knowledge and skills. The most recent sample for the Major Field Test for MBA sample includes 35,418 students from 274 institutions.

Percentile scores	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2013	Spring and Fall 2014	Spring 2015	Fall 2015 and Spring 2016	Fall 2016 and Spring 2017
Number	24	13	19	27	11	19	16	32	26	20
Overall IUK Percentile	**85**	**95**	**85**	**95**	**90**	**80**	**51**	**34**	**29**	**24**
Marketing	85	95	80	95	80	57	48	30	23	6
Management	80	95	80	95	85	77	40	21	17	17
Finance	80	90	85	85	95	74	58	52	52	64
Managerial Accounting	75	95	90	95	90	91	78	30	45	19
Strategic Integration	85	95	80	90	90	65	45	42	26	22

APPENDIX D. MANAGEMENT SIMULATION ASSESSMENT RESULTS

Customized Objective Learning Assessment

Assurance of Learning

▣ Student progress   🔑 Set access   🕐 Reports   ⇧ Release results

Select report to display or export them.

Reports: | Comparative report ▾ |

Show Filter

Overall Distribution
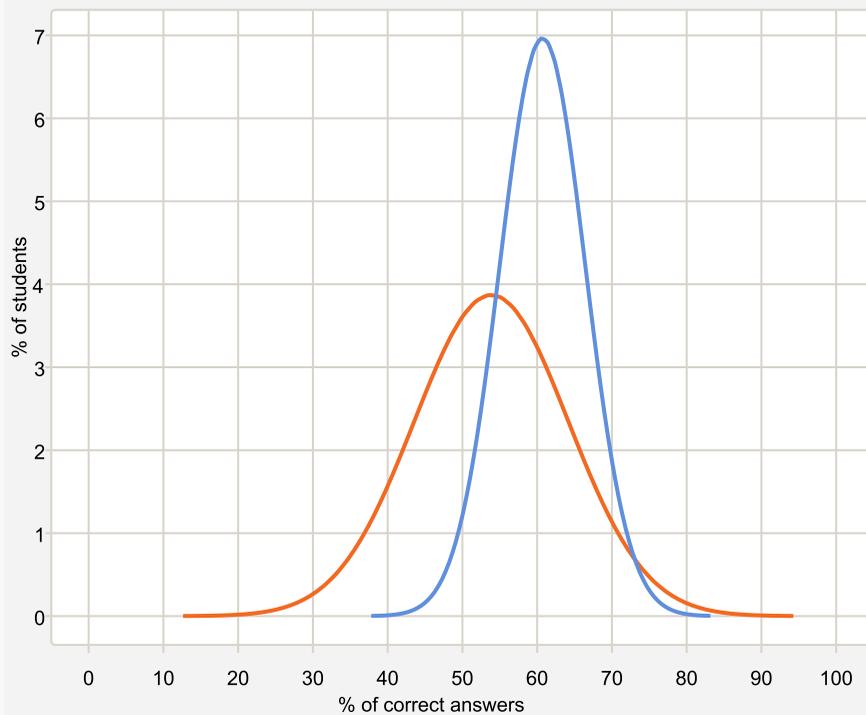
	N	μ	σ
🟦 My assess…	13	60.7	5.7
🟧 Compare a…	792	53.9	10.3

Distribution by Functional Area

Marketing
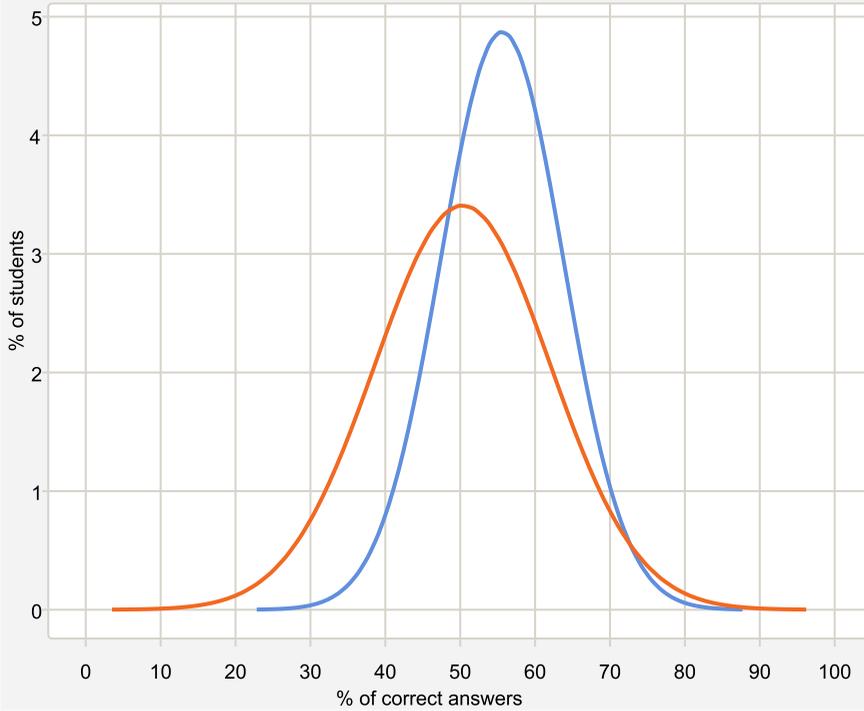
	N	μ	σ
My assess…	13	55.6	8.2
Compare a…	792	50.3	11.7

Sales Channel Management
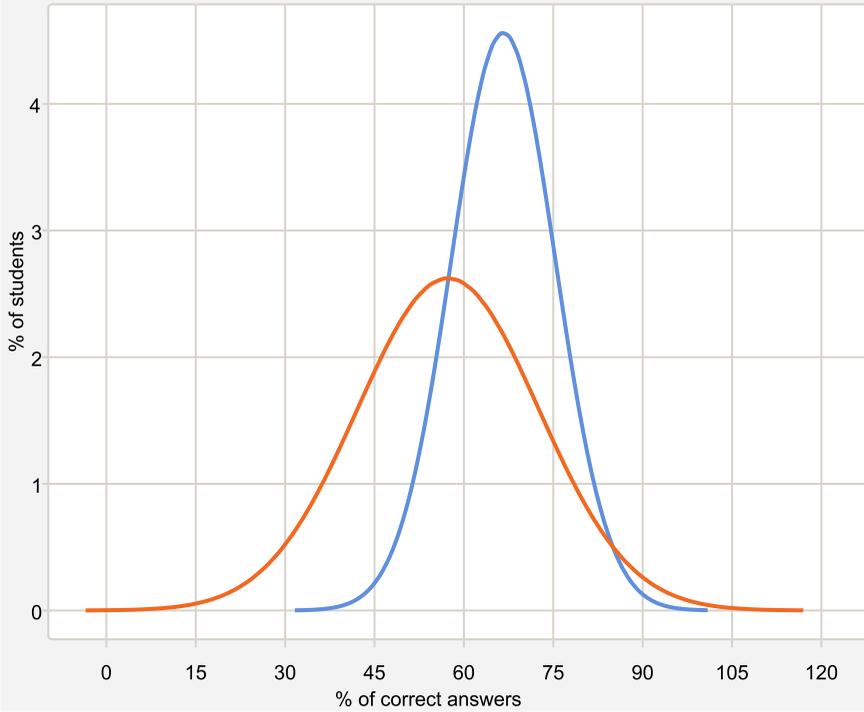
	N	μ	σ
My assess…	13	66.6	8.7
Compare a…	792	57.3	15.2

Finance and Accounting
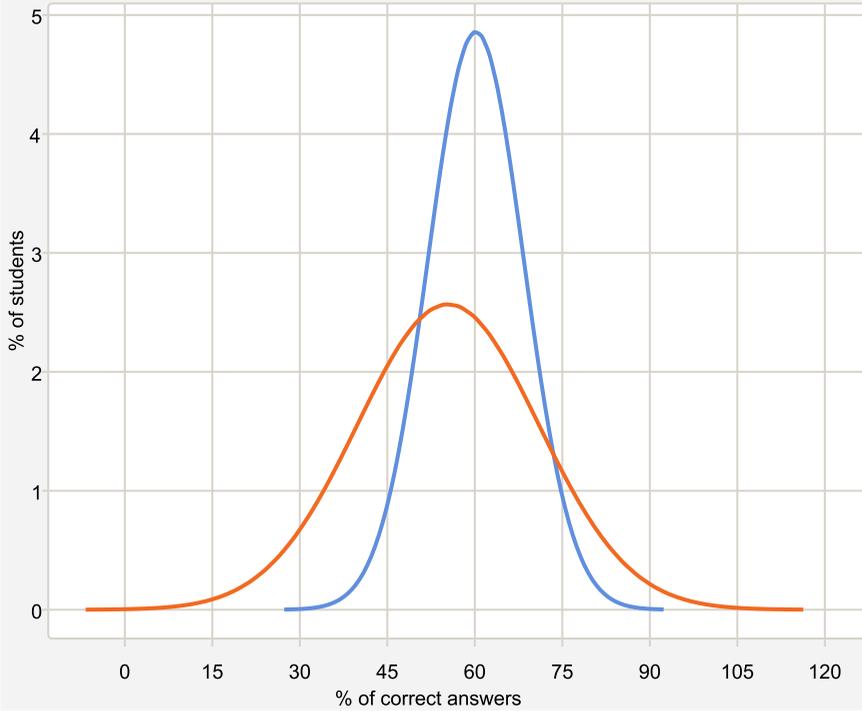
	N	μ	σ
My assess…	13	60.2	8.2
Compare a…	792	55.4	15.5

Manufacturing
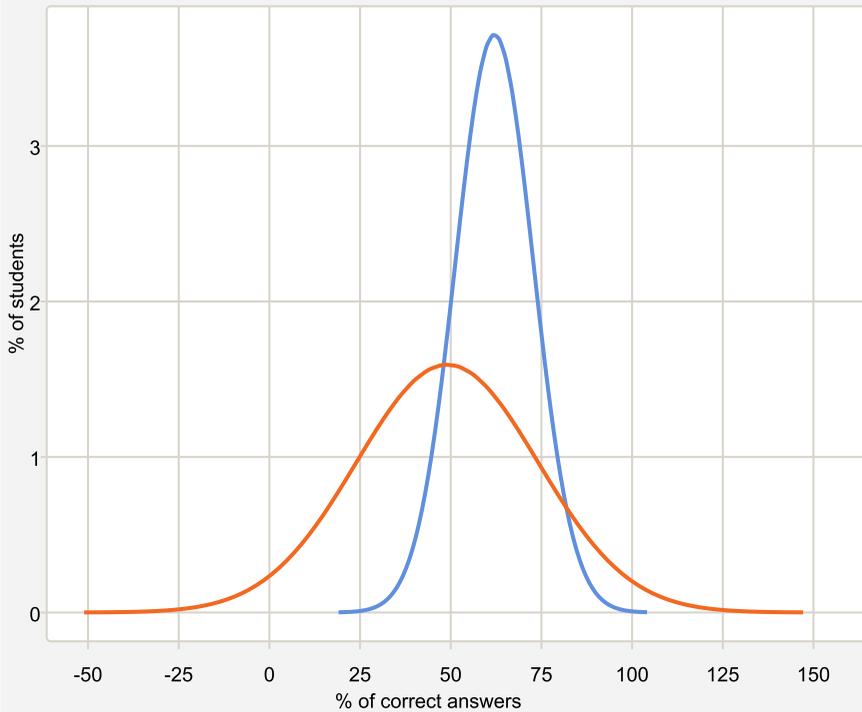
	N	μ	σ
My assess…	13	62.0	10.7
Compare a…	792	49.0	25.0

Distribution by Situational Awareness

Perception/Knowledge of Events
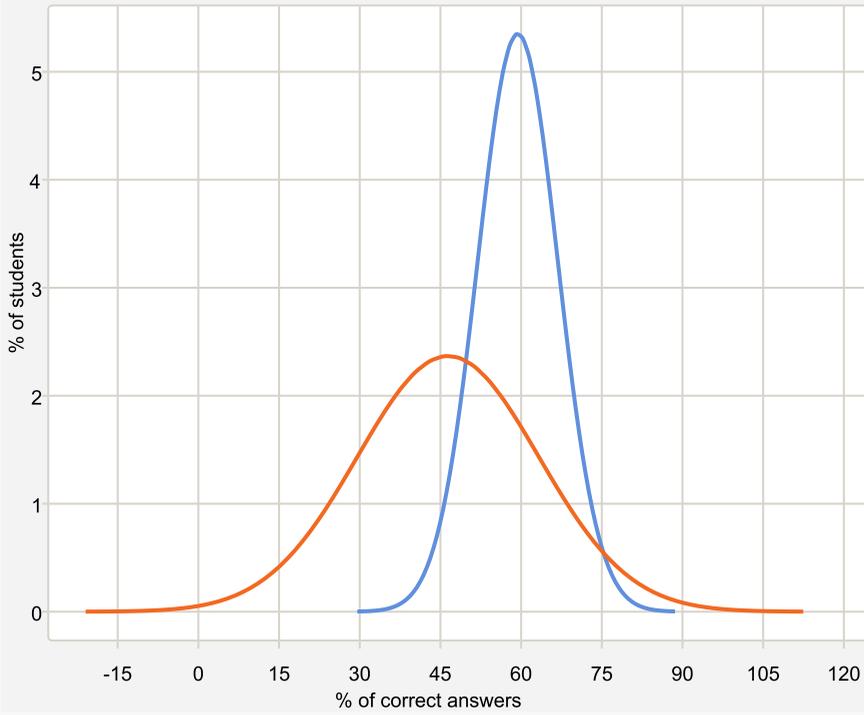
	N	μ	σ
My assess…	13	59.4	7.5
Compare a…	564	46.4	16.8

Comprehension of Meaning
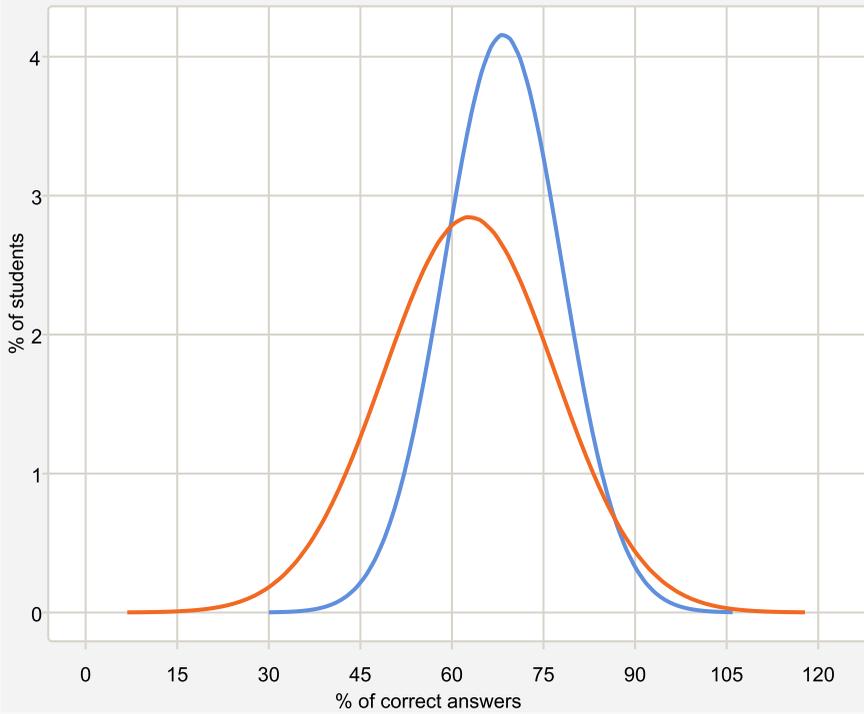
	N	μ	σ
My assess…	13	68.4	9.6
Compare a…	564	62.9	14.0

Projection of Future Events
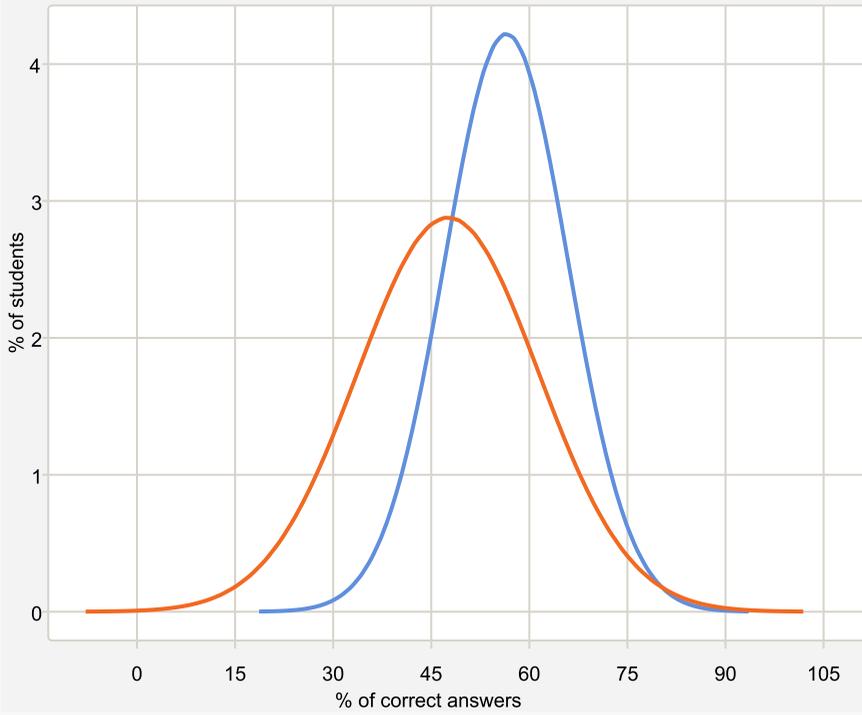
	N	μ	σ
My assess...	13	56.5	9.5
Compare a...	564	47.6	13.9

% of students

% of correct answers

Tools of Management
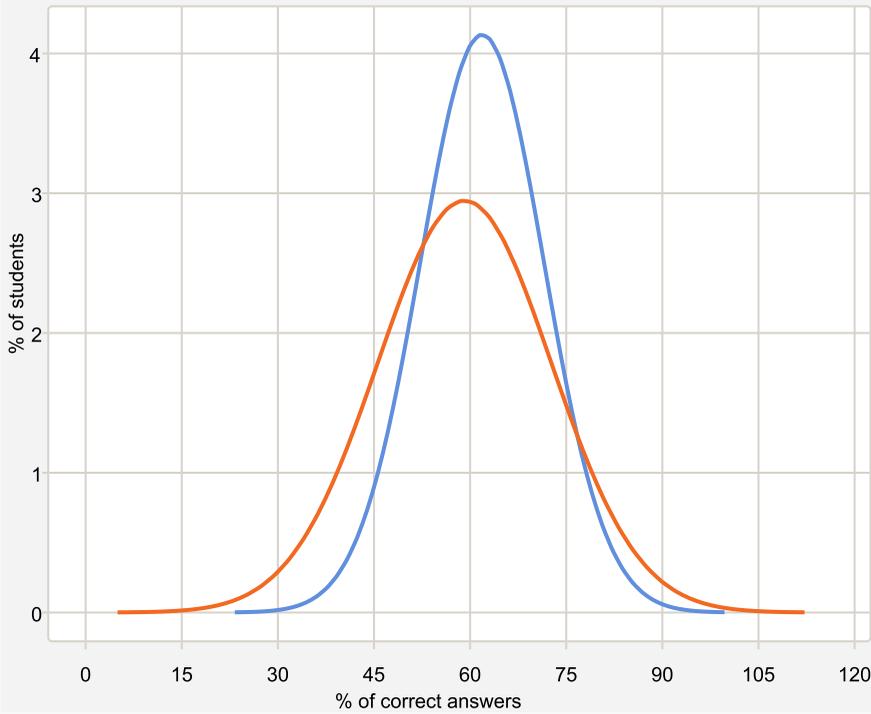
	N	μ	σ
My assess...	13	61.9	9.6
Compare a...	564	59.1	13.5

% of students

% of correct answers

APPENDIX E. CURRICULUM REVIEW REPORT

Indiana University Kokomo School of Business
MBA Program Review 2018-2019
Recommendations of the Program Review Taskforce

<u>Taskforce Members</u>
Accounting: Steve Cox
Finance/Economics: Jason VanAlstine
Management: Adam Smith
MBA Director / Marketing: Gloria Preece (Chair)

Introduction and Background

The School of Business received mostly positive feedback from the peer review team at the 2016 AACSB site visit but one of the recommended areas for improvement was to be more systematic with reporting. While over the years, periodic adjustments have been made to the Master of Business Administration (MBA) Program offered at Indiana University Kokomo, a comprehensive program review, engaging multiple stakeholders, has not been conducted. A program review is supported by the recommendation to be more systematic and promotes continuous quality improvement. The School of Business Curriculum Management and Assurance of Learning Committee (CMAL) proposed to form an MBA Program Review Task Force to review the MBA Program in the Spring of 2017. The School of Business subsequently approved, and the task force was formed. To conclude the review, this report, outlining the findings and recommendations, is provided.

Specific Goals of the Review

The primary goal of the review was to conduct a systematic evaluation of the various aspects related to the MBA Program so to ensure that standards of quality are being met. This group was tasked with engaging stakeholders, evaluating current trends in business, and benchmarking the curriculum and policies against peer, aspirant, and regional competitive schools.

Trends in MBA Curriculum

The MBA Program prepares students to become business professionals who will be expected to take the lead in utilizing the potential of digital resources. As big data, machine learning, and AI are quickly gaining ground in the business world, business schools are moving to incorporate these concepts into the MBA curriculum. Business schools must look ahead because they are educating for a fast-changing technological business environment. Many business schools are introducing new topics in their curricula which combine innovative thinking with new technology.

The survey from the Graduate Management Admission Council (GMAC) indicated that shorter, more specialized programs are the future of MBA programs. They stated one-fifth of prospective business graduate students are interested exclusively in specialized programs in fields such as data science and supply-chain management because they are narrowly focused as compared to a traditional MBA.

Trends in MBA Admission

A separate GMAC report looking at full-time, two-year MBA programs in the U.S. stated that 71 percent reported a decline in international applicants, and 46 percent reported a decline in domestic applicants. The decline in international graduate enrollments is largely attributed to the Trump administration.

Business schools are moving away from the GMAT. Many top business schools are now accepting applications without GMAT scores. Schools like Stanford, MIT's Sloan, Duke, and Dartmouth, now accept GRE scores as an alternative to the GMAT. In addition, many

schools no longer require GMAT/GRE scores, or they permit students to waive the requirement with sufficient work experience. For schools who do require the GMAT/GRE scores, many are now prioritizing other measures above test scores alone.

There are several reasons business schools are deemphasizing the GMAT as a tool for assessment. The main reason relates to concerns about the diversity of the applicant pool. By not requiring the GMAT or by accepting GRE scores in place of, business schools are able to attract a more diverse pool of applicants.

Focus of the Review

In the spirit of continuous improvement, a complete examination of the curriculum and polices of the MBA Program was conducted. Our focus was on the skills and competencies currently in demand by the business environment. Our students are receiving a good education regarding business knowledge and concepts and we believe our greatest opportunity is to expand our curriculum to include leadership and innovation with new technology. We worked to identify gaps in our current program and explored steps that could be taken to make these topics more central to the MBA curriculum. This focus will have the greatest impact if the application of these topics is horizontally integrated across different courses.

Resources

The committee used a variety of resources in the review process including views from multiple IU Kokomo School of Business stakeholders:

- Alumni were surveyed through LinkedIN.
- The Business Advisory Board members were consulted.
- Current MBA students were surveyed through Qualtrics.
- Benchmarking information was gathered and reviewed from peer, aspirant, and regional competitive schools.
- Assessment data for the MBA from CMAL was reviewed.

Appendix A summarizes the key findings.

Admission Policy Recommendations

As presented in the Trends in MBA Admission section, many business schools are moving away from traditional admission policies and adopting a more holistic approach to the student application process. The task force recognized the need stay competitive with admission policies and presents the following recommendations to move the program in this direction.

1. Currently, the MBA admission policy allows for a GMAT waiver for students who have a 3.75 or higher. The task force recommends that we change the GPA requirement to 3.50. This recommendation is consistent with the trends in business school and reduces the overall financial burden for those students who qualify.

2. Currently, the MBA admission policy only allows for the converted GRE score to be used if the student has already taken the exam and has an Admission Index that exceeds 1,000. The task force recommends that we accept the converted GRE score as an alternative to the GMAT score without condition. This recommendation is consistent with the benchmarked programs. Out of the 12 programs surveyed, nine accept GRE scores. Additionally, the GRE is more affordable and is typically offered at more locations.

Strategic Plan Alignment

Strategic Priority #3. Increase Enrollment, Retention, Graduation, and Employment

IU Kokomo School of Business will continue to enhance its commitment to student success by increasing retention, degree attainment, and career placement.

Goal 3) Value diversity and inclusiveness among our student population

Phase I Curriculum Recommendations

Phase I curriculum does not include a technology-based course. It is the recommendation of the task force to include this as requirement for Phase I.

To address this issue, the task force recommends the following:

1. Remove Management Science (BUS-K 302) as a requirement in Phase I. When benchmarking against other MBA programs, it was found that no other program required management science.
2. Add Management Information Systems (Bus-S 302) as a requirement in Phase I. When benchmarking against other programs, management information was found to be a common course. It is the opinion of the task force that by requiring management information systems, it will not only help students to prepare for Phase II of the MBA but will allow students the opportunity to develop more relevant and transferable skills.

Strategic Plan Alignment

Strategic Priority #1. Prepare Students for life-long Learning through Excellence in Teaching

IU Kokomo School of Business will continue to enhance academic excellence by pursuing new programs, updating current programs, and engaging students in high impact practices to assure relevant programs, well qualified students, and an effective response to regional needs.

Goal 2) Offer innovative, relevant, and benchmarked curriculum.

Phase II Curriculum Recommendations

1. Develop a Business Analytics Course

Benchmarking clearly identified a gap in advanced technological based curriculum. Of the 12 programs surveyed, nine had at least one technology-based course and six programs had two or

more courses. MIS was predominant but there were several business/data analytics and quantitative modeling courses. Additionally, both current and past students expressed considerable concern regarding the limited opportunities available to develop technical skills. Students entering the program have increasingly more experience with technology and expectations for utilizing technology in the program has increased significantly. Adding a business analytics course will help to fill this gap and aligns well with the changes made at the undergraduate level.

To address this issue, the task force recommends the following:

1. Eliminate Ethics and Regulations (J542) as a required course. Based on the benchmarking results, the task force determined that J542 is not a common course for MBA programs. Of the 12 programs surveyed, only two offered an ethics/regulations/law course. It is the opinion of the task force that ethics has now become part of the fabric in business and should be horizontally integrated across curriculum in all functional areas.
2. Create a business analytics course. Students will develop technical skills and gain advanced hands-on experience with several analytical tools including but not limited to advanced Microsoft Excel, Google Analytics, and Tableau data visualization. Specific Excel topics covered include data manipulation, regression, modeling, dashboards, and sensitivity analysis.

Strategic Plan Alignment

Strategic Priority #1. Prepare Students for life-long Learning through Excellence in Teaching

IU Kokomo School of Business will continue to enhance academic excellence by pursuing new programs, updating current programs, and engaging students in high impact practices to assure relevant programs, well qualified students, and an effective response to regional needs.

Goal 2) Offer innovative, relevant, and benchmarked curriculum**.**

2. Develop a Leadership Course

Information from students, alumni, and the business community regularly pointed to leadership development as a focus area. This is supported by the benchmarking results. Leadership as a core course was identified in nine of the 12 programs surveyed. Further, ETS results in the area of management have been declining since 2013. Given the complex responsibilities facing business leaders today, the inclusion of a traditional standalone leadership course should serve to improve student's overall knowledge in management.

To address this issue, the task force recommends the following:

1. Eliminate Project Demonstrating Expertise (C599) as a required course. Based on the benchmarking results, the task force concluded that C599 is not a common course in MBA programs. Of the 12 programs surveyed, only one offered a consulting course. The task force does recognize the potential value for a consulting course but finds the course has deviated from the original intention. Advanced business application appears to be

limited. The task force contributes this primarily to the narrow scope of the projects and generally small size of the businesses served. Further, the level of work expected for projects does not appear to be consistent with the level of work demonstrated in the classroom. Lastly, a large majority of our MBA students are working professionally so experience working on a project isn't as critical. In conclusion, the task force finds that given the limited number of large firms in the service region, the course as it was originally envisioned, is not sustainable.

2. Create a leadership course. Delivering a stand-alone leadership course will provide students with an in-depth understanding of principles of leadership. Topics may include leadership style, self-awareness, worker motivation and attitudes, individual decision-making, team processes, conflict management, organizational culture and change management.

Strategic Plan Alignment

Strategic Priority #1. Prepare Students for life-long Learning through Excellence in Teaching

IU Kokomo School of Business will continue to enhance academic excellence by pursuing new programs, updating current programs, and engaging students in high impact practices to assure relevant programs, well qualified students, and an effective response to regional needs.

Goal 2) Offer innovative, relevant, and benchmarked curriculum.

Goal 3) Improve Assessment Plan and Demonstrate Impact

The School of Business will maintain a student centric culture focused learning outcomes, assessment, and continuous improvement by:

Action items:

a) Increasing the use of assessment data to inform program curriculum changes

Other Information and Suggestions

Some additional suggestions arose in the review that were not addressed under the recommendation section.

Marketing

- ETS scores in the area of marketing have been declining since 2011 – it is the recommendation of the task force that a comprehensive review of the marketing learning outcomes and assessment measures be conducted as an effort towards assurance of learning.

Strategic Plan Alignment

Strategic Priority #1. Prepare Students for life-long Learning through Excellence in Teaching

IU Kokomo School of Business will continue to enhance academic excellence by pursuing new programs, updating current programs, and engaging students in high impact practices to assure relevant programs, well qualified students, and an effective response to regional needs.

Goal 2) Offer innovative, relevant, and benchmarked curriculum.

Goal 3) Improve Assessment Plan and Demonstrate Impact

The School of Business will maintain a student centric culture focused learning outcomes, assessment, and continuous improvement by:

Action items:

a) Increasing the use of assessment data to inform program curriculum changes

b) Adopting learning objectives with measurable outcomes

MBA FCA Cohort

- The MBA FCA Cohort to date has been successful. It is the recommendation of the task force to move forward with recruiting efforts for a second cohort. A target date of spring 2020 has been identified as being most optimal.

Student Satisfaction

- Survey results for current students indicated that students are only moderately satisfied. This is concerning given the high levels of student satisfaction in the past. Implementation of the recommendations in this review combined with improved MBAA programming, should help to improve student satisfaction. Moving forward, the MBA Director will conduct periodic reviews of key touch points throughout the student journey to improve the overall student experience.

Most common themes in order of frequency

- Add technology classes
  - o Big Data
  - o Business Analytics
  - o Information Systems
- Change Marketing Course
  - o Update curriculum
  - o Change course structure
- Add leadership
- Add supply chain
- More finance and accounting

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