

Indiana University Kokomo
School of Business
Business Undergraduate Program
Assessment Plan
Academic Years 2021/22 to 2025/26

The School of Business assessment plan is driven by its mission and vision and reflects its strategic planning. The School's mission and vision statements are regularly reviewed and have been updated in Fall 2020.

I. Vision and Mission Statements

Vision

The School of Business will be nationally recognized as a first-choice educational institution, dedicated to quality in teaching, academic excellence, student success, and research.

Mission

The Indiana University Kokomo's School of Business provides high-quality academic programs at an affordable price delivered by dedicated faculty in a student-centric environment. We advance business knowledge through excellence in teaching, research, and community collaboration, and create life-time value for our students through multiple real-world learning experiences.

II. Student learning outcomes

Program goals and outcomes are created by the Curriculum Management and Assurance of Learning Committee of the School (CMAL) and are then adopted by vote at a general meeting of the School. The goals and outcomes are regularly reviewed and have been most recently re-designed by the School in 2018 and reviewed in 2021. There are five general education goals 1 – 5. These general goals are designed to be consistent with the general education goals and outcomes approved by the IU Kokomo Faculty Senate. Further, there are three learning outcomes related to the content areas of business under goal 6.

A graduate of the business program should be able to:

Goal 1. Communicate effectively and professionally

Outcome 1.1. Students will write effective and professional business documents

Outcome 1.2. Students will deliver effective and professional presentations

Outcome 1.3. Students will identify and present their unique skills and experience in a variety of media

Outcome 1.4. Students will collaborate effectively and professionally with others in teams

Goal 2. Use information and technology effectively

Outcome 2.1. Students will determine the nature and extent of information needed for a business decision

Outcome 2.2. Students will use technology to organize, analyze, and present data

Goal 3. Demonstrate quantitative skills

Outcome 3.1. Students will develop and solve quantitative models for a business problem

- Outcome 3.2. Students will use the insights from quantitative models to inform business decision making
- Outcome 3.3. Students will apply fundamental statistical concepts in a business context

Goal 4. Demonstrate effective critical thinking skills

- Outcome 4.1. Students will recognize issues that have alternative interpretations
- Outcome 4.2. Students will assess the quality of supporting evidence
- Outcome 4.3. Students will assess the implications and consequences that result from proposed conclusions

Goal 5. Recognize ethical, multicultural, and social issues in business

- Outcome 5.1. Students will identify ethical dilemmas in a business situation and assess the impact on stakeholders
- Outcome 5.2. Students will recognize cultural differences and diverse perspectives in a business context
- Outcome 5.3. Students will discuss and evaluate social responsibility and inclusiveness of business

Goal 6. Demonstrate knowledge and skills in the functional areas of business

- Outcome 6.1. Students will explain concepts in the functional areas of business including Accounting, Business law, Economics, Finance, Information Systems, International Business, Management, Marketing, and Operations
- Outcome 6.2. Students will apply concepts in the functional areas of business
- Outcome 6.3. Students will describe how the actions of various functional areas of business affect other functional areas

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. Assessment Plan

The School plans to use a combination of internal course-embedded assessment tools, internal senior assessment tests, and external assessment with a standardized test and a survey of employers. The School's cycle of assurance of learning begins with a review of the assessment plan including learning goals and outcomes, assessment activities, and benchmarks. Table 1 displays the schedule of the assurance of learning activities. 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 stays consistent with the strategic plan documents and mission of the School. Any changes to strategic documents will be incorporated into the assessment plan.

Table 1. Schedule of the Assurance of Learning Activities

Academic Year	Internal Assessment	External Assessment
2021/22	Review and re-design of the assessment plan Data collection for outcomes linked to Goals 1-5	Internship assessment, Course-Embedded Assessment
2022/23	Data collection for outcomes linked to Goals 1-6	Internal standardized test, Internship assessment, External standardized test, Course-Embedded Assessment
2023/24	Data collection for outcomes linked to Goals 1-6	Internal standardized test, Internal senior assessment, Internship assessment, Course-Embedded Assessment
2024/25	Review of the assessment plan, Data collection for outcomes linked to Goals 1-6	Internal standardized test, Internal senior assessment, Internship assessment, Course-Embedded Assessment
2025/26	Data collection for outcomes linked to Goals 1-6	Internal standardized test, Internal senior assessment, Internship assessment, Course-Embedded Assessment

Course-Embedded Assessment

A course-embedded system of assessment will be used to collect data on student performance. The course-embedded assessment techniques incorporate assessment into regular class activities. The Curriculum Map provided in Appendix A demonstrates which specific courses will be used for data collection for each of the learning outcomes. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed assessment forms to evaluate the learning outcomes in each of the core curriculum courses. Please refer to Appendix B for a sample assessment data form. The forms identify the achievement of each learning outcome by classifying student performance into one of three categories – Excellent, Acceptable, or Needs Improvement. CMAL and the faculty collecting assessment data also develop rubrics as necessary. Please refer to Appendix B for a sample rubric used to assess outcome 1.1 (writing).

For each outcome assessed, the data will be collected for all students in a course section. Over the course of the assessment cycle, 100 percent of the School's resident faculty will participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee will review the assessment results. The results will also be discussed with all faculty in regular school meetings.

Benchmarks

Utilizing the course-embedded system of assessment will allow for detailed outcome-level data on the achievement of the outcomes connected to each program goal. The assessment 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 CMAL committee during the assessment plan review. A typical benchmark for Level I (Exemplary achievement of the outcome) is set at 85 to 90 percent performance as recorded on the course-embedded assessment instrument. A typical benchmark for Level II (Satisfactory achievement of the outcome) is set at 60 to 70 percent performance as recorded on the course-embedded assessment instrument.

Standardized Testing ETS Test

The School will perform assessment of its graduates' achievement on Business-related outcomes by using a standardized test. One option aimed at external validation of the School's assessment results is the ETS Major Field Test for Business. This is a standardized national test that covers the functional areas of business. The CMAL Committee will review the results and report the results to the faculty and other stakeholders. The ETS test provides data comparable to over 500 institutions nationwide. The data from the ETS test provides external validation to the internal course-embedded assessment data.

The faculty of the School reviewed a copy of the test and sample questions from ETS to establish a link with the program goals and outcomes. 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 learning outcomes and components. 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.

Benchmarks

The ETS test allows us to get external validation of student performance, and to compare performance of our students with that of over 100,000 students at over 500 other institutions. The ETS reports an overall mean score for the program, as well as scores in the nine areas of business, and individual student scores for the complete test. We expect our students to perform at better than the national average level. We also expect the program to have overall mean scores that are above the national average. The benchmark for Excellence for the program is to have program-level mean scores for each of the nine areas of business above the 70th percentile of all institutions participating in the ETS testing. The benchmark for Satisfactory performance is to have program-level mean scores for each of the nine areas of business above the 50th percentile of all institutions participating in the ETS testing worldwide.

Once the internal test for program graduates is developed, the CMAL will create an appropriate benchmark for the student and cohort performance on this test.

Standardized Testing Senior Assessment Test

One issue with the ETS test is that it provides a limited granularity of the data. In order to obtain more detailed testing data, the School has developed an internal test that measures knowledge and skills in the areas of business. The standardized testing with the internal test and the ETS Major Field Test will be performed for all program graduates at least once a year and more often if areas of concern are discovered. The test will be taken as part of the capstone course.

The School developed an internal standardized test, the Senior Assessment Test, to measure the knowledge and skills of graduates. The Senior Assessment Test is similar to the ETS Major Field Test in Business. This Senior Assessment Test covers the distribution of the content areas in the ETS Major Field Test in Business, including Accounting, Economics, Management, Quantitative Business Analysis, Information Systems, Finance, Marketing, Legal and Social Environment, and International Issues.

Benchmarks

This internal Senior Assessment Test provides more comprehensive data in each area than the ETS Major Field Test in Business. It provides students' performance in each content area along with the topics associated with the content area. It further allows the committee to identify the areas for improvement and intervention.

Internship Assessment

As an additional external assessment instrument, the School created a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor will be asked to complete a feedback survey near the end of the internship's semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship will schedule a meeting and discussion about student performance with the internship supervisor. A survey has been created to assess career-related skills and readiness. The survey asks the supervisors to assess each student on dimensions related to program goals 1, 2, 3, 4, 6, and outcome 1.3.

Benchmarks

The internship survey allows us to get external validation of student performance. The survey is performed on a 7-point Likert scale. The benchmark for Excellence is set at 6 out of 7 points on each of the survey's dimensions. The benchmark for Satisfactory performance is set at 5 out of 7 points on each of the survey's questions.

V. Schedule of Assessment Activities by Year

Academic Year 2021-2022	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 5, 6
Measure Description	<ol style="list-style-type: none">1. General education Program goals 1, 2, 3, 4, and 5 will be assessed with course-embedded assessment.2. Program goals 1, 2, 3, 4, 6 - Internship Assessment.

Academic Year 2022-2023	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 5, 6
Measure Description	<ol style="list-style-type: none">1. General education Program goals 1, 2, 3, 4, and 5 will be assessed with course-embedded assessment.2. Goal 6 (areas of Business) will be assessed with the internal standardized test (Senior assessment test) and the external standardized test.3. Program goals 1, 2, 3, 4, 6 - Internship Assessment.

Academic Year 2023-2024	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 5, 6
Measure Description	<ol style="list-style-type: none"> 1. General education Program goals 1, 2, 3, 4, and 5 will be assessed with course-embedded assessment. 2. Goal 6 (areas of Business) will be assessed with the internal standardized test (Senior assessment test). 3. Program goals 1, 2, 3, 4, 6 - Internship Assessment.

Academic Year 2024-2025	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 5, 6
Measure Description	<ol style="list-style-type: none"> 1. General education Program goals 1, 2, 3, 4, and 5 will be assessed with course-embedded assessment. 2. Goal 6 (areas of Business) will be assessed with the internal standardized test (Senior assessment test). 3. Program goals 1, 2, 3, 4, 6 - Internship Assessment.

Academic Year 2025-2026	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 5, 6
Measure Description	<ol style="list-style-type: none"> 1. General education Program goals 1, 2, 3, 4, and 5 will be assessed with course-embedded assessment. 2. Goal 6 (areas of Business) will be assessed with the internal standardized test (Senior assessment test). 3. Program goals 1, 2, 3, 4, 6 - Internship Assessment.

APPENDIX A. LEARNING OUTCOMES CURRICULUM MAP

		X107	W100	A201	A202	E201	X220	F301	X410
Goal 1.	Communicate effectively								
Outcome 1.1.	Write effectively						papers		assignments
Outcome 1.2.	Effective presentations		Project/Presentation				papers		discussion, video, paper
Outcome 1.3.	Identify and present their skills								
Outcome 1.4.	Collaborate with others		Group Work, Project, Presentation						
Goal 2.	Use information and technology effectively								
Outcome 2.1.	Nature and extent of information needed								
Outcome 2.2.	Use technology to process data								
Goal 3.	Demonstrate quantitative skills								
Outcome 3.1.	Develop and solve models			HW, quiz, test, class assignment/project	Discussion, Quiz, Test	Quiz, Exam		Disc, Quiz, Test	
Outcome 3.2.	Use models for business decisions				Discussion, Quiz, Test	Quiz, Exam		Disc, Quiz, Test	
Outcome 3.3.	Apply fundamental statistical concepts							Disc, Quiz, Test	
Goal 4.	Demonstrate effective critical thinking skills								
Outcome 4.1.	Recognize issues that have alternative interpretations							Discussion	
Outcome 4.2.	Assess the quality of supporting evidence							Discussion	
Outcome 4.3.	Assess the implications from proposed conclusions			HW, discussion, class assignment				Discussion	
Goal 5.	Recognize ethical, multicultural, and social issues								
Outcome 5.1.	Identify ethical dilemmas		HW, Group Work, Exam, Quiz						
Outcome 5.2.	Recognize cultural differences and diversity		HW, Group Work, Exam, Quiz						
Outcome 5.3.	Discuss and evaluate social responsibility		HW, Group Work, Exam, Quiz						
Goal 6.	Knowledge in functional areas of business								
Outcome 6.1.	Explain concepts in the functional areas of business								
	Accounting		HW, Quiz, Exam	quiz, test, class assignment/project	Discussion, Quiz, Test				
	Business law								
	Economics		HW, Quiz, Exam			Quiz, Exam			
	Finance	Quiz, Test	HW, quiz, Exam					Quiz, Test	
	Information Systems								
	International Business		HW, Quiz, Exam						
	Management		HW, Quiz, Exam, Group Work						
	Marketing		HW, Quiz, Exam, Group Work						
	Operations								
Outcome 6.2.	Apply concepts in the functional areas of business								
	Accounting		HW, Quiz, Exam	HW, class assignment, quiz, test	Discussion, Quiz, Test				
	Business law								
	Economics		HW, Quiz, Exam			Quiz, Exam			
	Finance	Quiz, Test	HW, Quiz, Exam					Quiz, Test	
	Information Systems								
	International Business		HW, Quiz, Exam						
	Management		HW, Quiz, Exam, Group Work						
	Marketing		HW, Quiz, Exam, Group Work						
	Operations								
Outcome 6.3.	Integration of Functional Areas		Quiz, Exam, Group Work					Quiz, Test	

		E202	L201	D301	K321	E270	M301
Goal 1.	Communicate effectively						
Outcome 1.1.	Write effectively		Discussion	Country paper assignment			Project
Outcome 1.2.	Effective presentations		Discussion	Country paper presentation			Project and Presentation
Outcome 1.3.	Identify and present their skills		Study Group/Discussion	Country paper presentation			Project and Presentation
Outcome 1.4.	Collaborate with others			Team assignments: Country paper & presentation			Final Project
Goal 2.	Use information and technology effectively						
Outcome 2.1.	Nature and extent of information needed		Discussion/Essay Examinations	MyLab assignments	Project		
Outcome 2.2.	Use technology to process data		Discussion/Essay Examinations	Country paper assignment	Project		
Goal 3.	Demonstrate quantitative skills					Excel Assignments & Project	
Outcome 3.1.	Develop and solve models		Discussion/Essay Examinations	MyLab assignments			
Outcome 3.2.	Use models for business decisions		Discussion/Essay Examinations	MyLab assignments			
Outcome 3.3.	Apply fundamental statistical concepts	Quizzes, Tests, Essays, Discussions	Discussion/Essay Examinations			Excel Project	
Goal 4.	Demonstrate effective critical thinking skills					Excel Project	
Outcome 4.1.	Recognize issues that have alternative interpretations		Discussion/Essay Examinations	MyLab assignments		Excel Project	Case study
Outcome 4.2.	Assess the quality of supporting evidence	Quizzes, Tests, Essays, Discussions	Discussion/Essay Examinations	MyLab assignments			Case study
Outcome 4.3.	Assess the implications from proposed conclusions	Quizzes, Tests, Essays, Discussions	Discussion/Essay Examinations	MyLab assignments			Case study
Goal 5.	Recognize ethical, multicultural, and social issues						
Outcome 5.1.	Identify ethical dilemmas		Discussion/Essay Examinations	Lecture; MyLab assignments			Essay
Outcome 5.2.	Recognize cultural differences and diversity		Discussion	Lecture; MyLab assignments			Essay
Outcome 5.3.	Discuss and evaluate social responsibility		Discussion	Lecture; MyLab assignments			HW
Goal 6.	Knowledge in functional areas of business						
Outcome 6.1.	Explain concepts in the functional areas of business			lecture; MyLab assignments			
	Accounting			lecture; MyLab assignments			
	Business law		Essay Examinations	lecture; MyLab assignments			
	Economics			lecture; MyLab assignments			
	Finance	Quizzes, Tests, Essays, Discussions		lecture; MyLab assignments			
	Information Systems			lecture; MyLab assignments	Exam, Discussion		
	International Business			lecture; MyLab assignments			
	Management			lecture; MyLab assignments			
	Marketing			lecture; MyLab assignments			Quiz and Exam
	Operations			lecture; MyLab assignments			
Outcome 6.2.	Apply concepts in the functional areas of business						
	Accounting						
	Business law		Essay Examinations	lecture; MyLab assignments			
	Economics	Quizzes, Tests, Essays, Discussions		lecture; MyLab assignments			
	Finance			lecture; MyLab assignments			
	Information Systems			lecture; MyLab assignments	Exam, Discussion		
	International Business			lecture; MyLab assignments			
	Management			lecture; MyLab assignments			
	Marketing			lecture; MyLab assignments			Case Study
	Operations			lecture; MyLab assignments			
Outcome 6.3.	Integration of Functional Areas		Discussion/Essay Examinations	lecture; MyLab assignments			

		K353	P301	Z302	J401	J404
Goal 1.	Communicate effectively					
Outcome 1.1.	Write effectively	Project			Case study analysis presentation	
Outcome 1.2.	Effective presentations				Case study analysis presentation	
Outcome 1.3.	Identify and present their skills				Case study analysis paper & presentation	
Outcome 1.4.	Collaborate with others	Project				
Goal 2.	Use information and technology effectively					
Outcome 2.1.	Nature and extent of information needed			Discussion, Case Study, Exam	MindTap cases	HW, Discussion
Outcome 2.2.	Use technology to process data	Project and Group work			Case study analysis paper	
Goal 3.	Demonstrate quantitative skills					
Outcome 3.1.	Develop and solve models	Quiz, Project and Group Work	HW, Discussion, Case, Exams		MindTap assignments	
Outcome 3.2.	Use models for business decisions	Quiz, Project and Group Work	HW, Discussion, Case, Exams		MindTap assignments	
Outcome 3.3.	Apply fundamental statistical concepts	Quiz, Project and Group Work	HW, Discussion, Case, Exams			
Goal 4.	Demonstrate effective critical thinking skills					
Outcome 4.1.	Recognize issues that have alternative interpretations	Project and Group Work		Case Study	MindTap assignments;cases	HW, Discussion, Presentation
Outcome 4.2.	Assess the quality of supporting evidence	Project and Group Work		Case Study, Discussion	MindTap assignments;cases	
Outcome 4.3.	Assess the implications from proposed conclusions	Project and Group Work		Case Study, Discussion	MindTap assignments;cases	
Goal 5.	Recognize ethical, multicultural, and social issues					
Outcome 5.1.	Identify ethical dilemmas				Lecture; MindTap assignments;cases	Quiz, Exam, HW
Outcome 5.2.	Recognize cultural differences and diversity			Case Study, Discussion, Exam	Lecture; MindTap assignments;cases	Quiz, Discussion
Outcome 5.3.	Discuss and evaluate social responsibility			Case Study, Discussion, Exam	Lecture; MindTap assignments;cases	Quiz, Exam, HW, Presentation
Goal 6.	Knowledge in functional areas of business					
Outcome 6.1.	Explain concepts in the functional areas of business				Lecture; MindTap assignments;cases	Quiz, Exam
	Accounting				Lecture; MindTap assignments;cases	
	Business law				Lecture; MindTap assignments;cases	
	Economics				Lecture; MindTap assignments;cases	
	Finance				Lecture; MindTap assignments;cases	
	Information Systems	Quiz, Exam, and HW			Lecture; MindTap assignments;cases	
	International Business				Lecture; MindTap assignments;cases	
	Management			Exam, Case Study, Experiential Exercises	Lecture; MindTap assignments;cases	Quiz, Presentation, Exam
	Marketing				Lecture; MindTap assignments;cases	
	Operations		HW, Discussion, Project, Exams		Lecture; MindTap assignments;cases	
Outcome 6.2.	Apply concepts in the functional areas of business					
	Accounting				Lecture; MindTap assignments;cases	
	Business law				Lecture; MindTap assignments;cases	
	Economics				Lecture; MindTap assignments;cases	
	Finance				Lecture; MindTap assignments;cases	
	Information Systems	Project and HW			Lecture; MindTap assignments;cases	
	International Business				Lecture; MindTap assignments;cases	
	Management			Case Study, Experiential Exercises	Lecture; MindTap assignments;cases	Presentation
	Marketing				Lecture; MindTap assignments;cases	
	Operations		HW, Discussion, Project, Exams		Lecture; MindTap assignments;cases	
Outcome 6.3.	Integration of Functional Areas				Lecture; MindTap assignments;cases	

APPENDIX B. SAMPLE ASSESSMENT RUBRIC

IU Kokomo School of Business Assessment Data Form

Course: K321
Semester:
Faculty:

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, and the % of students who meet the threshold respective area. The threshold for Excellent is 85% and for Acceptable is 70%.

Goals and Outcomes	Score	Evaluation			% of Students		
		Excellent	Acceptable	Needs Improvement	Excellent	Acceptable	Needs Improvement
Outcome 2.1. Determine the nature and extent of information needed for a business decision							
Outcome 2.2. Use technology to organize, analyze, and present data							
Outcome 6.1. Explain concepts in the functional areas of business in Information Systems							
Outcome 6.2. Apply concepts in the functional areas of business in Information Systems							

Additional Comments: (Explain/summarize data and 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

