

IU Division of Business
IUPUC
Assurance of Learning Report for Spring 2012
June 1, 2012

BS in Business Program at IUPUC

SCOPE

This is a report on assurance of learning activities associated with the BS in Business program at IUPUC. It covers the academic year 2011-2012. The BS in Business is administered by the Indiana University Division of Business at IUPUC.

OUTLINE

What follows is organized in this way:

- I. Summary of Key Results
- II. SLOs, Direct Measures, Results, and Changes
- III. Indirect Measures
- IV. Closing A Loop
- V. New AOL Curriculum Map for 2012-2013
- VI. Background and Timeline of AOL Development

I. SUMMARY OF KEY RESULTS

Changes from Direct Assessments

1. Implement assessment of writing skills in the newly required ENG-W231 Professional Writing Skills course. (Part of the 2012-2013 AOL plan.)
2. Better balance student presentations between individuals and groups. Gather assessment data on individual student presentation skills. (Part of the 2012-2013 AOL plan.)
3. Measure basic knowledge and literacy in finance, marketing and operations as a way to assess the curriculum change that broke these three courses apart from the Integrative Core.
4. Review rubric for A312 for possible improvements.
5. Review rubric for W430 for possible improvements to better differentiate individual student performance.
6. Follow through on the revised AOL plan for 2012-2013.

Changes from Indirect Assessments

1. Continue to improve applied activities in 300-400 level courses.
2. Explore ways to increase capacity to advise students without losing the quality of this detailed work.
3. Implement and collect data regarding student participation in internships, study abroad, and research projects.

4. Continue to adjust the schedule to emphasize convenience for students with full and part time jobs.
5. Continue to involve additional faculty in formal assurance of learning development activities.

II. SLOs, DIRECT MEASURES, RESULTS, AND CHANGES

PUL/Program Outcome	Business Assessment	Program Assessment Points (Determined by UPC Committee)	Assessment Tool	2011-2012 Results
1. Core Communication and Quantitative Skills (Foundation Skills) <i>Upon completion of the program, students are able to:</i> 1.1 Write, read, speak and listen. 1.2 Develop and deliver effective presentations. 1.3 Perform quantitative analysis. 1.4 Use information resources and technology.	1.a Effectiveness of business memos to communicate results of business analyses, strategies and recommendations.	SP2012: BUS F301	Memo communicating methodology and results of financial statement analysis.	Students scored an overall 16.8/20 (84%) on the second of four case analyses communicated via business memo. This aggregate score masks a lower score on memo writing, which was 3.7/5 (74%). CHANGES: None at this time. Though the memo writing scores are low, we introduced a new professional writing skills course (ENG W231) as a requirement in the new curriculum. We should continue to assess writing skills in 300-400 level courses over the next few semesters to see whether any improvement is observed.
	1.b Effectiveness of individual and group presentation skills.	FA2011: I-Core (F301, M301, P301)	Rubric evaluation of Client-Based Marketing Project team presentations.	Though undergraduate business students have always measured high on presentation skills, this semester's group was perhaps particularly high. Using our standard presentation rubric: average 44.6/50 (89%); the range was 43-47. CHANGES: Group presentation scores easily meet our expectations. The AOL committee recommended more attention to assessing presentation skills of individual students, however, and the undergraduate committee faculty planned for this in the revised AOL plan for 2012-2013.
	1.c The ability to use quantitative methods to analyze business and economic data.			
2. Critical Thinking Skills <i>Upon completion of the</i>	2.a The ability to identify problems,	FA2011: I-Core (F301, M301, P301)	Summary results from a problem-based final	I-Core used an integrated final assessment that focused on two parts:

<p><i>program, students are able to:</i></p> <p>2.1. Analyze information and ideas carefully and logically from multiple perspectives.</p>	<p>develop feasible solutions, and then choose from alternatives.</p>		<p>examination of business management decision-making.</p>	<ol style="list-style-type: none"> 1. Business management literacy, where student scored an average 29/45 (64%). 2. Business management problem solving, where students scored an average 13/15 (87%) for marketing and operations and 11/15 (73%) for finance. <p>We believe the nature of the integrated core, with its near-problem-based learning component, results in better problem solving performance than more traditional literacy.</p> <p>CHANGES: This weakness on some basic literacy in finance, marketing and operations was one factor leading us to break these three courses apart in the new curriculum. In 2012-2013 we will assess whether the separate courses improve literacy and the new course, X390 – Integrative Experience, continues to show strong problem solving abilities.</p>
<p>3. Integration and Application of Knowledge</p> <p><i>Upon completion of the program, students are able to:</i></p> <p>3.1 Use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.</p>	<p>3.a The ability to work effectively as a business manager who harnesses skills and knowledge from across the key business disciplines.</p>	<p>FA2011 and SP2012: J401 – Administrative Policy</p>	<p>Summary data from team competition in BSG simulation.</p>	<p>Data used for assessment consists of a Learning Assessment Report (LAR) provided by the Business Strategy Game simulation. This report provides percentile data for individual student and class average relative to all undergraduates worldwide who have participated in the BSG in the last 12 months.</p> <p>Our goal for BSG results is to have class averages across the nine content and skills areas be at or higher than the 50th percentile. For FA2011, we achieved that goal on 5 of those nine areas. On 4 of the content or skills areas, students scored in percentiles between 46th and 49th.</p> <p>During the past four iterations of the simulation, students have shown consistent weaknesses in operations management and marketing management.</p> <p>CHANGES: The BS curriculum changes implemented in January 2012 addressed the need for students to receive more, and more focused, study in financial, marketing, and operations management. These courses (F301, M301, and P301) were broken out of the I-Core format, and integration was shifted to a separate, or fourth, course. We would expect to see some improvement in these areas as soon as spring 2013.</p>

	3.b Productive participation in a team and meaningful contribution to team goals.			
4. Intellectual Depth, Breadth, and Adaptiveness <i>Upon completion of the program, students are able to:</i> 4.1. Examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.	4.a The ability to use the primary analytical tools and decision-making skills in at least one key business discipline to identify problems and develop solutions. <i>NOTE: We use this SLO primarily to assess the abilities of students to apply knowledge in their major area of concentration. So the four courses listed cover accounting, finance, management, and marketing.</i>	SP2012: BUS A312	Rubric evaluation of a project requiring interpretation of FASB and IASB standards, financial statement reconciliation, and reconstruction of major business activities during the reporting period.	Accounting students scored well overall, save for financial statement reconciliation. Here are the summarized results: <ul style="list-style-type: none"> Standards interpretation: 3.4/4 (85%) Stmts comparison: 2.9/3 (97%) Reconciliation: 1.5/4 (38%) Reconstruction: 3.6/4 (90%) <p>CHANGES: Performance on the reconciliation may be influenced by the rubric. It offers the evaluator either full credit (a score of 4) or no credit (0). This particular application happens to be nearly that direct: students either see how the reconciliation takes place on an item or they don't. We anyway recommend one more time thinking through whether the rubric is set up correctly – in addition to what might be done to improve reconciliation performance.</p>
		FA2011: F494 – International Finance	Rubric evaluation of a comprehensive capital budgeting and hedging problem.	An overall score of 43.3/50 (67%) was well within our target performance for a class of finance majors. This was a sum of three components: writing (8.1/10 and 81%); spreadsheet skills (8.9 and 89%); and financial analysis and problem solving (26.5/30 and 88%). <p>CHANGES: These results show that finance majors can analyze, propose a solution, and communicate that proposal sufficiently well. Most important going forward is ensuring this assessment continues so that we can collect longitudinal data.</p>
		SP2012: BUS M450	Rubric evaluation of a comprehensive industry market analysis, including	Summarized scores from a rubric with nine assessed elements were: <ul style="list-style-type: none"> Excellent: 2 students (14%) Acceptable: 8 students (57%)

			SWOT, environment analysis, and proposed marketing strategies.	<ul style="list-style-type: none"> Unacceptable: 4 students (29%) <p>Performance here was lower than anticipated, particularly with respect to the writing portion of the marketing report. Though models were available, some students did not appear to be able to mirror those models.</p> <p>CHANGES: We realize there may be a writing issue beyond just this course. (See the F3011 assessment of memos above.) But since a major change has already been made to try to improve overall writing skills – additional of a professional writing skills class – we recommend continuing this assessment going forward until students who have taken the new course reach the 300-400 level courses.</p> <p>In addition, however, students in this course need more exposure to examples of how marketing plan recommendations are supported by data and other evidence.</p>
		SP2012: W430 – Organization and Organizational Change	Data available from an organizational change simulation and a summary evaluation using a rubric.	<p>The simulation stresses teamwork, problem identification, and change plan development. Students scored exceptionally well: four groups scored perfect 10s in nearly all of 7 categories. The instructor reported that raw scores from the simulation itself (which were independent of the rubric evaluation) were the highest ever for this activity. NO group scored below 846/1000 (85%).</p> <p>CHANGES: Though we believe this group of students really did perform well, we also recommend the instructor review the rubric for opportunities to better differentiate performance and results.</p>
5. Understanding Society and Culture <i>Upon completion of the program, students are able to:</i> 5.1. Demonstrate the ability to recognize their own cultural	5.a The ability to analyze strategic issues and make strategic decisions within a global context.	SP2012: D301 – International Business Environment	N/A	<p>We did not develop an assessment for this SLO as had been originally planned. This was due in part because of a change in instructors involving a new adjunct. It was due in part, too, because we believed the SLO (5.a) had never been framed in a way suitable for assessment in our program.</p> <p>CHANGES: We revised the SLO and found an appropriate assessment point for it in the revised AOL plan for 2012-2013. It</p>

<p>traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.</p>				<p>now needs to be properly assessed.</p>
<p>6. Values and Ethics <i>Upon completion of the program, students are able to:</i> 6.1. Make judgments with respect to individual conduct, citizenship, and aesthetics.</p>	<p>6.a The ability to make informed and principled choices regarding conflicting situations.</p>			

III. INDIRECT MEASURES

Student Satisfaction Survey:

A key assessment of student perspectives on their academic studies, on our administration of the program, and on our processes and services in the Division is a satisfaction survey administered to seniors. The results of this second fielding of the survey suggested:

- Satisfaction is overall high with the quality, rigor and instruction of business courses. This satisfaction is significantly higher for business courses than for non-business courses.
- Students respond especially well to the applied nature of the junior and senior courses. In their comments, students want us to improve those few courses that appear to be less applied.
- Quality of advising has improved after consolidating all advising into the hand of the single advising coordinator.
- Our students are about evenly split (as they were last year) between those wanting the convenience of online courses and those wanting the physical engagement of the classroom.

Other Indirect Assessment and Changes:

1. Advising: Undergraduate advising was concentrated under the single advising coordinator in the Division. (Previously, a significant number of students were advised by a few members of the faculty.) Evidence both from the survey and from informal discussions with students suggest advising quality and consistency has improved. In addition, this change may have contributed to the improvement in early registrations.

These advising resources are probably at maximum capacity, however, with nearly 300 students to track.

2. Internships, Study Abroad, Research: Ongoing discussions with regional contacts and business partners, as well as with members of our Business Advisory Council, convinced us to introduce an experiential requirement for undergraduates. The new curriculum now requires students to complete one of (a) an internship, (b) a study abroad activity, or (c) a research project.
 - Internships: Much work was devoted to establishing the infrastructure – policies, processes, and communication tools – so that we could effectively manage what we believe might be as many as 100 internships each year.
 - Study Abroad: The Division's first short-term study abroad tour is currently being planned for May 2013. Two instructors completed a five-day working visit to Hong Kong to establish contacts and scout out logistics for such a trip.
 - Research Project: Policies were also established to manage student research projects to help fulfill the experiential requirement.

3. AOL Committee: To better manage and bring more direct attention to SLO assessment, an Assurance of Learning committee was established in Division of Business in September of 2011. This committee met throughout the year, prompted the mapping of SLOs to both the MBA and BS curricula, reviewed results of SLO assessments, and supervised this AOL report.

Through this academic year, only one member of the committee has attended AOL workshops or conferences sponsored by AACSB. A second member is scheduled to attend the Applied Assessment Seminar in June 2012.

4. Scheduling: Given the new curriculum, an almost wholesale overhaul of the schedule was warranted. Feedback from students through the satisfaction survey and ongoing informal discussions identified a number of issues in particular that schedule changes are trying to address. This includes finding ways to increase the number of students who can find 2-day schedules that serve their program requirements. A more complete and rationalized long-term schedule was also developed.

An additional factor influencing schedule changes is the need for faculty assignments to address accreditation requirements.

IV. CLOSING A LOOP

The few action items established in the 2011 AOL report were addressed this academic year through (a) a new BS in Business curriculum approved in September 2011 and implemented in January 2012, (b) continuation for a second year the student satisfaction survey, and (c) better review of the data available from the Business Strategy Game.

In our view, however, the work completed in May 2012 represents the closing of an initial and important assessment loop for the IU Division of Business. Two years ago, we began working with our first formal set of student learning outcomes and assessment activities. That work resulted in simplified SLOs, and some changes inside courses, that reflected our own learning about assessment.

We then pursued assessment results again, involving more faculty in the process and learning more. The result from this is a new BS curriculum and an Assurance of Learning plan with revised SLOs mapped to the curriculum. This first two years consisted of much experimentation and development, and the new AOL plan for 2012-2013 represents for us the culmination of that work. It's an early, training loop closed. We now look forward to applying what we have learned as we implement the new curriculum and AOL plan.

V. NEW AOL CURRICULUM MAP FOR 2012-2013

In April 2012, faculty on the Undergraduate Policy and Curriculum committee approved the following refined SLOs and formally mapped these to the new BS in Business curriculum. We expect this to represent a more stable AOL plan for the next few years.

Program Student Learning Outcome	What We Will Assess in Business	Program Assessment Points (Determined by UPC Committee)
1. Core Communication and Quantitative Skills <i>Upon completion of the program, students are able to:</i> 1.1 Write, read, speak and listen. 1.2 Develop and deliver effective presentations. 1.3 Perform quantitative analysis. 1.4 Use information resources and technology.	1.a Effectiveness of business memos to communicate results of business analyses, strategies and recommendations.	ENG-W231 Professional Writing Skills
	1.b Effectiveness of individual and group presentation skills.	BUS-F301 Financial Management (individual) BUS-J401 (groups)
	1.c The ability to use quantitative methods to analyze business and economic data.	ECON-E281 Applied Statistics for Business and Economics II
2. Critical Thinking Skills <i>Upon completion of the program, students are able to:</i> 2.1. Analyze information and ideas carefully and logically from multiple perspectives.	2.a The ability to identify problems, develop feasible solutions, and then choose from alternatives.	BUS-W200 BUS-X390 Integrative Experience

Program Student Learning Outcome	What We Will Assess in Business	Program Assessment Points (Determined by UPC Committee)
3. Integration and Application of Knowledge <i>Upon completion of the program, students are able to:</i> 3.1 Use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.	3.a The ability to work effectively as a business manager who harnesses skills and knowledge from across the key business disciplines.	BUS-X390 Integrative Experience
	3.b Productive participation in a team and meaningful contribution to team goals.	BUS-M301 Marketing Management
4. Intellectual Depth, Breadth, and Adaptiveness <i>Upon completion of the program, students are able to:</i> 4.1. Examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.	4.a The ability to use the primary analytical tools and decision-making skills in at least one key business discipline to identify problems and develop solutions.	BUS-A312 Intermediate Accounting II
		BUS-F494 International Finance
		BUS-M450 Marketing Strategy
		BUS-W430 Organizations and Change
5. Understanding Society and Culture <i>Upon completion of the program, students are able to:</i> 5.1. Demonstrate the ability to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. 5.2. Analyze business issues and make strategic decisions within a global context.	5.a The ability to recognize differences among cultures and the effect of those cultural differences on business activities and decisions.	BUS-D301 International Business Environment
	5.b The ability to analyze business issues and make strategic decisions within a global context.	BUS-J401 Administrative Policy
6. Values and Ethics <i>Upon completion of the program, students are able to:</i> 6.1. Make judgments with respect to individual conduct, citizenship, and aesthetics.	6.a The ability to make informed and principled choices regarding conflicting situations.	BUS-J401 Administrative Policy

VI. BACKGROUND AND TIMELINE OF AOL DEVELOPMENT

This is the third AOL report for the BS in Business since the Division of Business established a formal assurance of learning plan in December 2009 and became a candidate for accreditation by AACSB in January 2010. It is worth documenting here the evolution of our AOL activities:

- *2008-2009* – A first set of student learning outcomes (SLOs) was established with 10 SLOs and 27 assessment points.
- *December 2009* – The 10 SLOs became the basis for the AOL plan submitted with the accreditation candidacy application.
- *February 2010* – An Undergraduate Policy and Curriculum (UPC) committee was established to oversee BS program issues and development.
- *May 2010* – The Division’s first formal AOL report following AACSB candidacy.
- *August 2010* – The undergraduate committee began a review of the BS program, based on evolving direct and indirect assessments, and on benchmarking of peer and aspirational institutions.
- *December 2010* – The SLOs were simplified to just six and redesigned to mirror the Principles of Undergraduate Learning (PULs) at IUPUI. This was largely a result of our first year of experience with the SLOs and our realizing the full extent of the complexity of the original 27 assessment points.
- *May 2011* – The second formal AOL report following AACSB candidacy.
- *August 2011* – A revised BS in Business curriculum was approved by the Division faculty. Credit requirements dropped to 120 from 124, and a number of other changes simplified and clarified students’ paths to the degree.
- *September 2011* – An Assurance of Learning committee was established for the Division of Business.
- *January 2012* – The new BS curriculum was officially implemented.
- *April 2012* – The undergraduate committee revised the AOL plan so that a refined set of SLOs were mapped to the new BS curriculum.
- *May 2012* – The third formal AOL report following AACSB candidacy.

We look at our time devoted to assurance of learning since 2008-2009 as a period of experimentation and evolution. We learned much about assessment – some about actual assessment of student learning, and much more about framing SLOs and establishing practical processes so that we develop a habit of continually improving what we do.

There is good evidence of that evolution in the degree to which assessment activities have spread throughout the curriculum and among faculty:

	May 2010	May 2011	May 2012
SLOs assessed:	2/10	3/6	5/6
Courses involved in formal assessment:	2	4	10
Faculty involved in formal assessment:	2	4	7

IU Division of Business
IUPUC
Assurance of Learning Report for Spring 2012
June 1, 2012

MBA Program at IUPUC

SCOPE

This is a report on assurance of learning activities associated with the MBA program at IUPUC. It covers the academic year 2011-2012. The MBA is administered by the Indiana University Division of Business at IUPUC.

OUTLINE

What follows is organized in this way:

- I. Summary of Key Results
- II. SLOs, Direct Measures, Results, and Changes
- III. Indirect Measures
- IV. Closing A Loop
- V. New AOL Curriculum Map for 2012-2013

I. SUMMARY OF KEY RESULTS

Changes from Direct Assessments

1. Continue using the 9-variable data collected from the Business Strategy Game (BSG). In 2012-2013, however, the data will begin to compare results of the new, modular curriculum with the older curriculum.
2. Fully develop the activities that will be used to assess the new SLOs per module.
3. Improve the rubric used to assess the analytical skills in Module 1.
4. Use Unit 10 in Module 4 for a direct assessment of business management understanding and decision-making..
5. Revise the early ethics work to rely less on reflection and more on application of ethical thinking.
6. Consider raising expectations for the change management project in Module 1

Changes from Indirect Assessments

1. Rebalance the amount of work that is done in groups vs. amount of work done by individual students.
2. Initiate a faculty discussion about the ratings (for past two years) regarding challenge and rigor in classes.
3. Revamp Module 2 to raise the value added in the classroom and bring some sense of integrated topics.

4. Clarify responsibilities of the two administrators and establish processes to improve communication of operational issues with students and faculty.
5. Look for ways to remove some of the complexity of the program.
6. Continue to develop faculty understanding of assurance of learning, team teaching, and integrated content.

II. SLOs, DIRECT MEASURES, RESULTS, AND CHANGES

Program Outcome	What We Will Assess...	Where We Will Assess...	Assessment Tool	Results
<p>1. General Management Knowledge, Skills and Leadership</p> <p><i>Upon completion of the program, students are able to:</i></p> <p>1.1 Demonstrate an ability to use cross-functional knowledge and skills to effectively manage projects and operations.</p> <p>1.2 Participate productively in groups and teams, and demonstrate contributions to team goals.</p> <p>1.3 Demonstrate a capacity both to lead others to achieve organizational goals and to support effective leadership.</p>	<p>1.a The ability to conduct business analyses that lead to effective decision-making.</p>	<p>FA11: <i>Module 4</i></p>	<p>A rubric evaluation of a live case study that requires an integrated analysis of the finance, marketing, and operations functions in an international business; delivered via group presentation.</p>	<p>This assessment was not incorporated into Module 4 for the FA2011 semester. But it is already embedded in Unit 10 of the business management simulation in Module 4 for FA2012.</p>
		<p>SP12: <i>D594-Competitive Strategy in Global Industries</i></p>	<p>Summary data from team competition in BSG simulation.</p>	<p>Data used for assessment consists of a Learning Assessment Report (LAR) provided by the Business Strategy Game simulation. This report provides percentile data for individual student and class average relative to all graduate students worldwide who have participated in the BSG in the last 12 months.</p> <p>Our goal for BSG results is to have class averages across the nine content and skills areas be at or higher than the 60th percentile. For SP2012, we achieved that goal on 6 of those nine areas.</p> <p>Marketing mgmt. continues to be one of the overall weakest areas year-to-year. In 2012, HR mgmt. and collaboration and teamwork were also below the 60th percentile</p> <p>CHANGES: Since these results represent work from students completing the last run of the older, non-modular MBA curriculum, we recommend no specific changes. Instead, the new curriculum already incorporates a number of important changes that we hope will lead to improved results in the BSG competition. Those results will be available in late July 2012 and late July 2013.</p>
		<p>SU12: <i>Module 6</i></p>	<p>Summary data from team competition in BSG</p>	<p>Data not available until late July. This will be reflected in the June 2013 report.</p>

Program Outcome	What We Will Assess...	Where We Will Assess...	Assessment Tool	Results
			simulation.	
	1.b Effectiveness of individual efforts to work as a team to complete self-directed field project.	SU12: Module 3	Rubric-based evaluation of teamwork and overall effectiveness of completing the Module 3 field project.	Data not available until late July. This will be reflected in the June 2013 report.
2. Effective Communication <i>Upon completion of the program, students are able to:</i> 2.1. Communicate complex analyses, recommendations, strategies and visions in ways that lead to clarity of purpose and effective decision-making.	2.a Effectiveness of individual and group presentation skills.	FA11: Module 1 SP12: Module 2	Rubric-based evaluation of final project requiring group presentation. Rubric-based evaluation of students' solo presentations.	We did not get an assessment in Module 1 of group presentation skills. The final project addressed a number of important critical thinking issues, and the results are included in 3.a below. This was an important first assessment of student presentation skills based on individual efforts to organize, design and deliver a presentation. The results show: <ul style="list-style-type: none"> • Overall mean of 17.3/20 on the assessment rubric meets expectations. • 2/26 students fell below expectations on presentation mechanics and basic communication skills; all others met or exceeded expectations. • 6/26 students fell below expectations on content; all others met or exceeded expectations. CHANGES: We have already revised a presentation guideline for incoming MBA students (and for use throughout the program). This will be introduced to new students in Boot Camp, and then the assessment will take place again in their second semester.
	2.b Effectiveness of written communication via memos and business reports.	SP12: Module 2	Rubric-based evaluation of an individually written position statement addressing an ethical scenario.	
	3.a The ability to	FA11: Module 1	Score sheet evaluation of	The score sheet did not pre-define what quality of work was

Program Outcome	What We Will Assess...	Where We Will Assess...	Assessment Tool	Results
<p><i>Upon completion of the program, students are able to:</i></p> <p>3.1 Demonstrate an ability to apply cross-functional knowledge and skills to analyze problems, prioritize issues, and develop effective responses.</p> <p>3.2 Demonstrate an ability to apply cross-functional knowledge and skills in unfamiliar, or unexpected, situations in order to adapt or respond to change.</p>	<p>identify problems, develop feasible solutions, and make effective choices from alternatives.</p>		<p>a final project done in groups and requiring internal and external analyses, problem identification, and recommendations.</p>	<p>considered meeting expectations (or falling below or exceeding). But the items a team of faculty looked at to establish project scores covered well the content and skills expectations from Module 1.</p> <p>The results showed that all but one student scored at or above 130 on a 150-point scale. That represents scores of 87% or greater.</p> <p>10 of 25 students scored at or above 135 (90%) of the total.</p> <p>CHANGES: Module 1 faculty need to develop a rubric that communicates in advance the kinds of items that are considered meeting expectations, exceeding expectations and falling below expectations.</p>
	<p>3.b The ability to confront environmental and operational change when it appears and to respond effectively.</p>	<p>FA11: Module 1</p>	<p>Rubric evaluation of a individually written change management plan.</p>	<p>Students performed exceptionally well on all parts of this project. For example, the resulting means by topic evaluated:</p> <ul style="list-style-type: none"> • Style and writing: 90% • Introduction: 91% • Depth of content: 88% • Analysis: 86% • Conclusions and recommendations: 91% <p>For all scores – five categories, three evaluation levels, 25 students – there were only three instances of someone marked less than 80%.</p> <p>CHANGES: Given the high scores, it may be possible for Module 1 faculty to consider raising expectations some on this assignment.</p>
<p>4. Ethical Thinking and Decision-Making</p> <p><i>Upon completion of the program, students</i></p>	<p>4.a The ability to articulate a set of appropriate values at work in a professional setting.</p>			

Program Outcome	What We Will Assess...	Where We Will Assess...	Assessment Tool	Results
<p><i>are able to:</i></p> <p>4.1. Establish a set of ethically valid professional values and demonstrate how those values apply to situations and trade-offs business managers may confront.</p>	<p>4.b The ability to identify ethical issues and to chart a course of action in confronting them.</p>	<p>SP12: Module 2</p>	<p>Rubric-based evaluation of a written position statement addressing an ethical scenario.</p>	<p>This assessment resulted from earlier feedback from faculty and students that content on ethics should be placed earlier (as well as later) in the MBA program. Because this took the form of a reflection on an ethical scenario, the resulting rubric-based scores are unusually high. For example: The mean score was 18, and the range for 26 students was 16-20. Seven students scored 19s and one scored a perfect 20.</p> <p>CHANGES: For a first attempt to bring ethics content earlier in the program, this probably worked reasonably well. It needs some follow up in SU13 when ethics is considered formally again. But the assignment needs to be reframed beyond just a reflection and, instead, to require more application of content.</p>
<p>5. Management Within a Social Context</p> <p><i>Upon completion of the program, students are able to:</i></p> <p>5.1. Identify strategic stakeholder issues and frame decision-making within the social, political and cultural contexts of local and global communities.</p>	<p>5.a The ability to identify the impact of management decision-making on communities of stakeholders.</p>			
	<p>5.b The ability to recognize global economic, political and cultural factors that influence business management.</p>	<p>SU12: Module 3</p>	<p>Rubric evaluation of a case study stressing culture issues related to international management.</p>	<p>Data not available until late July. This will be reflected in the June 2013 report.</p>

III. INDIRECT MEASURES

Student Satisfaction Survey:

A key assessment of student perspectives on their academic studies, on our administration of the program, and on our processes and services in the Division is a satisfaction survey administered to graduating MBA students. This is the second year of fielding this survey, and the results suggest:

- MBA students find their students general challenging, though this rating slipped some from 2011.
- About 2/3 of respondents believe the work required to obtain a B+ or better in the program is not so difficult, which compares to just over ½ in 2011. These results match our own data on grade distribution.
- Quality of instruction and classroom lessons is about evenly split between 3 and 4 on a 5-point scale. It is somewhat troubling that little on instruction on academics is rated in the “excellent” category.
- Program operations and communication are also rated mostly at 3s and 4s on a 5-point scale, with little rated as excellent.

Comments from the survey, and from an informal debriefing with the graduating students, continue to highlight a number of issues:

1. The personal attention from faculty is highly valued.
2. Instructors who can bring business management experience to their classroom lessons are also highly valued. Those who can't, or who don't, are somewhat particularly not highly valued.
3. The quality of instruction and learning opportunities varies too much from course to course.
4. Too much graded work throughout the program is completed in groups. Students both want to be recognized on their own for more work and seek relief from potential free riding.
5. Grading needs to be turned around more quickly throughout the program.
6. Some specific activities are viewed as undergraduate oriented, such as much attention to detailed point keeping or especially rigid requirements for expected assignment responses. Students voiced concern that as developing general managers, they should be expected to pursue different lines of thinking than what an instructor might have had in mind. But some instructors do not seem to value thinking that is anything other than very textbook or case specific.

Other Indirect Assessment and Changes:

1. Integration: We have struggled to get integration right across all modules. Module 1 and 4 this year appeared to students to be much more cohesive and representative of a modular, integrated curriculum than any of the others. We see this on course evaluations and in conversations with groups and individual students.
2. Module 2: Module 2 did not work well for Bravo Cohort. Though an improvement over the 2011 version, there still is little integration. In

addition, many students reported that they believed class time did not add value beyond the readings.

Students are telling us in various ways that they want their time in class with faculty to consist of something more productive than slide lectures or what to them are repetitive reviews of readings.

3. **Study Abroad**: A planned trip to Turkey in conjunction with other IU regional campuses fell through due to lack of interest from a large population of students. There appears to be interest in getting overseas within an academic context. The whole package of schedule, price and activities has to be carefully considered.

For SU13, we are working on our own trip to Hong Kong. A scouting trip to Hong Kong in May 2012 will set the stage for a proposal to IU in August.

4. **Professional Development Thread**: This remains in flux, as we seem to think of, and discuss, changes on an ongoing basis. Such flux makes it difficult to more formally assess what we're gaining from the PDT, however. There's some evidence that neither students nor faculty, administrators can recall exactly what activities represent the PDT.
5. **Operations**: Several factors have led to increasing complexity of program operations:
 - We have two administrators, a director and an associate director. While tasks have been mostly defined across the two, position-type responsibilities are not.
 - There has not been a culture of formally establishing and documenting processes, nor of keeping coherent records.
 - Until May 2012, we were running three cohorts across two versions of the curriculum.
 - Our modules stress the internal IU systems for scheduling, registration, faculty workloads and course assignments, and course evaluations.
 - For 2011-2012, five instructors were new to the MBA program.
 - All faculty have undergone an often dramatic change in how they must approach MBA teaching, given the modular format.
 - Planning for the modules, using a team of instructors and a lead instructor for each one, is more revealing of the stressing of course design than when instructors are left to do all of this on their own.
 - Making the Professional Development Thread more formal has also led to stresses making it fit into various modules. In addition, some PDT activities involve 5-6 people when instructors and two administrators are considered.

This complexity has high costs at times. And a goal of the program administrators in 2012-2013 has to be to simplify operations and lower some of these costs.

IV. CLOSING A LOOP

As with the BS in Business, the MBA program faculty see the end of 2011-2012 as the closing of an important first loop in terms of continuous quality improvement and assessment. With May graduation, we finally have a single curriculum. We also switch to a predictable routine of working with just two modules a semester.

More important, the assessment work in 2011-2012 comments on the changes we starting making in 2009-2010. It is incomplete and still evolving in terms of our understanding and quality. But we have learned much since the SLOs in December 2009 for the AACSB candidacy application. It also led directly to a new AOL plan that includes a simplified set of student learning outcomes now fully mapped to the MBA curriculum modules (see below).

V. NEW AOL CURRICULUM MAP FOR 2012-2013

In April 2012, faculty on the MBA Policy and Curriculum committee approved the following refined SLOs and formally mapped these to the MBA modular curriculum. We expect this to represent a more stable AOL plan for the next few years.

Program Outcome	What We Will Assess in Business	Program Assessment Points (Determined by MBA Committee)
1. General Management Knowledge, Skills and Leadership <i>Upon completion of the program, students are able to:</i> 1.1 Demonstrate integrated knowledge and skills. 1.2 Demonstrate a capacity both to lead others to achieve organizational goals and to support effective leadership.	1.a The ability to conduct business analyses that lead to effective decision-making.	Module 4
	1.b The ability to effectively lead and contribute to a management team that establishes goals and implements appropriate strategy in a competitive environment.	Module 6
2. Effective Communication and Collaboration <i>Upon completion of the program, students are able to:</i> 2.1. Communicate complex analyses, recommendations, strategies and visions in ways that lead to clarity of purpose and effective decision-making. 2.2 Participate productively in teams, and demonstrate contributions to team goals.	2.a Effectiveness of individual and group presentation skills.	Module 2 (individual presentations) Module 5 (group presentations)
	2.b Effectiveness of written communication via memos and business reports.	TBD
	2.c The ability to assume appropriate roles and work effectively in a team to complete a student-directed field project.	Module 3

Program Outcome	What We Will Assess in Business	Program Assessment Points (Determined by MBA Committee)
<p>3. Critical Thinking <i>Upon completion of the program, students are able to:</i></p> <p>3.1 Demonstrate an ability to apply integrated knowledge and skills to analyze problems, prioritize issues, and develop effective responses.</p> <p>3.2 Demonstrate an ability to apply knowledge and skills in unfamiliar, or unexpected, situations to adapt or respond to change.</p>	3.a The ability to identify problems, develop feasible solutions, and make effective choices from alternatives.	Module 5
	3.b The ability to confront environmental and operational change when it appears and to respond effectively.	Module 1
<p>4. Ethical Thinking and Decision-Making <i>Upon completion of the program, students are able to:</i></p> <p>4.1. Demonstrate how a set of appropriate professional values apply to situations and trade-offs business managers may confront.</p>	4.a The ability to identify ethical issues and to chart a course of action in confronting them.	Module 6
<p>5. Management Within a Social Context <i>Upon completion of the program, students are able to:</i></p> <p>5.1. Identify strategic stakeholder issues and frame decision-making within the social, political and cultural contexts of local and global communities.</p>	5.a The ability to identify the impact of management decision-making on communities of stakeholders.	Module 1
	5.b The ability to recognize global economic, political and cultural factors that influence business management.	Module 3