

COLLEGE ANNUAL ASSESSMENT REPORT

Assessed Year: 2016-17

College: Doermer School of Business

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ASSESSMENT

INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE



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SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Section 1: Summary of Findings for all Departments/Programs

DSB's assessment efforts are directed towards anchoring AACSB accreditation's assurance of learning (AoL) requirements. AACSB accredits two programs jointly delivered by all three departments in the School, namely the Bachelor of Science in Business (BSB) at the undergraduate level and the Master of Business Administration (MBA) at the graduate level. The School has therefore, developed (and implements) two assessment plans (one for each program). The School offers five concentrations (Accounting, Economics, Finance, Management, and Marketing) at the undergraduate level and three (Business Analytics, Finance, and General Management) at the graduate level, and although assessment is done within the three departments, these efforts are geared towards the two programs as opposed to the eight concentrations. It is against this backdrop that this annual report has been compiled.

In each Spring semester, the Associate Dean (together with the Department chairs) identifies the courses and learning goals to be assessed and informs instructors of those courses. The instructors collect and submit the assessment data which are then summarized, tabulated and analyzed by the Accreditation Continuous Improvement Committee (ACIC) chaired by the Associate Dean. Results are passed on to the two curriculum committees - Undergraduate Policy Committee (UPC) and the Graduate Policy Committee (GPC). Recommended curriculum or pedagogical improvements for the BSB and MBA program are approved through the regular program change process, which starts with discussion within the affected department, goes through the UPC or GPC, and are finally approved at the general School faculty meeting. Assessment results data are used to implement specific changes to particular courses and/or to curriculum in order that improvements will be made in student performance on the learnings goals. Following-up or closing the loop is done by measuring the learning outcomes after the implementation of these recommendation in the following year. More than 75% of the faculty are involved in some capacity in the School's assessment efforts.

The majority of the learning objectives are assessed once every two years: odd-numbered learning goals are usually assessed in odd-numbered years and even-numbered learning goals are usually assessed in even-numbered years. Some learning goals are assessed more frequently. For example, Learning Goal 1 in the BSB program has been assessed twice every three years via the Educational Testing Service's (ETS) major field test. Because different learning goals are assessed in different semesters/years, the loop is closed separately for each learning goal. For

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

some learning goals, based on assessment results, the committees and departments may recommend no changes, which could also signify closing of the loop for that particular learning goal. The last AoL activity occurred in Summer of 2017 when the ACIC committee met to close the loops for the learning goals assessed in the 2016-2017 academic year. This coincided with the submission of the self-study (Continuous Improvement Review or CIR) report for reaccreditation. Since that CIR report covered multiple years, this assessment report will also cover multiple years. Subsequent DSB assessment reports will be annual in scope. A summary of the major findings in both programs is given below. The full assessment reports are included in the attachments.

BSB

- Learning Goal 1: The performance of DSB students in fundamental business knowledge (assessed through the ETS field test in the last five years) was close to national average in one year and above national average in the other four years. In three years, DSB students performed in the top 85th percentile of the national average.
- Learning Goal 2: DSB assesses students' performance in problem solving, critical thinking and quantitative analysis skills using course-embedded questions, case analysis or projects in a variety of courses across the BSB curriculum. In the two most recent academic years, the percentage of acceptable performance was above or well above the threshold of 70 percent that the School deems to be appropriate for undergraduate students.
- Learning Goal 3: DSB assesses students' understanding of the global economic environment, using embedded (drawn from a national test bank which provides DSB with benchmark capabilities) questions in E201 and E202 exams. Data collected in Spring 2013, 2015 and 2017 show that DSB students outperform the national average by a significant margin.
- Learning Goal 4: DSB uses course-embedded questions, case analysis, or projects in L203 and W404. From data collected in the most recent three years shows that DSB students whose performance were rated as superior or acceptable ranged from 84% to 100%, with 8 out of 12 instances above 95%.
- Learning Goal 5: Spring 2017 assessment data in BUS Z302 indicate that over 93% percent of DSB students were rated as acceptable or superior in written communication and 100% of students were rated as acceptable or superior in oral communication.

MBA

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

- Learning Goal 1: The performance of DSB students in knowledge of concepts and theories in each of the functional business disciplines (assessed through the ETS field test in last four of the last five years) shows DSB students scoring above (59%) or much above (96%) the average in the ETS population. In one year (2012) DSB students performed below average in Professional MBA program. The number is so extreme (bottom 1%) as to provide no useful information to infer DSB students' performance.
- Learning Goal 2: DSB uses course-embedded questions, case analysis or projects in BUFW M560 to assess this goal. In Spring 2014, the performance of 81% of DSB students was rated as either acceptable or superior. In Spring 2016 and 2017, the performance of all DSB students was either acceptable or superior.
- Learning Goal 3: Based on course-embedded exam questions, performance of students on learning objective 1 declined from Fall 2014 (88% rated as acceptable or superior) to Spring 2016 (69% rated as acceptable or superior). This implied that more coverage of global economics and business environment topics in the MBA curriculum was warranted.
- Learning Goal 4: DSB uses course projects in several courses to assess the written as well as presentation skills of MBA students. Analyses of the assessment data collected showed that DSB students performed very well with respect to this learning goal. None of the students failed to meet performance expectations in Spring 2016, Fall 2016 and Spring 2017. Further analysis also revealed that students generally have stronger oral presentation skills as compared to written presentation skills.
- Learning Goal 5: Analysis of assessment data from BUFW D542 indicates that student performance increased from Spring 2015 to Fall 2016 and that all students satisfied performance expectations at the acceptable or superior levels.

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

Section 2: Recommendations for Academic Departments

Based on the assessment findings, the following recommendations were made by the Accreditation Continuous Improvement Committee (ACIC) in Summer 2017.

BSB

- Learning Goal 1: Continue conducting ETS tests in J401. Provide students appropriate incentives for performing well on the test. Next ETS tests to be conducted in Spring 2018.
- Learning Goal 2: Based on the assessment results, no curriculum changes are needed at this time. Conduct assessment in E270, P301, F301, W430 and Z302 in Spring 2018.
- Learning Goal 3: Based on the assessment results, no curriculum changes are needed at this time. Monitor whether recent pre-requisite changes (in E201, E202, etc.) are having the intended effect. Assess affected courses in Spring 2019.
- Learning Goal 4: The coverage of ethical, legal and regulatory issues is appropriate at this time. Start collecting “artifacts” of student work from affected courses. Next assessment should take place in Spring 2018.
- Learning Goal 5: Assess learning goal 5 in multiple courses (L203, Z302, J400, and possibly in W430 and W404). Effective written communication and effective oral communication learning objectives may be assessed in different courses (for example, learning objective 1 in Z302 and learning objective 2 in L203).

MBA

- All Learning Goals:
 - Assess all learning goals in 2017-18 academic year. Collect “artifacts” of student work from all assessed courses.
 - Analyze the effects on recent curriculum changes in the MBA programs.
- Learning Goal 1: Continue conducting ETS tests in BUFW M590. Inform students in the beginning of the MBA program that they are required to take the ETS test before graduation.
- Learning Goals 2 and 5: No curriculum changes are needed at this time based on the assessment data.
- Learning Goal 3: Increase coverage of topics related to learning objective 3.

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

- Learning Goal 4: Increase the emphasis of effective written communication skills in affected courses because assessment data indicate that students have stronger oral communication skills as compared to written communication skills.

SECTION 3: RESULTS OF ACTIVITIES RELATED TO PRIOR YEAR FINDINGS

Section 3: Results of Activities Related to Prior Year Findings

DSB's assessment process provides useful and relevant information for continuous improvement of the BSB and MBA curricula. Feedback from students, alumni, business professionals, employers, community leaders, and other stakeholders, in the form of formal or informal surveys, also provide additional sources of input into the curriculum management process. Faculty interaction with students in the classrooms and with other colleagues in the curriculum committees, teaching workshops, and AACSB conferences allow DSB to enhance the quality and relevance of its curricula. Below is a summary of several curriculum revisions or improvements during the accreditation review period (2012-17) and the rationale for these changes.

BSB

- BUS X204 (Business Communications) replaced COM 323 (Business & Professional Speaking) and ENG W331 (Business & Administrative Writing). Analysis has shown that DSB students have adequate skills in oral and written communication, but they do not know what business professionals or employers expect in effective business communication. The creation of BUS X204 in lieu of ENG W331 and COM 323 is intended to provide students with better business communication skills.
- BUS K201 (Computers in Business) (3cr) replaced BUS K211 (Spreadsheets) (1 cr), BUS K212 (Database Management) (1 cr), and BUS K213 (Internet Access/Data Analysis) (1 cr). Analyses showed that DSB students' quantitative analysis skills can be further improved. To that end, combining the three independent one-credit hour courses into an integral 3-credit hour quantitative course eliminated redundancies and overlap in course content, making content delivery more efficient and effective.
- BUS W404 (Social, Legal, Ethical Implications of Business Decisions) replaced BUS W204 (Social, Legal, Ethical Implications of Business Decisions). From analyzing the learning outcomes related to Learning Goal 4, it was found that students did not have the required business knowledge to properly assess the appropriateness of the ethical options in various business contexts. To improve student performance in this area, DSB replaced BUS W204 with BUS W404, making this important course a senior course taken only after students have sufficient business knowledge and sophistication to handle the ethical issues involved with business decision making.

SECTION 3: RESULTS OF ACTIVITIES RELATED TO PRIOR YEAR FINDINGS

- BUS J400 (Business Senior Seminar Passport) (i.e., Passport to Success) was added and updated. Feedback from employers and faculty interaction with students indicated that some of our students did not possess basic skills to interact with business professionals and potential employers for career success. To enhance students' skills in this area, the Passport to Professional Success program was added as a required business course. DSB students are required to participate in high-impact events leading to professional success as early as possible in the program. High-impact events refer to events such as: Career Fair, Accounting & Finance Night, Immersion Excursion, Externship through Career Services, Internship or Co-op and Job-shadowing.
- Modified the pre-requisites for E201 and E202 where Learning Goal 3 is assessed. Analyses conducted by Economics faculty showed that students had sufficient maturity and background to take E201 and E202 in their freshman year if they had the necessary quantitative background. Therefore, the prerequisites were changed from “sophomore class standing and MA 15300 with a grade of C-or higher or placement above MA 15300” to “Grade of C- or better in MA 11100, or MA 12401, or placement at MA 153.”
- Modified the pre-requisites for E270. Analysis of student enrollments showed that students wait too long to take E270 (Business Statistics) course and, as a consequence, their graduation is delayed because E270 is a pre-requisite course for several upper-level courses with quantitative emphasis. Discussions with faculty also revealed that MA 229, a pre-requisite calculus course for E270, is barely used in E270. Therefore, DSB decided to change the pre-requisites for E270 to “Grade of C- or better in MA 11100, or MA 12401, or placement at MA 153”, where MA 11100, MA 12401 and MA 153 are mathematics courses that cover topics directly related to E270.
- Increased the number of credits for the Economics concentration from 15 to 18 and modified the pre-requisites for E321 and E322 (Grade of C- or better in E201, E202). Analysis showed that students delay completing E321 and E322. As a result, they did not have enough time to complete all required and elective upper-level economics courses by the end of their fourth year. Thus, the pre-requisites for E321 and E322 were adjusted so that students can enroll in these courses as soon as they complete introductory economics courses. In addition, to enhance the quality of the business economics program, Economics faculty decided to increase the number of credit hours required for the major from 15 to 18. Together, these curricular changes are expected to help economics students to graduate on time, to increase their competency and to make them more employable upon graduation.

SECTION 3: RESULTS OF ACTIVITIES RELATED TO PRIOR YEAR FINDINGS

- Changed the ratio of required to elective courses in the Finance concentration from 5/3 to 6/2 and added F303 (Intermediate Investments). A comparison of the Finance curriculum to peer schools and consideration of improving the core knowledge of finance majors led to the decision to require an Investments course instead of taking an elective course.
- BUS W312 (Entrepreneurship) was added as a required course instead of ILCS I350. The dynamic nature of the business environment has raised the importance of entrepreneurship in the management concentration. Feedback from alumni and potential employers suggested the desirability and need for a required course in entrepreneurship. Management faculty decided to add W312 to the curriculum. To leave the total credit hours for the concentration unchanged, ILCS I350.
- BUS M408 (Quantitative Methods of Marketing Management) was added as a required course instead of ILCS I350 requirement in the Marketing concentration. Faculty interaction with students in the classroom suggested that there was room for improvement for the competency of marketing students in quantitative methods. As big data and data analytics become more important and essential in marketing research, it became clear that marketing students would be disadvantaged if they do not have better quantitative skills. To enhance the quantitative skills of marketing students, marketing faculty decided to add M408 to the program by dropping ILCS I350.

Assessment data from 2015-16 and 2016-17 academic years allowed the School to evaluate the effectiveness of some of the curricula changes highlighted above. The effectiveness of other curricula changes will be evaluated in the future as appropriate data become available.

- BUS K201 (Computers in Business) (3cr) replaced BUS K211 (Spreadsheets) (1 cr), BUS K212 (Database Management) (1 cr), and BUS K213 (Internet Access/Data Analysis) (1 cr). After the curriculum change, students' performance with respect to Learning Goal 2 has shown some signs of improvement.
- BUS W404 (Social, Legal, Ethical Implications of Business Decisions) replaced BUS W204 (Social, Legal, Ethical Implications of Business Decisions). Learning outcome data from BUS W404 in Spring 2016 and Spring 2017 indicated that this change served students well because 83-97% of students displayed competence at 'acceptable' or 'superior' levels.
- Modified the pre-requisites for E201 and E202. The latest Learning Goal 3 assessment data from E201 and E202 (Spring 2017) indicate that student performance as it relates to Learning Goal 3 has improved.

SECTION 3: RESULTS OF ACTIVITIES RELATED TO PRIOR YEAR FINDINGS

MBA

- Addition of two new courses to the MBA+ program. Our campus has a somewhat unique advantage of being located in an urban area. While it is hoped that each instructor in the MBA program will integrate some aspect of the local business community in his/her class, this is not always the case. The sole purpose of these classes is to provide this valuable learning experience to our students before they graduate.
 - Experiential Learning (C600) and Executive Mentoring (C601). These courses were taught for the first time in Fall 2016. The Experiential Learning class, led by Professor Emeritus David Dilts and Dean Melissa Gruys undertook a study of the Doermer School of Business and the MBA program. The final project was reviewed by the Dean and the Director of the MBA program. It was determined that, in the future, the learning objectives in this course would include project-based learning in one of our two concentration areas, finance or business analytics.
 - The Executive Mentoring class is a one credit course. This class was led successfully by a Management professor. Dr. Hess brought in executives from a wide variety of industries—everything from funeral services to advertising—and the students discussed what made one successful in these fields.
- The second major change to the MBA+ program was the addition of concentrations in business analytics and finance. The Finance elective courses include: Investments and Corporate Financial Risk Management. Business Analytics courses include: Data Mining and Pricing/Revenue Analytics. Students must take both classes to fulfill the requirements for the concentration. Students may also choose to simply pursue a general MBA by mixing electives.
- Change in mode of delivery/Elimination of Friday evening PMBA courses. For the cohort that started in July 2016, the traditional Friday evening courses were eliminated. Each component still contains three courses and the students still usually meet for a full day of residency on Saturday. The delivery of the third course is either met with an online class or with the addition of two hybrid classes whose combined online content equate to a third class. Course evaluations show that the two hybrid format is better received. We are continuing efforts to improve our online course delivery.
- Minimum standard for quantitative tests. In the past, it was up to the MBA director to determine an acceptable lower limit regarding admission standards for the quantitative assessment test for the PMBA program. In an effort to improve

SECTION 3: RESULTS OF ACTIVITIES RELATED TO PRIOR YEAR FINDINGS

the overall quality of the student groups admitted, the Graduate Policy Committee (GPC) decided to set a minimum standard of 10 for the quantitative assessment test. The director must seek GPC's approval for an exception to policy to admit a student with a score below 10. It was also determined that this would create consistency between the two MBA programs since a minimum GMAT score of 450 is strictly adhered to for the MBA+ program only.

The effectiveness of the curricula changes in the MBA programs outlined above will be evaluated in the future as appropriate data become available.

SECTION 4: CONCLUSIONS AND FUTURE DIRECTIONS

Section 4: Conclusions and Future Directions

The accrediting body's Continuous Improvement Review (CIR) team visited the School in Fall 2017. Prior to the visit, the ACIC committee had already identified several areas where DSB's assessment process could be improved and had made several recommendations which were incorporated in the self-study report submitted to the review team. The following is an excerpt from the team's final report regarding DSB's assessment efforts:

“There are established learning goals and an assessment schedule in place with reported results and curriculum changes. Three cycles are reported to have occurred in the last five years in most goals. In all goals at least two cycles were completed. The team identified opportunities for improvement and recommends a review and revision of the process. The goal should be to create a cohesive connection between the mission and the curriculum content supported by the AoL process. External stakeholder perspectives were incorporated into the current system; however, this needs to be formalized into the AoL and curriculum management process.

The current system too often includes informal processes for gathering data and stakeholder input and makes it difficult to track the outcomes of curriculum changes in an objective manner. The school has a considerable number of faculty involved in the AoL and curriculum management process. Creating better ways to assess with consideration for using multiple raters, or avoiding faculty rating their own classes may help improve results. There were some attempts to improve the methods of assessment to ensure results were valid – recording presentations to ensure rubric is consistently applied. Building on this type of strategy is key. The school identified a plan that addresses most of these issues in their CIR report in the “Future Assessment Plans” section and thus show a critical understanding of the next step in improving this area.

The curriculum content appears to support the common accepted skill areas and improvements are noted to address new areas identified by stakeholders.”

In the spirit of continuous improvement, the School intends to revisit its assessment process and implement the review team's recommendations over the next couple of years commencing in Spring 2018.

ATTACHMENTS

Attachments

1. Provide either letters to departments describing your evaluation of their annual assessment report or the completed Appendix D Rubrics for all departments/programs in your college.
2. Attach all Departmental/Program Annual Assessment reports so that these can be published at <http://www.ipfw.edu/offices/assessment/reports/reports-program.html>.

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Section 1: Student Learning Outcomes

	Learning goals	Learning Objectives
	Upon graduation, DSB students will	Students are able to
1	Demonstrate competency in fundamental business knowledge	<ol style="list-style-type: none"> 1. Define, describe, and understand fundamental business terminology and concepts
2	Solve business problems through critical thinking skills and quantitative analysis techniques	<ol style="list-style-type: none"> 1. Identify and summarize central problems in complex business situations 2. Correctly integrate business theories and apply business models to address problems 3. Generate plausible solutions to problems
3	Understand the global economic environment and consider global factors in business decisions	<ol style="list-style-type: none"> 1. Understand global economic environment 2. Analyze the impact of global factors on business decisions
4	Understand ethical, legal and regulatory implications of business decisions	<ol style="list-style-type: none"> 1. Identify and understand ethical, legal, and regulatory issues in business decisions. 2. Analyze ethical dilemmas and propose alternatives.
5	Demonstrate effective communication skills	<ol style="list-style-type: none"> 1. Write effectively and professionally in business settings. 2. Speak and present effectively in business settings.

Section 2: Curriculum Map:

2A. SLO's to Baccalaureate Framework:

Programmatic Student Learning Outcome	IPFW Baccalaureate Degree Framework					
	Acquisition of Knowledge	Application of Knowledge	Personal and Professional Values	A Sense of Community	Critical Thinking and Problem Solving	Communication
Demonstrate competency in fundamental business knowledge	✓					
Solve business problems through critical thinking skills and quantitative analysis techniques		✓			✓	
Understand the global economic environment and consider global factors in business decisions			✓	✓		
Understand ethical, legal and regulatory implications of business decisions			✓			
Demonstrate effective communication skills						✓

2B. BSBA Curriculum Map

Business Core Courses	Learning Goal 1	Learning Goal 2	Learning Goal 3	Learning Goal 4	Learning Goal 5
J100	C				
A201	C				
A202	C				
K201	C	C			
L203	C	C		A, C	C
E201	C	C	A, C		
E202	C	C	A, C		
E270	C	A, C			
J200	C				
F301		A, C			
M301		C	A, C		
P301		A, C			
Z302		A, C			A, C
K321		C			
W404		C		A, C	
W430		A, C			
J400			C	C	C
J401	A (ETS), C	C	C		

Note: A – assessed, C – covered

Section 3: Assessment Plan

3A. Assessment Model

The Doermer School of Business assesses the common core shared of all Bachelor of Science in Business Administration Degrees. As demonstrated in the curriculum map, the core progresses from a common introductory course (J100) to capstone level courses students complete in their senior year. The ETS Major Field Test provides the school a standardized measure that is used to analyze the cumulative learning of students in their senior year. The analysis provided by the ETS Major Field Test helps determine the extent to which the overall program helps students achieve the outcomes expected at graduation. The ETS is supplemented through a series of embedded learning experiences including course embedded exam questions, case analysis, individual and team based projects, writing assignments, speaking assignments, and other authentic assessments aimed at understanding how and/or to what extent the experienced curricular experiences of students are contributing to gains in student learning relative to the broad goals and more specifically defined objectives or student learning outcomes identified by the faculty as necessary for student success after graduation.

3B. Measures

Learning Objectives/Outcomes	Assessment Methods
Define, describe, and understand fundamental business terminology and concepts	ETS Major Field Test
Identify and summarize central problems in complex business situations. Correctly integrate business theories and apply business models to address problems. Generate plausible solutions to problems	Course-embedded exam questions, case analyses or projects
Understand global economic environment Analyze the impact of global factors on business decisions	Course-embedded exam questions or assignments involving global economic and business environment
Identify and understand ethical, legal, and regulatory issues in business decisions. Analyze ethical dilemmas and propose alternatives.	Course-embedded exam questions, cases or projects
Write effectively and professionally in business settings. Speak and present effectively in business settings.	Course-embedded projects with oral and written requirements

3C. Rubrics

Rubric for Learning Goal 2: Solve business problems through critical thinking skills and quantitative analysis techniques

Course: _____ Student: _____

Learning Objective	Performance Criteria	Unacceptable (1)	Acceptable (2)	Superior (3)	Score
1	Identify and summarize central problems in complex business situations	Failed to identify relevant issues and central problems in the situation involved	Identified the main problem but not all relevant issues and other problems that may be related	Identified all central problems and relevant issues involved in the situation	
2	Correctly integrate business theories and apply business models to address problems	Used no or wrong theories or models to address the problem	Some theories or models were applied but they are not completely related to the problem	Relevant theories and models are correctly applied to address the problem	
3	Generate plausible solutions to problems	Solutions generated were implausible, unrealistic, or difficult to implement	Solutions generated were at least plausible, realistic, and appears to be feasible	Solutions generated were completely plausible, very realistic and feasible	
				Total score	

Evaluator's name: _____

Date of Evaluation: _____

Rubric for Learning Goal 3: Understand the global economic environment and consider global factors in business decisions

Course: _____

Student: _____

Learning Objective	Performance Criteria	Unacceptable (1)	Acceptable (2)	Exemplary (3)	Score
1	Understand global economic environment	No or incomplete identification of relevant global economic factors	Some identification of most of the relevant global factors	Clear and detailed identification of relevant global economic factors	
2	Analyze the impact of global factors on business decisions	No analysis of the impact of relevant global issues or erroneous analysis of the impact	Correct analysis of the impact of global factors with some inaccuracies in the analysis	Clear, accurate and somewhat detailed analysis of the impact of relevant global factors on business decisions	
				Total Score	

Evaluator's name: _____

Date of Evaluation: _____

Rubrics for Learning Goal 4: Understand ethical, legal and regulatory implications of business decisions

Course: _____

Student: _____

Learning Objective	Performance Criteria	Unacceptable (1)	Acceptable (2)	Exemplary (3)	Score
1	Identify and understand ethical, legal, and regulatory issues in business decisions	Has a vague idea of what ethical and social responsibility issues are involved and is uncertain what issues must be decided	Identifies majority of ethical or social responsibility issues involved, and ascertains what issues must be decided	Describes the ethical and social responsibility issues in detail having gathered pertinent facts. Ascertains exactly what issues must be decided	
2	Analyze ethical dilemmas and propose alternatives	Unable to appraise the relevant facts and assumptions and fails to identify feasible alternatives or solutions.	Clarifies at least two alternatives or solutions and predicts their associated consequences in detail.	Clarifies a number of alternatives or solutions and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders	
				Total Score	

Evaluator's name: _____

Date of Evaluation: _____

Rubric for Learning Goal 5 Objective 1-- Written Communication Skill

Course: _____

Student: _____

Writing Traits	Unacceptable (1)	Acceptable (2)	Superior (3)	Score
Organization of Ideas and Contents	Writing is not concise and has a tendency to ramble. No clear direction in the writing. Lack of focus and organization.	Writing could be a bit more concise. Focus and direction is acceptable, but could use a little work.	Writing is concise. Information presented easy to follow. Focus and direction are extremely clear.	
Structure of Sentence and Paragraphs	Poorly developed sentences. Sentences are awkward and difficult to follow and understand. Sentences within a paragraph are unrelated. Paragraphs are unconnected.	Sentences usually flow well but occasionally awkward. Most sentences within a paragraph relate to a single issue. A few paragraphs lack good lead or transitional sentences.	Sentences are concise, flow well and clearly express ideas. Organization of paragraphs enhances readability. Logical flow. Good transition between paragraphs.	
Grammar, Punctuation, and Spelling	Writing contains numerous and/or significant errors which interfere with comprehension and distract from the message.	Writing contains a few insignificant errors that don't interfere with comprehension or distract from the message.	Writing is nearly error free.	
Professional Format and Use of Conventions	Document has numerous and significant printing and/or formatting problems. Doesn't follow basic formatting conventions (e.g., citations and documentation).	Document is reasonably neat and professional looking. Document has a few minor formatting or convention problems.	Document is extremely neat and professional looking. Everything formatted correctly. Proper use of any necessary conventions (citations and documentation).	
Professionalism	Tone and word choice are inappropriate for intended audience. Document viewed unprofessional written.	Tone and word choice are appropriate for the intended audience. Document viewed as adequate.	Sophisticated and appropriated use of vocabulary. Documents viewed as extremely professional.	
			Total score	

Evaluator's name: _____

Date of Evaluation: _____

Rubric for Learning Goal 5 Objective 2 -- Oral Communication

Course: _____

Student: _____

Traits	Unacceptable (1)	Acceptable (2)	Superior (3)	Score
Body Language	Appears nervous. Paces, fidgets, or sways. Poor use of hands (e.g., jiggles, taps or plays with something). Body language distracts from presentation.	Appears slightly nervous. Occasional use of meaningful hand gestures. Body language needs some improvement but doesn't distract from the presentation.	Appears confident, poised and comfortable. Is relaxed and in control. Body language (e.g., posture, facial expressions, gestures) enhances the presentation.	
Eye Contact	Reads speech directly from notes or visual aids (e.g., Powerpoint). Little to no eye contact with the audience	Occasionally refers to notes or visual aids. Sometimes fails to make eye contacts with audience	Never or rarely glances at notes or visual aids. Consistently make eyes contact with audience.	
Vocal Presentation and Tone	Speaks too fast or too slow. Halting, uneven pace. Volume inappropriate. Giggling or other inappropriate vocal behaviors interfere with the message. Extremely monotone, ineffective tone. Complete lack of enthusiasm.	Articulation, volume, pace, and pronunciation are acceptable. Slightly monotone. Tone is somewhat casual for professional business presentation. The presentation is somewhat lacking in enthusiasm and assertiveness.	Articulation, volume, pace, and pronunciation are excellent. Deliver is fluid and natural. Vocal tone is excellent and professional. The presentation is enthusiastic and assertive.	
Use of Visual Aids	Visual aids missing, inappropriate, or poorly designed and executed. Visual aids have errors, are difficult to read, and don't enhance the presentation.	Visual aids are adequate but could be improved. Easy to read and informative, but not outstanding. No significant errors.	Visual aids are easy to read, attractive, informative, and error free. Visual aids greatly enhance the presentation. Excellent integration of visual aids.	
Organization	Information is presented in a disorganized manner. Abrupt transitions from one point to another with no clear transition or logic. Does not appear prepared or practiced.	Information is organized and presented adequately. Minor problems with topic transitions or logical flow.	Information is presented in an organized, logical fashion. It has been well prepared and practiced.	
			Total Score	

Evaluator's name: _____ Date of Evaluation: _____

3D: Dissemination of Findings

Time Frame (When Will the Assessment Be Done?)

The Associate Dean determines which assignment goals to be assessed in a given semester and informs instructors and their department chairs in the beginning of semester the assessment data to be collected. The aim is to complete assessment of each learning goal at least once every two years.

Who Will Do the Assessment, Collect and Analyze Data? What is the Reporting Mechanism?

The assessment will be coordinated by the Associate Dean. Collated data collected shall be reported to the Undergraduate Policy Committee (UPC) no later than the second week of the fall semester. The Associate Dean will summarize all the reports submitted in the 5th year accreditation maintenance report.

How Will Data Be Used to Improve the Program and Revise Curricula?

The DSB faculty will use the data to evaluate the curriculum and adjust the mix of electives and requirements for the BS program. Other matters, such as grading standards, individual course requirements and pedagogies will also be discussed for the improvement of the program.

Section 4: Assessment Results

4A. Current Year Assessment Findings

Tables below present assessment results. The data for the most recent assessment period (2015-16 and 2-16-17 academic years) are shaded in grey.

Learning Goal 1: Demonstrate competency in fundamental business knowledge

Table A.1: Results from ETS tests

	Spring 2016	Spring 2015	Spring 2013	Spring 2012	Spring 2011
IPFW Mean	151	158	163	154	158
IPFW St. Dev.	16	15	10	15	14
Percent of US schools with mean scores below	49	87	97	65	85

Learning Goal 2: Solve business problems through critical thinking skills and quantitative analysis techniques

Table A.2: Results from course-embedded questions, case analysis or projects

Learning Objective	Performance	E270		P301		F301			W430			Z302
		Spring 2016	Spring 2014	Spring 2016	Spring 2014	Spring 2017	Spring 2016	Spring 2014	Spring 2017	Spring 2016	Spring 2014	Spring 2017
1	Superior	70.7%	21.2%	85.3%	12.3%	42.9%	75.0%	33.3%	57.1%	64.3%	66.0%	54.3%
	Acceptable	27.6%	77.3%	11.8%	77.2%	57.1%	25.0%	53.3%	42.9%	32.1%	34.0%	42.9%
	Unacceptable	1.7%	1.5%	2.9%	10.5%	0.0%	0.0%	13.3%	0.0%	3.6%	0.0%	2.9%
2	Superior	46.6%	53.0%	58.8%	12.3%	42.9%	20.0%	33.3%	65.7%	64.3%	66.0%	85.7%
	Acceptable	27.6%	43.9%	35.3%	77.2%	57.1%	75.0%	53.3%	34.3%	32.1%	34.0%	14.3%
	Unacceptable	25.9%	3.0%	5.9%	10.5%	0.0%	5.0%	13.3%	0.0%	3.6%	0.0%	0.0%
3	Superior	74.1%	15.2%	20.6%	12.3%	50.0%	55.0%	33.3%	54.3%	67.9%	66.0%	88.6%
	Acceptable	0.0%	66.7%	50.0%	77.2%	28.6%	40.0%	53.3%	45.7%	28.6%	34.0%	8.6%
	Unacceptable	25.9%	18.2%	29.4%	10.5%	21.4%	5.0%	13.3%	0.0%	3.6%	0.0%	2.9%

Learning Goal 3: Understand the global economic environment and consider global factors in business decisions

Table A.3.1: Results from E201 exam questions

Learning Goal	Learning Objective	Performance	Spring 2017	Spring 2015	Spring 2013
3	1	percent correct	75.9%	58.0%	59%
		national average	40.3%	40.3%	40.3%

Note: National average is calculated from the data provided in Test for Understanding of College Economics Handbook.

Table A.3.2: Results from E202 exam questions

Learning Goal	Learning Objective	Performance	Spring 2017	Spring 2015	Spring 2013
3	1	percent correct	61.7%	60.3%	62%
		national average	42.3%	42.3%	42.3%

Table A.3.3: Results from M301 case analysis or projects

Learning Goal	Learning Objective	Performance	Spring 2017	Spring 2015
3	1	Superior	95.0%	44.2%
		Acceptable	1.0%	38.5%
		Unacceptable	4.0%	17.3%
	2	Superior	89.0%	73.1%
		Acceptable	7.0%	25.0%
		Unacceptable	4.0%	1.9%

Learning Goal 4: Understand ethical, legal and regulatory implications of business decisions

Table A.4: Results from course-embedded questions, case analysis or projects

Learning Goal	Learning Objective	Performance	L203				W404	
			Spring 2016	Fall 2015	Spring 2015	Spring 2014	Spring 2017	Spring 2016
4	1	Superior	73.5%	50.0%	68.8%	71.0%	61.3%	56.8%
		Acceptable	23.5%	46.4%	31.3%	29.0%	29.0%	40.5%
		Unacceptable	2.9%	3.6%	0.0%	0.0%	9.7%	2.7%
	2	Superior	41.2%	71.4%	56.3%	54.8%	61.3%	40.5%
		Acceptable	52.9%	28.6%	43.8%	41.9%	29.0%	43.2%
		Unacceptable	5.9%	0.0%	0.0%	3.2%	9.7%	16.2%

Learning Goal 5: Demonstrate effective communication skills

Table A.5: Results from presentations and written work (Z302)

Learning Goal	Learning Objective	Performance	Spring 2017	Spring 2015
5	1	Superior	56.4%	38.1%
		Acceptable	37.2%	57.1%
		Unacceptable	6.4%	4.8%
	2	Superior	94.3%	45.7%
		Acceptable	5.7%	54.3%
		Unacceptable	0.0%	0.0%

Findings from Learning Goal 1

DSB measures competencies of our students in fundamental business knowledge using ETS major field test. Advantages of the ETS test include wide recognition on the appropriateness of the contents in breadth as well as in depth, and a national benchmark allowing comparison of a School's performance to the national average. In the last five periods from Spring 2011 to 2016, performance of DSB students in fundamental business knowledge was close to national average in one year and above national average in

the other four years. There were three years that DSB students performed in the top 85th percentile of the national average. We have closely monitored and analyzed the data to assure that a long-term trend is maintained despite some variation of the test results in certain years.

Findings from Learning Goal 2

DSB measures our students' performance in problem solving, critical thinking and quantitative analysis skills using course-embedded questions, case analysis or projects in a variety of courses across the BSB curriculum including E270, P301, F301, and W430. Despite the wide sample variation, in the two most recent two academic years, the percentage of acceptable performance for all the samples are above or well above the threshold of 70 percent that the School determined to be appropriate for undergraduate students. The consistent results from various classes provide some evidence on the robust performance of our students with respect to this learning goal.

Findings from Learning Goal 3

To assess our students' understanding of the global economic environment, DSB uses embedded questions in E201 and E202 to measure the learning outcome. These embedded questions come from a national test bank which provides us with the capability to benchmark our students' performance. Based on data collected in Spring 2013, Spring 2015 and Spring 2017, DSB students outperform the national average by a significant margin. In both E201 and E202, DSB students scored in the range of 58% to 75%, while the national average scored only in the range on 40% to 42%. Student performance in E201 has improved in Spring 2017.

Our students' ability to consider global factors in business decisions was assessed in M301 using case analysis, projects and exam questions. The most recent data from Spring 2017 indicated that our students' performance in this area exceeded the threshold percentage by a comfortable margin (94% versus 70%) and higher percent of students performed at a "superior" level as compared to the previous (Spring 2015) assessment period (89% versus 73%).

Findings from Learning Goal 4

To assess this learning goal, DSB uses course-embedded questions, case analysis, or projects in L203 and W404. Analysis of data collected in these two courses in the most recent three years shows that DSB students performed well with respect to this leaning goal. The percentage of students whose performance were rated as superior or acceptable ranges from 84% to 100%, with 8 out of 12 instances above 95%.

Findings from Learning Goal 5

Presentation and written work from Z302 provides evidence regarding performance of DSB students with respect to this learning goal. Data analysis from Spring 2017 of Z302 indicated that over 93% percent of our students were rated as acceptable or superior in written communication. Also, using predetermined rubrics created by the School, 100 percent of students were rated as acceptable or superior in oral communication.

4B. Proposed Changes to Address Findings

Based on the assessment findings, the following recommendations were made by the AACSB Continuous Improvement Committee in Summer 2017.

Learning Goal 1: Continue conducting ETS tests in J401. Provide students appropriate incentives for performing well on the test. Next ETS tests to be conducted in Spring 2018.

Learning Goal 2: Based on the assessment results, no curriculum changes are needed at this time. Conduct assessment in E270, P301, F301, W430 and Z302 in Spring 2018.

Learning Goal 3: Based on the assessment results, no curriculum changes are needed at this time. Monitor whether recent pre-requisite changes (in E201, E202, etc.) are having the intended effect. Assess affected courses in Spring 2019.

Learning Goal 4: The coverage of ethical, legal and regulatory issues is appropriate at this time. Start collecting “artifacts” of student work from affected courses. Next assessment should take place in Spring 2018.

Learning Goal 5: Assess learning goal 5 in multiple courses (L203, Z302, J400, and possibly in W430 and W404). Effective written communication and effective oral communication learning objectives may be assessed in different courses (for example, learning objective 1 in Z302 and learning objective 2 in L203).

4C. Prior Year Assessment Findings and Description of Changes Made

Our assessment process presented above provides many useful and relevant information for continuous improvement of our curricula. Feedbacks from students, alumni, business professionals, employers, community leaders, and other stakeholders, in the form of formal or informal surveys, also provide additional sources of input in our curriculum management process. Faculty interaction with students in the classrooms and with other colleagues in the curriculum committees, teaching workshops, and AACSB conferences allow DSB to enhance the quality and relevance of its curricula. In the following, we will summarize several curriculum revisions or improvements during the AACSB accreditation review period (2012-17) and the rationale for these curricular changes.

1. Changes impacting all BSB majors
 - a. BUS X204 (Business Communications) replaced COM 323 (Business & Professional Speaking) and ENG W331 (Business & Administrative Writing).

From analyzing our students’ performance related to Learning Goal 5 and faculty interaction with students in the classrooms, faculty found that our students have adequate skills in oral and written communication, but they do not know what business professionals or employers are expecting in effective business communication. By creating BUS X204 in lieu of ENG W331 and COM 323, our students will learn better business communication skills.

- b. BUS K201 (Computers in Business) (3cr) replaced BUS K211 (Spreadsheets) (1 cr), BUS K212 (Database Management) (1 cr), and BUS K213 (Internet Access/Data Analysis) (1 cr).

From analyzing our students' performance related to Learning Goal 2 and faculty interaction with students in the classroom, knowledge learned by faculty in teaching workshops and conferences, faculty found that our students' quantitative analysis skills can be further improved. To that effect, combining the three independent one-credit hour courses into an integral 3-credit hour quantitative course eliminated redundancies and overlap in course content, making content delivery more efficient and effective.

- c. BUS W404 (Social, Legal, Ethical Implications of Business Decisions) replaced BUS W204 (Social, Legal, Ethical Implications of Business Decisions).

From faculty comments and from analyzing the learning outcomes related to Learning Goal 4, faculty found that students did not have the required business knowledge to properly assess the appropriateness of the ethical options in various business contexts. To improve student performance in this area, DSB replaced BUS W204 with BUS W404, making this important course a senior course taken only after students have sufficient business knowledge and sophistication to handle the ethical issues involved with business decision making.

- d. BUS J400 (Business Senior Seminar Passport) (i.e., Passport to Success) was added and updated.

Feedback from employers and faculty interaction with students indicated that some of our students did not possess basic skills to interact with business professionals and potential employers for career success. To enhance our students' skills in this area, we added the Passport to Professional Success program as a required business course for graduation. DSB students are required to participate in high-impact events leading to professional success as early as possible in the business program. High-impact events refer to events such as: Career Fair, Accounting & Finance Night, Immersion Excursion, Externship through Career Services, Internship or Co-op and Job Shadowing.

- e. Modified the pre-requisites for E201 and E202.

E201 and E202 are courses where Learning Goal 3 were assessed. In the process of analyzing our students' performance related to quantitative skills in Learning Goal 2, other assessment data collected in E201 and using faculty feedback from interactions with students in the classrooms, Economics faculty found that students had sufficient maturity and background to take E201 and E202 in their freshman year if they had necessary quantitative background. Therefore, the prerequisites were changed from "sophomore class standing and MA 15300 with a grade of C- or higher or placement above MA 15300" to "Grade of C- or better in MA 11100, or MA 12401, or placement at MA 153."

- f. Modified the pre-requisites for E270

Analysis of student enrollment indicated that students wait too long to take E270 (Business Statistics) course. As a consequence, their graduation is delayed because E270 is a pre-requisite course for several upper-level courses with quantitative emphasis. Discussions with faculty also revealed that MA 229, a pre-requisite calculus course for E270, is barely used in E270. Therefore, the School decided to change the pre-requisites for E270 to "Grade of C- or better in MA 11100, or MA 12401, or placement at MA 153", where MA 11100, MA 12401 and MA 153 are mathematics courses that cover topics directly related to E270.

2. Changes impacting Economics Majors: increased the number of credits for the major from 15 to 18 and modified the pre-requisites for E321 and E322 (Grade of C- or better in E201, E202).

Enrollment trends and faculty interaction with students indicated that students delay completing E321 and E322. As a result, they did not have enough time to complete all required and elective upper-level economics courses by the end of their fourth year. Thus, the pre-requisites for E321 and E322 were adjusted so that students can enroll in these courses as soon as they complete introductory economics courses. In addition, to enhance the quality of the business economics program, faculty in the Economics Department decided to increase the number of credit hours required for the major from 15 to 18. Together, these curricular changes are expected to help economics students to graduate on time, to increase their competency and to make them more employable upon graduation.

3. Changes impacting Finance Majors: changed the ratio of required to elective courses from 5/3 to 6/2 and added F303 (Intermediate Investments).

A comparison of the Finance curriculum to peer universities and consideration of improving the core knowledge of finance majors lead to the decision to require an Investments course instead of taking an elective course. Finance faculty therefore decided to increase required/elective ration from 5/3 to 6/2 for the finance majors. Initial feedback from assessment data seems to confirm the positive direction of this change.

4. Changes impacting Management Majors: added W312 (Entrepreneurship) as a required course by deleted ILCS I350 requirement.

The dynamic business environment has raised the importance of entrepreneurship in the management program. Feedback from alumni and potential employers suggested the desirability and necessity of a required course in entrepreneurship. Management faculty thus decided to add W312 to the management program. To maintain the total credit hours of the major unchanged, ILCS I350 was dropped because it was considered to be the least beneficial course for students in the Northeast Indiana region.

5. Changes impacting Marketing Majors: added M408 (Quantitative Methods of Marketing Management) as a required course by deleting ILCS I350 requirement.

Faculty interaction with students in the classroom suggested that there was room for improvement for the competency of our marketing students in quantitative methods. As big data and data analytics become more important and essential in marketing research, it become clear that marketing students would be disadvantaged if they do not have better quantitative skills. To enhance the quantitative skills of marketing students, marketing faculty decided to add M408 to the program by dropping ILCS I350, a course indicated to be the least beneficial from comments of current and previous students.

4D. Assessment Findings for Curricular Changes Made

Assessment data from 2015-16 and 2016-17 academic years allowed the School to evaluate the effectiveness of several recent curricula changes. The effectiveness of other curricula changes will be evaluated in the future, once appropriate data become available.

1. BUS K201 (Computers in Business) (3cr) replaced BUS K211 (Spreadsheets) (1 cr), BUS K212 (Database Management) (1 cr), and BUS K213 (Internet Access/Data Analysis) (1 cr).

After the curriculum change, students' performance with respect to Learning Goal 2 has shown some signs of improvement.

2. BUS W404 (Social, Legal, Ethical Implications of Business Decisions) replaced BUS W204 (Social, Legal, Ethical Implications of Business Decisions).

Learning outcome data from BUS W404 in Spring 2016 and Spring 2017 indicated that this change served students well because 83-97% of students displayed acceptable or superior level of competency.

3. Modified the pre-requisites for E201 and E202.

Latest Learning Goal 3 assessment data from E201 and E202 (Spring 2017) indicate that student performance as it relates to Learning Goal 3 has improved.

Section 5: Conclusions, Next Steps, and Communication

In summary, student performance for all learning goals met the benchmarks set by the School of Business. The AACSB Continuous Improvement Committee identified several areas where assessment process could be improved and made several recommendations. The School plans to revisit its findings and recommendations after it receives comments regarding the School's assurance of learning activities from the AACSB accreditation peer review team members in Fall 2017.

Indiana University-Purdue University Fort Wayne
 Doermer School of Business
 Annual Assessment Report for MBA - Academic Years 2015-17

Section 1: Student Learning Outcomes

	Learning goals	Learning Objectives
	Upon graduation, DSB students will	Students are able to
1	The knowledge of concepts and theories in each of the functional business disciplines.	1. Master business knowledge and theories across functional areas
2	The ability to transcend functional boundaries, synthesize and integrate strategic information to generate innovative solutions under complex business situations.	1. Perform environmental scanning necessary for strategic decisions 2. Integrate and synthesize strategic information in competitive analysis to generate innovative solutions to problems
3	The ability to analyze business information in a rapidly changing global environment.	1. Identify and recognize differences in business environment across countries 2. Analyze and evaluate the impact of global factors on business decisions
4	Effective written and oral presentation skills	1. Write effectively and professionally in business settings. 2. Speak and present effectively in business settings.
5	The ability to understand professional and social responsibility in the conduct of managerial affairs	1. Identify the relevant professional and social responsibility issues in a business decision 2. Generate solutions to ethical dilemmas and choose socially responsible actions

Section 2: Curriculum Map:

2A. SLO's to Baccalaureate Framework: N/A Graduate Degree

2B. MBA Curriculum Map

Business Core Courses	Learning Goal 1	Learning Goal 2	Learning Goal 3	Learning Goal 4	Learning Goal 5
A524	C		A, C	C	
D542	C	C			A, C
F542	C	C	C	A, C	
M540	C	C		A, C	
M542	C		C		C
M552		C	C	A, C	
M560	C	A, C	C	C	
M570	C	C			
M590	A (ETS), C	C	A (ETS), C	C	C

Note: A – assessed, C – covered

Section 3: Assessment Plan

3A. Assessment Model

The Doermer School of Business assesses the common core shared of its MBA. The ETS Major Field Test provides the school a standardized measure that is used to analyze the cumulative learning of students in their senior year. The analysis provided by the ETS Major Field Test helps determine the extent to which the overall program helps students achieve the outcomes expected at graduation. The ETS is supplemented through a series of embedded learning experiences including course embedded exam questions, case analysis, individual and team based projects, writing assignments, speaking assignments, and other authentic assessments aimed at understanding how and/or to what extent the experienced curricular experiences of students are contributing to gains in student learning relative to the broad goals and more specifically defined objectives or student learning outcomes identified by the faculty as necessary for student success after graduation.

3B. Measures

Learning Objectives/Outcomes	Assessment Methods
The knowledge of concepts and theories in each of the functional business disciplines.	ETS Major Field Test
The ability to transcend functional boundaries, synthesize and integrate strategic information to generate innovative solutions under complex business situations.	Course-embedded exam questions, case analyses or projects
The ability to analyze business information in a rapidly changing global environment.	Course-embedded exam questions or assignments involving global economic and business environment
Effective written and oral presentation skills	Course-embedded exam questions, cases or projects
The ability to understand professional and social responsibility in the conduct of managerial affairs	Course-embedded projects with oral and written requirements

3C. Rubrics

Rubric for Learning Goal 2: The ability to transcend functional boundaries, synthesize and integrate strategic information to generate innovative solutions under complex business situations.

Course: _____ Student: _____

Learning Objective	Performance Criteria	Unacceptable (1)	Acceptable (2)	Superior (3)	Score
1	Perform environmental scanning necessary for strategic decisions	Failed to identify key SWOT factors the situation involved	Identified key SWOT factors but not all relevant issues and other problems that may be related	Identified all key SWOT factors and relevant issues involved in the situation	
2	Integrate and synthesize strategic information in competitive analysis to generate innovative solutions to problems	Failure to integrate and synthesize information or apply wrong theories or models in the analysis	Include key relevant information and apply correct theories or models related to the decision	Synthesize all relevant information and integrate all correct theories and models to address the problem	

Evaluator's name: _____

Date of Evaluation: _____

Rubric for Learning Goal 3: The ability to analyze business information in a rapidly changing global environment.

Course: _____

Student: _____

Learning Objective	Performance Criteria	Unacceptable (1)	Acceptable (2)	Exemplary (3)	Score
1	Identify and recognize differences in business environment across countries	No or incomplete identification of some or all of relevant global factors	Some identification of most of the relevant factors	Clear and detailed identification of relevant factors.	
2	Analyze and evaluate the impact of global factors on business decisions	No analysis of impact of relevant global issues; erroneous analysis of impact	Some analysis of impact of global factors; some inaccuracies in analysis	Clear, accurate and somewhat detailed analysis of impact of relevant global factors	
				Total Score	

Evaluator's name: _____

Date of Evaluation: _____

Rubric for Learning Goal 4 Objective 1: Write effectively and professionally in business settings.

Course: _____

Student: _____

Writing Traits	Unacceptable (1)	Acceptable (2)	Superior (3)	Score
Organization of Ideas and Contents	Writing is not concise and has a tendency to ramble. No clear direction in the writing. Lack of focus and organization.	Writing could be a bit more concise. Focus and direction is acceptable, but could use a little work.	Writing is concise. Information presented easy to follow. Focus and direction are extremely clear.	
Structure of Sentence and Paragraphs	Poorly developed sentences. Sentences are awkward and difficult to follow and understand. Sentences within a paragraph are unrelated. Paragraphs are unconnected.	Sentences usually flow well but occasionally awkward. Most sentences within a paragraph relate to a single issue. A few paragraphs lack good lead or transitional sentences.	Sentences are concise, flow well and clearly express ideas. Organization of paragraphs enhances readability. Logical flow. Good transition between paragraphs.	
Grammar, Punctuation, and Spelling	Writing contains numerous and/or significant errors which interfere with comprehension and distract from the message.	Writing contains a few insignificant errors that don't interfere with comprehension or distract from the message.	Writing is nearly error free.	
Professional Format and Use of Conventions	Document has numerous and significant printing and/or formatting problems. Doesn't follow basic formatting conventions (e.g., citations and documentation).	Document is reasonably neat and professional looking. Document has a few minor formatting or convention problems.	Document is extremely neat and professional looking. Everything formatted correctly. Proper use of any necessary conventions (citations and documentation).	
Professionalism	Tone and word choice are inappropriate for intended audience. Document viewed unprofessional written.	Tone and word choice are appropriate for the intended audience. Document viewed as adequate.	Sophisticated and appropriated use of vocabulary. Documents viewed as extremely professional.	
Total score				

Evaluator's name: _____

Date of Evaluation: _____

Rubrics for Learning Goal 4 Objective 2: Speak and present effectively in business settings.

Course: _____

Student: _____

Traits	Unacceptable (1)	Acceptable (2)	Superior (3)	Score
Body Language	Appears nervous. Paces, fidgets, or sways. Poor use of hands (e.g., jiggles, taps or plays with something). Body language distracts from presentation.	Appears slightly nervous. Occasional use of meaningful hand gestures. Body language needs some improvement but doesn't distract from the presentation.	Appears confident, poised and comfortable. Is relaxed and in control. Body language (e.g., posture, facial expressions, gestures enhances the presentation.	
Eye Contact	Reads speech directly from notes or visual aids (e.g., Powerpoint). Little to no eye contact with the audience	Occasionally refers to notes or visual aids. Sometimes fails to make eye contacts with audience	Never or rarely glances at notes or visual aids. Consistently make eyes contact with audience.	
Vocal Presentation and Tone	Speaks too fast or too slow. Halting, uneven pace. Volume inappropriate. Giggling or other inappropriate vocal behaviors interfere with the message. Extremely monotone, ineffective tone. Complete lack of enthusiasm.	Articulation, volume, pace, and pronunciation are acceptable. Slightly monotone. Tone is somewhat casual for professional business presentation. The presentation is somewhat lacking in enthusiasm and assertiveness.	Articulation, volume, pace, and pronunciation are excellent. Deliver is fluid and natural. Vocal tone is excellent and professional. The presentation is enthusiastic and assertive.	
Use of Visual Aids	Visual aids missing, in- appropriate, or poorly designed and executed. Visual aids have errors, are difficult to read, and don't enhance the presentation.	Visual aids are adequate but could be improved. Easy to read and informative, but not outstanding. No significant errors.	Visual aids are easy to read, attractive, informative, and error free. Visual aids greatly enhance the presentation. Excellent integration of visual aids.	
Organization	Information is presented in a disorganized manner. Abrupt transitions from one point to another with no clear transition or logic. Does not appear prepared or practiced.	Information is organized and presented adequately. Minor problems with topic transitions or logical flow.	Information is presented in an organized, logical fashion. It has been well prepared and practiced.	
			Total Score	

Evaluator's name: _____

Date of Evaluation: _____

Rubrics for Learning Goals 5: The ability to understand professional and social responsibility in the conduct of managerial affairs.

Course: _____

Student: _____

Learning Objective	Performance Criteria	Unacceptable (1)	Acceptable (2)	Exemplary (3)	Score
1	Identify the relevant professional and social responsibility issues in a business decision	Has a vague idea of what ethical and social responsibility issues are involved and is uncertain what issues must be decided	Identifies a majority of ethical or social responsibility issues involved, and ascertains what issues must be decided	Describes the ethical and social responsibility issues in detail having gathered pertinent facts. Ascertains exactly what issues must be decided	
2	Generate solutions to ethical dilemmas and choose socially responsible actions	Has difficulty identifying appropriate course of action from among alternatives or identify an action plan that is difficult to defend on ethical ground	Formulates an implementation plan that delineates the execution of an ethical decision	Formulates an implementation plan that delineates the execution of an ethical decision and that evidences a thoughtful reflection on the benefits and risks of action	
				Total Score	

Evaluator's name: _____

Date of Evaluation: _____

3D: Dissemination of Findings

Time Frame (When Will the Assessment Be Done?)

The Associate Dean determines which assignment goals to be assessed in a given semester and informs instructors and their department chairs in the beginning of semester the assessment data to be collected. The aim is to complete assessment of each learning goal at least once every two years.

Who Will Do the Assessment, Collect and Analyze Data? What is the Reporting Mechanism?

The assessment will be coordinated by the Associate Dean. Collated data collected shall be reported to the Graduate Policy Committee (GPC) no later than the second week of the fall semester. The Associate Dean will summarize all the reports submitted in the 5th year accreditation maintenance report.

How Will Data Be Used to Improve the Program and Revise Curricula?

The DSB faculty will use the data to evaluate the curriculum and adjust the mix of electives and requirements for the MBA program. Other matters, such as grading standards, individual course requirements and pedagogies will also be discussed for the improvement of the program.

Section 4: Assessment Results

4A. Current Year Assessment Findings

Tables below present assessment results. The data for the most recent assessment periods (2015-16 and 2-16-17 academic years) are shaded in grey.

Learning Goal 1: The knowledge of concepts and theories in each of the functional business disciplines.

Table B.1: Results from ETS tests

		Spring 2016	Spring 2015	Spring 2013	Spring 2012	Spring 2011
MBA+ Program	IPFW mean score	244	262	262	255	256
	IPFW st. dev.	13	10	12	15	14
	Percent below	25	96	95	79	82
Accelerated/ Professional MBA	IPFW mean score	251	252	225	263	254
	IPFW st. dev.	16	13	5	13	11
	Percent below	59	63	1	96	73

Learning Goal 2: The ability to transcend functional boundaries, synthesize and integrate strategic information to generate innovative solutions under complex business situations.

Table B.2: Results from course-embedded questions, case analysis or projects (M560).

Learning Goal	Learning Objective	Performance	Spring 2017	Spring 2016	Spring 2014
2	1	Superior	60.9%	60.0%	0.0%
		Acceptable	39.1%	40.0%	81.3%
		Unacceptable	0.0%	0.0%	18.8%
	2	Superior	46.4%	40.0%	0.0%
		Acceptable	53.6%	60.0%	81.3%
		Unacceptable	0.0%	0.0%	18.8%

Learning Goal 3: The ability to analyze business information in a rapidly changing global environment.

Table B.3.I: Results from A524.

Learning Goal	Learning Objective	Performance	Spring 2016	Fall 2015	Fall 2014
3	1	Superior	17.4%	18.5%	34.6%
		Acceptable	52.2%	51.9%	53.8%
		Unacceptable	30.4%	29.6%	11.5%

Table B.3.II: Results from ETS tests.

Learning Goal	Learning Objective	Performance	Spring 2016	Spring 2015	Spring 2013	Spring 2012
3	2	IPFW	47.7%	44.7%	36.4%	54.8%
		Nat. Ave.	46.1%	46.1%	45.5%	45.5%

Learning Goal 4: Effective written and oral presentation skills.

Table B.4: Results from course projects (M540, M552 and F542).

Learning Goal	Learning Objective	Performance	F542	M552	M552	M540
			Spring 2017	Spring 2017	Fall 2016	Spring 2016
4	1	Superior	23.5%	-	-	38.5%
		Acceptable	76.5%	-	-	61.5%
		Unacceptable	0.0%	-	-	0.0%
	2	Superior	51.0%	96.6%	93.8%	-
		Acceptable	49.0%	3.4%	6.3%	-
		Unacceptable	0.0%	0.0%	0.0%	-

Learning Goal 5: The ability to understand professional and social responsibility in the conduct of managerial affairs.

Table B.5: Results from course projects or embedded exam questions (D542).

Learning Goal	Learning Objective	Performance	D542	D542
			Fall 2016	Spring 2015
5	1	Superior	62.5%	52.9%
		Acceptable	37.5%	47.1%
		Unacceptable	0.0%	0.0%
	2	Superior	58.3%	47.1%
		Acceptable	42.7%	47.1%
		Unacceptable	0.0%	5.8%

Findings from Learning Goal 1

DSB uses ETS test to assess our MBA students' knowledge of concepts, and theories in each of the functional business disciplines. Assessment data from four semesters during the period of 2012-2016 indicated that compared to other business schools, our MBA students performed relatively well. Looking at the MBA programs individually, in three out of the four years (2012, 2013 and 2015 in MBA + and 2012, 2015 and 2016 in Professional MBA), our MBA students scored above (59%) or much above (96%) the average in the ETS population. In the one year (2012) when our students performed below average in Professional MBA program. The number is so extreme (bottom 1%) to provide useful information to infer our students' performance. Some faculty noted that students did not take the test seriously that year due to low course incentives to perform well on the test and randomly marked the answers.

Findings from Learning Goal 2

DSB uses course-embedded questions, case analysis or projects in M560 to assess the learning outcome of Goal 2. In Spring 2014, the performance of 81 % of our students were either acceptable or superior in accordance with the School's performance rubric. In Spring 2016 and Spring 2017, the performance of all our students were either acceptable or superior, representing certain improvement in meeting this learning goal.

Findings from Learning Goal 3

Based on course-embedded exam questions, performance of students on learning objective 1 declined from Fall 2014 (88% rated as acceptable or superior) to Spring 2016 (69% rated as acceptable or superior). This implies that further analysis of the coverage of global economics and business environment topics in MBA curriculum is warranted. The results from ETS test questions related to learning objective 2 reveal that average performance levels of IPFW students were below national average in Spring 2013 and 2015 and above national average in Spring 2012 and 2016.

Findings from Learning Goal 4

DSB uses course projects in M540, M552 and F542 to assess the written as well as presentation skills of MBA students. From the data collected, our students performed very well with respect to this learning goal. None of the students in the sample failed to meet performance expectations in Spring 2016, Fall 2016 and Spring 2017. The analysis of the data also revealed that students generally have stronger oral presentation skills as compared to written presentation skills.

Findings from Learning Goal 5

Assessment results from D542 indicate that student performance increased from Spring 2015 to Fall 2016 and that all students satisfied performance expectations at the acceptable or superior levels.

4B. Proposed Changes to Address Findings

Based on the assessment findings, the following recommendations were made by the AACSB Continuous Improvement Committee in Summer 2017.

All Learning Goals:

- Assess all learning goals in 2017-18 academic year. Collect “artifacts” of student work from all assessed courses.
- Analyze the effects on recent curriculum changes in the MBA programs.

Learning Goal 1: Continue conducting ETS tests in M590. Inform students in the beginning of the MBA program that they are required to take the ETS test before graduation.

Learning Goal 2: No curriculum changes are needed at this time based on the assessment data.

Learning Goal 3: Increase coverage of topics related to learning objective 3.

Learning Goal 4: Increase the emphasis of effective written communication skills in affected courses because assessment data indicate that students have stronger oral communication skills as compared to written communication skills.

Learning Goal 5: No curriculum changes are needed at this time.

4C. Prior Year Assessment Findings and Description of Changes Made

A comprehensive assessment of the IPFW MBA programs was completed on March 16, 2015 using the data from assessment results, course evaluations and alumni survey results. A number of changes were made to the programs in an effort to improve them.

1. Addition of two new courses to the MBA+ program

Two courses were added in the MBA+ program: Experiential Learning (C600) and Executive Mentoring (C601). These courses were taught for the first time in Fall 2016. The Experiential Learning class, led by Professor Emeritus David Dilts and Professor Melissa Gruys undertook a study of the Doermer School of Business and the MBA program. The final project was reviewed by the Dean and the Director of the MBA program. It was determined that, in the future, the learning objectives in this course would include project-based learning in one of our two concentration areas, finance or business analytics. The course planned for Fall 2017 will be led by a Finance faculty member and the Dean.

The Executive Mentoring class is a one credit course. This class was led successfully by a Management professor. Dr. Hess brought in executives from a wide variety of industries—everything from funeral services to advertising—and the students discussed what made one successful in these fields. Dr. Hess will be leading this class again in the Fall.

Our campus has a somewhat unique advantage of being located in a small urban area. While it is our hope that each instructor in the MBA program will integrate some aspect of the local business community in his or her class, this is not always realistic. The sole purpose of these classes is to provide this valuable learning experience to our students before they graduate.

2. Addition of two concentrations to the MBA+ program

The second major change to the MBA+ program was the addition of concentrations in business analytics and finance. The Finance elective courses include: Investments and Corporate Financial Risk Management. Business Analytics courses include: Data Mining and Pricing/Revenue Analytics. Students must take both classes to fulfill the requirements for the concentration. Students may also choose to simply pursue a general MBA by mixing electives.

3. Change in mode of delivery/Elimination of Friday evening PMBA courses

For the cohort starting in July 2016, the traditional Friday evening courses were eliminated. Each component still contains three courses and the students still usually meet for a full day of residency on Saturday. The delivery of the third course is either met with an online class or with the addition of two hybrid classes whose combined online content equate to a third class. Course evaluations show that the two hybrid format is better received. We are continuing efforts to improve our online course delivery.

4. Minimum standard for quantitative tests

In the past, it was up to the MBA director to determine an acceptable lower limit regarding admission standards for the quantitative assessment test for the PMBA program. In an effort to improve the overall quality of the student groups admitted, it was decided by the Graduate Policy Committee (GPC) to set a minimum standard of 10 for the quantitative assessment test. The director must seek GPC's approval for an exception to policy to admit a student with a score

below 10. It was also determined that this would create consistency between the two programs since a minimum GMAT score of 450 is strictly adhered to for the MBA+ program only.

4D. Assessment Findings for Curricular Changes Made

The effectiveness of curricula changes outlined in section 4C will be evaluated in the future, once appropriate data become available.

Section 5: Conclusions, Next Steps, and Communication

In conclusion, student performance for all learning goals, except for objective 1 in learning goal 3, met the benchmarks set by the School of Business. The AACSB Continuous Improvement Committee identified several areas where assessment process could be improved and made several recommendations. The School plans to revisit its findings and recommendations after it receives comments regarding the School's assurance of learning activities from the AACSB accreditation peer review team members in Fall 2017.