

Indiana University South Bend School of Business & Economics Educational Goals

I. Goals

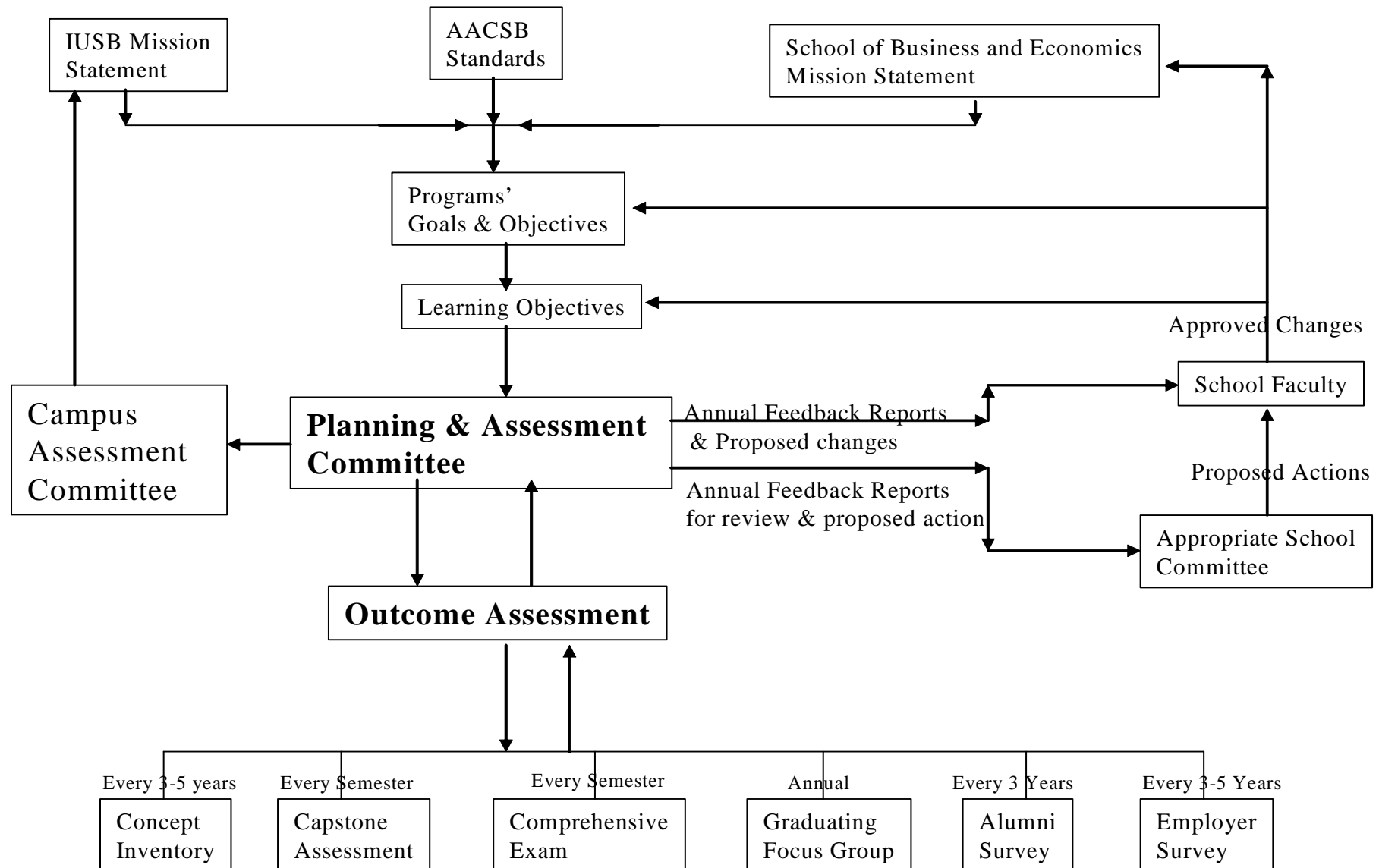
Indiana University South Bend is committed “to excellence in teaching, learning, research, and creative activity; to strong liberal arts and science programs and professional discipline; ...to the economic development of its region and state, Indiana University South Bend meets the changing educational and research needs of the community and serves as a vibrant cultural resource.” Our School of Business and Economics (SBE) mission states that the School “... shall offer high quality educational programs that provide functional knowledge, skills, and capabilities to a diverse student body and enable the students to succeed in a dynamic business environment ...” AACSB Standard for undergraduate learning goals requires that the SBE specifies learning goals and demonstrates achievement of these goals for key general and management-specific knowledge and skills that its students achieve in each undergraduate degree program. General knowledge and skills, “... relate to knowledge and abilities that graduates will carry with them into their careers. Such learning areas as communications abilities, problem solving abilities, ethical reasoning skills, and language abilities are the types of general knowledge and abilities that school might define as part of these goals”. Management-specific learning goals on the other hand, “...relate to expectations for learning accomplishment in areas that directly relate to management tasks and forms the business portion of degree requirements.

Therefore, students, who complete the undergraduate business program at IUSB, will demonstrate knowledge and skills in their area of concentration, and in:

1. written and oral communication;
2. leadership and multicultural diversity;
3. analytic reasoning, statistical analysis and management science, and reflective thinking to support organizational decision making;
4. using information technologies and understanding their impacts on organizations, economies, and management;
5. ethical reasoning, and social and legal responsibilities in organizations and society;
6. financial theories, analysis and accounting, and understanding domestic and global economic environments of organizations;
7. creating value through integrated production, marketing, and distribution of goods, services, and information;
8. team and individual dynamics in organizations.

Continuous Improvement Processes and Outcome Assessment

School of Business and Economics, Indiana University South Bend



Learning Goals and Assessment Methods

Learning Goals:	Comprehensive Exam	Capstone Assessment	Pre-business Concept Assessment	Graduating Focus Group	Alumni Survey	Employer Survey
1. Written and oral communication;		DM		IM	IM	IM
2. Reflective thinking and understanding multicultural diversity;		DM		IM	IM	IM
3. Analytic reasoning, statistical analysis and management science, and leadership to support organizational decision making;	DM	DM	DM	IM	IM	IM
4. Using information technologies and understanding their impacts on organizations, economies, and management;	DM	DM	DM	IM	IM	IM
5. Ethical reasoning, and social and legal responsibilities in organizations and society;		DM	DM	IM	IM	IM
6. Financial theories, analysis and reporting, and understanding domestic and global economic environments of organizations;	DM	DM	DM	IM	IM	IM
7. Creating value through integrated production, marketing, and distribution of goods, services, and information;	DM	DM		IM	IM	IM
8. Group and individual dynamics in organizations.	DM	DM		IM	IM	IM

DM: Direct assessment of learning goals

IM: Indirect assessment of learning goals

II. Methodology for Assessing Goals

1. Comprehensive Post-Test

In order to maintain consistency in the assessment of our programs, the School has adopted the ETS Business Field Test as a comprehensive post-test and has used it on a regular basis since the Spring of 1998. This test has become part of the graduation requirements. Therefore, students are required to take the comprehensive post-test at the end of their senior year and have to successfully pass the post-test in order to graduate.

2. Exit Interview Sessions

Small group discussions with new graduates of undergraduate business programs are conducted. At the end of every academic year we arrange several 2-hour sessions in South Bend and Elkhart scheduled at different days and times during the final exam and commencement weeks to assure the maximum number of participants. The sessions are conducted by a facilitator from outside the School. The Assessment Committee will report to the faculty any point of interest, and suggest approaches in response to the issues raised by the students. This instrument has proved to be extremely valuable to us in identifying our strengths and weaknesses.

3. Capstone Course

All students are required to take a capstone course, J401, Administrative Policy, during their last year of course work. The Course requires the students to demonstrate knowledge of ideas and concepts learned from business core courses. The instructors who teach this course will report regularly to the Assessment Committee about the level of preparedness exhibited by the students.

4. Concept Inventory

The concept inventory seeks to assess the links between upper level business and economics courses (300-level courses) and pre-business core courses. Specifically, faculty members who teach 300-level business courses administer tests that evaluate their students' mastery of the concepts and skills studied in accounting, business law, computing, economics, and statistics.

5. Alumni

Every 3 years, our graduates for the preceding 3 years are requested to respond to structured and unstructured questions. The results are compiled and reported to the SBE Assessment Committee and faculty. The survey provides valuable information about the strengths and weaknesses of our program.

6. Employers Focus Groups / Surveys

The Assessment Committee conducts focus groups / surveys with employers every 3-5 years. These assess characteristics that employers seek when hiring and the extent to which our graduates meet those requirements. These assessments identify curricular issues for us to address, as well as receive feedback about our graduates, establish/develop relationships with area employers, cultivate internships and placements for our students, and provide opportunities to promote our programs.