

IU Kelley School of Business Indianapolis (KSBI)

2004 - 2005

PRAC Report on Undergraduate and Graduate Assessment Activities

This has also been an important and interesting year in the assessment efforts at our school. The KSBI Assessment Task Force (ATF) has made progress in several critical areas in the school's understanding of how effective Kelley is as an educational institution, as perceived by our students. We have also taken several steps to continue being open to the needs of our key stakeholders, our students, alumni, faculty, and the corporate business community.

Here is a summary of our year's efforts:

Key Project Activities

1. Senior Exit Survey – As a follow-up to last year's successful 'maiden voyage', KSBI continued implementing a comprehensive survey of our graduating seniors from the previous December, current May, June, and August cohorts. The ATF sent another annual survey to 386 students, an increase over last year. We enjoyed a 53.4% response rate on 51 questions, down from 67.4% response rate on 56 questions in our inaugural year. However the 206 students who responded were larger in raw numbers than last year's respondents.

Although the results from the initial survey provided valuable insight into the needs, interests and overall profile of our students, confirming some suspicions and raising other questions, we chose to save any lengthy analysis until we had established the 2004 baseline. Now, our faculty committee members will probe this data, comparing it to last years, to see what trends, consistencies, patterns, etc. are emerging.

2. ePort Use at Kelley – After much discussion, the ATF at the March or April meeting decided to postpone any formal, school-wide electronic portfolio use plans. Even though they were pleased and impressed at a private ePort status report presentation by Dr. Sharon Hamilton, the lack of an external presentation tool that would be shown to employers made ATF faculty reluctant to proceed or recommend it to the faculty body for incorporation.

Current plans are for this presentation tool to be through the design and testing phases by late fall '05 or early spring '06. At that time, the ATF will request a 'live' demonstration of the product and may then approve that it be shown to a select, focus group of employers. If the focus group sees value in our students developing and presenting portions of their business education as part of the interview process (most likely near the end of the cycle), the ATF may then encourage our Kelley faculty to incorporate the use of electronic portfolios into our curriculum in a meaningful way.

3. Student Memberships in ATF Planning – Based on some PRAC and external, nationwide use of students on program assessment or related committees, the ATF discussed possible incorporation of student use, as regular members, for Kelley assessment projects.

The committee rejected this idea, feeling that having a student presence would be inappropriate due to the sensitivity of some of the issues that we deal with.

4. Expansion to Graduate Programs – One member of the ATF spoke to the directors of the Evening MBA and Masters of Professional Accountancy (MPA) programs concerning their interests in partnering with the ATF to better understand their students, programs, alumni, and corporate clients. The directors of these programs were interested in utilizing our Exit Survey and other data or tools to better assess the effectiveness of their programs and policies. An ATF liaison was assigned to work with them as they develop or modify existing tools, in pursuit of their goals.

One final graduate program, Kelley Direct, must be contacted on this, with a liaison established.

5. Kelley Presentation to PRAC – In February, the two Kelley PRAC members, Jim Smith and Russell Vertner presented a comprehensive history of assessment efforts at Kelley since 2001. Also, the results of the first Exit Survey were also shown, along with their implications and examples of how this data might be used.

6. Course Evaluation Effectiveness – a student focus group provided input that most students don't consider these evaluations to be worthwhile, and that the information offered is never read or used. This focus group was told all of the ways that faculty and the dean use this feedback tool, and the students then offered 4 steps to having students pay more attention to them:

- * Give evaluations at the start of your class
- * Don't distribute during finals week
- * Close door behind you when you leave
- * Don't bring food to class (pizza!!)

7. Evening MBA Curriculum Additions – After several years of student inquiries and formal requests for more accounting emphasis at the MBA level, the faculty decided to formally offer a joint MBA/MPA (Masters in Public Accountancy) degree and an MBA with an accounting emphasis. Although students had unofficially received these kinds of courses heretofore, this move represents the first time these combinations have represented a formal shift in related MBA offerings, thus now able to be marketed to the general public.

8. Evening MBA Enterprise Creation – After several years of student inquiries into and efforts to independently coordinate academy-like structures to foster more in-depth study and exposure in specific corporate topics, KSBI approved the creation of “enterprises”. These enterprise opportunities, some required, will provide a more competitive edge for

those evening MBA students considering a new professional position upon graduation, via corporate networking and speakers, more case analyses, trips, etc., in general, enriching their graduate school experience.

8. New Undergrad Courses Added - As a response to faculty and corporate concerns, via our Kelley Board of Advisors, and general corporate governance and ethical issues in the media, the faculty decided to address some basic education needs for new business professionals by creating the following mandatory undergraduate courses:

J3XXX on Ethics and Leadership
X3XXX on Human Resources and Negotiations
J40X on Analysis of Business Decisions

These will all be senior-level courses and supplement other courses which currently present these topics more superficially.

9. What have we learned or changed due to our assessment activities over this year?