

IU Kelley School of Business Indianapolis (KSBI) 2006-07

PRAC Report on Undergraduate and Graduate Assessment Activities

This has been another productive year of activity and progress in KSBI's curriculum improvement and student assessment efforts. Led largely by the KSBI Assessment Committee (AC) and the joint Kelley-wide (Indianapolis and Bloomington) re-accreditation efforts, there was significant activity in both the undergraduate and graduate program management areas. These efforts resulted in the successful joint re-accreditation of both Kelley campuses by the Association to Advance Collegiate Schools of Business (AACSB).

Here is a summary of KSBI's 2006-07 assessment activities and results as well as programs that will carryover into 2007-08:

1. Kelley School Joint Re-accreditation - both Kelley School of Business campuses were jointly re-accredited by the AACSB for five more years, based on their January 2007 visit. Several assurance of student learning initiatives were reported on during the visit and several were expanded/added as a result of their report, including:

Observations:

- The KSBI initiated Principles of Business Learning (initially created by the KSBI Assessment Committee based on the IUPUI Principles of Undergraduate Learning) were jointly reviewed, revised and confirmed as being acceptable guidelines for curriculum creation and course delivery under the new AACSB guidelines.
- Efforts to design an effective means to establish and measure against student learning goals for key KSBI undergraduate courses were initiated in 2006-2007. However, due to the joint accreditation process, the start of the program and data gathering will begin in the fall 2007. This curriculum and program improvement program will more clearly ensure that student feedback and learning will be monitored and fed back into our continuous improvement system.

Assessment Findings Use:

- The preparation for the re-accreditation was successful.
- Data collection regarding the measures of undergraduate student learning will begin at KSBI in the fall 2007.
- Assessment measures for all KSBI core courses have now been developed.

2. Senior Exit Survey - For our 4th Survey, we enjoyed a large population for our fall 2006 and spring/summer 2007 senior cohorts. Here is a chart that will show our success:

	Fall 2006	Spring/Summer 2007
Total Population	131	259
Number of Responses	70	149
Response rate	53.4%	57.5%
Combined Response Rate:		56.2%

Observations:

- Senior class was split into two cohorts, fall and spring/summer graduates to improve the response rate.
- Overall questionnaire length was reduced. Ineffective and redundant questions were eliminated while work-skill related questions on leadership, teamwork and ethics were added.

- A detailed two-year comparison of comparable question responses and narratives between 2004-05 and 2005-06 showed a very positive match regarding the student's perception of the KSBI curricular and co-curricular offerings. A similar report will be produced for 2006-07.

Assessment Findings Use:

- A new Supply Chain undergraduate major was created, in part supported by responses to comments made on the 2004-05 and 2005-06 Surveys.
 - Continuation of the use of extended hours, particularly online, for undergraduate advising.
3. Undergraduate Curriculum Improvements - Based on employer feedback, faculty concerns and a curriculum mapping to the KSBI PBLs and IUPUI PULs, several courses were approved and are being phased into the KSBI curriculum to fill perceived gaps in student education.

Observations:

The new KSBI mandatory courses that are being phased-in starting in the spring 2007 semester are:

- **J411 Analysis of Business Decisions** - an additional 3 credit hour 'capstone' course (following J401 Business Strategy) that utilizes the Capsim® business simulation to enable teams of students to develop and implement their business strategy over multiple time periods in a competitive environment and examine the consequences of their decisions. J411 utilizes the Comp-XM® individual assessment of learning module to provide data for accreditation requirements.
- **Z312 - Human Resources and Negotiations** (1.5 credit hours), intended to provide critical managerial tools, including principles of human resources, interpersonal and negotiation skills, and current knowledge of the related legal environment.
- **Z311 - Leadership and Ethics in the Business Environment** (1.5 credit hours), that investigates the ethical, political, economic and social considerations of various leadership decisions.

Assessment Findings Use:

- The beta version of the Comp-XM module was tested on a trial basis in J411 in spring 2007 with good results and will be incorporated as part of the course starting in fall 2007.
 - Also, a major effort is underway to implement a continuous improvement system with the core courses for the undergraduate curriculum. (See item 1. above!)
4. Writing Skills Project Conclusion - Based on discussions at a local assessment conference and separate conversations with KSBI faculty, a need to hone the writing skills of our seniors surfaced. This project included analyzing the learning outcomes of writing instructors of freshmen and sophomore students versus the writing skills expectations of courses where seniors are enrolled.

Observations:

- A new pre- and post- tests will be created and introduced into X103 and X204, important pre-requisite courses for Kelley-bound freshmen and sophomores.

- A new textbook is being introduced into the X204 class, which will allow some of the latest learning techniques to be incorporated, providing a better student learning experience.
- A new hardware and software combination, the Writing Intensive Style Guide, including Catalyst 2.0 which includes five online diagnostic testing components, will be introduced into both X103 and X204 classes. These new tools will ensure that the self-diagnosis and self-study, as well as research and documentation guides are readily available to aid in more in-depth, convenient and comprehensive student learning.

Assessment Findings Use:

- None yet. New textbook will be introduced in X204 in fall 2007 and the proposed style guide will be reviewed with KSBI faculty prior to full implementation.

5. Evening MBA (EMBA) Professional Development Improvements - In spring 2006 the KSBI Evening MBA Program launched the 'Enterprises' into the EMBA curriculum with X522, which introduced two cohorts of MBA students to career development via assessment and coaching as well as career exploration through the enterprise speaker series. Students then self-selected into one of three 'Enterprises' in the fall of 2006. The Enterprises focused on specific, real projects in the areas of entrepreneurship, finance, and supply chain management. To gauge the X522 effectiveness, a comprehensive survey of the X522 cohorts was completed (with 100% student participation) with the results published in fall 2006. Additionally, the first Evening MBA Exit Survey was conducted for the spring/summer 2006 graduates.

Observations:

- The X522 survey suggested some format and logistical changes to the speaker series. They also expressed strong interest in a fourth marketing-oriented 'Enterprise'.
- The X522 survey also highlighted a strong need for changes and enhancements to the career development curriculum, including additional career services to help with career development and changes, and closer ties to Bloomington's Graduate Career Services (GCS).

Assessment Findings Use:

- The X522 speaker series was modified in the spring of 2007 with fewer but better focused speaker events.
- In the spring of 2007, 36 first-year EMBA students in X522 took the opportunity to participate in a Saturday leadership development program facilitated by Bloomington professional development staff and 18 mentors from the 2nd year EMBA cohort.
- Funding and fees for EMBA professional development have been approved starting in fall 2007 to expand the assessment and coaching support for the Evening MBA's using combined KSBI and Bloomington GSC staff.

KSBI looks forward to the development of these projects and other projects and the student-centered insight and progress the data analysis will bring.