

2008 - Kelley School of Business Indianapolis Assessment Report

	What outcomes are you seeking?	How could you measure each of these desired behaviors?	What are the assessment findings?	What improvements have been made, based on your assessment findings?
<p>A201 - Introduction to Financial Accounting</p>	<p>To see measurable improvements in student learning regarding specific skills in their knowledge of assets, liabilities, equity and cash flows. These skills should include both the understanding of definitions, as well as their application to quantitative and conceptual skills.</p>	<p>In each of the four categories representing financial accounting, the definitions, and quantitative and conceptual problems were divided into easy, <u>medium</u> and <u>hard</u>. An “expected performance” level was established and measured against. Designated questions regarding each of the three content areas (definitions, quantitative and conceptual) were prepared and coded for the tests given during the semester.</p>	<p>For the assets section, in only one of seven assessed categories was the actual student performance better than expected. The same was true for the liabilities and cash flow areas. For the equity section of the class, actual student performance was better than expected in three areas. As an “honorable mention”, in a category called Homework Management, the actual student performance only missed the expected performance by 1%.</p>	<p>For students having difficulties on exams, instructors will be encouraged to provide more elaboration on exam problems regarding the recommended process for solving the exercises. Other planned improvements include:</p> <ul style="list-style-type: none"> * generating a “must know” list of definitions and concepts * providing weekly timed quizzes * setting aside an entire day’s class for “value table” examples

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<p>Z312 - Human Resources and Negotiations</p>	<p>To see measurable improvements in student learning regarding specific skills in (Goal 1) their knowledge of appropriate interview and application questions, (Goal 2) to heighten the value and significance amongst these non-management majors on the relevant knowledge this course offers, even in their disciplines, and finally (Goal 3) helping students relate the concepts to various “real world” situations.</p>	<p>The student skill improvements were measured in several ways. A selected list of interview and application questions were asked early in the semester (called a pre-test) then re-worded and included on the final exam (the post-test). The goal of providing relevant and practical knowledge during the course was measured via the end-of-semester course evaluations. Finally, for relating Human Relations (HR) to the real world, students were to select and write a paper on HR in the workplace. A rigorous evaluation of the appropriateness and relevance of the article selected was performed, along with a review of the thoroughness of the student’s article and analysis, including its connection to classroom material.</p>	<p>There was a considerable improvement in students’ knowledge regarding interview and application questions over the course of the semester. The fall 2007 class saw a 30% increase from the pre-test to the post-test scores; the spring 2008 class saw an increase in meeting this goal by improving 15.6%. Regarding the relevancy of this Human Resources class to non-HR majors, the fall class saw 85.7% agree that this class provided relevant and practical information, as recorded in the end-of-semester course evaluations. For the two spring 2008 classes, those percentages were 81% and 78.9%, all combining the “Agree” and “Strongly Agree” responses. Regarding the relation of HR to real world situations, the categories of student success in finding and analyzing articles, then writing a paper on it was revealing. The levels of success range from “mastery” to “failure”. In each of three classes, numerous people achieved mastery level but several had major difficulty, earning the failure level.</p>	<p>In order to improve on student learning for Goal 1, the course coordinator will simply encourage a stronger emphasis on relevant class material throughout. For Goal 2, a course review time, near the end of class, will be implemented. This will again underscore the relevancy of the material to any major on which those students may be focused. For goal 3, a separate measurement strategy for grading the articles will be created.</p>

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<p align="center">P301 - Operations Management</p>	<p>To see measurable improvements in student skills and knowledge in the following topic areas:</p> <ul style="list-style-type: none"> * inventory management * project management * sales & operations planning * forecasting * process capacity analysis 	<p>This course coordinator used 2 basic points for measuring the effectiveness of the student learning:</p> <ul style="list-style-type: none"> * The percentage of exams submitted where students scored 80 or higher on a 100-point basis * Improvements in scores on pre- and post-test scores on topical surveys: <ul style="list-style-type: none"> - School year mean score (100 point basis) - % of responses selecting the answer choice "I don't know" 	<p>For the 5 primary topic areas taught and tested, in no topics were there exam submissions at or above 80%. The pre- and post-test score analysis yielded a 20.6 point increase. The number of students selecting "I do not know" for post-test survey questions decreased from 27.6% to 5% for a 22.6% improvement in understanding various topics.</p>	<p>In order to move more students to or past the 80% exam performance level, the following steps are planned:</p> <ul style="list-style-type: none"> - Analyze the percentage of correct answers on each individual test question within the problem sets to see if there is a pattern on errors made. Based on this, make appropriate changes to how this material is presented. A formal list of "typical problems" could then be generated to discuss with and aid students. In regards to better improvements between the pre- and post-tests, the following steps will be implemented: <ul style="list-style-type: none"> - Analyze the question responses to determine which concepts exhibit the highest error rates or those concepts where student learning shows the least improvement from beginning to the end of the course. Based on this evaluation, determine how best those concepts can be presented to make them more easily understood. Determine if the timing of when the frequently missed concepts were presented may have held a bearing on how well students understood and responded to them on the post-test. To aid in this, the survey questions will be scattered throughout

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<p>X204 - Business Communications</p>	<p>To see measurable improvements in student skills and knowledge in regards to basic communications concepts, and grammar and report writing skills.</p>	<p>A pre- and post-test on basic communications skills was given out to measure the overall knowledge of students on a wide range of relevant topics. For grammar, students were given a test of basic grammar exercises. To help with report writing skill development, students are divided into teams to research a topic; those students then must create a report, based on carefully crafted report specifications.</p>	<p>The spring 2008 semester saw an 11% improvement in the pre- and post-test scores; however, the fall average score improvement was only 6.7%. The spring grammar scores averaged 72% for all students; for the fall, that average was 71.5%. On the group project reports, the spring average score was 87%; for the fall that average score was 90%.</p>	<p>The assessment findings will be used to discuss ways to focus on areas that will better reflect student learning in Business Communications. One possible approach will be for the instructors to focus on a topic area and related questions, rather than specific assignment types. Getting complete support by all instructors has been difficult for this initial Kelley assessment project. In particular, issues of reporting consistency of test results begs for the creation of a more appropriate and common assessment tool across instructors and sections.</p>