

# IU Kelley School of Business Indianapolis (KSBI) 2009 - 2010

## PRAC Report on Undergraduate Program Assessment Activities

This has been a very productive year of activity and progress as our School's "culture of assessment" and growing commitment to continuous improvement evolve. Still under the leadership of the School's Assessment (AC) and Undergraduate Policy Committees (UPC), our assessment efforts reflect Kelley faculty setting high goals and achieving many of them.

Here is a summary of our 2009 -2010 assessment activities and results, as well as programs that will carry over into next year:

1. **Assessment Analysis of the Undergraduate Program Report**: This program was established, as announced in last year's PRAC report, with only minimal faculty resistance. All involved faculty now state their expectations for student learning, especially for key principles taught. This expectation is for stated, quantifiable goal(s), then they report how well students performed against these goals. If the student mean scores fall short of the learning goal targets, faculty devise and implement a plan to address that learning "gap".

By many accounts, faculty now seem to appreciate the opportunity for more guided course planning and retrospective analysis of their student learning goals. These faculty members are taking this new challenge and expectation very seriously.

Here are selected examples of where faculty are putting this new continuous improvement challenge into action:

- a. **Finance course** – For one of the core student learning concepts, weighted average cost of capital, this instructor was displeased with the number of students able to complete designated problems with no mistakes. So, he created a Camtasia review video (excellent new software that does screen capturing), on the topic, demonstrating how the exercises were to be completed. The number of students completing the exercises with minimal mistakes decreased from 81% to 75.9%. However, the number who completed them perfectly rose from 43.1% to 53.4%.

The instructor's conjecture as to why there wasn't even more improvement is that those students who took most advantage of their ability to see and work through the problems correctly, due to the availability of the Camtasia video, benefited most.

- b. Human Resources & Negotiations course– There are some situations where the pre- and post-test methodology is not effective for measuring improvements in learning. But for this faculty member, that process has been quite beneficial. Her students even comment on its effectiveness in the end-of –semester course evaluations.

The class average for pre-test knowledge on her “Goal 1”, understanding the legal implications of the EEO policies regarding the interviewing and hiring process, was about 63%. She set the goal for the post-test scores at 90%, since this was such a critical course component. Due to skillful and conscientious teaching, all students achieved post-test scores at or near 90% on this goal.

In addition to most students realizing an appreciable learning experience, several acknowledged that they have often been asked illegal or inappropriate questions, which triggered several useful discussions on what “illegal” means, how to handle such questions and how those kinds of questions could lead to trouble for organizations.

- c. Business Career Planning & Placement course – Although there isn’t much relevant quantifiable data available, this instructor was displeased (also from previous semesters) at his perception that more student knowledge and appreciation was needed regarding two areas:
- A more comprehensive understanding of the value of a résumé
  - A better understanding of the importance of interviewing skills

Consequently, he has remedied this problem by increasing the number of employer panels coming to class, dedicated to these topics. Also, he has mandated that his students find time to use two, web-based software programs, called Optimal Resume and Interview Stream, to increase these specific skill levels.

- d. Business Administration: Intro – For this course, and again there isn’t much relevant quantifiable data, the instructor valued the student’s incremental knowledge demonstrated via the scores on the three exams given. Consequently, for all students, the following course components are now routine to help ensure comprehension of key course concepts:
- Pre-scheduled “special review” sessions regarding upcoming exam material
  - Encourage those students to complete an online matching quiz
  - Complete and carefully review an in-class worksheet on financial ratio calculations

For students having particular problems, they are asked to:

- Complete additional on-line quizzes
- Submit a Performance Improvement Plan, in writing, to help get them back on track

Due to these steps, exam scores have risen, almost across the board for all 3 course exams, for the past four years.

- e. Business Law course – For this course the pre- and post-test methodology was used successfully. Among the most dramatic indications of improvement was the 2% to 83% jump in gained knowledge on the components for a legally binding contract.

Among those areas that indicated a need for change were the fill-in-the-blank questions. The instructor determined that the wording of her questions was too broad or vague, thus allowing students to interpret those questions in too many ways. Her solution will be to improve the wording on those questions to eliminate any ambiguity.

In another set of questions on important core student learning areas, specifically on the fundamental building blocks of citizenship and democracy, low post-test scores challenged the instructor to search for reasons. Coincidentally, low post-test scores had also been identified in last year's assessment of this building block.

The instructor's conclusion is that it may be an indication of poor student retention, since this concept is only mentioned early in the semester. Her solution will be to look for places to weave these concepts into several other sections of the course, so those concepts will be better re-enforced.

2. **Kelley Career Center Point of Service Evaluation**: The Kelley Career Planning Office (CPO) is completing its first year of a new point-of-service evaluation (POS) through Survey Monkey. The survey is emailed to students immediately following a counseling session. This "immediate" information, as opposed to end-of-year collected data, will give the CPO a clearer picture of the effectiveness of its counseling services as perceived by those who actually use them.

The process is to query these students soon after their visit to the CPO, asking them their reason for seeking counseling, to rank their level of satisfaction and to clarify the type of counseling received. The POS survey will provide the CPO information concerning areas of strength and weakness.

**Observations:**

- During the first month or so of use, the reasons for CPO visits were internship information (25%), full time job search information (25%), resume and/or cover letter review (49%) or help deciding on a major (1%).
- Students Satisfaction Levels (on a scale of 1 – 5, with 5 being very satisfied) were Very Satisfied – 95.2% and Satisfied – 4.8%.
- Preferred types of interaction with the CPO responses were phone (14.3%), email (14.3%), walk in (52.4%) and appointments (42.9%). Multiple selections were allowed.

**Assessment Findings Use:** This short study shows that students will respond to a genuine attempt to provide quality services, and will provide feedback to facilitate improvements in those services. As plans advance for this service and the data collection process continues into the fall, this sampling of data collected will allow the CPO to:

- Expand resources in areas where students seek the most information: The areas where students anticipate needing the most help are Exploring Career Options and Conducting a Job Search.
- Improve systems in areas where students are dissatisfied: Sixteen percent of the new Kelley population anticipate having difficulty accessing the CPO during regular hours. New marketing efforts have been focusing on the CPO's willingness to do online, telephone or even evening, in-person counseling, with the latter by appointment only.
- Expand on types of delivery of services to accommodate the highest number of students: About 50% of respondents said they read their email selectively. The CPO has instituted a variety of methods for reaching students with career information, extending beyond their traditional Kelley website, now to Facebook, the plasma TV monitors on the 2<sup>nd</sup> and 3<sup>rd</sup> floor, and in-person classroom presentations. The addition of Career Peers, a group of Kelley students that will help promote and facilitate student/employer events, will enable the CPO to provide more information through peer interaction.

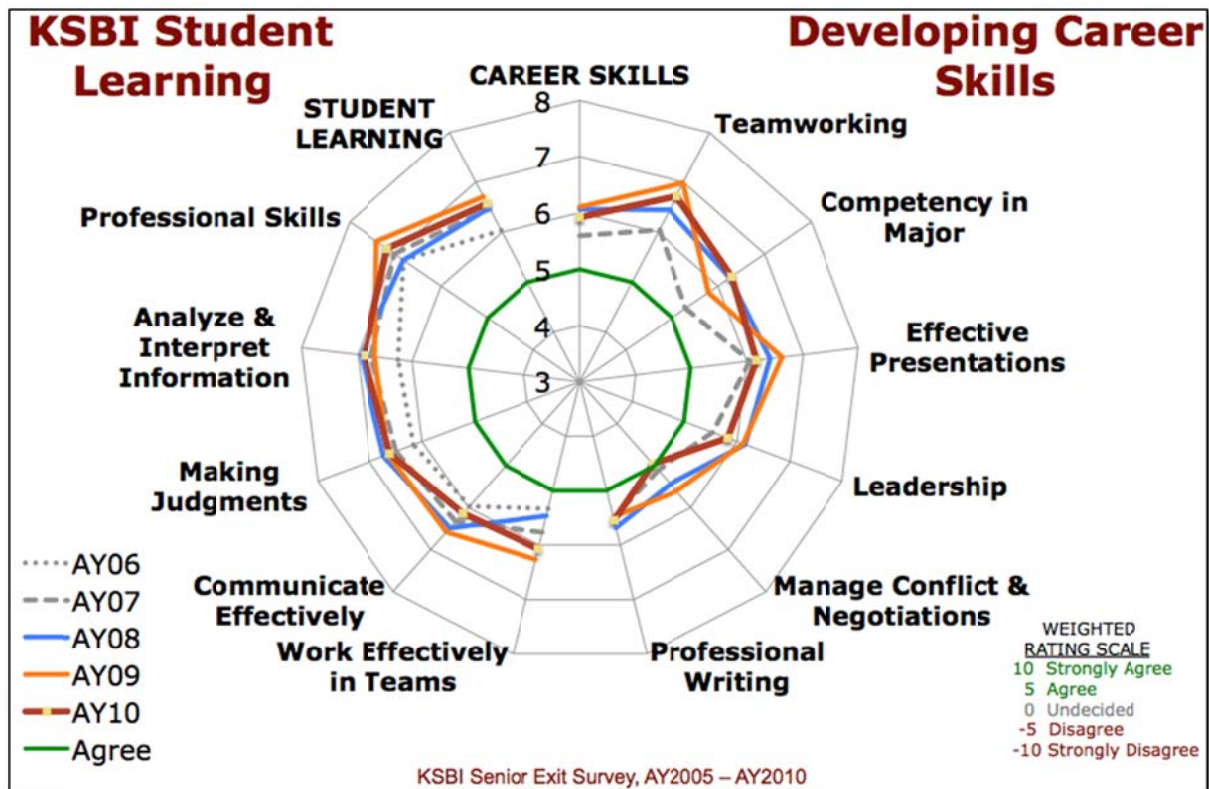
3. **Senior Exit Survey** - With this tool, now in its sixth year, we seek to gather data to inform senior faculty, program and department directors and other senior management about the effectiveness of our School. We open our programming for feedback on value and effectiveness of the academic curricula, faculty, and classroom environment, etc. based on reflections of our exiting students, the seniors.

**Observations:**

- Students are sent this Survey electronically via Oncourse, both to the December and spring/summer graduating cohorts. We have sent out a version of this Survey for 6 years.
- The students are given 3 or 4 weeks to complete it, told it is to be an honest, confidential feedback mechanism for them to aid the School in our improvement. They are reminded weekly to complete and send in their responses.

- There are numerous key metrics which the Kelley Assessment Committee monitors as important indicators of how well the School is doing. The summary below is a sample of the results as expressed on a scale of: Strongly Disagree (-10), Disagree (-5), Undecided (0), Agree (5) and Strongly Agree (10). As shown in the “6 Year Trends” summary below, the AY 2010 survey has had the highest response number (242 respondents), the highest response rate (65.1%) as well as the highest number of comments per respondent (1.33) so far.

<b>Senior Exit Survey – 6 Year Trends</b>						
	<b>AY 2010</b>	<b>AY 2009</b>	<b>AY 2008</b>	<b>AY 2007</b>	<b>AY 2006</b>	<b>AY 2005</b>
<b>Survey(s) Completed</b>	<b>Dec09 &amp; May10</b>	<b>Dec08 &amp; May09</b>	<b>Dec07 &amp; May08</b>	<b>Dec06 &amp; May07</b>	<b>May06 Dec+May +Sum</b>	<b>May05 Dec+May +Sum</b>
<b>Respondents</b>	<b>242</b>	<b>158</b>	<b>219</b>	<b>219</b>	<b>198</b>	<b>206</b>
<b>% Responding</b>	<b>65.1%</b>	<b>53.6%</b>	<b>59.3%</b>	<b>61.3%</b>	<b>47.3%</b>	<b>53.4%</b>
<b>Comments:</b>						
# per Respondent	1.33	1.15	1.16	1.24	1.02	
School Processes	105	57	34	35	30	
Additional Majors	53	20	48	48	52	
Add'l Courses	82	43	68	88	53	
General	84	61	103	101	67	
<p>From AY2007 thru AY2010 two SEPARATE surveys were given for the December &amp; May (+August) graduates to improve response rates. For AY2005 and AY2006 a SINGLE survey administered in May included the full academic years (AY = Dec &amp; <u>May+Aug</u>) graduates.</p> <p>Comparable data is shown when progressive improvements had been made to the surveys.</p>						
<p><b>KSBI Senior Exit Survey, AY2005 – AY2010</b></p>						



#### Assessment Findings Use:

- Generally, the findings have been moving in a positive or supportive direction and the student comments are consistent with Survey data. This is especially true in areas such as ethics/integrity where students have become highly engaged or where new majors and courses, e.g. supply chain, have been added. Students indicate they want more engagement with faculty, rationalization and fairness in group work, and have a strong interest in adding majors/courses in entrepreneurship and international business.
- The Survey indicates where prior actions have made a measurable difference or where further action is required. The Survey findings are also now being compared with the periodic NSSE/IUPUI survey results.
- All relevant Survey findings are annually presented to the Kelley Indianapolis (full time) faculty at-large in a fall meeting. Specific department or program data is segregated and shared with that relevant department leader for their review and implementation decisions. Summary findings are also shared with the Kelley student leadership.
- Several significant changes in undergraduate courses and majors offered, undergraduate program office procedures and in other areas have developed as a result of this Survey initiative. This has truly proven to be a very valuable, timely and effective tool to provide management information to Kelley Indianapolis.

#### 4. **J411 - Analysis of Business Decisions (Business Simulation) Capstone Course:**

Several Kelley Indianapolis courses have developed internally and externally verifiable methods for charting and certifying student learning. One example is the Business Simulation ('Business Decision Making') class. J411 (along with its companion capstone and pre-requisite, J401 'Business Strategy') is designed as the 'capstone' experience and required for all senior-level, undergraduate, business students. It integrates previously learned material from the common body of business knowledge and practically applies it via the Capstone® business simulation.

Student teams compete with each other. They assess their industry and competitors, develop their business strategies, make business decisions over multiple time periods, examine their impact on the teams' qualitative and quantitative performance, and live with the consequences of their decisions during the entire semester – just like a real business. All students taking J411 not only participate in the Capstone® team business simulation but are also required to take the Comp-XM® individual assurance of learning assessment. By using these online simulation and assessment tools, Kelley teams and students can be compared to a broader peer group of students at other schools that are utilizing the Capstone® simulation and Comp-XM® in a similar and consistent manner. There are also other internal course measurements in place.

The outcomes desired from this course are for the students' business knowledge gained and acumen (application of that knowledge) to combine in delivering effective solutions to a specific simulated industry in a team as well as competitive environment. Also, it is expected that this knowledge be practical, measurable and significant – and that both team and individual learning/results can be compared to external international team and individual performance that demonstrate and calibrate the 'assurance of learning' requirements. This allows us to assess not only the performance of our students but to also 'benchmark' the results of the overall Kelley business curriculum and suggest areas for improvement.

#### **Observations:**

- For this course, the faculty have now gathered data on 18 class sections with 690 Kelley students running 175 businesses in 30 industries with 5 or 6 teams per industry.
- This class provides an excellent assessment vehicle for measuring our Professional Skills and Competencies principle, the primary PBL measured. In terms of business acumen, there is a Balanced Scorecard used for measuring teams and the Comp-XM and business knowledge for measuring individuals.

#### **Assessment Findings Use:**

- The results and trends shown thus far are above expectations for both team and individual student performance: Nearly 50% of J411 teams have ranked in the top 10% of comparable teams competing internationally in the 'Tournament mode' and 50% of individual J411 students were in the top 20% for the Balanced Scorecard performance versus peer teams and students.

- During the first semesters, the average team performance was in the 70<sup>th</sup> to 80<sup>th</sup> percentile range with a large variation between the highest and lowest performing team (win-lose). Recent average team performance has improved to the high 80<sup>th</sup> percentiles with most teams ranking in the top 20% while competing against others (win-win).
- Individual student learning as measured by the Comp-XM<sup>®</sup> has also improved as the Capstone<sup>®</sup> team performance has improved along with ongoing adjustments and enhancements to the J411 course support and grading.
- In terms of improvements, here are several ideas that may be incorporated:
  - **Class, industry and team size** – the ideal and most efficient class is either 36 or 54 students. This class size allows for 2 or 3 simulation industries with 6 teams each and 3 students per team. With 2 or 3 industries in a class, observing teams can witness the development of at least one other industry in addition to their own. Six teams are the maximum and ideal per industry and eliminate the need for less competitive ‘computer’ teams. Three team members is the ideal (4 is a reluctant maximum) to assure good student engagement of all participants, easier scheduling of meetings, and a good representation of majors on the team.
  - **Team selection process** – currently students self-select for team composition, but further analysis of team performance indicates that shaping the team characteristics more (i.e. majors, ethnic/cultural diversity, gender, gpa, etc. ) may greatly aid in the learning potential.
  - **Team motivation** – students are motivated by doing well, not only against their own in-class competitors but also against the other international teams using the ‘balanced scorecard’ for other teams competing in the ‘tournament’ competitive mode (versus the ‘footrace’ or computer mode). Capsim Management Simulations, Inc., creator of Comp-XM, has committed to separating these benchmarks so that Kelley teams can be more easily measured against similar competing ‘tournament’ teams.
  - **Individual student preparation and practice** – additional course and grading changes are being made to encourage students to do the up-front individual work needed to understand the simulation and become a full team participant earlier in the semester.

5. **Graduate & Non-credit Course Status** - Currently, most graduate course and program assessment developments are “in process”. In one program, they currently distribute and analyze an exit survey of some kind, whose results are reviewed exclusively by the MBA Policy Committee. Neither the undergraduate nor graduate programs have any non-credit courses.

The School’s only non-degree program is for a certificate. Those courses are scheduled for inclusion into this assessment regime after the degree coursework is completed.

The Kelley Assessment Committee, along with members of the Undergraduate Policy Committee and other Kelley management, look forward to identifying, discussing and resolving additional curricular, co-curricular and programmatic issues. This methodical process will allow us to bring more quality, consistency and continuous course and program improvement for our student body for the next academic year and beyond.