Kelley School of Business

PRAC 2012-2013 Annual Report

The Kelley School of Business, as a Core School of Indiana University, has combined the AACSB accreditation for the Kelley School's academic programs on both the Bloomington and Indianapolis (IUPUI) campuses. The Bloomington and Indianapolis assessment initiatives are united into a joint and coordinated effort. Kelley's assessment specialist is charged with encouraging standardization and uniformity in the reporting structure across the campuses and programs and assists with the analyses, interpretation, reporting, and use of assessment data to improve student learning within the courses and across the curricula. He travels to Indianapolis weekly to consult with and instruct faculty about best practices for learning outcomes assessment and to report on progress.

The four programs housed at Kelley Indianapolis (Undergraduate Program, Part-time MBA Program, Masters in Accounting Program, Masters in Taxation Program) coordinate with their program counterparts on the Bloomington campus. Since each program has unique target markets and unique curriculum needs, program goals for Indianapolis based programs may differ from the program goals for their counterparts in Bloomington; however, processes following from the program goals are kept consistent.

The Kelley School of Business was reaccredited by the American Association of Collegiate Schools of Business (AACSB) in 2012 with plans and enhancements underway for the next reaccreditation in 2017.

REPORT OVERVIEW

This is a year of transition. A significant amount of data was obtained in all programs from the AACSB reaccreditation and from the NCA reaccreditation visits. The Kelley Indianapolis Assessment Committee (KIAC) was asked to reflect on its role and organization and each program committee was asked to reflect on the data and consider curriculum and program improvements. In the report to follow, we highlight the proposed changes to the KIAC organizational structure to enhance communication between the KIAC and each of the program committees. We document the plans put in place to better synchronize the IUPUI PULs with our undergraduate program learning goals (PBLs) and as well as how each of the graduate programs links their program goals with the IUPUI Principles of Graduate and Professional Learning. Finally we provide a summary of the curriculum and program enhancements related to our assessment efforts.

KIAC: A YEAR OF REORGANIZATION AND REDIRECTION

After four years of intense department-wide assessment activity the Kelley School of Business faculty and staff were able to complete a Principals of Undergraduate Learning (PUL) review of all undergraduate courses (please see the *Assurance of Learning* section for a review of courses assessed in 2012-2013) while also meeting the Assessment and Assurance of Learning (AoL) standards of the accrediting body of the school, the Association for the Advancement of Collegiate Schools of Business (AACSB). This four-year process culminated in the successful re-accreditation of the school by the AACSB.

With this process complete for the current re-accreditation cycle, the efforts of the KIAC the internal organization responsible for curricular match with the PULs and the internally adopted Principles of Business Learning (PBLs)—were directed at "inreach"; that is, in promoting better internal understanding, acceptance and efficacy in:

- **The internal processes used to conduct & train instructors to conduct AoL assessments**
- **Determination of course sampling & scheduling to meet PBL & PUL assessments**
- **Refining the charge and action of the KIAC to better ensure coverage of AACSB standards**
- **Establishing closer coordination between curriculum policy committees and the KIAC**
- **Updating training of KIAC leadership to reflect changes in AACSB standards**

These items—and other related items—are discussed in this section of the PRAC Report.

NEW DIRECTIONS IN KIAC LEADERSHIP, MEMBERSHIP & TRAINING

For the 2012-13 academic year, Kelley Associate Dean Ken Carow was joined in the KIAC Chair role by Todd Roberson, Senior Lecturer of Finance. In the subsequent year Todd Roberson will be continuing in the role of Chair with Associate Dean Carow becoming a member of the committee at large. To help prepare the committee for upcoming changes to AACSB standards Kelley Indianapolis sent Co-Chair Todd Roberson to two AACSB training seminars:

- **Maintenance of Accreditation (Jan 21-22, 2013, San Antonio, TX)**
- **Assurance of Learning (Mar 17-19, 2013, Phoenix, AZ)**

These seminars focused on new standards and best practices in the two primary charges of the KIAC: maintaining AACSB accreditation and conducting and reviewing course assessments. Todd Roberson provided the committee with a full report on the key content of each meeting and a set of possible action items arising from the content of the seminars.

The KIAC, as presently constituted, consists of 11 members, representing the four academic programs housed within Kelley Indianapolis, the Career Planning Office and the Dean's office. Discussions during the year between the Co-Chairs and Assessment Specialist Eric Metzler suggested a revised committee membership:

- **Chair: Todd Roberson**
- **Assessment Specialist/Bloomington Liaison: Eric Metzler**
- **Representative of the Dean's Office: Ken Carow**
- **One at Large Faculty Member**
- **Undergraduate Student**
- **Faculty or Staff Member of the Undergraduate Policy Committee**
- **Faculty Member of the MBA Policy Committee**
- **Faculty Member of MSA or MST Policy Committee**

Current Co-Chair Associate Dean Carow (who makes the committee assignments for Kelley) made final assignments in August 2013 reflecting the plan to integrate a person from each program on the KIAC.

NEW COMMITTEE CHARGE

Since the formation of the KIAC a decade ago, much has changed in the area of assessment and assurance of learning. While the KIAC established the importance and relevance of assessment in the mission of the school and IUPUI in general, some degree of "mission creep" has inevitably entered the discourse of the group.

> *What became clear over the course of the 2012-13 year is that the charge of the committee is either not clear or is understood differently within the committee.*

Thus, the Co-chairs of the committee (one out-going) have drafted a new charge for the KIAC. (Please see Exhibit A for a draft.) The idea is to focus the committee's work on a couple of key outcomes:

- **Assurance of Learning activities related to maintenance of AACSB accreditation**
- **Assurance of Learning activities related to meeting PUL reporting to IUPUI**
- **Coordination between program curriculum committees and the KIAC**

The first order of business in the 2013-14 KIAC action list is revision, acceptance and adoption of the new committee charge drafted in Exhibit A.

PROGRAM GOAL ASSESSMENT PLANNING PROCESS

The AACSB requires that Assurance of Learning be sampled within a business school; it is not necessary to assess outcomes in ALL courses. Moving into the next accreditation maintenance period, a sampling plan was needed to ensure that the PBLs (in the case of the Undergraduate Program) and the Program Goals (in the case of the MBA, MSA and MST Programs) were assessed in a comprehensive manner over the next 5 year AACSB accreditation maintenance period.

In 2012-13 the KIAC drafted and adopted a comprehensive plan for sampling learning outcomes covering the next 5 years. Please see Exhibit A for a copy of the planning document. This document was distributed to the program chairs, who were then to suggest courses for each year for sampling of learning outcomes in the targeted PBL/Program Goal. The idea of the planning document was to allow sufficient time for 1) preparation by the instructor of the assessed course and 2) training and/or consultation by the instructor with the Assessment Specialist, Eric Metzler.

Program Chairs responded to the request for assessed course assignments. Associate Dean Carow (currently Co-Chair to become Committee Member) has established a course assessment plan for each of the programs. This assessment plan covers courses to be assessed over the next three years. Undergraduate courses will be entered into the IUPUI PUL Matrix this fall.

To demonstrate Assurance of Learning, the Kelley School must produce and analyze two sets of assessment data and goal linkage for two different bodies:

- **IUPUI // The PULs**
- **AACSB // The PBLs**

Certainly, this dual responsibility does create some duplication of work for both the KIAC and the individual instructors charged with conducting assessments in their courses. More importantly, however, it causes confusion; which is more important, the PBLs or the PULs? Where do instructors put their emphasis? Why do we need both?

The confusion is compounded by the fact that while there is obvious overlap between the PULs and PBLs, the ordering of them is different. For example, Critical Thinking is both a PUL (#2) and a PBL (#1). For an overview of how the PULs and PBLs line up side by side please see Exhibit B.

During 2012-13 the concept of realigning the PBLs to more closely match the PULs was brought forward by the Co-chairs and the Assessment Specialist. The idea would be to re-work the PBLs and "re-brand" them as Undergraduate Business Learning Goals (UBLGs). This process would require:

- **Taking the PBLs and reordering them to match the PBLs**
- **Splitting apart several PBLs into a more granular presentation so 4 PBLs map to 6 PULs**
- **Adding some content to the PBLs to cover "holes" in the mapping**
- **Fleshing out the language to present the PULs in business terms**

An overview of how this might be done is shown in Exhibit C.

Note that the PBLs are robust enough to cover the PULs with one exception: PUL 1B. Thus, a new UBLG 1B would need to be created to "map" onto PUL 1B.

The next step (currently planned as this document is being prepared) is to present the Kelley Undergraduate Policy Committee with a skeleton outline of the UBLGs as shown in Exhibit Z: the UG Policy Committee will then draft the specific language to be used for each UBLG.

A final note: this concept of merging the PBLs and PULs met with some resistance in the KIAC meetings. Part of the planning for this change will be education and explanation of the rationale and benefits of this proposal to the entire faculty in faculty meetings during 2013-14. It is important for the KIAC to note that program committees determine the program goals, but the KIAC can be of assistance in programs considering frameworks for their goals.

A similar process is being conducted for each of the graduate programs. In last year's PRAC review, it was noted that our graduate program goals did not map to the IUPUI Principles of Graduate and Professional Learning. This year we provided this link, see exhibit D.
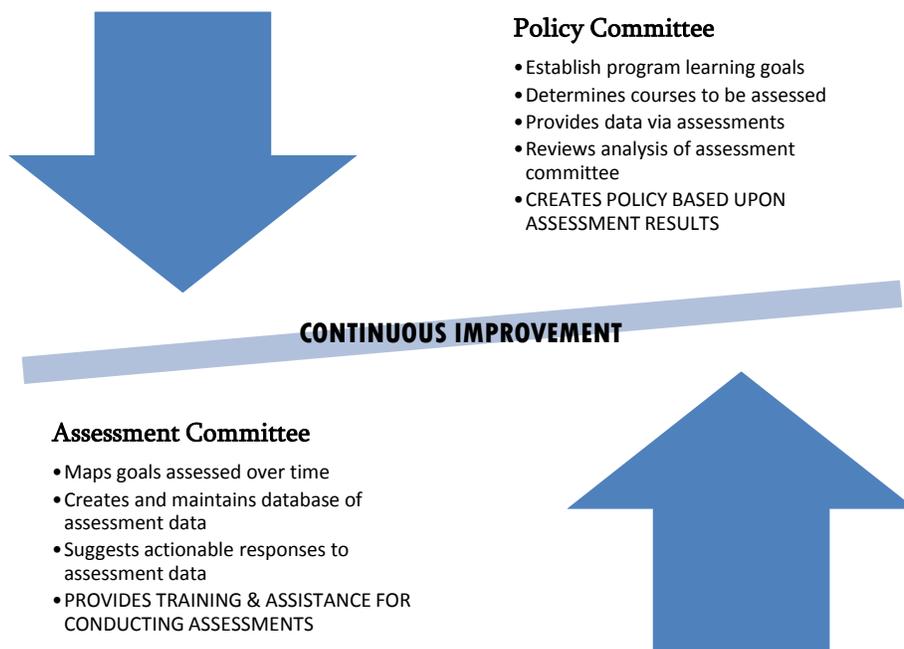
Much of the above narrative underlines the importance of close cooperation between the KIAC and the Policy Committees of the respective academic programs at Kelley Indianapolis. Much discussion was held regarding how best to engender this cooperation during 2012-13 with the hope of creating a new environment moving forward toward 2013-14 and beyond.

It was determined that new roles and relationships needed to be defined between the KIAC and the Policy Committees to meet the new standards adopted by the AACSB and to assure that program goals and objectives are being measured, analyzed and, ultimately, met.

The relationship between the parties noted above often works well, however assessment processes can be viewed as simply another burden placed upon the programs and instructors. This can lead to less than effective cooperation. A blueprint for a possibly more mutually beneficial relationship is summarized below:

Policy Committee
- Establish program learning goals
- Determines courses to be assessed
- Provides data via assessments
- Reviews analysis of assessment committee
- CREATES POLICY BASED UPON ASSESSMENT RESULTS

CONTINUOUS IMPROVEMENT

Assessment Committee
- Maps goals assessed over time
- Creates and maintains database of assessment data
- Suggests actionable responses to assessment data
- PROVIDES TRAINING & ASSISTANCE FOR CONDUCTING ASSESSMENTS

This closer coordination will be achieved by:

1. **Education and communication by KIAC Chair and Members at Program Policy Committee Meetings**
2. **Interlocking committee memberships: the membership of the KIAC will include members from the Policy Committees**
3. **The creation of a "BEST PRACTICES in ASSESSMENT" document for use by the Policy Committees when assigning courses for assessment**
4. **The annual production of an ANNUAL ACTION REPORT to each Policy Committee summarizing assessment findings and actionable responses to assessment findings for creation of policy**

The overall objective of this initiative is to create a shared culture of CONTINUOUS IMPROVEMENT by being proactive and consultative rather than reactive and hierarchical.   As of the writing of this report the first such cooperative strategy session is scheduled between the KIAC and the Undergraduate Program Chairperson.

SOME IMPORANT MILESTONES, GOALS & TIMELINES FOR 2013-14

Action Item	Timeline
Determination of Undergraduate Courses for Assessment in 2013-14	Completed August 30, 2013
Determination of MBA Courses for Assessment in 2013-14	Completed August 30, 2013
Determination of MSA/MST Courses for Assessment in 2013-14	Completed August 30, 2013
First Full Committee KIAC Meeting 2013-2014	September 4, 2013
Adoption of Official KIAC Charge	September 15, 2013
Assessment Counseling for Course Instructors	Beginning September 15, 2013
AACSB Accreditation Conference	Attendance by Chair Sept 22-24, 2013
Assessment Reports for Fall 2013	By Feb 1, 2014
Reorganization of PBLs into UBGLs	By January 31, 2014
Assessment Reports for Spring 2014	By July 1, 2014
"Best Practices in Assessment" Guide	By May 31, 2014
Annual Action Report to Program Committees	By July 30, 2014

UNDERGRADUATE PROGRAM:

Evaluation of PUL Reports -

The IUPUI campus requires instructors in a rolling fashion to assess the Principles of Undergraduate Learning (PULs) to improve student learning and to prepare for reaccreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools. Beginning in 2011, Kelley's assessment specialist has assisted faculty in creating consistent processes for assessing the PULs. All undergraduate classes have been assessed.

We evaluated the PUL report combining the semesters from Spring 2010 through Spring 2013 for PULs with major emphasis (400-level courses). This report is for the Kelley School of Business and IUPUI. We also evaluated Kelley student ratings relative to other IUPUI student ratings of their self-assessment of performance on the PULs. The first notable finding is that very few courses have evaluated PUL 1c Information Resource Skills and PUL 6 Value and Ethics. A new course, discussed below, is being added to address PUL 6. PUL 1c is being reviewed in the curriculum to determine more places for assessment.

Comparing reported student performance by Kelley faculty compared to all IUPUI faculty members, we observe that the typical Kelley faculty member evaluated students on average 0.28 points lower than other IUPUI faculty members. This may be a bias in expectations. Kelley student self-evaluation of performance is very similar to that of IUPUI student self-evaluation (see summary information in exhibit E). We also compared the student self-ratings of effectiveness on PULs for the Kelley School of Business relative to IUPUI. Only PUL 1b Quantitative Skills were listed as significantly higher, no skills were listed as significantly lower. It is interesting to note that Kelley students self-rated themselves higher on quantitative, yet Kelley faculty rated
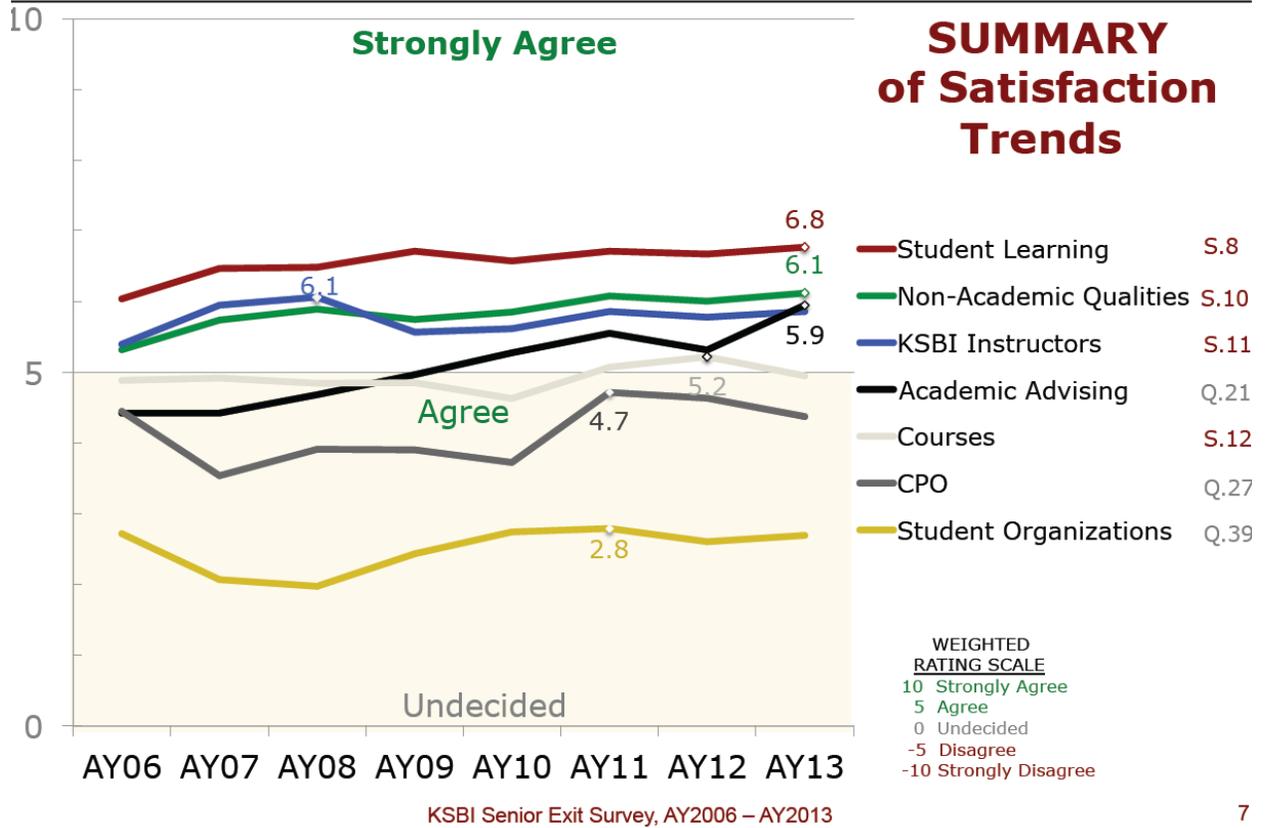
these Quantitative skills among the lower performance levels. Kelley faculty rated students as best in PUL 2 and 3, but lowest in PUL 1b and 4.

Next, we focused on major PULs by level; specifically focusing on whether the faculty listed less than 70% of students as Effective (E) or Very Effective (VE). At the 100, 200, and 300 course levels, Critical Thinking had fewer than 70% E or VE. At the 400 level over 70% of students were assessed as E or VE. PUL 1b Quantitative Skills were also lower, with faculty assessing less than 70% of students as E or VE for 200, 300, and 400 course levels   PUL 4 Intellectual Depth, Breadth and Adaptiveness was also below 70% at the 300 level. Additional work in our curriculum will need to be completed to improve student PUL 2 Critical Thinking skills and PUL 1b Quantitative Skills. It is interesting to note that faculty have frequently identified PUL 1a Written and Oral Skills as one of our areas in greatest need of improvement, yet faculty assessed over 70% of students as E or VE for Written and Oral Skills for all course levels.

Evaluation of Senior Exit Survey – Indirect Measures

The Senior Exit Survey was initiated in May 2005. For the AY2013 Survey a total of 187 graduating seniors responded to the survey, 61.3% of our graduating class. In what we refer to as the BIG question, 96.3% of our students said they would "recommend the undergraduate program at the Kelley School of Business to a close friend or relative". The response has ranged from 94.1 to a high of 97.5% in prior years.

A Summary of the quantitative Satisfaction Trends is shown below. In three of the 7 areas (student learning, non-academic qualities, and academic advising) the average response was the highest out of the 8 years of the survey. We continue to seek higher satisfaction. In the curriculum changes being implemented this year we are addressing items that should lead to improved student learning, courses, and career planning office (CPO) connections.

SUMMARY of Satisfaction Trends

Strongly Agree

Agree

Undecided

Student Learning	S.8
Non-Academic Qualities	S.10
KSBI Instructors	S.11
Academic Advising	Q.21
Courses	S.12
CPO	Q.27
Student Organizations	Q.39

6.8
6.1
5.9
5.2
4.7
6.1
2.8

WEIGHTED
RATING SCALE
10 Strongly Agree
5 Agree
0 Undecided
-5 Disagree
-10 Strongly Disagree

KSBI Senior Exit Survey, AY2006 – AY2013

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The significant changes to our curriculum, being implemented this year, are also expected to improve satisfaction with KSBI courses, especially with the required KSBI courses. Below we show the historic responses related to these questions.
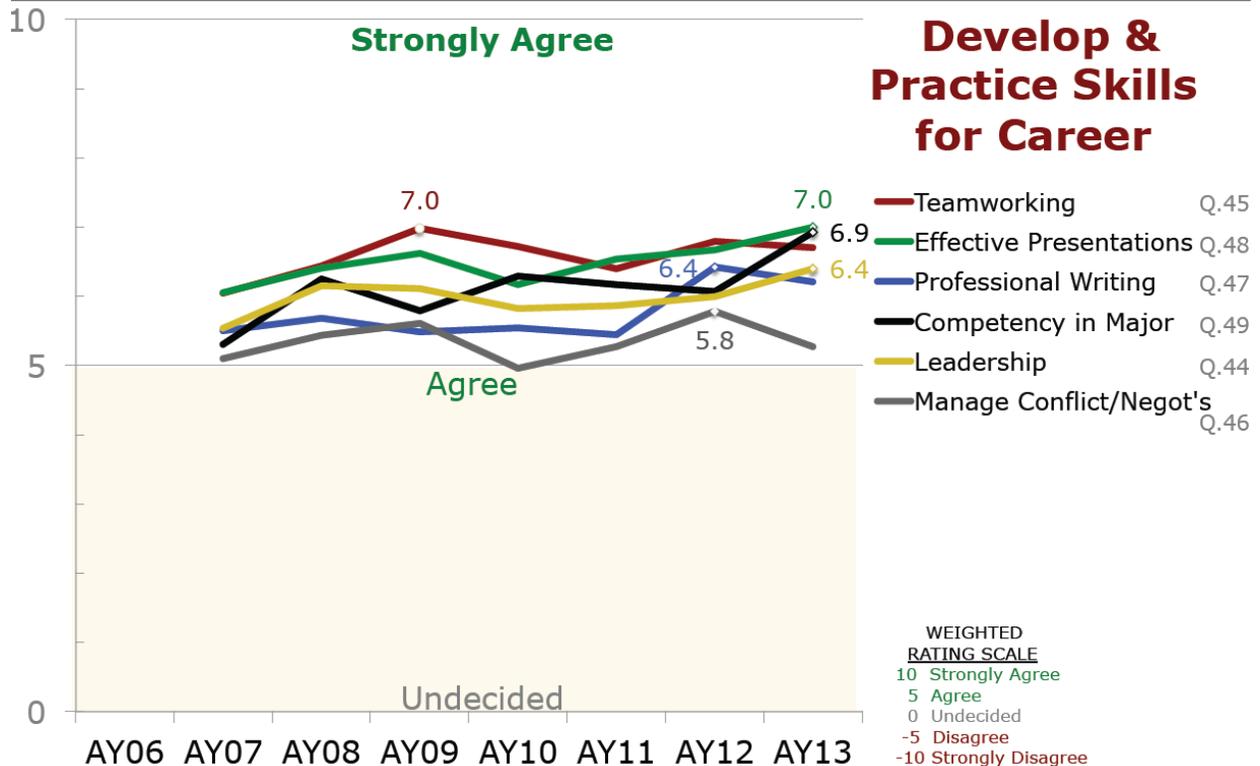
Strongly Agree

Very Pleased with KSBI Courses

6.1

KSBI More Challenging Q.19

5.5

KSBI in Major Q.17

5.4

KSBI vs Other IUPUI Q.18

Agree

KSBI Required Q.16

4.4

WEIGHTED
RATING SCALE
10 Strongly Agree
 5 Agree
 0 Undecided
-5 Disagree
-10 Strongly Disagree

Undecided

AY06 AY07 AY08 AY09 AY10 AY11 AY12 AY13

KSBI Senior Exit Survey, AY2006 – AY2013
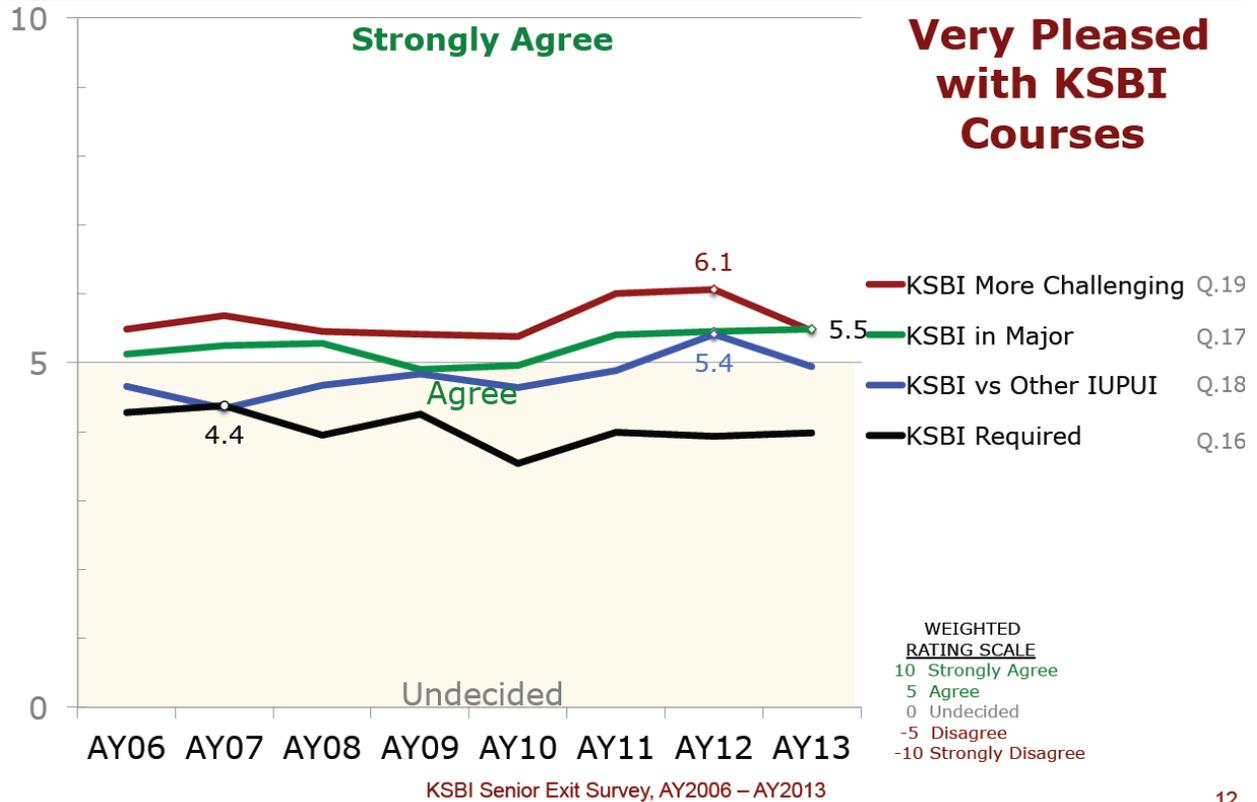
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In the area of developing and practicing skills for a student's future career, 3 of the 6 areas had the highest level of satisfaction since the implementation of the survey (effective presentations, competency in major, and leadership). Our lowest area was in managing conflict and negotiations. Our new curriculum design is specifically designed to improve the development and practice of skills for careers through the redesign of X220 and X320. Z371, implemented this fall as part of our integrated core, addresses teamwork and leadership, with a particular focus on managing conflict and negotiations.

Develop & Practice Skills for Career

Strongly Agree

Agree

Undecided

7.0   7.0
             6.9
6.4   6.4
      6.4
5.8

Teamworking	Q.45
Effective Presentations	Q.48
Professional Writing	Q.47
Competency in Major	Q.49
Leadership	Q.44
Manage Conflict/Negot's	Q.46

WEIGHTED
RATING SCALE
10 Strongly Agree
5 Agree
0 Undecided
-5 Disagree
-10 Strongly Disagree

AY06 AY07 AY08 AY09 AY10 AY11 AY12 AY13

KSBI Senior Exit Survey, AY2006 – AY2013   9

Undergraduate Program changes based on assessment and faculty evaluation of business curriculum -

A series of significant changes were implemented for our business curriculum. These changes resulted from the program committee evaluation of assessment data as well as changes to the undergraduate program required as part of the 120 state mandate and 30 credit hour general education core.

Our curriculum map showed a low level of coverage for Understanding Society and Culture (PUL 5) and Value and Ethics (PUL 6). Our direct measures of assessment showed lower levels than desired by the faculty for Critical Thinking skills (PUL 2), Communication (PUL 1a), Quantitative Skills (PUL 1b), and Intellectual Depth, Breadth, and Adaptiveness (PUL 4).

Starting with our class offerings in fall 2013, management skills of teamwork, value, and integration will be added to the I-Core curriculum through the addition of a course numbered Z371 (PULs 5, 6, and 1a). In addition to increasing the coverage of the skills specifically addressed in Z371, we anticipate that students will improve their critical thinking skills through evaluating decisions from multiple frameworks (marketing, management, finance, and operations). Students will also be required to take Z340 Human Resources Management in place of Z302 Organizational Behavior as a requirement for all business students. The Major PUL is 4 Intellectual Depth, Breath, and the Moderate PUL is 2 Critical Thinking. Both of these are skills where faculty listed business students as being lower than 70% E and VE at the 300 level. These curricular

changes will continue to enhance an area of strength for the Kelley School of Business Indianapolis. I-Core is the most significant component of our experiential learning.

We revised our career planning and professional development course, X320 that was 2 credits taken primarily in the junior and sometimes in the senior year to be replaced by X220 (1 credit) and X320 (1 credit) to be taken in the sophomore and junior years. The new sequencing of material will better prepare students for internships during their career at college and connect students more closely with our career planning and placement center. The new sequence better prepares students to understand the professional and ethical competencies (PUL 3) of the business discipline and better communicate (PUL 1a) their capabilities in a professional and ethical manner (PUL 6). Consistent with providing students with greater career opportunities at an earlier state, we also implemented BUS X280 – Professional Practice For-Credit Internships where students will be able to take a for-credit internship in the summer between their freshman and sophomore year. This course will also be recognized as a RISE course (experiential).

These curriculum enhancements will be evaluated in future assessment reports to determine the success of the changes in curriculum to enhance student learning.

Business Honors Program

Curriculum: In the 2012-2013 academic year, the school realized an increased demand for honors contracts in BUS K201 and BUS A100. In response to this demand, we plan to offer BUS K204 (honors section of BUS K201) and an honors section of BUS A100 in the spring 2014 semester. Furthermore, the BUS X103 Road Trip class will be offered as an honors course starting in fall 2013. If the demand continues, and if we have enough faculty members to teach honors courses, honors sections of BUS A201 and BUS A202 will be added to the 2014-2015 schedule. We look forward to seeing the benefits of these curriculum improvements for our honors students.

Creating a Kelley Culture of Learning, Professionalism and Integrity -

All Kelley students attend an orientation program (one for each program). To address the ethical dimension of this PBL as it plays out while students are pursuing their degree; two students from the Kelley Undergraduate Advisory Board explain the Student Guide to Academic Integrity and the importance of academic integrity to employers, students and the Kelley brand. In addition, all students read and sign the Kelley Honor Code. Following the orientation, students are required to take an online quiz with 8 ethical questions regarding classroom situations. Students may retake the quiz as many times as necessary to pass the quiz. In the annual undergraduate Senior Exit Survey, the Honor Code and Teaching and Demonstrating Ethics are the two highest-ranking non-academic qualities ("KSBI is genuinely committed to ethics…or concerned about teaching and demonstrating ethics…")

As part of our assessment program, we measured the number of students accused of academic misconduct. This is the first year that we have seen a significant decrease in the number of academic misconduct cases. We are hopeful that greater communication in the school regarding academic integrity has decreased the incidence and increased the ethical expectations and future conduct of our students and alumni. See the exhibit F for information on academic misconduct cases.

Program Goals Update

Graduate programs were asked to link the program learning goals to the IUPUI Principles of Graduate and Professional Learning. See exhibit D for a copy of this mapping.

Technology-enhanced Core curriculum -

A major curriculum change in the MBA program was the development of a technology-enhanced core delivery, where 50% of the course content is provided online and 50% of the course content is provided in highly interactive on-campus classrooms. We completed our assessment of student performance in hybrid versus traditional classrooms.

The hybrid and traditional classes had students of similar prior quality and experience as measured by pre-MBA GPA and work experience. We did not find a statistically significant difference in overall course grades or exam grades. Nor was there a significant difference between teaching evaluations as measured by question 18 (Overall I would rate this instructor as outstanding) or as measured by the Deans 8 (commonly used assessment of 8 items from faculty teaching evaluations). It appears that there was greater variance in evaluation of teaching and several faculty noted greater variance in grades for students that participated in the hybrid cohort. Based on these evaluations, we concluded that students in the traditional (Northside) class performed similarly on all components of the assessment as students in the hybrid course. The complete report is provided in the exhibit G.

This year, the program held two focus groups to evaluate student perspectives about the hybrid course delivery. Students fell into two camps. The group that pioneered the new format advocated the hybrid approach, and the group that attended class in the traditional format advocated the face-to-face classroom approach. In other words, each group strongly supported the model to which it was familiar and accustomed. The school now is fine-tuning the hybrid approach, and we are exploring whether some courses should meet more than 50 percent in person using the traditional approach. The Competitive Strategy course, for example, uses a comparatively high number of case studies, and we believe students can benefit most from discussing cases in person with their classmates. The school is committed to staying at the forefront of program delivery methodology while exceeding the learning expectations of students. This year the program recruited its strongest class ever, with an average GMAT score of 650.

Team Dynamics and Professional Development -

Last year the assessment report reinforced the need to improve Professional Development (Program Goal 6). This year, we enhance our recruitment program. As part of the interview program we discuss with the student their professional development goals for the program. This information then becomes the starting point when students enter into the program. To assist with the greater intensity of these recruiting and professional development goals, we are in the process of hiring an Associate Director of Graduate Programs to permit greater time for the Director of Graduate Programs to work with students on their professional development program. Also as part of our increased emphasis on professional development in the program, all Evening MBA students were provided with individual sessions on their career planning and professional development plan. Finally, we

are enhancing our connections with alumni and the business community to enhance our networking and speaker opportunities for students to attend.

Future Plans for the Curriculum and Program

The Evening MBA program team is continuing to review and evaluate the design and content of the MBA curriculum and program. In particular, we plan to review all the experiential components of the program and their effectiveness, as we believe these are critical to the program's competitiveness. We also are reevaluating and redesigning the MD-MBA program to better fulfill student needs.

MASTER OF SCIENCE ACCOUNTING (MSA) PROGRAM:

Program Goals Update

Graduate programs were asked to link the program learning goals to the IUPUI Principles of Graduate and Professional Learning. See exhibit D for a copy of this mapping

Professional Development and Ethics -

Based on our curriculum map, professional development (Program Goal 6) was determined to be a primary area for improvement. Additional resources were provided to the MSA program in the hiring an Associate Director of Graduate Programs to permit greater time for the Director of Graduate Programs to work with students on their professional development program. This individual will expand our professional development of students. Based on feedback from the curriculum mapping and also from the direct assessments, faculty required two additional courses. The first course addresses professional development and is focuses on ethics and professional development. The policy committee has also required a tax course as part of the MSA program. This will enhance students' skills in accounting knowledge (Program Goal 1).

MASTER OF SCIENCE TAXATION (MST) PROGRAM:

Program Goals Update

Graduate programs were asked to link the program learning goals to the IUPUI Principles of Graduate and Professional Learning. See exhibit D for a copy of this mapping

Professional Development and Ethics –

Based on our curriculum map, professional development (Program Goal 6) was determined to be a primary area for improvement. Additional resources were provided to the MSA program in the hiring an Associate Director of Graduate Programs to permit greater time for the Director of Graduate Programs to work with students on their professional development program. This individual will expand our professional development of students. Based on feedback from the curriculum map and also from the direct assessments, faculty incorporated a new elective in the program. The course addresses professional development and focuses on ethics and professional development.

Full Committee

The fundamental and over-arching charge of the KSBI Assessment committee is to promote and encourage a culture of continuous improvement through Assessment and Assurance of Learning activities required for maintenance of AACSB Accreditation by the Kelley School of Business.

To do so, the committee shall -

- Serve as a research and review body for alignment of student learning outcomes with the stated goals of each academic program to report, analyze and promote Assurance of Learning
- Determine the number and distribution of sample courses targeted for formal, structured and reported Assessment by academic programs to continuously improve teaching and learning and to attain AACSB and IUPUI assessment standards
- Maintain communication with program Policy Committees with regard to conduct of, progress on, and delivery of Assessment data and reports
- Continually update, streamline and coordinate formulation of Program Goals in compliance with IUPUI Principles of Learning
- Facilitate connection between instructors conducting Assessments and Kelley Assessment Specialist or other Assessment resources
- Provide independent analysis and structured feedback on Assessments and Surveys to foster a culture of reflective assessment and to successfully maintain AACSB Accreditation
- Represent Kelley Indianapolis on the IUPUI PRAC Committee
- Attend regularly scheduled meetings of the KSBI Assessment Committee

Committee Chair

The Committee Chair is responsible for timely and on-going committee action to foster a culture of assessment and to satisfy the requirements for maintenance of AACSB accreditation and compliance with IUPUI Assessment standards.

To do so, the committee chair shall -

- Attend AACSB conferences and seminars as approved by the Associate Dean
- Maintain currency with AACSB Accreditation Standards and communicate significant changes to the Committee
- Maintain currency with IUPUI Assessment Standards and initiatives and communicate significant changes to the Committee
- Schedule, organize and communicate monthly meetings of the Committee
- Assign one or more members of the Committee as Kelley representatives to the IUPUI PRAC Committee
- Represent the Committee in Assessment-related meetings and activity in Bloomington
- Draft and complete the annual IUPUI PRAC Report
- Apprise the Associate Dean of progress, developments and concerns related to the maintenance of AACSB Accreditation by Kelley Indianapolis

Overview

After successful completion of the AACSB re-accreditation initiative in 2012, the KSBI Assessment Committee ("the Committee") will begin planning and implementation of a process to assess continued progress toward improving student learning. The work of the Committee will revolve around 1) assessment of the Principles of Business Learning (PBLs) in the Undergraduate Program and 2) assessment of the Program Goals in the MBA, MST and MSA programs. This document is meant to outline an overall strategy for organizing and implementing the work of the Committee.

Key People Involved

- Ken Carow // Assessment Committee Co-Chair / Associate Dean of the Indianapolis Programs
- Todd Roberson // Assessment Committee Co-Chair / Senior Lecturer of Finance
- Eric Metzler // Kelley Assessment & Assurance of Learning Specialist
- Peggy Lee // Chair of the Undergraduate Program / Clinical Associate Professor of Operations Management
- Steve Jones // Chair of the MBA Program / Associate Professor of Finance
- Bill Kulsrud // Chair of the MST and MSA Programs / Associate Professor of Accounting

Step One: Committee Inreach

As soon as possible, the Committee co-chairs will set meetings with Drs. Lee, Jones and Kulsrud. The purpose of the meetings will be to encourage collaboration, establish overall goals, and introduce (and receive feedback upon) the planning schematic to be used over the 2012-2016 period (see Exhibit 1).   The specifics of the planning schematic will need to be discussed and determined by the policy committees of each of the programs; the role the Committee will be to present goals and objectives to be met

Step Two: Policy Committee Action & Recommendations

For each year of the 2012-2016 planning period, each program policy Committee will collaborate to determine:

1. The PBL (UG) or Program Goal (Grad) to be assessed
2. The sub-elements (if any) of the PBL or Program Goal where assessment emphasis should lie for each year
   - Ex: In the Undergraduate Program PBLs 2 & 3b are rather broad. The particular area of emphasis should be narrowed by the UG Policy Committee prior to collection of data
   - Ex: In the Undergraduate Program PBL4 should be applied across all concentrations. The UG Policy Committee should determine which concentrations should be assessed prior to collection of data
3. The specific courses where assessment data is to be collected during each year of the planning period

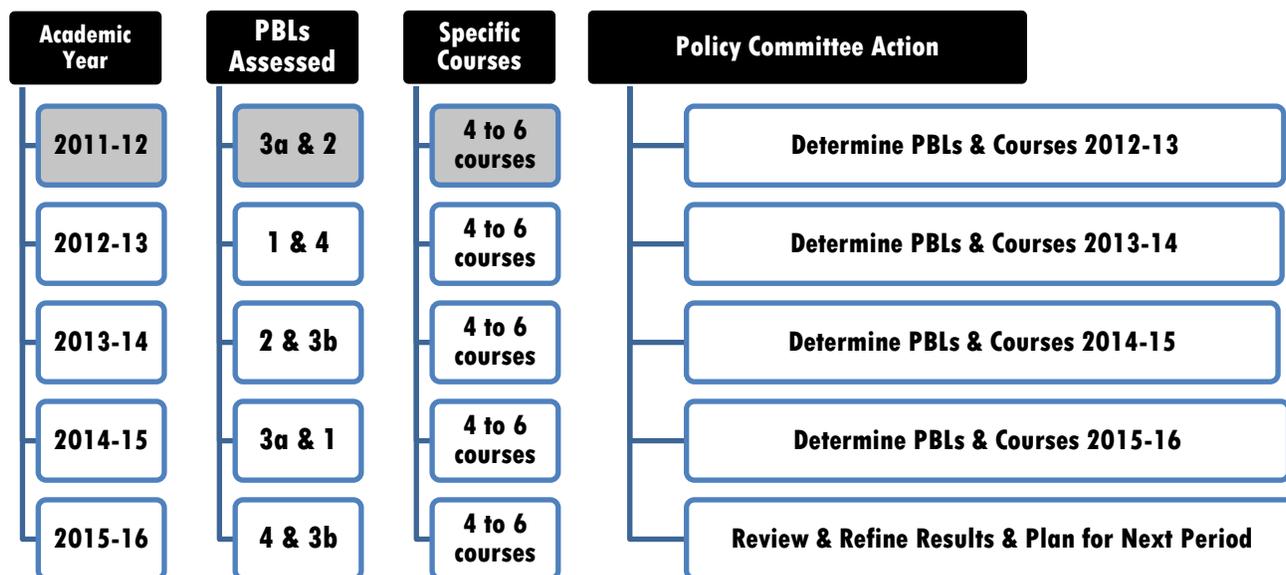## Step Three: Assessment Committee Coordination

Once the respective Policy Committees have made their recommendations, the Assessment Committee will then coordinate the assessment process by:

1. Communication, updates and "inreach" with assessment-identified courses
2. Coordination of faculty education, training and best practices with Eric Metzler of faculty
3. Collection of assessment reports
4. Reporting to department and university-level stakeholders

Planning Schematic: Example

While the specifics are to be determined by the respective Policy Committees, an example of an approach to the assessment planning flow is shown below.

Academic Year	PBLs Assessed	Specific Courses	Policy Committee Action
2011-12	3a & 2	4 to 6 courses	Determine PBLs & Courses 2012-13
2012-13	1 & 4	4 to 6 courses	Determine PBLs & Courses 2013-14
2013-14	2 & 3b	4 to 6 courses	Determine PBLs & Courses 2014-15
2014-15	3a & 1	4 to 6 courses	Determine PBLs & Courses 2015-16
2015-16	4 & 3b	4 to 6 courses	Review & Refine Results & Plan for Next Period

In the above diagram, items shaded in grey are part of prior planning period and have already been completed. Also, the UG Policy Committee would split PBL 4 by concentration between 2012-13 and 2015-16.

Assessment Volume

The suggested number of courses selected for assessment per academic year vies by program and is shown below:

Program	Suggested Number of Courses Selected for Assessment per Year
UG	4 – 6
MBA	2 – 4
MSA	2 – 4
MST	1 – 2

EXHIBIT C // PULs, PBLs & UBLGs

CURRENT		PROPOSED	
PUL	**PBL**	**UBLG**	**PBL REFERENCE**
1A / LANGUAGE SKILLS	1 / CRITICAL THINKING	1A / BUSINESS COMMUNICATION	3/ A /a & b
1B / QUANTITATIVE SKILLS		1B / QUANTITATIVE BUSINESS ANALYSIS	NONE
1C / INFORMATION RESOURCE SKILLS		1C / INFORMATION & BUSINESS RESOURCE SKILLS	4 / b
2 / CRITICAL THINKING	2/ MANAGEMENT, LEADERSHIP & ETHICS	2 / CRITICAL THINKING IN BUSINESS	1 / a - d
3 / INTEGRATION & APPLICATION OF KNOWLEDGE	3A / WRITTEN COMMUNICATION	3 / PROFESSIONAL SKILLS & COMPETENCIES	3 / B / b
	3B / COLLABORATION & ORAL COMMUNICATION		4 / a
4 / INTELLECTUAL DEPTH, BREADTH & ADAPTIVENESS	4 / PROFESSIONAL SKILLS & COMPETENCIES	4 / COMPREHENSIVE BUSINESS LEADERSHIP	2 / a
5 / UNDERSTANDING SOCIETY & CULTURE		5 / DIVERSTIY & COLLABORATION IN BUSINESS	3 / B / a & c
6 / VALUES & ETHICS		6 / BUSINESS & MANAGEMENT ETHICS	2 / b

Principles of Graduate and Professional Learning

Graduate programs were asked to link the program learning goals to the IUPUI Principles of Graduate and Professional Learning. Below is the links for each of our graduate programs. For each program, description of goals are listed in the following pages of this exhibit.

Principles of Graduate and Professional Learning	Corresponding MBA goals	Corresponding MSA goals	Corresponding MST goals
Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field	2_An Integrative and Global Perspective 3_Leadership and Effective Team Collaboration	1_Accounting Knowledge 2_Accounting Research	1_Taxation Knowledge and Skills 2_Accounting Research 4_Taxation in a Global Context
Thinking critically, applying good judgment in professional and personal situations	1_Critical Analysis and Problem Solving	3_Critical Thinking	5_Critical Thinking
Communicating effectively to others in the field and to the general public	5_Effective Communication	4_Communication Skills	3_Written and Oral Communication Skills
Behaving in an ethical way both professionally and personally	4_Ethical Decision-Making 6_ Professional Skills and Personal Development	5_Professional Responsibilities 6_Professional Development	6_Social and Interpersonal Interaction Skills

Evening MBA Program Learning Goals

1. **Critical Analysis and Problem Solving**
   Students who earn the MBA degree will be able to identify, integrate and apply the appropriate tools and techniques of business, drawing on knowledge of the major functions (accounting, economics, finance, quantitative methods, marketing, operations management, and strategy) to critically understand, analyze and solve complex business problems that may arise in both the domestic and the global arenas.

2. **An Integrative and Global Perspective**
   Students who earn the MBA degree will demonstrate a thorough understanding of how various external forces in the global economy (e.g., economic, political, regulatory, competitive, environmental and cultural) shape management alternatives, strategies and operational decisions and to foresee the potential business outcomes.

3. **Leadership and Effective Team Collaboration**
   Students who earn the MBA degree will demonstrate the leadership and teamwork skills necessary for productive and effective management and decision-making. Encouraging, examining, and comprehending the diverse views of others across different cultural, ethnic, and economic groups and stakeholders will be an important aspect of this learning goal.

4. **Ethical Decision-Making**
   Students who earn the MBA degree will demonstrate an ability to recognize ethical and related legal issues that arise in domestic and international environments and will be able to formulate, articulate and defend alternative solutions.

5. **Effective Communication**
   Students who earn the MBA degree will demonstrate an ability to effectively express ideas and facts in a variety of oral, written and visual communications.

6. **Professional Skills and Personal Development**
   Students who earn the MBA degree will develop an actionable plan for individual career and professional skills development that encompasses reflective self-assessment, the setting of personal and professional goals and the acknowledgement of tradeoffs which must be made to attain those goals, and the consideration of their future contributions to business and the community as alumni of the Kelley School of Business.

Master of Science Accounting Program Learning Goals

1. **Accounting Knowledge**
    The overriding goal of the MSA Program is to ensure that its graduates will be well grounded in fundamental accounting principles relating to financial statement preparation and analysis, management decision making, internal controls and security, risk assessment, business processes, auditing and assurance and principles of federal income taxation. All MSA graduates will have sufficient awareness of the concepts of accounting and tax to recognize problems and concerns that may require further research. .

2. **Accounting Research**
    Graduates will be competent in researching the accounting, tax, and business related research sources as well as other financial literature independently to solve problems that are beyond the scope of fundamental accounting and tax knowledge. They will have access to major accounting and tax data services and training in their use. Graduates will develop the research skills that will enable them to be successful in their professional career as well as become lifetime learners.

3. **Critical Thinking**
    Graduates will have the ability to analyze, integrate and communicate complex accounting, tax and financial information to arrive at reasoned conclusions and make informed decisions. They will be able to solve challenging problems by evaluating the logic, validity, and relevance of data. They will be able to recognize issues and raise concerns regarding potential problem situations. Graduates will achieve disciplinary competence in specialized areas.

4. **Communication Skills**
    Graduates will be able to communicate in a clear, concise and effective manner in both written and oral form.

5. **Professional Responsibilities**
    Graduates will be aware of their professional responsibilities concerning ethical choices they will encounter in the accounting, tax and financial reporting regulatory environments. They will understand the roles of accountants in society in providing and ensuring the integrity of financial and other information.

6. **Professional Development**
    Graduates will appreciate the need to set career goals. They will understand the importance of networking, developing professional relationships and becoming involved in professional organizations. They will understand the nature of leadership and the importance of volunteering. They will not only be able to work independently but also will have a better understanding of how to work with others and function in a team setting.

Master of Science in Taxation Program Learning Goals

1. **Taxation Knowledge and Skills**
   Graduates should possess advanced knowledge of the tax laws as they affect individuals, business entities and nonprofit organizations (e.g., corporations, partnerships, trusts, estates, and tax-exempt organizations). Their knowledge should include exposure to not only federal tax concerns but also those relating to state, local and international taxation. Graduates should understand the practical tax implications surrounding common situations and be capable of effectively analyzing tax issues and formulating solutions

2. **Tax Research**
   Graduates should be capable of formulating defensibly correct solutions to tax problems based on analysis of the relevant tax authority, including the law and administrative and judicial interpretation of the law

3. **Written and Oral Communication Skills**
   Students should be able to communicate effectively verbally and should be able to effectively communicate tax research findings and advocate positions in writing

4. **Taxation in a Global Context**
   Students should understand the role of taxation as it relates to accounting, finance, business, economics, government and politics

5. **Critical Thinking**
   Graduates will have the ability to analyze, integrate and communicate complex, tax and financial information to arrive at reasoned conclusions and make informed decisions. They will be able to solve challenging problems by evaluating the logic, validity, and relevance of data. They will be able to recognize issues and raise concerns regarding potential problem situations

6. **Social and Interpersonal Interaction Skills**
   Students should be able to work effectively, efficiently, and ethically within a team

Faculty and Student Ratings of Student Performance on PULs with Major Emphasis (400-Level Courses) 1

PUL	Kelley Faculty	IUPUI Faculty	Kelley Students	IUPUI Students
1A. Written Oral & Visual Communication Skills	3.09	3.28	3.44	3.45
1B. Quantitative Skills	2.89	3.09	3.26*	3.03
1C. Information Resource Skills	NA	3.11	3.33	3.42
2. Critical Thinking	3.19	3.20	3.33	3.39
3. Integration and Application of Knowledge	3.30	3.43	3.21	3.29
4. Intellectual Depth Breadth and Adaptiveness	2.92	3.36	3.23	3.30
5. Understanding Society and Culture	2.98	3.30	3.37	3.45
6. Values and Ethics	NA	3.48	3.46	3.50
Total	3.05	3.33		

Scale: 1 = "Not Effective" 2 = "Somewhat Effective" 3 = "Effective" 4 = "Very Effective"

Other reports reviewed

- **NSSE**
- **Alumni Survey**

Fall Semester	# of cases	Spring Semester	# of cases	Summer Semester	# of cases	Total for Year
Fall 2009	6	Spring 2010	15	Summer 2010	2	23
Fall 2010	9	Spring 2011	15	Summer 2011	4	28
Fall 2011	20	Spring 2012	23	Summer 2012	2	45
Fall 2012	11	Spring 2013	3	Summer 2013	4	18
Total:	46		56		12	112

Evaluation of Hybrid vs. Traditional Classroom Course Performance in the MBA program

The Northside cohort (Traditional) consisted of 25 students, with 16 weekly lectures delivered in a classroom at the Indiana CPA Society offices. The Downtown cohort (Technology-Enhanced) consisted of 47 students, with course materials delivered in a hybrid or technology-enhanced format. For this section, the class met in-person every other week over the semester (8 total class sessions) on the IUPUI campus. Some faculty provided online materials for asynchronous review by enrolled students during the weeks with no in-class meeting others required synchronous meetings during the online week. Online materials included various readings, problem sets, and video lectures. Video lectures were prepared using Adobe Presenter, Camtasia Screen Capture, or Adobe Connect "Breeze" sessions for synchronous meetings.

We also considered differences in background in completing the analysis of the hybrid versus traditional classroom experience
- Pre-MBA GPA (Traditional=3.48 Hybrid=3.39, not statistically different)
- Prior Work Experience (Traditional=5.7 Hybrid=6.0, not statistically different)
- Students were allowed to self-select into their preferred classroom

Summary
The hybrid and traditional classes had students of similar quality and experience as measured by pre-MBA GPA and prior work experience. We did not find a statistically significant difference in overall course grades or exam grades. Nor was there a significant between teaching evaluations as measured by question 18 (Overall I would rate this instructor as outstanding) or as measured by the Deans 8 (commonly used assessment of 8 items from faculty teaching evaluations). It appears that there was greater variance in evaluation of teaching and several faculty noted greater variance in grades for students that participated in the hybrid cohort. Based on these evaluations, we concluded that students in the traditional (Northside) class performed similarly on all components of the assessment as students in the hybrid course. The evening MBA program is continuing to run on a hybrid model. This year the program recruited its strongest class ever, with an average GMAT score of 650.

Data used in the evaluation of Hybrid versus Traditional course offerings

	Hybrid	Traditional (Northside)	Difference (Hybrid – Traditional)
Final Course Grades	Average points per course are shown, faculty were not asked to change or adjust reported grades for reporting purposes of this report.		
	89.0	90.2	-1.2
	3.3	3.3	0.0
	88.0	88.3	-0.3
	86.9	87.0	-0.1
	84.7	85.6	-0.9
Exams points	Average points per exam are shown, faculty were not asked to change or adjust reported grades for reporting purposes of this report.		
	216.4	211.2	5.2
	77	76	-1
	79	83	-4
	135	132	3
	80.1	79.6	0.5
	83.9	83.1	0.8
Student Evaluations Deans 8	Faculty evaluations are based on a 7 point scale.		
	6.09	5.32	0.77
	6.31	5.57	0.74
	6.44	6.48	-0.04
	6.33	6.28	0.05
	6.17	5.98	0.19
	5.88	5.99	-0.11
	4.75	6.36	-1.61
Average	**6.00**	**6.00**	**0.00**
Student Evaluations Question 18	Faculty evaluations are based on a 7 point scale.		
	6.12	5.08	1.04
	6.24	5.32	0.92
	6.30	6.61	-0.31
	6.21	6.40	-0.19
	6.16	5.83	0.33
	5.26	5.56	-0.3
	4.23	6.24	-2.01
Average	**5.79**	**5.86**	**-0.07**