

IU Kelley School of Business Indianapolis (KSBI)

2003 - 2004

PRAC Report on Undergraduate Assessment Activities

This has been an important and interesting year in the assessment efforts at our school. The KSBI Assessment Task Force (TF) has made progress in several critical areas in the school's understanding of (1) how effective we are, as perceived by our students and our corporate contacts, as well as (2) faculty impressions of the role that the Principles of Undergraduate Learning (PUL) play in each of our graduate and undergraduate courses.

Here is a summary of our year's efforts:

Key Project Activities

1. Learning Outcomes/Syllabi Analysis – As mentioned in last year's PRAC report, the TF continued work on the Learning Outcomes project. We overcame a number of administrative and technical support issues in development of a well-designed database of faculty supplied learning outcomes of all undergraduate and graduate courses currently taught. This initiative received widespread faculty participation and support, thanks to our interim dean and to the returning associate dean of the school.

These data received extensive analysis and discussion by the Task Force, and our results have been turned over to our Undergraduate Policy Committee (UPC) as input for their comprehensive undergraduate curriculum review, being continued in the fall.

2. PBL Creation & Use – One TF member provided a comprehensive analysis of the relationship of the PULs to employer skill "needs" of our graduates, and to our school's need to make the PULs more relevant to a business learning environment. After some extensive review and discussion, the resulting Principles of Business Learning, or PBLs, have been finalized and will be presented to our faculty for review and adoption as a guide for development of new and/or revision of existing courses.

Most likely, the PBLs will accompany each syllabus as they are distributed for each class, clarifying the skills, knowledge or experiences to be expected or developed in that particular class.

3. Senior Exit Survey – As a follow-up to last year's presentation by Dr. Drew Appleby, also reported in last year's PRAC report, our TF was quite convinced that some kind of a tailored, student feedback tool was needed. While we were not able to use the same set of survey tools that Dr. Appleby and the School of Science are using, we did discover a comparable and excellent model being used by our Kelley Bloomington colleagues.

Among the features of the tool that we revised & used:

- Contained extensive demographic data to allow for more cross-tabulations to be done and more in-depth co-relationships to be found.
- Provided our best opportunity yet for directed feedback on our:
 - Faculty
 - Curriculum
 - Advisors
 - Student's cumulative business school experience
- Received a staggering 67.4% response rate for our initial effort on 56 questions!
- Analyzed by ATF members, broken into qualitative and quantitative sub-committees. The school's dean is on the latter committee.

Our expectations are that several recommendations will be made to various academic units, and to the UPC, and that a presentation will be made to our faculty.

4. Communities of Practice – Based on a PRAC request for faculty to join campus-wide communities to share how various PULs are being incorporated with classroom instruction, Kelley Indianapolis responded. Two of our faculty members are members of the Values and Ethics Community of Practice, with one member accepting the role of chairperson.

5. Goal 6 Progress – Regarding evidence of new means for measurement or the attainment of student learning at the course, major, and degree levels for the School of Business, our plans are still under development. Our progress has taken a different path, where there has been much success with continued 'work-in-progress'. Some of these initiatives have already been mentioned in some detail above:

- a. **PUL Course Survey and Analysis** - Last year and earlier this academic year, the School's Assessment Task Force (ATF) received carefully guided feedback from our faculty regarding their goals or learning outcomes as they relate to the PULs from the key instructors for the undergraduate and graduate courses taught. This data was entered into a database and analyzed, and has provided valuable feedback regarding which PULs are most frequently incorporated and reinforced, which ones are not well-understood or are not being incorporated at all, as well as an overview of the strengths and weaknesses in our curriculum. The School's Undergraduate Policy Committee (UPC) has the Task Force's report and recommendations on this.

- b. Undergraduate Curriculum Review and Revision** - The UPC has received faculty support for an extensive review of our current undergraduate curriculum, based on an analysis of: (1) feedback and suggestions from employers, alumni, recent graduates (particularly from exit surveys) and local employers, (2) a review of the Kelley Bloomington as well as 'competing' undergraduate programs, and (3) faculty opinions regarding the desired and current learning outcomes of courses they currently teach. As the updated set of 'standardized' courses and majors' requirements are debated and determined, faculty may once again be asked to clarify their learning goals for our students with emphasis on the PULs, or possibly our new PBLs.
- c. Senior Exit Survey** - The ATF conducted its first comprehensive online Senior Exit Survey in April, enjoying a 67.4% response rate (modeled after a similar survey used in Kelley Bloomington). The qualitative and quantitative data from this is now being analyzed and will be reviewed and presented to the faculty in the fall, and to the UPC particularly, as input on future course, major or curriculum changes.

The Task Force will continue working on the following items, requested by PRAC and ICHE officials, on behalf of Kelley Indianapolis:

- Developing an explicit and comprehensive statement, to be made a public document, of learning goals for our students across all majors. In this statement, we will indicate how evidence of the attainment of each learning goal will be collected at the course, major and degree level that can be reported for all baccalaureates collectively.
- Ensuring that faculty determine and display the learning goals and expected outcomes for each course.
- Developing multiple means of directly and indirectly assessing student learning.
- Developing common standards or rubrics for determining and documenting each student's level of attainment of expected learning goals.
- Developing a plan to benchmark our assessments where appropriate and feasible.
- Planning to use gathered information on student learning and success to continuously improve our learning environment.

6. Other Ideas Considered: In an effort to be sensitive to suggestions from other sources, the ATF carefully evaluated ideas and approaches from:

- 2004 Assessment Institute
- Lake Land College
- 2004 AACSB Hartford Conference

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

- Recognition of the need to not only further emphasize the importance of the campus PULs, but also the need to put them into terms and practices that are relevant to business students, the corporate community, and to our faculty.
- The importance of KSBI faculty participation in, understanding of, and contributions to IUPUI undergraduate campus initiatives as evidenced by: (1) the leadership in the Communities of Practice for Values and Ethics, (2) involvement in Faculty Learning Communities which are influencing the curriculum redesign, and (3) participation in the Assessment Institute and Moore Symposium.
- The potential value of periodic and consistent student feedback to benchmark and help guide positive changes in curriculum, programs, and administrative activities to enhance student learning, retention, and attitudes. We are gaining new insights into our students, their needs from us, and patterns that we'd otherwise not had.