

IU Kelley School of Business Indianapolis (KSBI) 2008 – 2009

PRAC Report on Undergraduate Program Assessment Activities

This has been another productive year of activity and progress in Kelley Indianapolis' improvement in understanding and demonstrating a greater "culture of assessment" within the School. Led by the Assessment Committee and occasional brainstorming and implementation assistance by the Undergraduate Policy Committee (UPC), Kelley set high goals and achieved many of them.

Here is a summary of our 2008-2009 assessment activities and results, as well as programs that will carry over into next year:

1. **Assessment Analysis of the Undergraduate Program Report**: The School accepted and moved forward on a campus-wide mandate to relate the key principles undergirding our undergraduate program to our core courses. Therefore this 2008-2009 Assessment Analysis Report, produced by the UPC, was the inaugural response to that mandate, using our School's Principles of Business Learning.

The outcome desired for this periodic exercise is to challenge our faculty and course coordinators to establish reasonable and measureable standards of excellence and expectations for their students and faculty themselves. In doing so, we will support the learning and applications of those selected Principles taught in that class. After these outcomes and their implementation were confirmed, the steps taken to explain and improve on student results were documented via the Report.

Observations:

- Each course coordinator or instructor stipulated the desired results on certain exercises or exam questions, etc. as a demonstration of student learning.
- Several techniques were mentioned on how student learning and/or improvement was being measured, among them were:
 - Exam scores improved as students adjusted to new accounting software.
 - Faculty monitored performance on responses to specific exam questions.
 - Faculty monitored the quantity and quality of responses in discussion forums to various scenarios posted.

- Students self-reported on team effectiveness and participation levels at various times during a team project.
- Pre- and post-test measurements on such things as a diagnostic test, completion of writing assignments and oral presentation challenges were monitored.
- Faculty tracked the number of students completing complex problems with no mistakes or only one mistake.

Assessment Findings Use: This Analysis provided our faculty and School leadership with a vivid set of findings on the tools and techniques being used to provide superior, focused student learning. Many faculty felt their courses were having the desired effect; some courses were not! Based on our deficiencies, the following represents some course improvements implemented or planned:

- Create an instructor's blog on problems/solutions reported or other suggestions regarding exercises. May create a podcast to help with student mastery and/or retention of material.
- Create instructor-taped videos to see and hear problems worked out by the instructor, so students can view solutions repetitively, if necessary.
- An interactive, web-based software package is being used now to aid in the creation of better resumes and cover letters, and to better develop verbal interviewing skills.
- Video-taped mock interviews are also being considered.
- Due to problems with students visualizing a great, completed report, one instructor has introduced a sample of a written case/report.
- Plan to create greater consistency between homework skills and knowledge, and exam expectations.

2. **Kelley Career Center Point of Service Evaluation**: The Kelley Career Planning Office (CPO) has initiated a new point-of-service evaluation (POS) through Survey Monkey that is emailed to students immediately following a counseling session. This 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 outcomes desired are 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 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.
- Improve systems in areas where students are dissatisfied.
- Expand on types of delivery of services to accommodate the highest number of students.

3. **Senior Exit Survey** - With this tool, now in its fourth year, we seek to gather data to inform senior faculty, program and department directors and other senior management about the effectiveness of our School's academic curricula, faculty, and classroom environment, based on reflections of our exiting students, the seniors. Those administering this Survey wish to collect and analyze both the statistics as well as narrative comments to gather and assess the specifics behind student feelings on both their curricular and co-curricular experiences at Kelley Indianapolis.

The ideal outcome would be for all students to agree that our School meets all of their academic, professional development and social needs... all of the time. Realizing that will never happen, our intent with this Survey is to provide students an outlet, and provide our internal stakeholders another input vehicle to hear about our strengths and weaknesses as a School.

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 4 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 it in.
- 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). The most recent academic year results, AY09, are currently being processed and not yet available, although we do know that the number of graduates and response rates were down from recent years.

	AY06	AY07	AY08	AY09
Graduates Responding	199	219	219	158
% Responding	47.5%	61.3%	59.3%	53.6%
% Recommend Kelley to Family & Friends	95%	97%	97%	
INSTRUCTORS – Accessible, Responsive, Helpful, Real World	5.4	5.9	6.1	
COURSES – Pleased with Required, Major, Other, Challenging	4.9	4.9	4.8	
STUDENT LEARNING – Improved Skills, Communication, Teams	6.0	6.5	6.5	
ADMIN SUPPORT – Pleased with Advising, CPO, etc.	4.4	4.0	4.3	
NON-ACADEMIC QUALITIES – Diversity, Ethics, PBLs, Honor Code	5.3	5.7	5.9	
STUDENT ORGANIZATIONS	2.7	2.1	2.0	

Assessment Findings Use:

- Generally, the findings have been moving in a positive direction in virtually all categories, as a result of communication and actions taken by faculty, staff and students.
- These actions have made a measurable difference or indicate where further action is required. The Survey findings are also now being compared with the periodic 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.
- 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. **Syllabus Improvement Project:** The Assessment and Undergraduate Policy Committees jointly discussed the value of creating more standardization and predictability among the course syllabi in our curriculum. Among the expected benefits students will see are these:

- * Higher inclusion of key, “high value” items in every Kelley Indianapolis syllabus
- * Greater consistency from course syllabi to syllabi within Kelley
- * Improve the clarity of the student/faculty “contract”

Observations:

- Once implemented, students will get their most important and most frequently asked questions answered easier.
- Students will be able to look in the same general location, regardless of the course, for answers to their instructor or course content questions

Assessment Findings Use: This project has not yet been approved, but among the options for determining whether the student responses and attitudes are positive would be to give an online, School-wide, mid-semester survey.

5. **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 class. J411 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 will be making business decisions over multiple time periods – and examining their impact on the teams’ qualitative and quantitative performance. 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, in addition to other internal course measurements.

The outcomes desired from this course are for the student's business knowledge gained and acumen, or application of that knowledge, to combine in delivering effective solutions to specific simulations. Also, it is hoped that this knowledge will be great, measurable and significant, based on a national comparison for them, both individually and as a team.

Observations:

- For this course, the faculty have now gathered data on eleven class sections with 366 Kelley students running 94 businesses in 16 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: 49% of J411 teams have ranked in the top 10% and 51% of individual J411 students 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 70th to 80th percentile range with a large variation between the highest and lowest performing team (win-lose). Recent average team performance has improved to the high 80th percentiles with most teams ranking in the top 20% while competing against others (win-win).
- Individual student learning as measured by the Comp-XM[®] has also improved as the Capstone[®] team performance has improved along with ongoing adjustments and enhancements to the J411 course support and grading.
- In terms of improvements, here are a couple that may be incorporated:
 - **Class and team size** – the ideal class is 36-48 students. This class size allows for 2 simulation industries with 6 teams each and 3-4 students per team. With two industries in a class, observing teams in a second industry enjoy increased learning.
 - **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.

The Kelley Assessment Committee, along with those members of the Undergraduate Policy Committee and other Kelley management, look forward to identifying, discussing and resolving additional curricular and co-curricular issues that will bring more quality, consistency and value to our student body for the next academic year and beyond.

