
PRAC 2014-2015 Annual Report

Kelley School of
Business IUPUI

Kelley Indianapolis Assessment
Committee, Todd Roberson, Chair

Executive Summary

The Kelley Indianapolis Assessment Committee (KIAC) is pleased to present the following report to the IUPUI Program Review and Assessment Committee (PRAC). The report highlights key assessment activity and initiatives undertaken during the 2014-15 academic year by the committee on behalf of the Kelley School of Business at IUPUI.

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.

Four programs housed at Kelley Indianapolis (Undergraduate Program, Evening MBA Program, Masters in Accounting Program and 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 differ from the program goals for their counterparts in Bloomington; however, processes following from the program goals are kept consistent.

In addition, a new graduate academic program housed only at Kelley IUPUI, the Business of Medicine (BOM) Program, has been accepting students for one year; the BOM Program will be included in assessment activity for the first time during Academic Year (AY) 2015-16, with results of the assessment included in Kelley's report to the Association to Advance Collegiate Schools of Business (AACSB).

The Kelley School of Business was reaccredited by the AACSB in 2012 and plans and enhancements for the next reaccreditation in 2017 are underway.

The Indianapolis assessment process is managed and executed by the Kelley Indianapolis Assessment Committee (KIAC). The KIAC consists of nine full-time faculty members, and a non-voting Assessment Specialist. During the academic year reported upon here, the full committee met ten times (roughly once per month); in addition, sub-committees tasked with special projects (discussed in the following report) engaged in more-or-less continuous activity throughout the year. The institutional records, agendas and outcomes of the KIAC are managed in a specially established Canvas account, where all members of the committee may review, comment and contribute to the assessment process on behalf of the Kelley School of Business.

The following report highlights KIAC activity, initiatives, and results for the 2014-15 academic year.

Todd Roberson
Senior Lecturer of Finance
Chair, Kelley Indianapolis Assessment Committee
IU Kelley School of Business at IUPUI

1A // Assessment & Assurance of Learning (AoL) Reports

During AY 2014-15 KIAC received faculty-generated AoL reports for the following courses:

Semester	Course	Kelley Program
Fall 2014	G512	EMBA
	J501	EMBA
	A539	MSA/MST
	Z302	UG
	F494	UG
	A100	UG
	P371	UG
	P374	UG
	M450	UG
	A201	UG
	M415	UG
	W200	UG
	Z404	UG
	R305	UG
	M303	UG
M401	UG	
Spring 2015	A375	UG
	Z441	UG
	A339	UG
	P300	UG
	J411	UG
	K201	UG
	K204	UG
	W430	UG
	Z445	UG
M501	EMBA	

TABLE 1: Assessment Activity

A brief comparison of overall AoL volume — as indicated by number of *usable* assessment reports received — to the prior academic year follows:

Program	UG	EMBA	MSA	MST	TOTAL
AY 2013-14	8	1	1	2	12
AY 2014-15	22	3	0	1	26

TABLE 2: Year-Over-Year Assessment Volume Comparison

This dramatic increase in the number of usable reports is due to new procedures and methods developed and introduced by KIAC during AY2014-2015. Those efforts will be discussed later in this report.

1B // Procedures for Report Analysis

Once the reports noted above are collected, they are evaluated and analyzed by KIAC using the following procedures:

Step	Activity / Outcome
1	At the initial KIAC meeting of any given semester the Kelley Assessment Specialist provides a workshop for all committee members to assist them in analysis of submitted AoL reports
2	The chair then divides the usable AoL reports into packets which are distributed evenly to all committee members
3	The committee members are then tasked with producing a one-page summary of notable items, trends, and statistics from their assigned reports; they submit their summary to the chair
4	At the second KIAC meeting of any given semester, each member is given 5 minutes to discuss in round-table fashion any information they deem important arising from step 3 above
5	The chair takes the reports (3) and the comments (4), edits them, and condenses them into one document which all discuss at the third KIAC meeting of any given semester; a rough summary of the discussion is catalogued on the dry-erase board in the KAIC meeting room as shown in Exhibit 1 below
6	The same procedure is repeated for each semester of any given Academic Year
7	The chair then further edits the round summaries into an Advisory Memo which is approved by the committee and the Associate Dean, and is then distributed to faculty, program chairs (and in this report) to PRAC. Please see "Closing the Loop" below for the AY 2014-15 Advisory Memo

TABLE 3: Procedure for Assessment Report Analysis

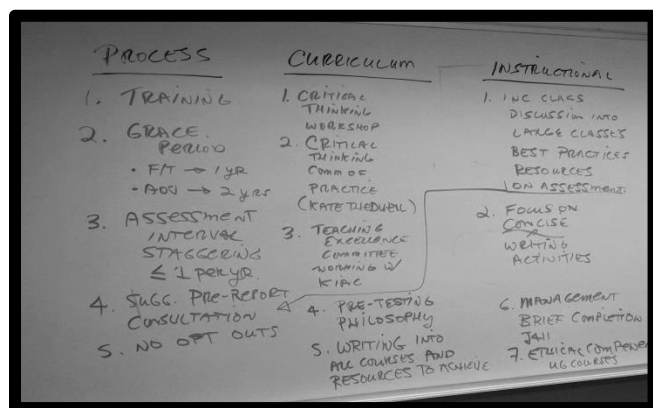


Exhibit 1: In-Progress Roundtable Editing

As KIAC members discuss the summaries of the AOL reports they have reviewed (see Table 3 above) common themes and findings are catalogued by the committee chair. These comments and observations are edited and condensed into the **Advisory Memo** by the committee chair. Note that the results are generally categorized into three areas of opportunity: Process, Curriculum & Instruction

1C // Closing the Loop: Advisory Memo

In AY2014-15, KIAC further transitioned from compliance to advice; that is, using the results of assessment reporting to make suggestions, recommendations and advisory statements to the various stakeholders in Kelley's efforts to promote continuous improvement. The Advisory Memo could be considered the final "product" of the work conducted by the KIAC during the preceding academic year to initiate the process of "closing the loop". An initial kickoff for the year's action by the KIAC will be to follow up on planning or progress made by the KIAC's stakeholders in response to the Advisory Memo.

The Advisory Memo distributed subsequent to the 2014-15 year can be reviewed on the following pages.

Kelley Indianapolis Assessment Committee (KIAC) // Advisory Memo / 2014-15 Academic Year

September 1, 2015

From: Todd Roberson, Chair (on behalf of the full committee)
To: Ken Carow, Peggy Lee, Steve Jones, Reed Smith & Tony Cox
Cc: Kelley Indianapolis Faculty, Trudy Banta, Steven Hundley

Colleagues –

Each academic year the KIAC collects Assessment Reports prepared by faculty in selected classes and class sections. Our committee reviews these reports, looking for common themes and areas of opportunity for continuous improvement. You are included in the direct distribution (To:) of this memo as an Associate Dean or Program Chair. Indirect distribution (Cc:) is also provided to parties who might be impacted by implementation of one or more items included in this memo.

Our analysis for the 2014-15 academic years suggests the following action items for the 2015-16 academic year:

The Assessment Process

1. MANDATORY ASSESSMENT TRAINING FOR ALL FACULTY

KIAC strongly suggests that ALL faculty members be required to attend ONE mandatory Assessment Training Session. The training session will be offered at several separate times and dates during the fall 2015 semester and will be conducted by Eric Metzler, Todd Roberson and one or more KIAC members.

2. GRACE PERIODS & ASSESSMENT INTERVALS

Except in exceptional circumstances, assessment clusters will be formed with the following KIAC-recommended parameters:

- Full-time faculty will not be required to perform an assessment until they have completed 1 year of service
- Adjunct faculty will not be required to perform an assessment until they have completed 12 hours of teaching experience at Kelley Indianapolis
- No faculty will be required to conduct more than 1 assessment report per academic year

3. MANDATORY FACULTY PARTICIPATION

There is continued frustration among committee members and other colleagues regarding the continuing problem of faculty who refuse to participate in the assessment process when called upon. KIAC respectfully requests the assistance of the Associate Dean in making it clear that there are no “opt outs” in Assurance of Learning and Assessment activity related to maintenance of AACSB Accreditation. It is hoped that item #2 above will help to alleviate some resistance to participation.

To stress this requirement, KIAC recommends adding the following language to the KSBI annual review documentation and faculty handbook:

To be reviewed as “Satisfactory”, a faculty member must administer teaching evaluations in all of their classes and must also complete any assessments needed for their course(s) and used in our AACSB or campus accreditation.

In addition, the Dean’s Office is encouraged to clearly define penalties and incentives for timely completion of assessments. KIAC stands ready to consult with the Dean’s Office to develop and implement incentives.

4. CURRICULUM MAPPING & PROGRAM-WIDE LEARNING OUTCOMES

KIAC analysis of assessment reports indicates strongly the need for PROGRAM-WIDE learning outcomes for all learning goals in all programs. This will greatly simplify the assessment planning process for individual faculty charged with conducting assessments and will facilitate a much-needed revised curriculum map for all KSBI programs. This process (currently underway by each program) must be completed with all possible urgency.

5. PRE-/POST- TESTING PHILOSOPHY

Newly accredited and recently re-accredited Business Schools are generally using Pre /Post- testing tools to assist in Assurance of Learning documentation. There are many approved models for this process, including internal development of a custom test. In the opinion of the KIAC Chair and some of the committee it is likely that at some point re-accreditation will involve mandatory Pre- and Post- testing. KIAC suggests that the Associate Dean include discussion of “Pre-/Post- Philosophy” as part of faculty meeting proceedings.

Curriculum Management

6. CRITICAL THINKING TEACHING & TRAINING

Assessment Reports strongly suggest that faculty struggle with both 1) integrating Critical Thinking into their courses and 2) assessing the effectiveness of teaching Critical Thinking. KIAC suggests that training be provided for interested faculty in both areas, especially for faculty teaching courses where UBLG 2 is indicated as a Major or Moderate emphasis (as noted by process mentioned in item #4 above).

7. CREATING & IMPLEMENTING A COMMON DEFINITION OF CRITICAL THINKING

(Please see #6 above). Within KSBI there seem to be varying conceptions of what exactly constitutes “Critical Thinking”. KIAC suggests the creation of a faculty task force to draft, share and implement a common definition of Critical Thinking to be used for all KSBI programs. KIAC stands ready to initiate and direct this effort in cooperation with the Dean’s Office.

8. MANAGEMENT BRIEF COMPOSITION

Continued concern over writing skills (related to UBLG 1A) expressed in Assessment Reports focused on deficiencies in CONCISE and ACTIONABLE writing. KIAC suggests that all students be able to demonstrate the ability to write a MANAGEMENT BRIEF as a condition of graduation. KIAC suggest the integration of such a requirement into the content of J401 or J411 and would like to confer with the Dean’s Office and the Undergraduate Policy Committee regarding the feasibility and implementation of such a requirement.

9. COLLECTION OF DATA RELATED TO UBLGs 5 & 6

Over the last two years, KIAC has been able to obtain only very limited data on DIVERSITY & COLLABORATION (UBLG 5) and NO DATA on BUSINESS & MANAGEMENT ETHICS (UBLG 6). Since the Curriculum Map is inadequate (see item #4 above) KIAC is unable to determine if the lack of data in these areas is due to inadequate coverage of these goals in the curriculum or to inadequate understanding of the curriculum map. While each possibility has different solutions, each suggests a renewed emphasis on UBLGs 5 & 6 in Curriculum Management planning.

10. PROGRAM-WIDE WRITING ASSIGNMENT & RESOURCES

Related to #8 above and UBLG 1A, Assessment Reports continue to express concern over writing skills, especially concise business writing in the Undergraduate Program. KIAC suggests considering a program-wide standard of AT LEAST ONE writing assignment in every undergraduate course. Reports also noted that a constraint to such a standard is the prevalence of large class sections in some courses. Thus, KIAC also asks the Associate Dean to consider allocation of resources to hire a number of “readers” (perhaps grad or senior undergrad students) to assist in the evaluation of the assignments.

Teaching & Instructional Design

11. INSTRUCTIONAL WORKSHOPS

Assessment Reports suggest interest from faculty in workshops in teaching and instruction in the following areas:

- Teaching Critical Thinking
- Evaluating Critical Thinking
- Adding Ethical Content to a Course
- Teaching & Evaluating Ethical Thinking
- Teaching Clear, Well-Organized and Concise Writing
- Strategies for Class Participation and Discussion in Large Class Sections
- Strategies for Encouraging Preparation

KIAC stands ready to work with the Committee on Teaching Excellence to procure resources and communicate availability of such workshops to both new and experienced faculty.

Please note that the above items are advisory only and are not meant to in any way set your personal or committee agenda for the upcoming academic year. That said; please do not hesitate to contact me if the KIAC can be of any assistance in any way or if you have additional suggestions for improving our process, curriculum or instruction.

Thanks for all you do – peace –



Todd Roberson
KIAC Chairman

2A // Streamlining & Institutionalizing the Assessment Process

Managing the assessment process relies upon securing input from a variety of stakeholders, including faculty, many of whom are resistant to participation in the assessment process. This is understandable; some of the resistance is due to simple misunderstanding of the desired outcomes of the assessment process.

During AY2014-15 a KIAC subcommittee tackled this issue with two primary goals:

- 1. Increase the participation rate among faculty – and reduce the number of reminders needed to obtain assessment reports**
- 2. Standardize the output of the assessment process to partially eliminate differences in reporting due to style, length and personal preferences of individual instructors**

The results of the work of the subcommittee, were to “re-invent and simplify” the way that assessment reports are planned and completed at Kelley Indianapolis. Using Canvas as a platform, assessment reporting is now conducted similar to the way courses are conducted; faculty are registered as “Students” at the KAIC Canvas presence, are provided a “Syllabus” and a series of “Assignments”. In general the workflow follows this model:

1. Participating faculty are invited to join Canvas prior to the semester
2. Assignment 1 — an **Assessment Checklist and Commitment Form** — is filled out and uploaded by the participating faculty
3. Assignment 2 – the **Assessment Plan** – can be completed from a provided program specific template and uploaded for review by KIAC
4. Assignment 3 – the **Assessment Report** – is then completed from work done on the Assessment Plan.

Please see Exhibits 4 - 6 for provided documentation and forms to ease and streamline faculty participation in Assessment at Kelley

2B // KIAC Training, Branding & Image

An important part of any program is the brand image and identity of the organization. A consistent set of collateral and materials builds awareness and buy-in from stakeholders and increases credibility.

To this end, KIAC has developed a set of training videos, handouts and circulars that all carry a consistent message and brand image. These materials – available at the KIAC Canvas presence – are designed to improve overall knowledge and expertise among Kelley faculty.

An example of a KAIC-produced training video used for faculty education is available at <https://connect.iu.edu/p2lxo7h3mkg/?launcher=false&fcsContent=true&pbMode=normal>. In addition to the video, supporting handouts and examples are available at the KIAC Canvas presence.



Exhibit 3: KIAC Branding

This graphic, seen when faculty hit the KIAC CANVAS presence is featured on all communication from the committee, including emails, presentations and training material.

The idea is to create a unified theme that is instantly recognizable by stakeholders, building credibility and awareness.

Exhibit 4: Commitment Checklist

This form is designed to 1) acknowledge that the faculty member is aware that an assessment is expected in their course and 2) allow the faculty to indicate whether or not they require assistance in completing their plan.

This form documents the Assessment (Assurance of Learning) process for an individual course. Please fill in or check all areas highlighted in blue. Please delete italicized lines of text prior to submitting your completed form.

INSTRUCTOR	COURSE	SEMESTER	PROGRAM
YOUR NAME	Ex: F371	<input type="checkbox"/> Spring <input type="checkbox"/> Fall Year	<input type="checkbox"/> Undergraduate <input type="checkbox"/> eMBA <input type="checkbox"/> MST <input type="checkbox"/> MSA <input type="checkbox"/> BOM

Important Due Dates

Please upload the required documents to the KIAC Canvas site Assignment:

Semester	Commitment Checklist	Assessment Plan	Assessment Report
Fall	Sept 1	Sept 30	Dec 30
Spring	Jan 19	Feb 15	May 31

Interest in Help from the Assessment Specialist

Please check one of the following as applicable:

- I would like a 1 on 1 consultation session with the Assessment Specialist prior to submitting my Assessment Plan
- I am comfortable with the assessment process and will submit my Assessment Plan without consultation by the date listed above

COMMITMENT ACKNOWLEDGEMENT

I understand that my course is required to complete an Assurance of Learning Assessment during the upcoming semester. I am committed to helping the Kelley School of Business maintain its accreditation as well as continuously improve the quality of its teaching. As part of the Assessment process, I will complete the three required documents by their due dates. I will confer with the Assessment Specialist in advance of the Assessment Plan due date as needed. Moreover, I will contact the Kelley Indianapolis Assessment Committee (wtrobers@iupui.edu) for further assistance or information if needed.

NAME AND DATE

Exhibit 5: Assessment Syllabus

This is a quick overview of the process to help stakeholders understand the overall objective and desired outcomes of their assessment

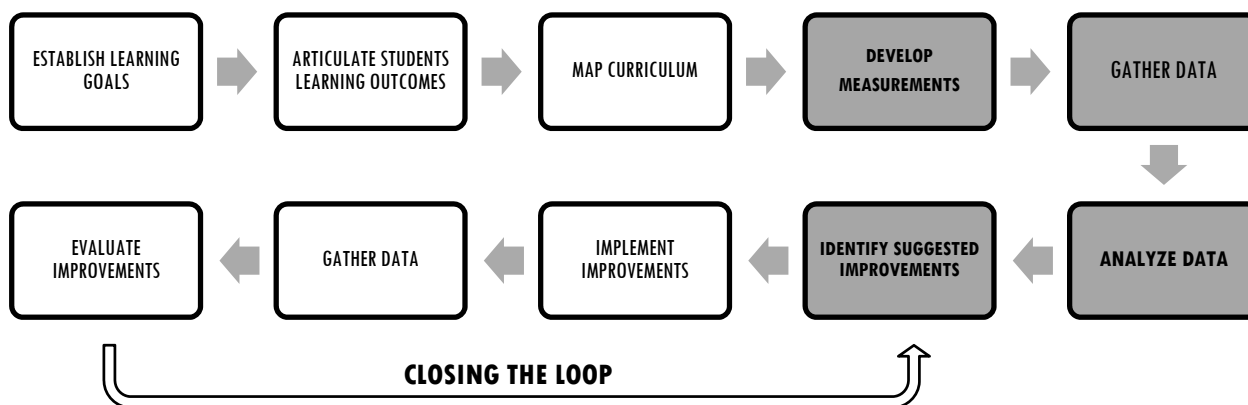
ASSESSMENT & ASSURANCE OF LEARNING // SYLLABUS

COURSE COORDINATORS		
Todd Roberson // KIAC Chair	317.440.3128	wtrobers@iupui.edu
Eric Metzler // Assessment Specialist	812.855.7119	emetzler@iudiana.edu

A. COURSE PURPOSE & SCOPE

Assessment is the systematic collection, review and use of information about educational programs undertaken for the purpose of improving student learning and managing the curriculum at the program level. Additionally, the Kelley School of Business uses assessment activity and reporting to maintain good standing with our accrediting body, the Association for the Advancement of Collegiate Schools of Business (AACSB).

The Kelley Indianapolis Assessment Committee (KIAC) requests Assessment Reports in selected courses each semester to sample the progress of the curriculum toward meeting agreed upon Learning Goals for each of our academic programs. This is a part of the overall process of assessment, which looks like this:



In the above process, you are only responsible for the shaded portions. You will accomplish this with 3 assignments, described in the next section.

B. ASSIGNMENTS

The KIAC has existing templates for each of the following assignments. You can access the assignment templates at the KIAC Canvas site in the ASSIGNMENTS area. Each assignment is a file upload; simply complete the assignment and upload the file by the due date. The KIAC will then review your submission and mark it “complete” using the Speedgrader feature of Canvas.

ASSIGNMENT	COMMENTS	DUE DATE
Assessment Checklist <i>Estimated completion time: 10 min</i>	This one-page form is where you indicate and acknowledge your participation, provide some basic information about your course and indicate your desire (if applicable) for consultation with the Assessment Specialist to assist you in the process.	SEP 1 (FA) JAN 19 (SP)
Assessment Plan <i>Estimated completion time: 1-2 hrs</i>	Here you'll provide further information about your course, identify the MAJOR and MODERATE Learning Goals, specify the course-embedded tool you'll use for assessment, and indicate what you consider to be VERRY EFFECTIVE, EFFECTIVE, SOMEWHAT EFFECTIVE & NOT EFFECTIVE levels of performance.	SEP 30 (FA) FEB 16 (SP)
Assessment Report <i>Estimated completion time: ~2 hrs</i>	Finally, you compile the data, report the data, offer your own observations and submit your final report. Note that this assignment is simply a more complete version of the Assessment Plan noted above.	DEC 30 (FA) MAY 31 (SP)

In addition to above, you might wish to confer with the Assessment Specialist, especially if you are conducting an assessment for the first time. (Note that this is NOT mandatory, but suggested.) You can indicate your interest on the Assessment Checklist. Allow 45 minutes to an hour for such a consultation.

C. HELPFUL RESOURCES

Suggested Text	<i>Assessment of Student Learning in Business Schools</i> by Kathryn Martell & Thomas Calderon Several copies are available for checkout from the KIAC. Please see Todd Roberson to obtain a copy.
Program Learning Goals	Available at http://kelley.iu.edu/ICWEB/Assurance/ProgramLearningGoals/Indianapolis/page25047.html
Instructional Videos	At the KIAC Canvas site in Modules > Instructional Videos https://kelley.iu.edu/ICWEB/Assurance/page25028.html
Resources for Creating an Assessment	At the KIAC Canvas site in Modules > Planning Your Assessment
One-on One Assistance	Contact Eric Metzler emetzler@indiana.edu or 812-855-7119

D. GETTING STARTED

The first step to completing your assessment is to join the KIAC Canvas site as a student. That will give you access to the resources you need for your assessment and the ability to quickly connect with others doing assessments. Here's a quick look at the first couple of steps:

1. You will receive an invitation to join the KIAC Canvas Site as a student. Accept that invitation. (Note: Once the term is over and you have completed your assessment activity, you will be removed from the site.)
2. Go to **Modules > Instructional Videos** and watch the 11-minute video "Assessment Quickstart"
3. Go to **Modules > Assignments** and complete the "Assessment Checklist" prior to the due date. Upload your completed checklist.

Once you have completed those steps you'll hear from the KIAC with further guidance and instructions.

E. SOME TIPS & SUGGESTIONS

Don't let PERFECTION be the enemy of PROGRESS. There is no need to design the "perfect" assessment plan or report. There is neither time nor desire for all-encompassing analysis. Remember that your work will be combined with the work of others to assess big-picture progress at the PROGRAM level, not the individual course level. We are interested in measuring student learning at the program level; we are NOT measuring teaching effectiveness or the success of a course.

Don't over analyze your plan or report. If you spend more than a few hours on your plan, you're likely over-thinking your assessment activity. The best results are usually obtained by a mixture of data (the numbers gathered in your report) and your thoughtful response to those data.

Get assistance early in the process if necessary by contacting Eric Metzler (or indicating the desire for consultation with him on the Assessment Checklist). Time invested in consultation early in the process will save you considerable time later . . . and might just spare you the need to re-do or significantly change your report at a later date. This is especially true if you are new to assessment activity or have not conducted an assessment in some time.

DON'T re-invent the wheel. You likely have an existing assignment, case, question or quiz that will work as a "course-embedded" tool for assessment. Two things to consider, however: 1) it must be an INDIVIDUAL evaluation (not group) and 2) if unsure check with Eric Metzler for feedback.

Exhibit 6: Assessment Plan Template

Faculty use this program-specific document to build their overall assessment plan. Key data is then filled in to finalize the report at the end of the semester. Note that much of the verbiage consists of instructions, which are deleted prior to turning in the plan and report.

INTRODUCTION & INSTRUCTIONS

This form documents the Assessment (Assurance of Learning) process for an individual course. The faculty member teaching the course is responsible for completing the form. In addition, the plan must be reviewed and approved by The Kelley Indianapolis Assessment Committee (KIAC). Your Assessment is completed when your final report has been completed and submitted.

When saving this file, please name the file as follows: EMBA_Course_Term_Assessment. For example, M450 being assessed in Fall 2015 would be named EMBA_M450_F15_Assessment. Once saved, submit your document as file upload (.pdf) to the Canvas Assignment Area.

To complete your Assessment Plan, fill in all areas highlighted in blue. Save and submit your document as a file upload to the Assessment Plan assignment in Canvas. The KIAC will review and approve your Assessment Plan. To complete your Assessment Report, then fill in all areas highlighted in yellow. Save and submit your document to the Assessment Report assignment in Canvas. The deadlines for completing the Assessment Plan and the Assessment Final Report are as follows:

Semester	Assessment Plan	Assessment Report
Fall	Sept 30	Dec 30
Spring	Feb 15	May 31

Prior to saving and submitting your assignments, please delete all notes from the document - notes are denoted throughout by ITALIC TYPE.

EMBA PROGRAM ASSESSMENT OVERVIEW

COURSE	INSTRUCTOR	DATE OF REPORT
Example: F520	Your Name	Fill this in when submitting plan or final report

EMBA GOALS & STUDENT LEARNING OUTCOMES

Use the list below to choose the MAJOR and MODERATE Goals & Student Learning Outcomes you will be assessing. Once you have chosen the MAJOR and MODERATE Goals and SLOs, please delete this entire list and delete the line above.

1. Critical Analysis and Problem Solving

Identify, integrate and supply the appropriate tools and techniques of business, drawing on functional knowledge to critically understand, analyze and solve complex problems in domestic and global arenas.

- SLO 1.1: Analyze unstructured business situations, identifying current and potential problems and opportunities.
- SLO 1.2: Identify and interpret information relevant to solving a given problem.
- SLO 1.3: Develop alternative courses of action to address the problem.
- SLO 1.4: Determine criteria for evaluating the outcomes of chosen action(s).

2. Integrative Global Perspective

Demonstrate how various external forces in the global economy shape management alternatives, strategies and operational decisions.

- SLO 2.1: Analyze how specific global and macro-level changes present both threats and strategic opportunities to a business situation.
- SLO 2.2: Summarize the cross-functional aspects of unstructured problems.
- SLO 2.3: Develop economically viable solutions to a given business problem or situation in the competitive global environment.

3. Leadership and Effective Team Collaboration

Demonstrate leadership and teamwork skills for effective management decision making, considering stakeholder views of diverse cultural, ethnic, and economic groups.

- SLO 3.1: Define the principles and theories of effective leadership.
- SLO 3.2: Apply the principles of effective teamwork and collaboration.
- SLO 3.3: Explain how effective collaboration with individuals of diverse backgrounds, personalities and perspectives can be achieved in the business context.

4. Ethical Decision Making

Recognize ethical and related legal issues in domestic and international environments and formulate, articulate and defend alternative solutions.

- SLO 4.1: Identify ethical issues in a given business situation.
- SLO 4.2: Analyze a given ethical issue using analytical frameworks.
- SLO 4.3: Select and defend best solution(s) to ethical dilemmas.

5. Effective Communication

Express ideas and facts effectively in a variety of oral, written and visual communications.

- SLO 5.1: Write formal reports, memos and emails that are clear, concise, compelling, audience-centered and grammatically correct.
- SLO 5.2: Speak in formal presentations, meetings, and interviews in a clear, concise, compelling, grammatically correct, and audience-centered manner.

6. Professional Skills and Personal Development

Develop an actionable plan for individual career and professional skills development.

- SLO 6.1: Identify personal interests and aptitudes based on formal assessments and articulate the implications for one's career choice(s).
- SLO 6.2: Identify appropriate career choices, explain the associated background requirements and articulate viable paths for advancement in that career.
- SLO 6.3: Identify the tradeoffs for each career choice and explain how a chosen career path matches student aptitudes and circumstances.
- SLO 6.4: Develop a career management plan encompassing professional and career development.

PART ONE // MAJOR EMBA GOAL & SLOs ASSESSED

Use the list above to specify the MAJOR goal and up to 2 associated student learning outcomes you wish to assess.

Major Goal	SLO Assessed	SLO Assessed
Critical Analysis and Problem Solving Identify, integrate and supply the appropriate tools and techniques of business, drawing on functional knowledge to critically understand, analyze and solve complex problems in domestic and global arenas.	1.1: Analyze unstructured business situations, identifying current and potential problems and opportunities.	1.3: Develop alternative courses of action to address the problem.

MAJOR EMBA LEARNING GOAL ASSESSMENT METHOD

Briefly describe the assignment, exam, or other class work used and how the data will be/were collected to measure the learning outcome(s) stated above.

MAJOR EMBA LEARNING GOAL ASSESSMENT DATA

Complete as part of final report, not the plan.

Number of students assessed: (fill in). Number of students enrolled in class if different (fill in).

TRAIT OF ASSIGNMENT ASSESSED	VERY EFFECTIVE	EFFECTIVE	SOMEWHAT EFFECTIVE	NOT EFFECTIVE
Using a noun or noun phrase, describe what you are assessing. For example "Accuracy of analysis"	Instructor's criteria for this category	Instructor's criteria for this category	Instructor's criteria for this category	Instructor's criteria for this category
	Number of students and percentage	Number of students and percentage	Number of students and percentage	Number of students and percentage
<i>Add rows or delete rows as necessary to fit your assessment</i>				

MAJOR EMBA LEARNING GOAL FACULTY RESPONSE TO DATA

Complete as part of final report, not the plan. Use this space to reflect on **what the data suggest about student learning**. This section is the most important part of your Assessment. Some prompting questions you may wish to consider follow:

- What did you learn about student learning from these data?
- Were there any surprises for you? Pleasant surprises? Disappointments?
- Do you envision making any changes to your own teaching after considering these data?
- Do you think any curricular changes need to be made in response to these data?

MAJOR EMBA LEARNING GOAL FACULTY RESPONSE TO ASSESSMENT PROCESS

Complete as part of final report, not the plan. Use this space to reflect on the Assessment itself. Some prompting questions you may wish to consider follow:

- *Did the assessment yield data that were useful to you? If so, what made them useful? If not, how should the assessment be performed next time so that it yields useful data?*
- *Comment on the level of work in relation to the data gathered. Did you find it appropriate? If not, how might the assessment be improved to minimize your workload but also yield usable data?*

PART TWO // MODERATE EMBA GOAL & SLOs ASSESSED

Moderate Goal	Learning Outcome Assessed	Learning Outcome Assessed
Effective Communication <i>Express ideas and facts effectively in a variety of oral, written and visual communications.</i>	5.1: Write formal reports, memos and emails that are clear, concise, compelling, audience-centered and grammatically correct.	5.2: Speak in formal presentations, meetings, and interviews in a clear, concise, compelling, grammatically correct, and audience-centered manner.

MODERATE EMBA LEARNING GOAL ASSESSMENT METHOD

Briefly describe the assignment, exam, or other class work used and how the data will be/were collected to measure the learning outcome stated above.

MODERATE EMBA LEARNING GOAL ASSESSMENT DATA

Number of students assessed: (fill in). Number of students enrolled in class if different (fill in).

TRAIT OF ASSIGNMENT ASSESSED	VERY EFFECTIVE	EFFECTIVE	SOMEWHAT EFFECTIVE	NOT EFFECTIVE
Using a noun or noun phrase, describe what you are assessing. For example "Accuracy of analysis"	Instructor's criteria for this category	Instructor's criteria for this category	Instructor's criteria for this category	Instructor's criteria for this category
	Number of students and percentage	Number of students and percentage	Number of students and percentage	Number of students and percentage
<i>Add rows or delete rows as necessary to fit your assessment</i>				

MODERATE EMBA LEARNING GOAL FACULTY RESPONSE TO DATA

Use this space to reflect on what the data sEMBAgest about student learning. This section is the most important part of your Assessment. Some prompting questions you may wish to consider follow:

- *What did you learn about student learning from these data?*
- *Were there any surprises for you? Pleasant surprises? Disappointments?*
- *Do you envision making any changes to your own teaching after considering these data?*
- *Do you think any curricular changes need to be made in response to these data?*

MODERATE EMBA LEARNING GOAL FACULTY RESPONSE TO ASSESSMENT PROCESS

Use this space to reflect on the Assessment itself. Some prompting questions you may wish to consider follow:

- *Did the assessment yield data that were useful to you? If so, what made them useful? If not, how should the assessment be performed next time so that it yields useful data?*
- *Comment on the level of work in relation to the data gathered. Did you find it appropriate? If not, how might the assessment be improved to minimize your workload but also yield usable data?*

2C // Student Learning Outcomes (SLOs)

A major bottleneck in the creation of Assessment Plans was the need for each faculty member to write, create and refine the specific Outcomes they wished to measure in assessing the Major and Moderate Goals associated with their classes. In effect, these needed to be drafted each time an assessment was to be done; and, more often than not, revised by the Assessment Specialist and/or the Chair prior to finalization of each Assessment Plan. Understandably, this also created resistance from faculty who were charged with “re-inventing the wheel”.

To solve this problem, KIAC initiated a school-wide program of dis-aggregating the Learning Goals for each of our five programs into Student Learning Outcomes (SLOs). The following process was used to draft and finalize SLOs for each program’s Learning Goals:

Step	Activity
1	KIAC created suggested working teams of 3 faculty for each of the Learning Goals in each of five Kelley Indianapolis academic programs
2	The KIAC Chair and Assessment Specialist met with the Associate Dean and Program Chairs to explain the desired results of the teams, provide suggestions for productive teamwork and supply suggested rosters for each working team
3	The Program Chairs made any desired revisions to the working teams and gave KIAC-supplied instructions to each working team
4	The teams created initial drafts of the SLOs to KIAC, who then made suggestions based upon AACSB Assurance of Learning standards
5	The teams then finalized their drafts and submitted them to KIAC for final editing
6	The final Goal/SLO statements were then put into uniform format and posted to a common website where faculty can access them, download for quick inclusion their syllabi and refer to them when creating Assessment Plans

TABLE 4: Procedure for Creating Student Learning Outcomes (SLOs)

The primary desirable effects of the creation of SLOs from each Learning Goal are:

1. Faculty can now simply choose from among approved outcomes when creating their Assessment Plans - *please see Exhibit 6 on page 12 for an example of how this can be done*
2. The creation of standardized SLOs allowed for a much needed Curriculum Mapping initiative of the Kelley Indianapolis required courses – *please see item 2D below for more on Curriculum Mapping*

A secondary desirable effect of the SLO process was a speedy and efficient creation of Learning Goals for the new Kelley Indianapolis Business of Medicine (BOM) Program during AY2014-15; this is essential as the BOM Program must be included (for the first time) in the Kelley School of Business Continuous Improvement Review (the successor to the former ‘re-accreditation’ process) by the AACSB in February 2017.

For an example of how SLOs and Learning Goals work together in the BOM Program, please see Exhibit 7 on the next page.

Business of Medicine Program Learning Goals & Student Learning Outcomes (SLOs)

1. Problem Solving and Critical Thinking

Identify, diagnose, and develop alternative solutions to complex problems in uncertain environments.

- **SLO 1.1:** Analyze ambiguous business situations and identify current and potential problems requiring management attention.
- **SLO 1.2:** Diagnose the underlying causes of business problems.
- **SLO 1.3:** Generate alternative courses of action and criteria for their evaluation.

2. Legal and Ethical Analysis

Define the legal and ethical implications of business decisions and their impact on multiple stakeholders.

- **SLO 2.1:** Identify the relevant legal constraints governing specific domains of business decision making (e.g., marketing, human resources, accounting, finance).
- **SLO 2.2:** Explain the importance of ethical standards in sustainable business practices.
- **SLO 2.3:** Analyze the ethical implications of business decisions.
- **SLO 2.4:** Analyze the impact of business decision making on multiple stakeholders (e.g., customers, employees, communities, investors).

3. Core Business Knowledge and Analytical Skills

Understand and apply functional business concepts and analytical tools (quantitative and qualitative).

- **SLO 3.1:** Explain and apply the core concepts of the functional business disciplines (e.g., accounting, finance, operations, marketing, and strategy).
- **SLO 3.2:** Apply analytical tools (quantitative and qualitative) to the solution of business problems.
- **SLO 3.3:** Collect, analyze and interpret data to improve business decision making.

4. Communications Skills

Express ideas clearly in multiple formats: written, oral, numerical, and visual.

- **SLO 4.1:** Communicate in a variety of written formats.
- **SLO 4.2:** Communicate in a variety of oral formats.

5. Leadership and Collaboration

Understand and apply strategies for working effectively with others with diverse perspectives, either in a leadership role or as part of a team.

- **SLO 5.1:** Explain and apply the principles and theories of effective leadership.
- **SLO 5.2:** Explain how to work effectively with other individuals with diverse backgrounds, personalities and perspectives.
- **SLO 5.3:** Explain and apply principles of effective teamwork and collaboration.

6. Macro-environmental Understanding

Understand macro-environmental forces and how they influence the competitive environment and business decisions.

- **SLO 6.1:** Explain important changes in the macro-environment (economic, social, demographic, technological, regulatory) that affect business.
- **SLO 6.2:** Analyze the how specific macro-environmental changes translate into strategic opportunities and threats that need to be addressed in business decision making.

2D // Curriculum Mapping

It has been nearly five academic years since Kelley Indianapolis reviewed the curriculum for coverage of the Learning Goals for each academic program. Since then, some important developments have compromised the accuracy of the Curriculum Map created at that time:

1. The Learning Goals of the Undergraduate Program have been revised
2. New courses have been added
3. A new academic program has been introduced
4. Important changes have been made to key courses and course clusters, such as I-Core

It is also important to note that in the intervening five years since the last Curriculum Map was created our faculty, administration, and Assessment Committee (re-branded as KIAC) have gained a clearer understanding of the assessment process and improved administrative structure for gathering and reviewing Assurance of Learning activity.

In plain English; it's unclear whether many of those with input into the Curriculum Mapping process had a clear understanding of exactly what they were trying to achieve five years ago.

Considering all of the above factors, KIAC initiated a Curriculum Mapping project during AY2014-15; as of the writing of this report, the project is nearly complete and is expected to be completed by September 23, 2015.

To initiate the project, a message was sent to faculty teaching required courses in each of our five academic programs. The message included:

1. Detailed instructions for completing the appropriate entries in the Curriculum Map
2. Program-specific templates for use by the faculty
3. Detailed instructions for follow up and submission of materials

Please see Exhibits 8 – 10 on the following pages for materials and outcomes related to the nearly-complete Curriculum Mapping project.

Once each faculty member has supplied the required materials, they forward their work to our administrative assistant on the Bloomington campus, who then compiles the results into one spreadsheet file per academic program. *(As of the writing of this report we have received responses from roughly 90% of the faculty from whom reports were requested.)*

During AY2015-16 KIAC will review the supplied materials, using them to refine and – if necessary – revise our curriculum as part of our continuous improvement process at Kelley Indianapolis.

Please see item 2E below for more details.

Exhibit 8: Message to Faculty Requesting Participation in Curriculum Mapping

Colleagues –

The Kelley Indianapolis Assessment Committee (KIAC) is leading an effort to re-map our curriculum. This is being done in advance of our scheduled 2017 maintenance and re-accreditation visit with the AACSB. This effort serves three primary purposes:

- i. To streamline our assessment efforts (making assessment less time consuming for faculty)
- ii. To gather faculty input into our curriculum design
- iii. Most importantly ... to “close the loop” by ensuring that our curriculum reflects our learning goals

You’re on the distribution list because you teach or coordinate one or more of our required courses. We need your participation in completing our map.

Here’s the process and sequence:

1. See the attached spreadsheet “KSBI Required Courses by Program”. Use the tabs to find the program and your course(s).
2. Read the attached 1-page “Curriculum Mapping Instructions”.
3. Open the appropriate Curriculum Map spreadsheet(s) and fill in the information described in the instructions. For instance, if step #1 above reveals that you teach a required course in the MST Program, open “CMap – IN – MST” and fill in the information as described in step #2 above.
4. Save your work in step 3 and send your saved spreadsheet to Betty Watson at bwatson@indiana.edu

This entire process should take no more than 30 minutes.

Please complete items 1 – 4 above no later than August 1, 2015.

Thank you for your input into this critical effort – and regards -

W. Todd Roberson

Senior Lecturer of Finance

Faculty Undergraduate Recruitment Liaison

Kelley IUPUI Assessment Chair

AACSB Member

NACAC Member

SEA 2015 National Delegate

Indiana University Kelley School of Business

317.278.6149

317.440.3128

Exhibit 9: Curriculum Mapping Instructions

Purpose of Work:

Having articulated program-wide learning goals and outcomes, we are now ready to indicate how and where each program's required curriculum addresses the learning goals. The resulting document for each program will be a curriculum map that represents how the whole curriculum works to promote the learning we want to see in our students. A well-executed curriculum map is also essential to executing the work of assessment.

Instructions

1. Instructors of each required course should --

- a. **Identify the column on the map where their course is indicated.**
- b. **Read each student learning outcome (SLO) in the column to the left, considering whether their course addresses¹ each² SLO or not.**
- c. **If the course does not address the SLO, leave the corresponding cell blank; if it addresses the SLO, indicate the level at which the SLO is addressed, using the following abbreviations as appropriate:**

N (Novice): Level of material, instruction, and assessment is basic and appropriate for students who are new to the material.

I (Intermediate): Level of material, instruction, and assessment builds on the novice level. It is appropriate for students who have had some, but not extensive, experience with the material.

A (Advanced): Level of material, instruction, and assessment builds on the intermediate level and is appropriate for students who have extensive experience (e.g., more than one class) with the material.

2. When the same course is taught by multiple instructors, those instructors should meet to discuss which of the SLOs the course addresses. For courses where there is a full-time lead faculty member at the helm with several part-time instructors sharing the teaching load, the conversation about SLOs will occasion the opportunity for the group to discuss and come to consensus about which SLOs the course addresses and which it does not.

Example (small section of a completed map):

		X100: Intro to Business	A201: Intro to Fin. Accounting	F371: I-Core Marketing	J411: Analysis of Bus. Decisions
Goal 2: Critical Thinking in Business	SLO 2.1 Identify and describe the problem, issue, or dilemma in a given business situation.	N	I	A	
	SLO 2.2 Gather, analyze, evaluate information relevant to solving the business problem, issue, or dilemma.		N	I	A
	SLO 2.3 Articulate possible solutions to the problem, dilemma, or issue, supporting each with data or analysis.			N	I
	SLO 2.4: Select and defend the best solution to the business problem, issue, or dilemma.				A

¹ "Addresses" means the instructor actively teaches the learning outcome and assesses it (i.e., collects students work on that SLO and gives students feedback on it).

² It is NOT expected or even recommended that any course would address all of the learning goals and certainly not all of the student learning outcomes. Some courses may be very focused on just a few learning outcomes. Hence, each course should leave several, and perhaps even most, cells corresponding to the various SLOs blank, showing that the course does not address them.

Exhibit 10: Small Excerpt from Completed Curriculum Map for BUS X100

Undergraduate Business Learning Goals	Student Learning Outcomes (SLO)	X100: Intro to Business Admin
<p>1a. Business Language <i>Students will prepare and deliver written and oral messages that effectively express ideas and facts to others. Students will prepare and deliver effective oral and written persuasive arguments.</i></p> <p>Maps to IUPUI PUL 1a – Language Skills</p>	SLO 1a.1: Prepare and deliver both planned and impromptu oral presentations on selected business topics.	N
	SLO 1a.2: Critique, revise, and improve written and oral communication for both self and others.	N
	SLO 1a.3: Express business ideas in writing, taking message structure, audience, and content into consideration.	N
<p>1b. Business Quantitative Skills <i>Students will perform quantitative analysis and use the results to make business decisions.</i></p> <p>Maps to IUPUI PUL 1b – Quantitative Skills</p>	SLO 1b.1: Identify the appropriate technique, tool, or concept needed to analyze and solve a business problem or make a business decision.	N
	SLO 1b.2: Apply a technique, tool, or concept to solve a business problem or make a business decision.	N
	SLO 1b.3: Interpret or evaluate the results of quantitative analysis to solve a business problem or make a business decision.	N
<p>1c. Information & Business Resource Skills <i>Students will analyze business problems, situations and opportunities by identifying and applying appropriate and relevant information.</i></p> <p>Maps to IUPUI PUL 1c – Information Resource Skills</p>	SLO 1c.1: Identify and use current technologies to transform raw information into usable formats that enable decision-making.	N
	SLO 1c.2: Use technological concepts and relevant computer programs to solve business problems.	N
	SLO 1c.3: Apply technological concepts to organize, streamline, or improve contemporary business events.	N

2E // THE UPCOMING YEAR: LOOKING AHEAD

It is the opinion of the Chair that the newly constituted KIAC membership, working with the Kelley Undergraduate Policy Committee, now has made significant progress in improving the Assurance of Learning process and has the training and institutional longevity to expand the process of continuous improvement in learning and teaching at the Kelley School of Business Indianapolis.

As this process begins in the fall semester of 2015, the following will be addressed in the KIAC working agenda:

1. Analysis and interpretation of Assessment Reports from Fall 14 and Spring 15 (as described in Table 3 on page 3)
2. A school-wide revision of syllabi to link the individual course goals and outcomes to the SLOs (as described in Part 2C above)
3. KIAC group analysis of the Curriculum Maps (noted in 2D above) to determine level of coverage of Learning Goals in each of our programs
4. The development of a procedure for post-assessment follow and documentation of “Closing the Loop” tactics used by our faculty
5. Initiating Assurance of Learning reports in all required courses for all Kelley Indianapolis included programs
6. Collaborating with our Bloomington campus to continue preparation for our Continuous Improvement visit from our accrediting body the Association for the Advancement of Collegiate Schools of Business (AACSB)

It is the plan of the committee chair to work with the KIAC to – as in the past academic year - address these issues and make the results available in an Advisory Memo to the Kelley administration and the faculty.

SUPPLEMENT: ASSESSMENT REPORT SUMMARY AY2014-15

Undergraduate Program					
Learning Goal	NE	SE	E	VE	Total
1A	13	74	134	147	368
	4%	20%	36%	40%	100%
1B	90	117	176	109	492
	18%	24%	36%	22%	100%
1C	51	58	115	127	351
	15%	17%	33%	36%	100%
2	22	91	133	79	325
	7%	28%	41%	24%	100%
3	56	144	247	373	820
	7%	18%	30%	45%	100%
4	48	95	117	44	304
	16%	31%	38%	14%	100%
5	2	38	13	17	70
	3%	54%	19%	24%	100%
6	NO DATA				
TOTAL	282	617	935	896	2730
	10%	23%	34%	33%	100%

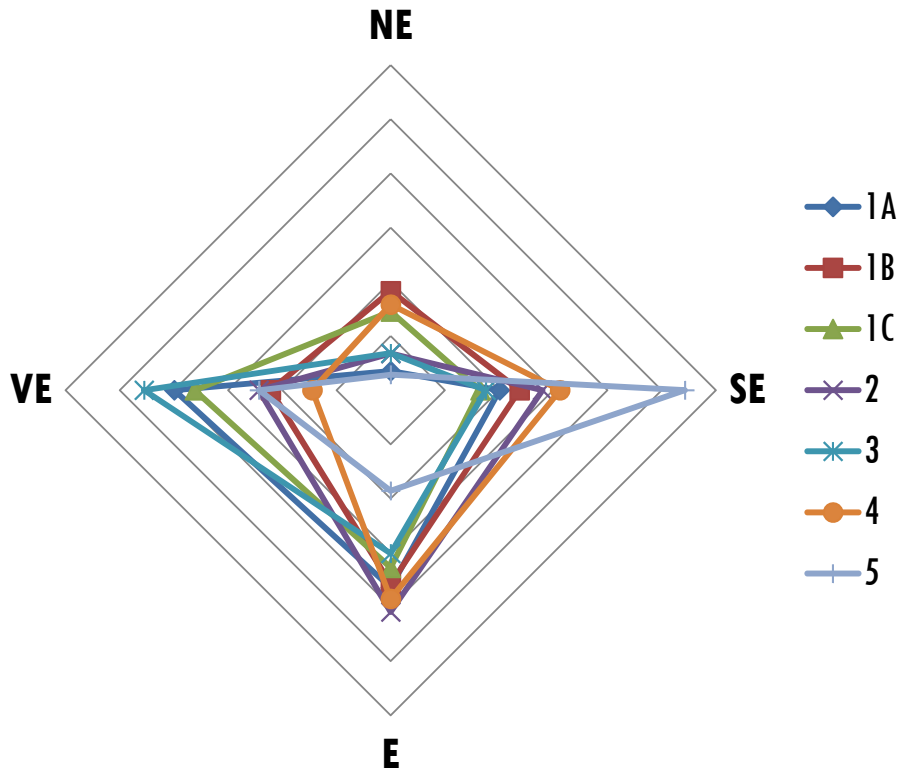
Evening MBA Program					
Learning Goal	NE	SE	E	VE	Total
1	2	2	23	30	57
	4%	4%	40%	53%	100%
2	27	70	149	67	313
	9%	22%	48%	21%	100%
3	NO DATA				
4	4	28	119	164	315
	1%	9%	38%	52%	100%
5	NO DATA				
6	NO DATA				
TOTAL	33	100	291	261	685
	5%	15%	42%	38%	100%

TABLE 5: Summary from AY 2014-15 Assessment Reports

Legend

NE	Not Effective
SE	Somewhat Effective
E	Effective
VE	Very Effective

UNDERGRADUATE PROGRAM



Evening MBA Program

