PRAC 2015-2016 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 2015-16 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, Masters in Taxation Program and Business of Medicine 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.

The Indianapolis assessment process is managed and executed by the Kelley Indianapolis Assessment Committee (KIAC). The KIAC consists of eight full-time faculty members, and a non-voting Assessment Specialist. During the academic year reported upon here, the full committee met nine 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 Kelley School of Business was reaccredited by the AACSB in 2012 and is currently in the process of completing the reporting for the scheduled re-accreditation (known by the AACSB as the "Continuous Improvement Review") scheduled for February 2017. The timing of this upcoming review has significantly altered our focus and activities in assessment during AY2015-16 from the collection of assessment data toward "closing the loop" activities.

The following report highlights KIAC activity, initiatives, and results for the 2015-16 academic year.

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

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1: ASSESSMENT REPORTING SUMMARY

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

During AY 2015-16 KIAC received faculty-generated AoL reports for the following courses:

Semester	Course	Kelley Program
Fall 2015	A524	BOM
	J523	EMBA
	A539	MSA/MST
	F523	EMBA
	I-Core	UG
	L203	UG
	P371	UG
	A511	MSA/MST
	A514	MSA/MST
	X103	UG
	A201	UG
	F371	UG
	M371	UG
	X220	UG
	X320	UG
	F305	UG
Spring 2016	A202	UG
	J401	UG
	J501	EMBA
	M501	BOM
	M501	EMBA
	X204	UG
	A523	MSA/MST
	A325	UG
	A328	UG
	Z340	UG

TABLE 1: Assessment Activity // UG = Undergraduate / MSA/MST = Master of Science Accounting/Taxation / EMBA = Evening MBA / BOM = Business of Medicine

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	BOM	TOTAL
AY 2013-14	8	1	3	0	12
AY 2014-15	22	3	1	0	26
AY 2015-16	16	4	4	2	26

TABLE 2: Year-Over-Year Assessment Volume Comparison

Notable is an increase in the number of graduate-level usable reports and the addition of Business of Medicine during AY2015-2016.

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.
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 "Advisory Memo" below for the AY 2015-16 Advisory Memo

TABLE 3: Procedure for Assessment Report Analysis

During the review period described in this report a school-wide update of KSBI Curriculum Maps was initiated and completed. This process — first proposed in AY 2014-15 —encourages continuous improvement as we consider curriculum management initiatives to ensure teaching and learning are driven by our stated Goals & Outcomes.

At the time this process was initiated, it had been nearly five academic years since Kelley Indianapolis reviewed the curriculum for coverage of the Learning Goals for each academic program. By then, some important developments had compromised the accuracy of the Curriculum Maps created during the last review period:

1. **The Learning Goals of the Undergraduate Program had been revised**
2. **New courses had been added**
3. **A new academic program had been introduced**
4. **Important changes had 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.

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**

In addition, written instructions were posted to the KIAC website with tips and suggestions for "Charting a Curriculum Map". Please see the next page for the instructions given to faculty for populating the map.

It is the belief of KIAC that the above intuitive — which required buy-in a full participation from the entire faculty at KSBI — will give our faculty and staff important tools and resources to continually improve teaching and learning at KSBI.

(Note: in the interest of brevity, the new Curriculum Maps are not displayed here, but are available for review by PRAC if desired.)

KIAC // CHARTING A CURRICULUM MAP

OVERVIEW & PREPARATION

- Required courses are listed along the top margin of the Curriculum Map
- The Program Goals — disaggregated into Student Learning Outcomes (SLOs) — are located along the Y-axis of the Curriculum Map
- The idea is to determine which SLOs (and thus, Program Goals) are assessed and in which courses the assessment occurs (or doesn't!)
- Start by contacting the instructor for each course; they will chart the Curriculum Map
- If there are multiple instructors, choose a representative and suggest they confer with colleagues to chart the map
- Please ensure all columns are charted; the map doesn't fulfill its purpose otherwise

CHARTING THE MAP

- For each column, place an "X" in the appropriate cell if the corresponding SLO is ASSESSED in the course
- Specifically, a SLO is ASSESSED if it meets all of the following characteristics:
  - An assignment is given to ALL students on an INDIVIDUAL basis
  - The completion of the assignment allows the instructor collect work or observe behavior
  - The nature of work submitted or the behavior observed allows the instructor to determine at what level of proficiency the SLO is performed by the student
  - Feedback is given to student about their level of performance relative to the standards set by the instructor. Feedback can be points, a grade, qualitative feedback, a checked rubric, or any other means of communicating to the student her or his level of performance on the work submitted or performance observed.
- Generally speaking, each column should have an "X" in at least 2 — but no more than 6 — cells and at least 2 Program Goals should be represented by the "X's"

COMPLETING THE MAP

- Collect all of the responses and compile them in one unified document (KIAC can provide assistance with this step if necessary)
- Be sure to complete all of the above NO LATER THAN November 15, 2015
- Once done, please submit your map to the Kelley Indianapolis Assessment Committee (KIAC)

EXHIBIT 1: Faculty Instructions for Populating Curriculum Maps

The result of the work of the KIAC in a given academic year is captured in the **Advisory Memo**. This memo is then transmitted to the Program Chairs for use in their committee work.

Significant teaching and learning initiatives and outcomes from program-level committee work is documented by the Program Chair of each academic program by the preparation of a **Continuous Improvement Report**. The purpose of the Continuous Improvement Report is to demonstrate the following activity at the program level:

| identification of problem or opportunity | change to program | improvement |
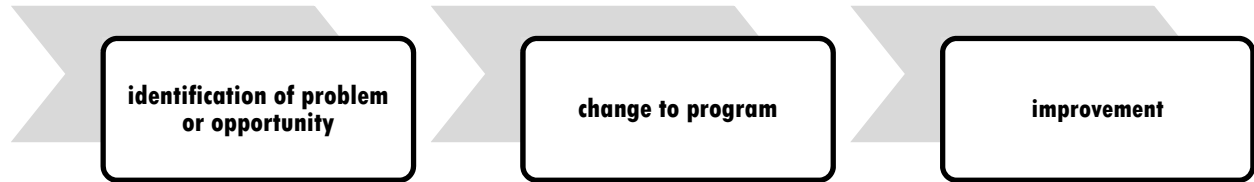
The following sub-sections of the report include Continuous Improvement Reports for included academic programs.

3A // Undergraduate Program

ACADEMIC PROGRAM NAME: **Undergraduate Program – Indianapolis**	PERSON SUBMITTING REPORT **Peggy Daniels Lee**

- **Column A //** IDENTIFICATION / Brief Identification or Name of Measures Taken
- **Column B //** RATIONALE / Specify the concern, issue or opportunity measure was intended to address
- **Column C //** DESCRIPTION / Describe the measures taken or policies initiated to improve the concern noted in Column A
- **Column D //** MEASUREMENT / How do you plan to determine if the measure taken will lead to improvement in teaching and learning

A	B	C	D
Attendance and Classroom Conduct	Faculty dissatisfaction with attendance & classroom conduct.	UGPC discussed this issue. IUPUI policy is that class attendance is mandatory. Consensus was that faculty include the attendance policy in syllabi. Conduct is an "honor code" issue. Behavior is addressed at Orientation, which is mandatory for all students. Consensus was that faculty include statements regarding conduct in syllabi.	Attendance and behavior was not mentioned in the 2015-16 Assessment Memo as a faculty concern. No evidence that this continues to be an issue.
Writing Quality	Faculty concern about writing skills.	UGPC discussed student writing quality, including the fact that the time between a student taking X204 (Bus. Comm.) and their upper level courses could be years. UGPC reviewed writing guidelines used by X100, J401, & J411 (Grimm & Wendeln). Conclusion: one citation style should be adopted. Sub-committee convened to recommend one standard.	Measures of compliance: no longer mentioned in Assessment Memos; Faculty report improvement in writing quality. Ubiquitous adoption of one writing standard among the faculty. Students demonstrate competency.

Definition of Writing Quality	Faculty concern about definition of "good writing".	UGPC consensus: define "good writing" at different stages in the curriculum and seek faculty approval for integration within the curriculum.	Faculty agree on and implement a definition of "good writing" AND the definition is routinely assessed programmatically.
Critical Thinking	Faculty integration and assessment of teaching effectiveness of critical thinking.	UGPC discussed this issue during the development of SLOs for each UBLG. Discussed using this critical thinking framework: http://www.criticalthinking.org/ctmodel/logic-model1.htm. Consensus: Faculty should decide as a collective. The framework shouldn't be codified in the SLOs. Does the CompXM exam measure critical thinking? If so, look into using it for programmatic assessment.	Measure of compliance: Faculty agree on an actionable and measurable definition of critical thinking.
Diversity & Collaboration and Business & Management Ethics	KIAC concern about the paucity of data for UBLG 5 and no data for UBLG 6	UGPC discussed Diversity & Collaboration: it should be assessed in Z371-Team Dynamics and Leadership. It was intended that Business & Management Ethics (UBLG 6) be included in Z371. The class is content-rich. UGPC will be discussing and planning for how to include UBLG 6 in the curriculum. It is currently being covered in Orientation. Should Orientation be assessed as has been proposed for Advising? If so, how?	Improvement will be indicated when we have effectively assessed both UBLGs.
Writing Skills/Quality	KIAC Management Brief Composition Recommendation.	UGPC has not discussed. Efforts to improve writing quality should occur throughout the curriculum since what constitutes good writing will vary as students move through the curriculum AND by discipline. UGPC will determine the best method to programmatically assess writing quality throughout the curriculum.	Measure has not been taken. Improvement will be indicated when this ceases to be a faculty concern AND when students demonstrate competency in writing.

EXHIBIT 2: UG Continuous Improvement Report

Additional Comments from the Undergraduate Chair:

1. Writing Quality: The I-Core faculty members have already agreed on the Chicago citation style, as revised in consultation with Mrs. Katharine Macy, University Business Librarian. The UGPC will vote on adopting this citation style on September 15.
2. Definition of "Good" Writing: The faculty needs to develop an undergraduate writing guide/manual that builds on the work that Bob Grimm and Ken Wendeln are doing in X100. The guide would address the proper business writing skills and quality needed as a student progresses through the program. The quality of work required of a senior should be more advanced than that of a freshman. The guide will reflect that progression.
3. Critical Thinking: A research-based definition of critical thinking is needed in order to accurately assess whether students have achieved this UBLG. Along with an investigation of best practices, the UGPC will also determine whether the CompXM exam should be used as a program assessment of critical thinking.
4. Diversity & Collaboration and Business & Management Ethics: Proactively assess Diversity and Collaboration in Z371-Team Dynamics and Leadership. Business and Management Ethics needs to be integrated within the curriculum with intention, using best practices. A good start would be to consult with our colleagues at KSB-B regarding the Ethics Simulation.

ACADEMIC PROGRAM NAME	PERSON SUBMITTING REPORT
Evening MBA Program	Steven L. Jones, Program Chair

- **Column A //** IDENTIFICATION / Brief Identification or Name of Measures Taken
- **Column B //** RATIONALE / Specify the concern, issue or opportunity measure was intended to address
- **Column C //** DESCRIPTION / Describe the measures taken or policies initiated to improve the concern noted in Column A
- **Column D //** MEASUREMENT / How do you plan to determine if the measure taken will lead to improvement in teaching and learning

A	B	C	D
English writing skills of international (ESL) students	A material number of ESL students have failed to perform to standards in written assignments and communication.	All applicants scoring below the 20th-percentile on the verbal portion of the GMAT (or GRE) are flagged for additional evaluation of their English language skills. If they do not demonstrate adequate skills in their interview or application essay, then they are required to take the TOEFL exam. And if they fail to score a minimum of 100, they are required to take the EAP (Early Assessment Program) exam, which indicates their deficiencies and recommends a course at IUPUI, IUPUC, or IUB for remediation.	The EMBA Program Office will follow up with faculty teaching in Module 1A about the writing skills demonstrated by the students who went through this remediation.
Attendance at in-class meetings and for Final Exams	Excessive absences, the significance of which is magnified by the hybrid model, and too many requests to take Final Exam early, to accommodate vacation plans	The program has recommended that faculty adopt an attendance policy requiring students with an absentee rate of 25% or higher to consult with the faculty member on how the course requirements can be satisfied or whether the student should drop the course. Although the program only recommends this policy, and does not require it, most faculty have gladly adopted it, recognizing that it serves to support them. Also, faculty are required to route all student requests to reschedule Final Exams through the EMBA Program Office, to maintain consistency in the handling of such requests, and all requests that are granted require the student to take the Final Exam after regularly scheduled exams.	The EMBA Program Office will follow up with faculty about student attendance.
Support for faculty teaching in hybrid (blended) format	Inadequate technical support for faculty teaching in the hybrid model, especially for those teaching core classes	Beginning this fall, the EMBA Program will sponsor periodic teaching workshops highlighting the methods used by those faculty members who have been the most successful in teaching the online component of the hybrid format.	The Faculty Chair will follow up with faculty about their experience in teaching the online component of the hybrid and whether they received adequate technical support.

EXHIBIT 3: EMBA Continuous Improvement Report

Additional Comments from the EMBA Chair:

Going forward, the Evening MBA Program has three planned initiatives that will improve outcomes for our students and either directly, or indirectly, assist with recruiting. First, we plan to build on recent success by supplementing the existing professional development components in the program. Second, our Program Office will be providing a higher level of support for our student organizations, the SAB (Student Activity Board) and KIMWA (Kelley Indianapolis MBA Women's Association), and third, we plan to introduce a "capstone" strategy component at the end of the core component of curriculum, and offer students multiple options for satisfying this component, including two new courses that will soon be in development.

The Professional Development component of our program is delivered through a series of 1.5-hour courses, X511, X522, X551, and X574. X511 and X522 are required core courses, with the former focusing on teambuilding skills, while the latter focuses on personal assessment, coaching, and career planning. X551 is an elective covering networking, communication skills and applied career planning. X574 is similar to X551 but emphasizes interviewing skills and is designed for student wishing to use the Kelley Graduate Career Services Placement office in Bloomington. We plan to add another 1.5-hour required core course to this series that focusses on applied leadership skills.

Beginning with this fall semester, we have designated our new career advisor as the liaison to our two student groups, the SAB and KIMWA. Through the advisor, the student groups' interactions with the school on finances, marketing, alumni outreach, and planning will be coordinated and supported. This way, we avoid having two student groups separately interacting with four different offices, which in the past resulted in redundancy of effort, people working at cross purposes, and general confusion.

Feedback from recent graduates of the program, in exit interviews with select students, indicates that a "capstone" course, or experience of some sort, would help students better integrate the various functional area subjects that they learned in the program's core. In response to this need, planning is in the works to add of a new 1.5-hour capstone experience to the end of the core curriculum. Students will be able to satisfy this capstone experience in several ways: 1) an international consulting experience, 2) an Enterprise experience project, 3) a new course on corporate strategy for manufacturing firms, or 4) an integrative course on general corporate strategy that we have not offered in several years. These capstone options are all well suited to provide the desired integrative experiences.

ACADEMIC PROGRAM NAME	PERSON SUBMITTING REPORT
Business of Medicine MBA Program	**Anthony D. Cox, Business of Medicine MBA Program Chair**

- **Column A //** IDENTIFICATION / Brief Identification or Name of Measures Taken
- **Column B //** RATIONALE / Specify the concern, issue or opportunity measure was intended to address
- **Column C //** DESCRIPTION / Describe the measures taken or policies initiated to improve the concern noted in Column A
- **Column D //** MEASUREMENT / How do you plan to determine if the measure will lead to improvement in teaching and learning

A	B	C	D
Created new course, Current Issues in the Business of Medicine	The healthcare industry is undergoing rapid change, and new market trends are constantly emerging which may not neatly fit within the structure permanent MBA courses, but nonetheless are important for the program to address.	The program created a new course, Current Issues in the Business of Medicine (X579, 3 credits) in which health-industry experts are brought in over the course of the program to speak to students about new and emerging topics in the healthcare industry. The professor teaching the course (currently Professor Phil Powell) will be responsible for scanning the healthcare landscape to identify emerging trends, and then recruiting expert speakers and panelists to address these trends.	Students will produce a series of deliverables, which the course instructor will use to assess their understanding of the topics addressed. In addition, student feedback (e.g., through course evaluations) will help assess the relevance of the topics covered.
Created new course, Executive Coaching	In addition to acquiring technical business knowledge, many of the physicians in the program have expressed a need to develop the personal and interpersonal skills required to be effective leaders.	The program created a new course, Executive Coaching (W579, 3 credits). This course includes readings, group activities (e.g., lectures) and one-on-one executive coaching.	Each student develops and refines a personal leadership-development plan over the span of the course, which tracks his/her progress in achieving personal leadership development goals.
Major redesign of core marketing course.	Student feedback indicated that some topics contained in the traditional MBA core marketing class were perceived to be less relevant in a healthcare context.	The professor teaching the core marketing course (Professor Kim Saxton) initiated a major course redesign, increasing the focus on service marketing, and other marketing topics that are especially relevant to healthcare organizations.	Student feedback (e.g., in course evaluations) toward the redesigned course has been extremely positive, which is now perceived to be highly relevant to healthcare leaders.

EXHIBIT 4: BOM Continuous Improvement Report

Additional Comments from the BOM Chair:

1. The Business of Medicine MBA program has received feedback, from both students and faculty, that 6-week classes often did not allow sufficient depth of coverage (especially of more technical business topics), and that the mid-quarter transition between 1st and 2nd six-week classes often caused workload bottlenecks that students found overwhelming and detrimental to learning. In response, we are in the process of reducing the number of 6-week classes, in part by transitioning several core courses from a 6-week to a 12-week schedule. We believe this will improve students' depth of understanding of core business and analytical concepts (Learning Goal 3).

2. The first three cohorts to enter the BoM program, were offered an elective course on healthcare public policy that includes a one-week trip to Washington DC. The student feedback on the value of this course has been so positive that the program has decided to have all students (beginning with the class of 2018) participate in the course/trip, which will occur at the end of their program (Learning Goal 2a).

3. A central goal of the BoM program is to empower physicians to be agents of positive change within their healthcare organizations. However, in discussions with program faculty and students, it emerged that while the program helped the students identify changes that needed to occur in their organizations, there was no course that provided them with the tools to actually effect those changes. To address this issue, we have just offered a new course called Organizational Change, on which we have received excellent student feedback (Learning Goal 5).

3D // MSA/MST Program

ACADEMIC PROGRAM NAME	PERSON SUBMITTING REPORT
Indianapolis Graduate Accounting Programs (Master of Science in Accounting / Master of Science in Taxation)	**J. Reed Smith, Program Chair**

- Column A // IDENTIFCATION / Brief Identification or Name of Measures Taken
- Column B // RATIONALE / Specify the concern, issue or opportunity measure was Intended to address
- Column C // DESCRIPTION / Describe the measures taken or policies initiated to improve the concern noted in Column A
- Column D // MEASUREMENT / How do you plan to determine if the measure taken led — or will lead to — improvement in teaching and learning

A	B	C	D
Engagement in professional activities	Professional engagement, both in terms of social and intellectual activities improves the long-term career potential of our students.	We have initiated several activities to improve professional engagement. We offer frequent get-togethers with faculty, students, and alumni in the evenings. We also are offering one day seminars in skill sets that are important to our graduates in Excel, ACL (audit software), and others.	To date measurement has been informal. We plan to measure attendance at our professional events and track our success over time.
Diversity and inclusion	An atmosphere of inclusion is important to the accounting profession and to our program. It helps our graduates function more successfully in a diverse business environment.	We plan to encourage diverse populations to apply to our program because we believe that we provide a solid opportunity for success for these students. I speak to the undergraduate orientation students and try to impress upon them the opportunities that our program provides for them. We also attempt to encourage these students to be engaged in our social and professional activities.	As with all programs, we continue to track our enrollment of diverse populations.

Integrity issues for International students	Many of our international students have difficulty understanding the culture of academic honesty and the related concept of business ethics.	We have offered and plan to continue to offer seminars and special sessions for our international students that impress upon them the cultural difference in academic and business settings – particularly between China and the U.S.	We can measure our success by (1) attendance and engagement with the activities we offer and (2) the occurrence rates of academic dishonesty cases related to these students.
Improving writing and communication skills	Students that have enrolled directly after their undergraduate programs and our international students both need additional guidance in their writing and communication skills.	We continue, especially in our Advanced Audit, Advanced Taxation, and Financial Statement Analysis courses to force our students to engage in written and spoken communication.	These skills are measured by the faculty teaching these courses.

<div align="right">EXHIBIT 5: MSA/MST Continuous Improvement Report</div>

Additional Comments from the MSA/MST Chair:

Historically, our program has focused on students that are not Kelley undergraduates. In addition, our program has been mainly "part-time". As a result, the students and graduates of our program have not been as completely engaged as have been the students in many other Kelley programs. Therefore, a major focus of the program over the past four years has been to improve student engagement. This initiative has four prongs. The first is to get our students more engaged with each other and with the faculty. The second prong is to involve our alumni and other local professionals with our students and build community between our students and the profession. The third prong is to provide more intellectual content for our constituencies that differentiates our program from the undergraduate experience. Finally, we hope that by fostering engagement and community, we will ultimately improve the opportunities for development activities with our graduates and within the local accounting community.

As a first step, we have initiated evening social events during each semester, led by various faculty members. We invite alumni and younger professionals, as well as students and faculty to these events. They have turned out to be quite popular and are becoming better attended each time. This allows, in a relaxed atmosphere, for our students and faculty to interact. But, it also allows our students to get to know professionals in the community. While it is not an official "recruiting" event, it does allow students to have additional face time with local professionals. We look to our attendance as a measure of our success here. But, word of mouth has indicated that this is becoming a "feature" of our program – both within our students and within the accounting profession in Indianapolis.

When recruiters come to campus to recruit our students, we always (thanks to John Hassell and Bill Kulsrud) take them to lunch and show our appreciation for the time that they spend with our students. It allows us to engage with and cultivate this important constituency. Various faculty have also taken the opportunity to meet with firm members for lunch throughout the year and to visit their offices.

We are also offering seminars to our students to "sharpen" their skill set and to improve their marketability. This semester, for example, we are offering a full-day Excel seminar to MSA/MST students. In the morning, the focus will be on making certain that those students who are not Kelley-trained can be brought up to speed with basic Excel skills. It will also

provide an opportunity for others to brush up on their skill set. In the afternoon, we plan to move on to more advanced skills. We have heard from professionals that they desire more of these skills in our graduates and we are taking steps to fill that need. We also plan to have BKD offer a seminar to our MSA students on ACL, which is an audit software package. Frequently, in interviews, students have been asked about their familiarity with audit software packages. And while Diane Sturek does go over ACL in her audit class, we believe that better familiarity with this tool will improve the marketability of our students. Finally, to "close the loop" on these relationships, we have initiated a program to bring professionals in to the mix by offering CPE for our tax classes. Tax professionals can earn 45 CPE for every 3 hour class that they take. Our ultimate goal is to convince them to join our program to complete their Master's degree. That will be the measure of our success in this initiative.

A second topic in our continuous improvement initiatives relates to the challenges of educating our large international constituency. These students and the Chinese students in particular, offer unique challenges. First, they have language challenges. Also, they have cultural challenges. And finally, they tend not to be as engaged (perhaps because of language discomfort). We have found that our social initiatives are helping in ALL THREE of these areas. These students do attend these social activities well and they get engaged with their fellow students and with the faculty and alumni. This, in turn, will improve their language skills and help to mitigate cultural divisions. We must, however, also face the language skills and the cultural issues directly. In China, these students had a much more cooperative learning experience in their college education. In the U.S. this cooperation translates to academic dishonesty. Our faculty has worked diligently to help this population to understand the "rules" in a U.S. educational system. We are offering "seminars" with one of our faculty, Lin Zheng, so that perhaps she can orient them to our expectations. We will know about how successful this is as we monitor our cases of academic misconduct within this population. In terms of language skills, our faculty demand written and oral communication in several of our advanced classes (primarily auditing and tax) and we will continue to monitor the success of these endeavors.

The KIAC focused primarily on "closing the loop" activities during AY2015-16. As part of this focus, the KSBI faculty was given the opportunity to document Continuous Improvement in teaching and learning by responding to the following survey question:

> **The AASCB's Assurance of Learning requires schools to show that they not only are using learning goals in the curriculum, but also that they assess student learning and continuously improve the learning process based on those assessments. These continuous improvement efforts can fall into three categories: 1) Curriculum, 2) Instruction and 3) Process. The Assessment Committee as part of the Accreditation process will capture the first category, Curriculum, via the Programs. But, we need your help to capture examples at the individual instructor level. Since you've participated in course Assessment in the last 2 years, we are asking you to <u>take 5 minutes</u> to share ONE example of how you used the Assessment information to do one of the following:**
>
> - **Instruction – course improvements such as including more teaching material, changing in-class activities or exercises, and/or changing assignments, etc. to increase the % students at the Effective and Very Effective levels**
>
> - **Process – improvements to the assessment process for this course such as changing the assessment itself, how you evaluate students' work or even how you interpret the assessment data, etc.**
>
> **This "Quiz" has 2 questions for you to complete - categorizing your improvement and describing the improvement. Thanks for helping the Kelley School document the way we improve student learning!**

EXHIBIT 6: Faculty Instructions for Documenting Continuous Improvement

Selected responses are given in the table below:

Name	Type of Improvement	Comments
Susan Cauble	Instruction	The nature of the assignment is as follows: The student receives an email from a "client" that contains a given set of facts. The student must seek out the relevant primary authority, which leads to additional questions of the "client". Through research and communications with the "client", the student develops a file memo that identifies the relevant facts, issue and conclusion. The conclusion is based on a in-depth analysis of these primary resources. In the past, students experienced difficulty with identifying the relative primary authority for a given set of facts. This term, I changed the way I answered the student's questions. These answers were a bit more detailed and guided the student more into the right direction. As the Tax Code is extremely complex, I feel this "guidance" still led to outcome intended for the assignment--finding the relevant primary authority, relating it to the facts assigned, and reaching the correct conclusion.
Kim Donahue	Instruction	One of the methods I used in assessment for measuring the scores on specific case related, critical thinking questions on exams to the overall exam score. This, as well as follow-up discussion in the classroom showed me that when taking exams students had problems differentiating between factual questions and critical thinking questions. They were attempting to remember notes or textbook information to answer critical thinking questions. So for the 2nd part of the course I made a point in lecture to specifically label critical thinking type questions during our discussion and then to inform them that the last 10 questions on the exam would be critical thinking (for example). As a result students did better on those questions and they experienced fewer frustrations during the exam itself.

John Hassell	Instruction	Based upon fall 2015 assessment in A312 (Intermediate Accounting II), I plan on changing the way that I cover earnings per share (EPS) the next time I teach the course (summer 2016). Computing EPS is a complex process that requires the student to integrate knowledge from various topics. The percentages of students who were ineffective, while consistent with historical norms, indicate that students have not been able to master the material. I intend to develop new introductory materials to help students understand the concepts and computational template before jumping into the computations.
Randy Heron	Instruction	I plan to provide a few more examples along the areas I assess and perhaps point out the "key concept" being tested on assignments. I may also incorporate a few individual quiz assignments to allow both me and students to gauge individual progress prior to the mid-term and final exams.
Peggy Lee	Instruction	P374 - Honors Operations Management is taught once per academic year in the Fall, so these changes cannot be implemented until Fall 2016. [NOTE: A second section of Honors I-Core has been added for Spring 2017.] As a result of the assessment of P374 - Honors Operations Management, which was completed in Fall 2015, I intend to change the course delivery in the following ways, effective with the Fall 2016 course: 1. Integrate the Practice Operations simulation into the fabric of the class. This means giving students in-class time to work on the simulation in teams and individually, facilitated by discussion of the rationale for the decisions. [We are considering adopting the Fresh Connections simulation for the regular I-Core Operations Management classes. If that happens, I will substitute Fresh Connections for Practice Operations.] 2. To encourage students to read the material prior to class, include an interactive "quiz" at the beginning of each class period when starting on new material. I've used Kahoot successfully in the regular sections. Students use their smartphones, tablets or laptops to answer questions and receive immediate feedback. This gives me a chance to discuss why each answer is or is not correct. The scores are shown after each question, so it can become quite competitive. 3. Balance the focus of quantitative assignments: equal parts "getting the right number" and "what do we do with the number?" to emphasize decision making using quantitative analysis.
Julie Magid	Process	I created a more direct assessment of application of ethical theory by giving in-class examples in an interactive fashion followed by a quiz. In-class, I describe a scenario involving use of a limited resources and 2 competing demands for that resource (a student represents these competing demands) then the other students in the class move to the side of the room to show how they would address this issues and explain their thought process and the ethical boundaries behind that choice. The next class meeting, students take a quiz to state the ethical theories they used in the in-class exercise and respond to additional ethical scenarios.
Liz Malatestinic	Instruction	Having participated in this process has been very beneficial. With low success in my moderate UBLG, I felt the solution would be to reinforce the material in lectures better for learning purposes. With that in mind, I became much more cognizant this past semester of how I was approaching that material. To my surprise, I realized that while I measured this data on the first test, I didn't really thoroughly cover it until the second half of the semester. That realization called for a quick overhaul of my lectures and test and I expect to see better outcomes in the future.

Melissa Nemeth	Instruction	K201 courses added a vocabulary assignment Fall 2015 to go along with Concepts Material as a result of student comments and feedback on the course evaluations. Students noted that they needed more preparation for the Concepts Exams, so we are working to provide additional learning opportunities through this assignment. Fall semester we had the students fill in Excel file definitions as homework, Spring 2016 we are trying to use the definitions file during class lectures as a note taking option.
David Steele	Instruction	US & Global Market Conditions reports now have an improved rubric, and are directly linked to the cases the student is assigned. Prior to the assessment, students could report on any US or global market condition in their weekly reports that was of interest to them. For example, using the improvement derive from the assessment, if a student were assigned the Disney case, and they are reporting on global market conditions this particular week, they may want to report on Shanghai Disney Resort, opening June 16. The rubric requires key business issues to be highlighted, e.g. what is the business reason for this expansion, do we know projected revenues and how this will fit into the "parks & resorts" sector contribution to margin for the enterprise. Students need to cite their sources such as Bloomberg, WSJ, Disney 8-K filing etc.
Sam Tiras	Instruction	To better blend the course introduction and expectations of the course, with what is actually taught in the course, I overhauled the primer to be seamless in the way I instruct A524. The examples and way in which lectures are offered now match throughout, creating clearer instruction and improving the students understanding.
Ken Wendeln	Instruction	Students are required to complete a comprehensive online CompXM assurance of learning assessment at the end of the course that includes a simulation (similar to the Capstone simulation used throughout the class) as well as a series of 'board queries' (which are not taught during the class but rely on prior knowledge from other courses) - and are considered the their final exam for J411. In order to better prepare the students for the board queries, I am now: 1) including specific discussions and exercises during the class so that they can apply these during the semester and 2) doing a more comprehensive review prior to their starting the CompXM.
Kim Saxton	Instruction	With our Business of Medicine program, physician students learn marketing for the first time. The final assignment is to apply 1 concept from the course to their organization. This was a task in mastering marketing in its depth. Many students applied the entire content of the course at a very high level to their organization. In essence, they focused on breadth instead of depth. I realized that while they may understand the concepts in the course, I had not connected the dots about when/where to apply each concept. So, I am building into the next course ways to connect them from perceived problem, to the concept that should or even could be applied to it.

Table 4: Faculty Responses to Closing the Loop Survey

5: 2015-16 KIAC ADVISORY MEMO

In AY2015-16, KIAC continued 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".

August 17, 2016

From: Todd Roberson, Chair (on behalf of the full committee)
To: Ken Carow, Phillip Powell, Peggy Lee, Steve Jones, Reed Smith & Tony Cox

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 <u>continuous improvement</u>. 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 2015-16 academic years suggests the following action items for the 2016-17 academic year:

The Assessment Process

1.   ASSESSMENT RATING TRACKING

KIAC strongly suggests that assessment ratings (VE, E, SE, NE) be <u>tracked more thoroughly by program</u> and <u>course level to spot trends and possible areas of opportunity</u> moving into the next assessment period.

2.   AUTOMATION OF ASSESSMENT RESULTS

KIAC should move toward using Canvas technology to capture ratings noted in #1 above to produce a .CSV file for easier analysis and sharing of assessment ratings.   It is hoped that <u>necessary staff resources to accomplish this can be allotted to the KIAC.</u>

3.   ADJUNCT FACULTY TRAINING

<u>Assessment training</u> similar to that offered to full-time faculty should be offered – and made a <u>condition of employment</u> - to adjunct faculty as well. The training could be delivered by Todd Roberson or another member of the KIAC at a time deemed appropriate by the Associate Dean.

4.   ADDITIONAL TRAINING FOR FULL-TIME FACULTY

Analysis of Assessment Reports suggests that <u>additional training</u> is needed for full-time faculty, in particular understanding the <u>audience for the reports</u> and the need to include <u>actionable outcomes in the report</u> from experience in the classroom.

Curriculum Management

5.   PRESENTATION SKILLS IN THE CURRICULUM

Assessment Reports often note <u>concern among the faculty regarding presentation skills</u>; yet it is unclear where exactly presentation skills fit into the curriculum. KIAC suggests a review of the curriculum to determine <u>in which courses presentation skills</u> are an important part of student outcomes – and to <u>establish coordination</u> among courses where presentations are a key to student learning.

6.   MINIMUM OR COMMON PRESENTATION STANDARDS

(Please see #5 above). KIAC suggests the <u>creation of a faculty task force to draft, share and implement a set of common standards</u> – by course level - for presentations to be used for all KSBI programs.

7. 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.

8. MATH PREREQUISITES & BUSINESS MATH

Concern over the math skills of undergraduate and accounting students has been constant in Assessment Reports over several years. KIAC suggests a review of the math prerequisites and consideration of the need for a Business Math course for all undergraduate students. KIAC stands ready to coordinate this process – if needed – with the Department of Mathematics at IUPUI.

9. ADVANCED EXCEL COURSE

Related to #8 is a concern over the information resource skills in a number of courses – in particular the use of Excel in courses with heavy quantitative content. KIAC suggests consideration of the creation of an elective course in advanced Excel and quantitative skills.

10. USE AND COMPOSITION OF THE "COMP XM"

The required COMP XM tool in J411 is seen by the KIAC as an opportunity for pairing with another tool for a pre/post-test format. KIAC suggests:

- Considering the development of an accompanying "pre" test for use with the COMP XM
- Working with Capsim® to develop and/or modify the existing COMP XM and develop the "pre" portion of the testing pair

11. GRADING IN CAREER SERVICE COURSES

Assessment Reports from X220 & X320 suggest that an extremely complex grading system produces an environment where nearly all students receive "A"s in a skills-based environment. KIAC suggests considering assigning "Pass/Fail" grades in Career Services courses to remove any artificial inflation of GPAs and focus on the acquisition of skills rather than a grade.

Teaching & Instructional Design

12. INSTRUCTIONAL WORKSHOPS

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

- Application Oriented Activities in the Classroom
- Problem-based & Case-based Learning & Teaching
- Communicating a Main Idea in a Business Report or Presentation

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.

13. WRITING SAMPLES & FACSIMILIES

KIAC suggests that in each course or departmental course where writing is a significant component, the instructor provide students examples of what is considered effective writing by the instructor or coordinating instructor.

14. PROFESSIONALISM & BUSINESS COURTESY EXPECTATIONS

Several Assessment Reports expressed concern about students meeting instructor standards of professionalism and business courtesy in the classroom; yet there is no coordinated standard or policy for defining or enforcing standards of professional conduct. KIAC suggests a task force or group faculty to define and set standards of decorum and courtesy in the classroom that can be uniformly applied to KSBI courses.

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 Chair