AY 2018-19

PRAC REPORT

Kelley School of Business Indianapolis

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THE STATE OF ASSESSMENT AT KELLEY INDIANAPOLIS

Todd Roberson

In general, our assessment and curriculum management activities at the Kelley School of Business Indianapolis (KSBI) suggest that our students are learning what we want them to learn, as enumerated in the Learning Goals and Objective in each of our four academic programs.

Our philosophy, however, as guided by our accrediting body the Association for the Advancement of Collegiate Schools of Business (AACSB), focuses on CONTINUOUS IMPROVEMENT. Our Program Chairs (noted on the cover page of this report) use faculty-produced Assurance of Learning (AoL) and State of learning (SoL) reports to guide them in their efforts to continuously improve learning at KSBI.

Assessment responsibility KSBI lies at the Program level; our Program Chairs request assessments from faculty based upon their long-term assessment plans to cover the Learning Goals & Outcomes, generally in a 5-year cycle of peer review by the AACSB. The Assessment Coordinator manages the collection of reports, provides technical assistance and feedback for report drafts and maintains the Canvas-based assessment presence of KSBI in which all faculty are enrolled.

Two important elements of the structure and state of assessment at KSBI are further discussed below.

ASSESSMENT MODALITY

There are two modes of assessment currently in use at the Kelley School:

- ASSURANCE OF LEARNING (AoL) REPORT

This mode of direct assessment employs a two-step process, consisting of a plan, reviewed by the Assessment Coordinator, followed by a report due at the end of the semester. A template is provided for the faculty, directing the participating faculty to construct a 4 node rubric for a course-embedded assessment tool focusing on assessment of a Student Learning Outcome (SLO) as directed by the Program Chair. Upon approval of the plan, the participating faculty then populates the data during the semester, and submits the final report at the end of the semester. In all programs, approximately 1/2 of scheduled assessments use this mode of assessment.

The primary function of this mode of assessment is to meet AACSB guidelines; a secondary function is to provide information to Program Chairs for curriculum management.

	AoL PLAN DUE DATE	AoL REPORT DUE DATE
FALL	Oct 15, 2018	Dec 21, 2018
SPRING	Mar 15, 2019	May 15, 2019

- STATE OF LEARNING (SoL) REPORT

This mode – based upon current best practice suggested by the Association for Assessment of Learning in Higher Education (AAHLE) – is a one-stage process consisting of a reflective one-page questionnaire to be completed by participating faculty at the completion of the semester. The questionnaire is designed to surface opportunities to improve student learning through policies, curriculum and student preparation at the program level. Approximately 1/2 of scheduled assessments use this mode of assessment.

The primary function is to provide information to Program Chairs for curriculum management. A secondary function of this mode of assessment is to meet AACSB guidelines.

	SoL REPORT DUE DATE
FALL	Dec 21, 2018
SPRING	May 15, 2019

ASSESSMENT CLUSTER INVENTORY

During AY 2018-19, Program Chairs requested assessments for the following courses:

UNDERGRADUATE PROGRAM // FALL

Course	Faculty Member	GOAL ASSESSED	REPORT TYPE
A100	Diane Sturek	1b	AoL
A201	Angela Andrews	2	SoL
A201	Martin Birr	3	AoL
A202	Lin Zheng	2	AoL
A202	Kevin Yancey	3	SoL
A204	David Farber	2	AoL
K201	Melissa Nemeth	1C	AoL
K204	Melissa Nemeth	1C	AoL
L203	Judith Wright	6	AoL
L204	Judith Wright	6	SoL
X100	Demetra Andrews	2, 3	SoL
X105	Demetra Andrews	2, 3	AoL
X103	Emily Murphy	1A	AoL
X203	Emily Murphy	1A	AoL
X204	Melinda Phillabaum	1A	SoL
X220	Enjoli Hampton-Brown	1A, 1C	AoL
X320	Enjoli Hampton-Brown	1A, 1C	AoL
Z340	Liz Malatestinic	5, 6	SoL
F371	Mike Steinhardt	1B, 2, 3	AoL
F374	Mike Steinhardt	1B, 2, 3	AoL
M371	Kim Donahue	1B, 2, 3	AoL
P371	Mark Ippolito	1B, 2, 3	AoL
Z371	Jim Flynn	2, 5	AoL
Z374	Charlotte Westerhaus-Renfrow	2, 5	SoL
I-Core	Mark Ippolito/Kim Donahue	5	SoL
J401	David Steele	1B, 1C, 4	AoL
J402	David Steele	1B, 1C, 4	AoL
J411	Todd Roberson	4	SoL

BUSINESS OF MEDICINE PROGRAM // FALL & SPRING

Course	Faculty Member	GOAL ASSESSED	REPORT TYPE
G512	Phil Powell	6.1	AoL

EVENING MBA PROGRAM // FALL & SPRING

Course	Faculty Member	Goal Assessed	REPORT TYPE
G511	Kyle Anderson	1	AoL
F548	Randy Heron	1	SoL
P561	Mark Frohlich	2	SoL
W511	Hermann Ndofor	5	AoL

GRADUATE ACCOUNTING PROGRAMS // FALL & SPRING

Course	Faculty Member	GOAL ASSESSED	REPORT TYPE
A523	Reed Smith	4	AoL
A511	John Hassell	1	SoL
A539	James Motter	1	AoL
A534	Diane Sturek	5	SoL
A575	Kevin Yancey	3	AoL

UNDERGRADUATE PROGRAM // SPRING

Course	Faculty Member	GOAL ASSESSED	REPORT TYPE	Course
P374	Peggy D. Lee	1B, 2, 3	SP	SoL
I-Core	Mark Ippolito/Kim Donahue	5	SP	SoL
J401	Lisa Ketner	1B, 1C, 4	SP	AoL
J411	Kendra Reed	4	SP	SoL
W494	Jim Flynn	5, 6	SP	SoL
A100	Diane Sturek	1b	SP	AoL
A201	Angela Andrews	2	SP	AoL
F371	Mike Steinhardt	1b, 2, 3	SP	AoL
M374	Helen Colby	1b, 2, 3	SP	AoL
P371	Mark Ippolito	1b, 2, 3	SP	AoL
Z371	Jim Flynn	2, 5	SP	AoL

CONTINUOUS IMPROVEMENT IN THE EVENING MBA PROGRAM

Kyle Anderson

PROGRAM DIRECTOR'S SUMMARY

The 2018-19 academic year marked the beginning of an important transition for the Kelley Evening MBA program. Beginning in the Fall 2017, the Kelley Indianapolis faculty embarked on a comprehensive curriculum review. A curriculum review committee was formed comprised of faculty from multiple disciplinary areas as well as key program staff. The review committee was chaired by Cathy Bonser-Neal, a past program chair, while Associate Dean Phil Powell served as interim program chair. During the 2017-18 academic year, the new core curriculum was approved by the faculty, along with new program learning goals. The Evening MBA policy committee worked throughout the 2018-19 academic year to identify the elective offerings, major requirements, and other elements of the new curriculum. These final elements of the new curriculum were approved by the faculty in February 2019, setting the stage for full-scale implementation beginning in Fall 2019.

As a result of the sizable changes in the curriculum, the focus of this memo on continuous improvement through identifying the significant changes that occurred within the curriculum and setting some of the guidelines for how we will evaluate the success of the new curriculum in meeting our new learning goals. The following are some highlights in the changes in the learning goals and curriculum that will be evaluated in future assessments.

- The new Evening MBA program learning goals are comprised of seven broad areas of learning goals, with 3-5 student learning outcomes embedded under each learning goal. The program learning goals are included in the Appendix to this memo.
- There are significant areas of overlap between the prior learning goals and the new learning goals. For example, Learning Goal 4: Ethical Decision Making is largely unchanged. The previous learning goal of an Integrative Global Perspective is now expressed as Learning Goal 5: Global Intelligence.
- One area of emphasis for the Curriculum Review Committee is defined in Learning Goal 2: Analytical Intelligence. The faculty feel strongly that the ability to use data-driven decision-making is an important element for all MBA students. This goal focuses explicitly on the ability to collect, analyze, and interpret data to make better decisions. To meet this new learning goal, a new required course was developed in Business Analytics, but also, the ability to handle and interpret data are emphasized in a number of existing courses.
- A second area of emphasis within the new learning goals is Learning Goal 6: Professional Presence. The Kelley Evening MBA program is designed to help our students earn a seat in the boardroom. In addition to business knowledge, it is important that our students have an executive presence that will help them earn promotions within the organization. Professional presence encapsulates a number of key skills including emotional intelligence, communication, and leadership skills. Key courses are our series of Executive Skills courses, including Executive Orientation, Business Management Simulation, Business Communication.
- The program moves to quarters beginning Fall 2019. There are a few ways that this will directly impact the learning outcomes in the program. First, we are restricting the course load that students can take at any time to 7.5 credit hours per quarter. In the past, students have regularly taken 9-12 (or more) credit hours in a semester, leading to sub-optimal effort and performance in their classes. By focusing the students to two traditional classes, plus at most one Executive Skills 1.5 credit hour course, faculty can expect better and more consistent effort on the part of students.

On the whole, we believe that the new Learning Goals will better prepare our MBA students to meet the challenges they will face in the workplace, and will help them better achieve their personal goals. In addition, we expect that the design of the new curriculum will allow them to better meet these Learning Goals.

Due to the transitioning curriculum, fewer classes and learning goals were assessed during the 2018-19 academic year than would be normal. The program was reluctant to evaluate the effectiveness of courses that would be phased out in meeting learning goals that would be changing. However, the next section does provide an overview of the learning assessments that were conducted.

PROGRAM ASSURANCE & STATE OF LEARNING

ASSURANCE OF LEARNING		**STATE OF LEARNING**	
REPORTS REVIEWED	PROGRAM GOALS ADDRESSED	REPORTS REVIEWED	PROGRAM GOALS ADDRESSED
1	SLO 1.2 – Critical Analysis and Problem Solving	3	SLO 1.2, SLO 2.1, SLO 6.4

The reports reveal that most faculty feel that the learning goals are being met by the existing course materials and structure. However, there are also concerns with how the changing structure and curriculum will achieve the goals of the courses and the program.

Here are some observations:

- Length of course and volume of material are concerns for the faculty. Due to heterogeneity of students' backgrounds and abilities entering into the program and core courses, it is difficult to teach a comprehensive course in an area. Professor Cathy Bonser-Neal notes that there is a lot of material in macroeconomics, while the course only lasts 8 weeks. This is a common theme among faculty. This is exacerbated by the fact that some students have had prior coursework in an area, while others have not. So creating a challenging and deep course to maintain the rigor of the program can be difficult in a short time.
- Another challenge is the volume of work that students have during an intensive program, along with external challenges from work, family, etc. Our faculty challenge students to put work in, but high variance in student commitment leads to varied outcomes.
- Resources are not always available to meet students' needs. This is especially true in the professional development and career insights areas. Our program goals include some that instruction that is best delivered one-on-one or in small groups. For example, career development planning can be taught to large groups of students. But an effective way of helping students reach their career goals is through one-on-one coaching. Due to limited resources of faculty and staff (and a high volume of students) maintaining the resources need to meet these goals will continue to be a challenge in the program.
- The changing structure of the program will definitely impact learning. Faculty are optimistic that these changes will help the program better meet the learning goals, however this should not be taken for granted.

CONTINUOUS IMPROVEMENT PLAN

The coming two years will be an exciting time for the Kelley Evening MBA Program. Fall 2019 represents our first cohort that will fully participate under our new curriculum. This new cohort will graduate in August 2021, completing the first full cycle of the program. During this period, we will have fully implemented our new Learning Goals, developed and implemented at least four new core courses, plus more than 12 new electives.

The Program Chair and Evening MBA Policy Committee will work to ensure that the new curriculum is achieving its Learning Goals and meeting the needs of students, faculty, and staff. Here are some areas of focus for the coming year:

- Gather more feedback from students. The program will put an emphasis on gathering information from students about how they perceive the program is meeting their needs. This information gathering will be done in the form of course evaluations, but also informally through the academic advisors and program staff, as well as direct conversations with students.
- Expand the State of Learning reporting from the faculty this year. Unfortunately due to some transitions in the program chair role and the changing of the curriculum, a smaller sample of reports was collected than is optimal. Now that we have a new program and curriculum, it is even more important that we focus on collecting data from the faculty.
- Better share the Learning Goals with students. While faculty include Learning Goals on the syllabi, and show the linkage between their course material and the Learning Goal, students are often unaware of the background of how/why the Learning Goals were chosen and how they fit together. We will use our Orientation to provide a better overview of the overall goals and outcomes of the program so students can buy into the process.

Our program has taken a significant step forward over the past two years with the development and implementation of the new curriculum. We know that the curriculum is a "living" entity that will need to change and grow to meet the needs of our students.

Appendix

Evening MBA Learning Goals and Student Learning Outcomes

1. Foundational Business Knowledge

Understand the process of management decision making.

- **SLO 1.1**: Identify the information required to answer management questions.
- **SLO 1.2**: Define sources of sustainable competitive advantage for an organization.
- **SLO 1.3**: Quantify the impact on enterprise value of a business decision.
- **SLO 1.4**: Link business decisions to measurements of performance.

2. Analytical Intelligence

Manage the collection, analysis, and interpretation of data necessary to lead an organization.

- **SLO 2.1**: Determine the data and analytical methods needed to solve a business problem.
- **SLO 2.2**: Identify how new technology enhances efficiency and decision-making.
- **SLO 2.3**: Use analytics to describe data, detect patterns, and assess the likelihood of different outcomes.
- **SLO 2.4**: Interpret and communicate conclusions from quantitative analysis.

3. Strategic and Entrepreneurial Effectiveness

Identify new market opportunities and build business models to capture value.

- **SLO 3.1**: Envision and recognize new products, processes, and services that create value.
- **SLO 3.2**: Define opportunities and threats faced by new ventures.
- **SLO 3.3**: Understand methods to generate and execute a competitive strategy.
- **SLO 3.4**: Allocate resources to efficiently implement and sustain a business strategy.
- **SLO 3.5**: Demonstrate response to market uncertainty, industry innovation, and technological change.

4. Ethical Decision Making

Evaluate business challenges and opportunities using legal and ethical frameworks.

- **SLO 4.1**: Understand the ethical and legal issues germane to a business problem.
- **SLO 4.2**: Identify the legal boundaries of a business problem and advocate legally valid solutions.
- **SLO 4.3**: Evaluate the impacts of management decisions on internal and external stakeholders.
- **SLO 4.4**: Select and defend logically consistent solutions to ethical dilemmas.

5. Global Intelligence

Seek market opportunities and address management challenges across countries and cultures.

- **SLO 5.1**: Link cultural, political, institutional, and regulatory differences to business strategy and performance.
- **SLO 5.2**: Leverage social, intellectual, and geographic diversity to maximize organizational effectiveness.
- **SLO 5.3**: Adapt business models to institutional voids and changing global economic environments
- **SLO 5.4**: Appraise political and macroeconomic drivers of opportunity and risk in global markets.

6. Professional Presence

Communicate, persuade, and act to achieve desired organizational outcomes.

- **SLO 6.1**: Demonstrate emotional intelligence in management situations.
- **SLO 6.2**: Understand the interests and sensitivities of organizational stakeholders.
- **SLO 6.3**: Lead and collaborate with high performance teams to achieve organizational objectives.
- **SLO 6.4**: Make, communicate, and justify decisions within the context of organizational strategy.
- **SLO 6.5**: Exhibit managerial perseverance in the face of uncertainty and obstacles to success.

7. Career Insight

Define and implement a personal plan for career and professional advancement.

- **SLO 7.1**: Develop and communicate a personal brand.
- **SLO 7.2**: Comprehend career tradeoffs and link personal aptitude, traits, and experiences to chosen career trajectories.
- **SLO 7.3**: Identify skills required to be an effective executive leader and decision maker.

CONTINUOUS IMPROVEMENT IN THE BUSINESS OF MEDICINE PROGRAM

Christopher Porter

The Business of Medicine MBA Program launched several initiatives this year that focused on improving its curriculum. Three (3) composed the essence of our focus.

1. Greater Integration Across Curriculum:

    a. **Rationale:** Since the program's launch, students have received a well-planned and targeted curriculum that prepares them for becoming both business and physician leaders. However, few, if any, systematic attempts have been made to help the students (or the faculty for that matter) make connections across the curriculum.
    b. **What We Did:** We began the year with our first faculty-staff retreat, which allowed the faculty and staff to discuss the program and its courses. It also allowed the Program team to highlight upcoming events and focal themes for the year. We also instituted mandatory quarterly transition meetings, which allowed faculty to more smoothly end and begin their quarters, anticipate the needs of the students, and get a sense of where the students were in their development.
    c. **Outcomes and Efficacy:** Several faculty added and refined their individual courses so they could reference events and themes in other faculty members' courses. Some faculty modified their courses to eliminate redundancies across courses and build on frameworks other faculty introduced. And, the Program Policy Committee identified an opportunity for a new, needed course offering.

2. Redesign of Lecture Series Course:

    a. **Rationale:** Over the years, the lecture series course has changed as the faculty member who taught it changed. Because this is a defining moment in the program, the course needed consistency. The lecture series also needed to have more meaning for students and faculty and be a significant enough event to draw in business and healthcare leaders to provide better networking opportunities for students. The lecture series needed more academic content that tied to the lecture series events.
    b. **What We Did:** The Program Chair took over the course and set the expectation that the course should be led by the Chair, ensuring no less than three (3) years of consistency (i.e., Chair serves three (3) year, renewable term). The Program brought in two high-profile speakers, highlighting the intersection of business and medicine. The Program committed to this format (i.e., one business, one healthcare speaker) for the foreseeable future to emphasize the importance of these events. The Program also invested more resources into marketing the events. Students were assigned several books for the course; each was tied to the lecture series speakers. Students also were accountable for deliverables associated with the lecture series events.
    c. **Outcomes and Efficacy:** The lecture series events saw record attendance and received overwhelmingly positive evaluations from students and faculty. Attendance was broader and included more potential students, professionals, and students from across campus and other programs. Enrolled students referenced learning from the lecture series readings and speakers well beyond the event and course itself.

3. Redesign of Global Health Care Studies Course:

    a. **Rationale:** Over the years, the global health care studies course has changed as the faculty member who taught it changed. Because this is a defining moment in the program, the course needed consistency.
    b. **What We Did:** The Program Chair took over the course as a co-teacher along with another interested faculty member and set the expectation that the course should be co-led by the Chair, ensuring no less than three (3) years of consistency (i.e., Chair serves three (3) year, renewable term). The co-teachers adopted a text that provided a global perspective on health care and that can be used from year to year.
    c. **Outcomes and Efficacy:** The course received overwhelmingly positive evaluations from students and faculty. Students referenced learning from the course well beyond the global studies trip itself.

PROGRAM ASSURANCE & STATE OF LEARNING

ASSURANCE OF LEARNING		STATE OF LEARNING	
REPORTS REVIEWED	PROGRAM GOALS ADDRESSED	REPORTS REVIEWED	PROGRAM GOALS ADDRESSED
1	*6.1 Explain important changes in the macro-environment (economic, social, demographic, technological, regulatory) that affect business* *6.2 Analyze the how specific macro-environmental changes translate into strategic opportunities and threats that need to be addressed in business decision making.*	*4*	*3.1 Explain and apply the core concepts of the functional business disciplines (e.g., accounting, finance, operations, marketing, strategy)* *4.1 Communicate in a variety of written formats* *4.2 Communicate in a variety of oral formats* *5.1 Explain and apply the principles and theories of effective leadership* *5.3 Explain and apply principles of effective teamwork and collaboration*

Summary:

1. Among the faculty who completed SOL reports, they consistently reported that the SOL report format was more useful than the AOL report format they had used in the past. The SOL allowed for richer, more meaningful assessments of student learning and better identification of potential areas of improvement in their courses. This confirmed the Program Chair's belief that the SOL report is more useful and informative given the Program's students and the courses they are taking as part of the program.
2. Our students need increased opportunities to make connections across their business courses (e.g., how does marketing connect to financial decisions, how does a business strategy determine staffing or people decisions). They need more opportunities to use what the learn in one course in other courses. Related, they need more opportunities to connect health care with all facets of business (e.g., how does the US healthcare system relate to the economy). The aforementioned initiatives that we undertook this year (i.e., greater course integration, focusing on the intersection of business and medicine) should help create these opportunities but it will take more time to solidify and fully address this issue. **This will ultimately address Program Learning Goals 1a and 1b, 3b and 3c, and 6a and 6b.**
3. Our students need stronger data analytic skills that can be used across their courses as needed. **This pertains to Program Learning Goals 3b and 3c.**
4. Our students need and will significantly benefit from increased opportunities to develop and practice their communication skills. This can be done practically and meaningful via the lecture series and throughout several courses within the current curriculum. **This pertains to Program Learning Goals 4a and 4b.**

CONTINUOUS IMPROVEMENT PLAN

While extremely pleased with the learning we have seen and been able to document this academic year, the Program Chair is targeting several initiatives to continue to improve student learning. Among the most noteworthy are:

1. Continuing to seek greater integration in the curriculum. Doing so will help us to immediately address the issue identified above in Summary #2 along with helping our students better manage their course related work-load during any given term.

2. Create more opportunities to develop and utilize their communication skills. The aforementioned integration efforts will be focused specifically on creating opportunities for students to utilize the skills they gain in the courses that, on the surface, may seem disconnected from the context in which those skills are developed. In addition to addressing the issue identified above in Summary #4, it will also help us address a longstanding issue about our students' general tendency be poor communicators.

3. Maintain our focus on business first. It is critical that we find ways to find the proper balance between business and medicine—our work is at its intersection. Given that our students are physicians, health care and medicine need to be viewed as a context. We are, and must stay, a business school first and we must continue to ensure that our classes provide a high-quality business education that can be best exploited by physicians. In other words, our curriculum need only be taught, developed, and adapted to be the best business education for physician learners.

CONTINUOUS IMPROVEMENT IN THE GRADUATE ACCOUNTING PROGRAMS

Reed Smith

I want to first note that, in my opinion, the State of Learning Reports offer far superior insights into the learning process and strengths and weaknesses than do the Assurance of Learning Reports. I note much more overlap in the observations of different faculty about the learning process than I have seen in the Assurance of Learning Reports. This, to me, is because there is more reflection in the SoL reports.

- We identified that basing our graduate program only on cross-listed (graduate/undergraduate) courses was diluting the rigor of graduate courses and causing discontent by both graduate and undergraduates. We are addressing these problems by restricting cross-listing to remedial courses (courses that would normally be taken at the undergraduate level). And while these courses will be given graduate credit, they will no longer be treated as two different course deliveries within a single classroom. Instead, for these courses, they will be taught to undergraduate standards (since the graduate students in these courses are completing background or remedial coursework).
- As I note in my introductory paragraph, the SoL reports are more informative about strengths and weaknesses than was the previous iteration of reporting (in my opinion).
- There were a couple of courses (A500 and L503) that we did not get reports on in the previous year. We have gotten reports on A500 this year. We will get L503 in the upcoming year.
- From prior and current reports, I have seen several comments related to delivery (online versus hybrid versus all face-to-face). We are, as a result, engaged in a programmatic discussion about when it is possible to offer courses in more flexible formats.

PROGRAM ASSURANCE & STATE OF LEARNING

ASSURANCE OF LEARNING		STATE OF LEARNING	
REPORTS REVIEWED	PROGRAM GOALS ADDRESSED	REPORTS REVIEWED	PROGRAM GOALS ADDRESSED
0	N/A	5	• Apply fundamental accounting principles, tools, and techniques • Access statutory and interpretive resources available for researching taxation issues • Describe the nature of common ethical dilemmas in accounting • Explain in written and oral form, the logic underlying how and why decisions about accounting are made • Formulate solutions to complex core accounting and tax issues.

From the five reports reviewed I have picked up the following three take-aways:

- Enhancing technology literacy: We need to offer more current tools to our students so that they can compete in the current accounting job market and can perform better in those jobs. This would include (perhaps) stronger Excel skills, Tableau, and some accounting-specific software programs.
- Course delivery flexibility and student fatigue: One report noted that the evening class strains the mental and physical capacity of the participants and suggested that offering online courses might ameliorate some of the stress of traveling to campus for classes. Other instructors also note that students are overwhelmed with responsibilities. Students, due to banded tuition and outside job responsibilities, are spreading themselves too thin. As a result, their performance suffers.
- Orientation and preparation: Two reports suggested that we use orientation to (1) set appropriate expectations for graduate work and to (2) provide the students with more tools with which to succeed in the program and in their careers.

CONTINUOUS IMPROVEMENT PLAN

Based upon the above reports, we plan to implement or investigate the following approaches to program improvement.

- More comprehensive orientations: Clearly, to the extent that students can better "hit the ground running" and can assimilate into the culture and expectations of our program, the more successful their experience will be in the program. We note that one of the most important features of the Kelley Business of Medicine program is the orientation of physicians to their life as business school students. It is quite a cultural adjustment for the students in that program, but the program puts them through a two-full-day orientation prior to beginning. That experience must improve their success rates. In addition (and on the other side), firms have suggested that we create debriefing sessions at the end of the program to ease their transition into professional life. The MSA policy committee will discuss these possible program features for the future during the 2019-2020 academic year.

- Broaden technology literacy: The firms that hire our graduates and the faculty are unanimous is asserting that our graduates need as much technological sophistication as we can bring to the table for our students. There at two questions that we must address before adopting a strategic position on this issue: (1) WHICH technologies are most important and most realistic for adoption and (2) what is the best way, within the constraints of a 30-hour program, to offer technological training to our students. With regard to the first question, there is a tension between fundamental technological training, such as data analytics techniques and software (Excel, Tableau, Python) and applied accounting software such as Peachtree, ACL, and professional tax software. We have limited time with these students and limited capacity for such training. What is most important? The second question might best be answered by recommending Informatics classes to our students (or by trying to attract informatics undergraduates into accounting). Or, it is possible that we could offer significant training to our students through a series of Saturday seminars. We currently offer two free all-day seminars to our students: one in Excel and the other in "soft" skills. We could take that approach. Or, we could try to offer more in-house technology courses. The MSA Policy Committee will discuss this issue during the 2019-2020 academic year.

- Delivery flexibility: We are already endeavoring to offer more of our content online or in hybrid format. Whenever the pedagogy permits, and to the extent possible for a non-"online" program, we would like to offer our courses online or in hybrid format. IU has a structural advantage in infrastructure and experience and we should capitalize on these strengths.

- Certificate offerings: We plan to propose three certificates in the near future. These certificates will facilitate our separation of courses into advanced (no cross-listing) or remedial (cross-listed only) courses. This should make the mission of the courses instructors more clear. Also, these certificates will allow our program to focus on our relative strengths in instruction.

CONTINUOUS IMPROVEMENT IN THE UNDERGRADUATE PROGRAM

Peggy Lee

Overall, faculty report that students are learning what we intend for them to learn. The ability of students to demonstrate knowledge of subject matter content in the curriculum, especially with regards to UBLGs 1a, 1b, 1c, 2, and 3 is good to very good to excellent, depending on the course. In the past, faculty members were concerned about students' level of critical thinking (UBLG 2) so have put assignments in place to ascertain the level of students' competence in this area. UBLGs 1a, 1b, and 1c can be assessed at all levels of the curriculum and faculty report that student learning is good to excellent. The following describes the Program Chair's further conclusions drawn from reading 23 assessment reports of courses from X100 (Intro to Business) to the Capstone Experience (J401-Administrative Policy and J411 - Analysis of Business Decisions).

1. The assessment process is successful in that faculty found it fairly easy to do and made improvements from previous assessments in the areas of: a) selection of assignments to assess; b) how to structure assignments to measure the selected SLO; and c) tactics used to capture student learning.
2. Students are generally achieving UBLG 3: Professional Skills & Competencies, which one would expect; and Critical Thinking (UBLG 2) competence has improved.
3. Class size prohibits faculty members' ability to use appropriate and best practice evaluation and assessment tools (e.g., essay, written case analyses and action learning vs. multiple choice exams and quizzes).
4. Integration across the curriculum from first year to the last year still needs work.
5. There is a clear need to look at the same UBLG(s) from freshman year through to the senior capstone experience to ascertain whether the learning persists.
6. Assessments were used by faculty members to formulate and implement improvements in their courses. We now need to determine the effectiveness of the improvements.

In response to the prompt regarding a significant initiative, on September 14, 2018 we began an exhaustive review of the undergraduate curriculum. The Undergraduate Policy Committee was augmented with interested faculty and staff. The resulting preliminary changes to the curriculum are data and research-driven. The team facilitated focus groups with current students and alumni, surveyed alumni on what skills they believe they needed to have but did not, and researched the undergraduate programs at peer institutions (the Urban 13). The team met at least once per month (including the summer) as a group and innumerable times as subcommittees charged with investigating how to make changes to the curriculum, while adhering the 120-credit constraints. The result is a preliminary pathway to a Kelley degree that incorporates co-curricular (professional development courses and internships at each stage in a student's academic career) and curricular components. The highlights of the curricular components are a direct result of the research conducted as well as faculty assessment data. Those elements include:

1. A "practicum"-like course that includes content in finance, marketing and operations with the Capsim Core simulation as the experiential learning component. This is in response to the need to reduce DFW rates at the sophomore year and include subject matter content and experiential learning earlier in the curriculum (i.e., pre-I-Core).
2. Addition of a Business Analytics course (revised K303). This is in response to employer and alumni feedback as well as proposed changes to AACSB standards. The course is designed to be a foundation for subsequent analytics coursework specific to each major.
3. Addition of a Business Ethics course. The committee reviewed the simulation being used at Kelley Bloomington, but concluded that it would not serve the needs of the Kelley Indianapolis students or the learning objectives for the course, since its focus is on the ethical issues of internships; not ethical issues in business.
4. Revise X203 (Learning Communities course) required for all students except for Direct Admits, who will take X103.
5. The faculty for each major will provide the advising staff with a list of preferred General Education courses that will enhance the study of their fields. This is in response to the haphazard way in which General Education courses are selected and feedback from KICS staff who teach X220 and X320.

PROGRAM ASSURANCE & STATE OF LEARNING

ASSURANCE OF LEARNING		STATE OF LEARNING	
REPORTS REVIEWED	PROGRAM GOALS ADDRESSED (# Classes)	REPORTS REVIEWED	PROGRAM GOALS ADDRESSED (# Classes)
14 Reports, 16 courses	1a (4); 1b (3); 1c (1); 2 (4); 3 (3); 6 (1)	Nine	1a (1); 2 (3); 3 (2); 4 (2); 5 (1)

Takeaways:

- Class size prohibits faculty from using effective and proven best practices (e.g., essays rather than multiple choice exams; structured discussion rather than lectures)
- Students overall are demonstrating comprehension and knowledge of the material; application, analysis and synthesis remains an issue, even in the senior year, although the measures of Critical Thinking (UBLG 2) have been described as good, excellent, and very positive
- More experiential and action learning and subject matter content should be included earlier in the curriculum
- Integration across the curriculum should be implemented such that students are better prepared for the senior Capstone experience
- The scope of the assessment activities should be expanded to include more faculty to account for the difference in teaching styles, Full time vs. Part time faculty, evening vs. day sections of the same courses, and honors vs. regular sections of the same course.

CCONTINUOUS IMPROVEMENT PLAN

Based on the analysis of 23 assessment reports, the research conducted by the Undergraduate Policy/Curriculum Review Committee and the AACSB Peer Review report, our strategy going forward will be to revise the curriculum to address the issues uncovered in those efforts. The goal is to create a curriculum that allows graduates of the Kelley Indianapolis undergraduate program to be successful not only in their first job after graduation but in their careers and lives. In short, to be life-long learners. We also have the responsibility to prepare students for the "world of work". This means incorporating behavioral aspects into the curriculum, particularly those related to civility, diversity, equity and inclusion. The faculty has added an Implicit Bias Workshop (facilitated by the Peace Learning Center) in I-Core. We will continue to strengthen the curriculum by including these issues throughout a student's academic career.

Other ways that the program will be improved include:

- Focusing 2019-2020 assessment efforts on UBLG's 4, 5, and 6 since they have not been assessed adequately
- Using the assessment process to determine whether the learning goals being met in X100 follow through to the 200-level courses.
- Using the assessment process to determine whether the learning goals being met at the 200 and 300 levels are also being met at the 400 level. In other words…is learning being retained and used in the upper division courses?
- Complete the assessment of all required courses and begin the assessment of key electives in each major.
- Close the loop as much as possible on the previous AACSB cycle and incorporate the proposed new standards as much as possible during this review cycle.
- Move the new curriculum through the approval process and begin implementation such that students admitted in Fall 2021 are under the new curriculum.