

PRAC Annual Report

2019-2020 Report

Kelley School of Business - Indianapolis

Submitted by

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Contributors

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In memory of Todd W. Roberson. For many years, Todd served on the PRAC Committee as the Kelley Representative and coordinated the Kelley School assessment process.

Introduction

This report summarizes assessment activities during the 2019-2020 academic year. Kelley's four programs continued their planned assessment activities. The Evening MBA program assessed only one course because a new curriculum was implemented which resulted in the first offering of the significantly restructured program and courses.

In addition to the Assurance of Learning (AOL) report which uses quantitative rubric to assess learning goals, the State of Learning (SOL) report was used to provide narratives of student learning with respect to learning goals assessed. The SOL was used heavily in the graduate programs due to the nature of the programs.

The spring 2020 semester shifted to the online mode due to the COVID-19 pandemic. Nonetheless, assessment reports provided insights for student learning in the changing learning environment.

Academic Programs	Learning Goals Assessed	AOL Reports	SOL Reports
Undergraduate Business Program (UG)	22	7	1
Evening MBA Program (EMBA)	2	1	0
Graduate Accounting Program (GAP)	6	0	5
Business of Medicine Program (BOM)	5	0	5

Assessment Summary

The UG Program

The assessment concentrated on the I-Core courses and two capstone courses of the program. A high percentage of students were found in the "Very Effective" and "Effective" categories in all but two learning goals assessed indicating students did well in the areas assessed. The exceptions were Competency 5 (Diversity and Collaboration in Business) and Competency 6 (Business and Management Ethics).

All but one faculty offered continuous improvements in individual courses. The suggestions included the following.

- Emphasize verbal directions in addition to the written instructions.
- Be clearer about using data and what does and does not constitute a strategic recommendation.
- Assign required reading and give more specific quizzes.
- Focus more on the multiple levels of interaction in a diverse business culture; Include information about diversity and collaboration in deliverables of the I-Core project.
- Review connection between ethics and CSR.

The EMBA Program

The single assessment report showed students did well in competencies assessed.

The GAP Program

All assessments used the SOL report and provided suggestions to improve the curriculum.

- The program has a need for greater flexibility in the course deliveries, to accommodate the varying time restrictions and needs of the professional students.
- The graduate courses sometimes fall short of meeting the needs of the graduate students.
- The students fall short on their knowledge of current data mining and management tools.

The BOM Program

Faculty and the program chair believed the SOL report useful and informative for the program. Major takeaways included the following.

- The shift to online only residencies provided unanticipated benefits including the opportunities to connect higher profile speakers to the program. It addressed Program Learning Goals 1.1, 1.2, 2.1, and 6.2.
- The program and the faculty pivoted to the online instruction mode and adapted quickly to the abrupt changes in business and healthcare. This pertains to Program Learning Goals 1.1, 1.2, and 6.2.
- The executive coaching within the curriculum provided opportunities for students to learn to work with others who are different from them. This pertains to Program Learning Goals 5.2.
- Legal issues were introduced and discussed in multiple places in the curriculum. This addresses Program Learning Goals 2.1.

Continuous Improvement Initiatives Implemented

The UG Program

The significantly revised undergraduate curriculum was approved by faculty at the end of the academic year.

The EMBA Program

A new curriculum which significantly modified the previous one was approved in the 2018-19 academic year. The current year was the first time the new curriculum was fully implemented. Its impact on student learning was yet to be assessed.

The GAP Program

Based on assessment results in prior years, the program eliminated the cross-listing of several of our graduate classes with undergraduate sections and implemented three new graduate certificate in accounting.

The BOM Program

The BOM Program has started three major initiatives to improve its curriculum

- Continue Integration Across Curriculum. The program continued its faculty-staff retreat and mandatory quarterly transition meetings to enhance communication within the program. Course content was modified to eliminate redundancies and build on frameworks others introduced. A course was revamped to make it more relevant and further reduce redundancies.
- Differentiate the Program from Non-Business Programs. A speaker was invited to present on the differences between the MBA and MPH and MHA programs. Faculty expressed relief about the content they were teaching or were planning to teach in their courses.
- Shift to Online Only Format. The spring and the summer quarters were shifted to online only residencies to accommodate changes to students' job duties. The Spring courses received overwhelmingly positive evaluations from students and faculty.

Future plans

The GAP Program

The SOL reports resulted in immediate improvements to the program.

- Shift the most highly demanded financial accounting course and tax courses to the summer and offer them twice a year.
- Restrict courses to only students enrolled in either the MS programs or Graduate Certificate programs.
- Incorporate data mining and management tools into lower level prerequisite courses.

The BOM Program

The BOM program listed the following improvement items.

- Create common language across classes and between classes and alumni.
- Address diversity and inclusion.
- Continue refining curriculum and activities to ensure high-quality learning in the online environment.

Appendix: Program Chairs Report

The GAP Program

ACADEMIC PROGRAM	ACADEMIC YEAR	PERSON SUBMITTING
<i>Graduate Accounting Program</i>	<i>2019-2020</i>	<i>Samuel Tiras</i>

PROGRAM DIRECTOR'S SUMMARY

Due to the lack of rigor with including both undergraduate and graduate students in advanced accounting classes designed to prepare students for the CPA exam and a career in public accounting, we eliminated the cross-listing of our graduate classes with for undergraduate sections. For those wishing to continue to enroll in these classes without pursuing a graduate degree, we have implemented a Graduate Certificate in Accounting, which allows those students meeting graduate admissions standards to enroll in up to 12 graduate credit hours.

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	<ul style="list-style-type: none"> • SLO 1.1: Identify core accounting and tax issues in a variety of business scenarios. • SLO 1.2: Apply fundamental accounting principles, tools, and techniques to basic accounting and tax problems. • SLO 2.1: Identify appropriate accounting and tax standards and interpretations for solving accounting and tax issues. • SLO 3.2: Evaluate alternative solutions to the complex accounting and tax issues and determine the benefits and drawbacks of each possible solution.

			<ul style="list-style-type: none"> • SLO 4.1: Articulate the complex accounting and tax questions to be analyzed. • SLO 5.2: Describe the nature of common ethical dilemmas in accounting and taxation and the professional's responsibility in these cases.
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From the five reports reviewed I have picked up the following three take-aways:

- We have a need for greater flexibility in the course deliveries, to accommodate the varying time restrictions and needs of the professional students. Evening classes, shifting key classes to the summer, and the offering of a graduate accounting certificate that provides credentials at a point short of the full MS is appropriate.
 - The graduate courses sometimes fall short of meeting the needs of the graduate students, in an effort to accommodate the broad cross-section of students. The range of grades and performances of our students reflect this. Restricting these courses to those students enrolled in either the MS programs or Graduate Certificate programs will allow these courses to be taught with the proper level of rigor.
 - The students fall short on their knowledge of current data mining and management tools. Incorporating these activities at the lower level prerequisite courses will likely prepare the students to master these activities at the graduate level and in their careers.
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CONTINUOUS IMPROVEMENT PLAN

- With regard to flexibility, we are shifting the most highly demanded financial accounting course as well as the most highly demanded tax course to the summer, and offering these courses twice a year.
 - To increase the rigor and fill the shortcomings in meeting the needs of the graduate students, we are restricting these courses to those students enrolled in either the MS programs or Graduate Certificate programs.
 - We are incorporating data mining and management tools into our lower level prerequisite courses, so that students in the graduate programs will have the skillset necessary to apply these techniques in the graduate offerings and for use in their careers.
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The BOM Program

ACADEMIC PROGRAM	ACADEMIC YEAR	PERSON SUBMITTING
<i>Business of Medicine</i>	<i>2019-20</i>	<i>Christopher Porter</i>

PROGRAM DIRECTOR'S SUMMARY

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. *Continue 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 continued with our faculty-staff retreat, which allowed the faculty and staff to discuss the program, its curriculum, and goals. It also allowed the Program team to highlight upcoming events and focal themes for the year. We continued mandatory quarterly transition meetings. Not only did they allow faculty to more smoothly end and begin their quarters, anticipate the needs of the students, and understand students' development, it helped faculty to identify opportunities to build on each other's content. Importantly, this year, the Program Chair put into place the final piece of rotating readings for all students in the program.*
- c. **Outcomes and Efficacy:** *Several faculty added to and refined their course content so they could reference events and themes in other faculty members' courses. Faculty continued to modify their courses to eliminate redundancies and build on frameworks others introduced. The Program revamped a course to make it more relevant and further reduce redundancies. And, the Program graduated its first class that will have a common language and skillset around executive leadership and communication.*

2. *Differentiate the Program from Non-Business Programs:*

- a. **Rationale:** *The Program is unique from other graduate programs targeted towards physicians and prospective physician leaders. It is critical that the program differentiates itself from those programs, in particular those that are not offering business degrees.*
- b. **What We Did:** *The Program Chair invited a faculty/staff retreat speaker to present on the differences between the MBA and MPH and MHA programs. The goal was to educate faculty about the appropriate balance of business and healthcare content in their courses to ensure there would be no confusion that our degree is solidly an MBA. The Program also has attempted to ensure that all messaging about the program is squarely focused on better business outcomes as the proximal outcomes of the program. The Program Chair has tried to emphasize this at every possible opportunity.*

- c. **Outcomes and Efficacy:** *The retreat speaker was incredibly insightful. Some faculty expressed relief about the content they were teaching or were planning to teach in their courses. This was especially the case for newer faculty who have had little Program experience and who had questions about the appropriateness of their content. From a Program perspective, it also led to a renewed source of pride about the Program’s uniqueness, which had spillover effects in terms of guiding novel recruitment efforts, including but not limited to the development of a new webinar series focused how better business practices in healthcare can help organizations survive the COVID-19 pandemic.*

3. *Shift to Online Only Format:*

- a. **Rationale:** *The aforementioned COVID-19 pandemic disrupted all programs, but our Program was especially impacted given our students. Many of our students were on the frontlines as healthcare workers. Some saw their job duties increase significantly while others saw their job duties decrease significantly. Many students were asked to lead their organizations through the pandemic. Ironically, some students lost their jobs. A significant portion of our students were placed under travel restrictions by their employers. The program was forced to shift to an online only format and had to do it in a way that would not comprise learning.*
- b. **What We Did:** *The Program shifted to online only residencies during Spring quarter and was one of the first programs to announce that the Summer quarter would include online only residencies as well. The Program also established a schedule for announcing format changes that would allow sufficient time for students to readjust to coming back to campus when appropriate. The goal was to be proactive and communicative. The Program also quickly shifted to alternative ways for students to network and orient to ensure the student experience of the transition was relatively seamless.*
- c. **Outcomes and Efficacy:** *The Spring course received overwhelmingly positive evaluations from students and faculty. Students report appreciating the ability to continue progressing through the program. Students also report appreciating the program’s flexibility to ensure that their learning is not interrupted. Faculty reported appreciating knowing what to expect, which allowed them to better plan. Some faculty used the opportunity to innovate and the shift led to the creation of a new filmed-based case in one course that was so successful that the faculty member plans to continue to use it going forward regardless of the delivery format.*

PROGRAM ASSURANCE & STATE OF LEARNING

ASSURANCE OF LEARNING		STATE OF LEARNING	
REPORTS REVIEWED	PROGRAM GOALS ADDRESSED	REPORTS REVIEWED	PROGRAM GOALS ADDRESSED
0		5	1.1 Analyze ambiguous business situations and

			<p><i>identify current and potential problems requiring management attention.</i></p> <p><i>1.2 Diagnose the underlying causes of business problems.</i></p> <p><i>2.1 Identify the relevant legal constraints governing specific domains of business decision making (e.g., marketing, human resources, accounting, finance).</i></p> <p><i>5.2 Explain how to work effectively with other individuals with diverse backgrounds, personalities and perspectives.</i></p> <p><i>6.2 Analyze the how specific macro-environmental changes translate into strategic opportunities and threats that need to be addressed in business decision making.</i></p>
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Summary:

1. *Faculty continue to find the SOL report format 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, and benefit from, increased opportunities to make connections to people in industry. In this regard, the sudden shift to online only residencies provided some unanticipated benefits, which included the opportunity to connect higher profile speakers to the program—including those who might have been unavailable otherwise and many that would have been prohibited from interacting with students due to travel limitations. Continuing to connect business, legal, and healthcare insiders to our students is an important aspect of the MBA Program experience and helps our students understand the broader business environment and how effective leaders navigate them. The aforementioned initiatives that we undertook this year (i.e., greater course integration, shifting to virtual residences) should help create more of these opportunities. **This will ultimately address Program Learning Goals 1.1, 1.2, 2.1, and 6.2.***

3. *Our students and our faculty have to continue to adapt quickly to the abrupt changes in business and healthcare. Faculty have been doing a great job pivoting when needed but they*

could use additional support and resources, especially when they also need to also pivot in terms of their course delivery model. **This pertains to Program Learning Goals 1.1, 1.2, and 6.2.**

4. *Our students need, and will significantly benefit from, increased opportunities to work with others, especially those who are different from them. Multiple courses try to address this, but it is being done very effectively through the executive coaching the Program offers. Notably, the Program is unique in that this is not something offered by most programs. Ideally, the Program might find additional opportunities for these and similar developmental opportunities. **This pertains to Program Learning Goals 5.2.***
5. *Our faculty do an excellent job introducing and discussing legal issues in more than one place in the curriculum. This provides the sort of integration the Program wants and needs. **It also addresses Program Learning Goals 2.1.***

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. *Create common language across classes and between classes and alumni. The aforementioned integration efforts need to continue and now focus on creating a common language not just among our students, but also our alumni. In addition to addressing the issue identified above in Summary #2, it will also allow for better connections and more effective networking, which are specific benefits of the MBA degree.*
2. *Address diversity and inclusion. Not only are these important, salient, and timely topics, our students need more experience navigating diverse workforces. The Program will continue to provide opportunities to learn about effectively working with others, but needs to capitalize on the opportunity to explicitly address diversity and inclusion. This would help address the issue identified in Summary #4.*
3. *Continue refining curriculum and activities to ensure high-quality learning in the online environment. The COVID-19 pandemic has forced major changes in everything we do as a Program. We have to continue supporting faculty and students and providing them with resources to make the shift, and any future shifts, as seamlessly as possible, addressing the issues identified in Summary #3.*