

# PRAC Annual Report

2020-2021 Report

Kelley School of Business - Indianapolis

## Submitted by

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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

Kelley School of Business at IUPUI (KSBI), as part of the Kelley School of Business, an Indiana University Core School, is accredited by AACSB International (AACSB). Committed to quality business education, the accredited school focuses on excellence in all areas including teaching, research, curricula development, and student learning. Assurance of Learning (AOL), i.e., assessment, has always been an integral part of the initial accreditation and subsequent Continuous Improvement Review (CIR) process. The most recent CIR cycle covered the academic year 2016-17 through the year 2020-21. To prepare for the peer review team visit in spring 2022, Kelley engaged in wrapping up the AOL activities and compiling data to submit a CIR report in fall 2021. Therefore, this PRAC report summarizes assessment activities and initiatives during the most recent CIR cycle with an emphasis on the academic year 2020-21.

KSBI houses four academic programs and offers five degrees. The following lists programs and degrees.

<b>Academic Programs</b>	<b>Degrees offered</b>
Undergraduate Business Program (UG)	Bachelor's Degree in Business Administration (BBA)
Evening MBA Program (EMBA)	Master in Business Administration (MBA)
Graduate Accounting Program (GAP)	Master of Science in Accountancy (MSA); Master of Science in Taxation (MST)
Business of Medicine Program (BOM)	Physician MBA

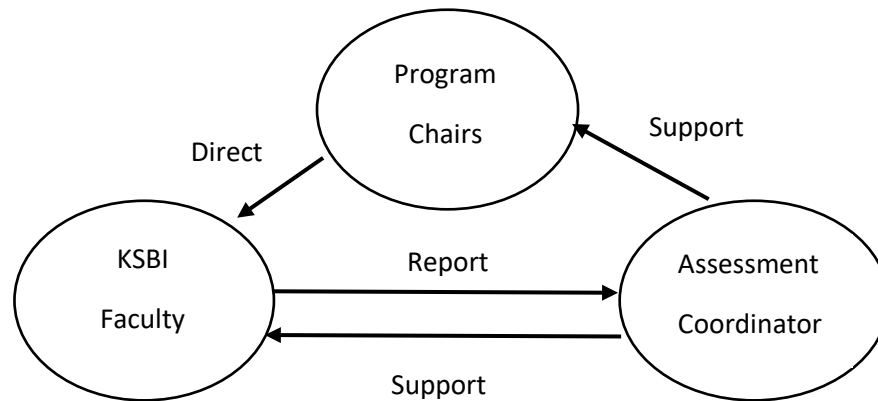
This past year has been challenging for Kelley. The ongoing pandemic caused a continuing mixture of course modalities which placed a great burden on faculty, staff and students. A sudden passing of the Assessment Coordinator disrupted the normal flow of the assessment process. Nonetheless, the assessment activities provided valuable information for student learning and suggestions for future improvement.

### Major improvements to the assessment process

During this cycle, KSBI has completed assessment initiatives with respect to the assessment process to maintain the strong assessment culture and strengthen the quality of assessment reports.

- Redesign of the assessment structure

In prior CIR cycles, the assessment activities were centralized on the Assessment Committee chaired by an Assessment Coordinator. The Program Chairs took a minimal role in the planning and interpretation of assessment reports. The structure has been redesigned to better align with the assessment practice at the Bloomington campus. The assessment responsibilities rest with the Program Chairs with the assistance from the KSBI Assessment Coordinator. The Program Chairs determine an Assessment Plan and then request assessment reports from faculty. The Assessment Coordinator provides training, organizes collection of the reports, establishes timelines and relieves the Program Chairs of the administrative burden of assessment. The Chairs then interpret results, present them to their Program Committees, who then use the assessment assets to inform and direct curriculum management.



- **Addition of an indirect measure of student learning**  
 In addition to the traditional Assurance of Learning (AoL) report which uses quantitative rubric to directly measure student learning, a Statement of Learning (SoL) report has been added to provide indirect evidence of student learning. The SoL report asks the faculty to provide narrative and reflective commentary about student learning. Thus, it gives more flexibility for faculty to assess student learning. The dual assessment modalities complement each other. Currently 64% of assessment reports use the AoL modality while the remaining 36% follow the SoL modality. BOM and GAP programs relied heavily on the SoL for assessing student learning. Graduate faculty have high praise for the SoL report modality.
- **Storage and access of assessment resources**  
 A Canvas course was created to provide easy access to assessment resources by all faculty and administrators. The resources include program-level curriculum maps, assessment report templates, and video tutorials for use by both the Program Chairs and participating faculty. Assessment activities are organized using the assignment function on Canvas. Past reports are stored and accessible by all participants in the course.
- **Mapping of UG Program Learning Competencies to IUPUI Profile**  
 The UG Program Learning Competencies have been fully mapped to the IUPUI Profile and all syllabus now include an appendix with the updated Learning Competencies and SLOs.

**Major curricular and instructional changes at the program level**

In addition, each program has addressed the goals set in their 2016 AACSB CIR report and developed major curricular and instructional changes in response to assessments.

**The UG Program**

Goal 1: To assess improvement in written communication skills.

Response: Assessed in six courses.

Goal 2: To evaluate UGLG 1b Business Quantitative Skills.

Response: Assessed in the I-Core course.

Goal 3: To implement faculty recommendations to improve learning outcomes.

Response: Recommendations were implemented and new findings were identified.

Goal 4: To expand coverage to support UBLG Diversity and Collaboration in Business.

Response: This Learning Goal was under-assessed.

Goal 5: To implement a new strategy for the undergraduate program.

Response: Substantial revisions to the undergraduate program were implemented in fall 2021.

#### Major curricular and instructional changes

- Created a real estate co-major.
- Revised the Undergraduate Program and implemented starting fall 2021. Major changes include requiring a course in business analytics, adding a required course in foundations of business strategy, combining a career prep course with service learning, requiring a business ethics course, requiring a Kelley First Year Seminar with Summer Bridge for Direct Admit students, and requiring a bridge course for all non-Direct Admit students.
- Created a certificate in Venture Creation.

#### The EMBA Program

Goal 1: To enhance the professional development components within the program.

Responses

- Incorporated Kelley Indianapolis Career Services (KICS) to provide vital programming both within the curriculum and outside of it.
- A new course (X541) replaced some functions in the old curriculum. It's offered in the first quarter for incoming students.
- Offered monthly online career/employer panels to provide value-added content.
- Branded career development programming as *Amplify*.

Goal 2: To deepen support of student organizations.

Response: Limited activities have resumed due to the pandemic.

Goal 3: To create a capstone experience.

Responses

- The new capstone course was added as part of the new curriculum.
- The first offering received high levels of satisfaction from both students and the participating businesses.

#### Major curricular and instructional changes

- The EMBA curriculum was redesigned in the cycle. One of the key sources for the changes came from results of the previous AACSB reports and assessments, and the related findings of faculty in their prior AoL reports. Major changes include a redesign of the Program Learning Competencies and SLOs, overhaul of existing courses, and addition of new courses.
- Assessments in the prior AACSB report indicated the most problematic areas in Critical Analysis and Problem Solving. They are now reflected as priorities in the new learning competencies.

- The new curriculum began implementation in the academic year of 2019-20. Therefore, the assessment activities pick up when the new curriculum was in its second year in the 2020-21 year. There is no time in the cycle to “close the loop”.

### **The GAP Program**

Goal 1: To develop separate SLOs for each of the MSA and MST programs.

Response: Considering the program goals, MSA and MST continue to be combined.

Goal 2: To assess accounting ethics and business law.

Response: Both were assessed.

Goal 3: To improve interpersonal skills and knowledge of Microsoft Excel.

Response: A weekend seminar and an in-person workshop were planned but were canceled due to the pandemic.

Goal 4: Faculty to respond through changes and updates to the course being assessed.

Response: Few faculty responded and few “closed the loop”.

Major curricular and instructional changes

- Limited the number of courses that are cross-listed as both an undergraduate and graduate course.
- Increased the offerings of internal audit.

### **The BOM Program**

Goal 1: To better map theoretical concepts to “on the ground” problems.

Response: Increase the number of courses that use problem-based and action-based learning.

Goal 2: To emphasize a balance in the information used to make business decisions.

Responses

- Deliberate emphasis is placed in the executive coaching and in the courses of leadership skills.
- Faculty more frequently emphasize the interdisciplinary context of the problems in courses.

Goal 3: To make finance a more accessible subject.

Response: The Executive Associate Dean for Faculty and Research at IUPUI now teaches the finance course.

Goal 4: To improve written business communication.

Response: A mini-course on business writing and a graded executive memo are a new required part of the course.

Major curricular and instructional changes

- Eliminated all but a few additive electives.
- Required a standalone course in Process Improvement.
- Replaced an existing required course in managerial economics with a required course in analytics.
- Required a one-week policy course in Washington
- Added an optional short course in career management.

### Assessment activities in AY 2020-21

The following is a summary of assessment activities for each program during the most recent CIR cycle.

	UG	EMBA	GAP	BOM
All academic years	26 AoL 12 SoL	14 AoL 3 SoL	16 AoL 10 SoL	6 AoL 10 SoL
AY 2020-21	19 AoL 1 SoL	11 AoL 0 SoL	11 AoL 0 SoL	4 AoL 0 SoL

### Significant challenges in 2020-21

Courses in 2020-2021 were offered in multiple modalities. Few, if any, courses continued the traditional modality of in-person classroom instructions. Most courses pivoted to the online or hybrid modalities. The changes caused faculty to adapt quickly to new instructional modalities by learning about and adjusting to teaching practices and assessment techniques. The changes in learning environment also caused faculty and students to burn out.

However, assessment activities ramped up during the AY 2020-21 because it was the last year in the CIR cycle. Generally faculty didn't find abnormal results in student learning but they noticed challenges and frustrations with respect to online learning and assessment. For example, faculty in X511 (The EMBA Program) noticed students were less engaged and less able to work with faculty and coaches due to the remote environment than they would be in the classroom. The GAP Program was unable to offer in-person seminar and workshop on key SLOs. Multiple faculty noticed students had less time to complete online exams. Faculty also engaged in discussions about the compromise of academic integrity in the online environment.

Alternative assessments were used to accommodate changes in course modalities and student learning for example, I-Core faculty used the attendance of research workshops for assessment. Another example is that the GAP Program will move the interpersonal skills workshop to be included in the orientation. Faculty expect that moving the courses back to the classroom should create some improved learning outcome

The following are lists of major findings in the assessment reports.

#### The UG Program

- Higher percentages of students achieved "Effective" or "Very Effective" in all learning goals.
- Direct evidence from the AoL reports were supplemented with indirect data generated from the SoL reports.
- A variety of assessment methods were used to measure student learning.
- An over majority of faculty offered instructional changes.

#### The EMBA Program

- The assessments were largely positive. No faculty indicated that major curricular changes were needed based on assessment results.
- Faculty indicated the following areas for improvement.
  - Provide a primer or other tools to help bridge the gap between the low performers and others in the class.

- Provide more relevant assignments to achieve learning goals.
- Provide more inclusive assignment design to achieve a more equal footing for student learning.
- Move courses back to the classroom to engage students to improve their professional presence.
- Emphasize the importance of the course/assessment.

### **The GAP Program**

- Compared to the last cycle, students' performance has improved suggesting the curricular changes made since the last cycle are effective.
- Assessment results of Learning Competency 1 suggested that a large percentage of students were not achieving learning goals. The program needs to follow up with discussions about admission criteria for students without an undergraduate accounting degree.
- Some SLOs were assessed in only a single course or a couple of courses. The future assessment needs to be balanced across the curriculum.
- Some SLOs were assessed in courses that were co-taught with the undergraduate students. This presented challenges in achieving two sets of SLOs (UG SLOs and GAP SLOs).
- Most assessments didn't offer feedback on the changes to improve learning.

### **The BOM Program**

- Half of the assessments were done using the AoL modality while the other half were in the SoL modality.
- Most all assessments documented impressive learning outcomes. Faculty identified topics of which physicians needed to demonstrate better mastery.
- Areas for improvement
  - Conduct more assessments using the AoL modality which provides quantitative rubric.
  - Assess SLOs that were not assessed in the prior cycle.
  - Assess topics that student needed to demonstrate better mastery.

### **Future improvements**

The following lists major initiatives for the next CIR cycle.

- To implement a plan of assessing each SLOs twice and each required course at least once during the cycle.
- To plan and implement an annual discussion of assessment results and curriculum improvement with faculty within each program.
- To develop a process of identifying, developing, and implementing experiences included in the Record.
- To use Assessment 2.0 (formerly the SoL report) as an indirect measure of student learning in elective courses or in special occasions.
- To explore the use of existing institutional data as indirect measures of student learning.
- To cultivate a culture of engagement among stakeholders who are interested in the curriculum development process.

## **Appendix: Program Chairs Report Excluding Program Learning Competencies and Curriculum Mapping**

### **Indianapolis Undergraduate Program**

#### **Introduction**

The Kelley School of Business boasts a second high quality undergraduate program at Indiana University Purdue University - Indianapolis (IUPUI), which is Indiana's premier urban public university campus.

IUPUI's vibrant undergraduate student body, which is more diverse than the larger program offered in Bloomington, benefits from the advantages accessible from being an urban university campus located in the heart of the nation's fifteenth largest city. IUPUI is home to more than 1,000 past and present U.S. service members – the largest veteran population of any college or university in Indiana. A large share of undergraduate students is employed while enrolled and, on average, work more than twenty hours a week. Moreover, many undergraduate students transfer into the program from other local institutions of higher education (chiefly from Ivy Tech Community College). This mix generates a vibrant undergraduate learning environment and experience for students enrolled at the Kelley School of Business at IUPUI, that while distinct from Bloomington, consistently produces the same high level of academic excellence.

The earliest move to formal assessment within Indiana University began on the IUPUI campus with formalization of Principles of Undergraduate Learning (PULs) in 1997. All undergraduate programs on the IUPUI campus mapped learning objectives to PULs and evaluated performance against them. This established a robust foundation for assessment for purposes of AACSB accreditation. For these reasons, the culture and history of assessment within the Indianapolis undergraduate program is among the strongest in the Kelley School. Assessment procedures and processes pioneered in this program inspired templates used by other programs in both Bloomington and Indianapolis.

#### **Goals Set in the 2016 Report**

**Goal:** Develop written communication skills and assess whether these skills improved under UGLC (Undergraduate Learning Competency) 1a Business Language.

**Outcome:** This learning goal was assessed in five courses using the assessment reports and in one course using State of Learning Reports (SLR). An SLR solicits reflection and input from the faculty member on student performance without completing a formal quantitative Assurance of Learning assessment. On average, 73% of students were "Very effective" or "Effective" demonstrating their mastery of business language. This is about the same as it was in the 2016 cycle. While student learning was satisfactory in some courses, results in two career-based courses (X220 and X320) indicated that students fell short of expectations with effective rates of below 50%.

**Goal:** Evaluate UGLC 1b Business Quantitative Skills to ascertain measurable impact on learning.

**Outcome:** This learning goal was primarily assessed in the Integrated Core courses (I-Core). I-Core consists of junior-level, undergraduate students studying marketing, finance, operations and



supply chain management, and team dynamics and leadership in a block unit. Central to I-Core on the IUPUI campus is a cross-functional, semester-long project in which student teams integrate these disciplines. I-Core students demonstrated significantly better learning of quantitative skills than the last cycle. The average percentage of “Very effective” or “Effective” student learning is 77% versus 65% in the last cycle.

**Goal:** Identify whether ongoing faculty recommendations to improve learning outcomes by linking course material and exam content, assigning evenly paced workload/assignments, and motivating students to engage in pre-class preparation are successfully implemented.

**Outcome:** General demonstration of quantitative skills by linking course material with exam content fell short of faculty expectations. Moreover, while student learning was satisfactory in some courses, specifically, faculty noted a need to adjust bigger assignments using smaller, graduated assignments and provide more instruction on specific topics in 200-level courses.

**Goal:** Expand coverage of topics in diversity, cross-cultural communication, and cultural intelligence to further student learning in support of UGLC 5 Diversity and Collaboration in Business.

**Outcome:** Relative to other learning competencies, these topics were under-assessed.

**Goal:** Implement new strategy that strengthens niche foci which better complement Bloomington and make the Kelley School at IUPUI a national destination for interested undergraduate students.

**Outcome:** In Fall 2021, substantial revisions to the Indianapolis undergraduate program were implemented. These focused and targetable modifications to the curriculum offer an innovative niche of educational content that delivers: 1) distinctive and rigorous academic programs that apply classroom lessons to real-world situations, 2) transformative value that aligns with growth and sustainability of central Indiana’s regional business ecosystem, and 3) complementary strategic alignment with Bloomington’s academic programs.

### **Curriculum Changes**

In response to insights gained from Assurance of Learning assessment, faculty approved comprehensive changes in Spring 2020 to strengthen learning outcomes of graduates and support a newly designed career-focused program. To requirements for a Kelley School undergraduate degree in business at IUPUI, faculty added core courses in business analytics, business ethics, and integrated business decision making. Additionally, credit hours assigned to a required career development course were expanded. Learning within this new curriculum cannot be assessed until the 2022-2023 academic year because new degree requirements apply only to students who began their first-year studies in Fall 2021.

Based upon student demand, the program added a co-major in real estate in Fall 2020 and earned approval for a venture creation certificate in Fall 2021. Commercial real estate is an important industry in Indianapolis with national headquarters for several companies located in the city. They specifically asked for a real estate program from the Kelley School at IUPUI to fill their talent needs. Unlike Bloomington, the school did not offer a credential in entrepreneurship until approval of the

venture creation certificate. As a campus with both medical and engineering schools, IUPUI hosts a large number of technically trained students who generate their own intellectual property. The venture creation certificate serves these students and Kelley School students who want to launch their own business. The certificate supports IUPUI’s goal to commercialize scientific discoveries made on campus.

### **Assessment Results**

The following paragraphs provide detail regarding the assessment activities in the undergraduate Program on the IUPUI campus since the last AACSB review. Data is reviewed and issues to address for improvement are identified.

#### ***Assessment of UGLC 1a Business Language***

This learning competency has been assessed in five courses using the assessment reports and in one course using an SLR. On average, 73% of students were “Very effective” or “Effective” demonstrating their mastery of business language. The level is about the same as last cycle. While student learning was satisfactory in some courses, results in two career-based courses (X220 and X320) indicate that students fell short of expectations with effective rates of below 50%. Instructors plan to subdivide bigger assignments into smaller, graduated assignments with more instruction on specific topics.

<b>Courses</b>	<b>Assessment methods</b>	<b>% Effective or Very Effective</b>	<b>Instructional changes to improve outcomes</b>
X103: Learning Comms	Oral presentation	80%	Emphasize required components and the reasons why they are important
X220: Career Perspectives (6 sections)	Resume	43%	Add mini-formative learning assessments to in-class activities to check student application and understanding prior to assignment submission
X320: Career Planning/Placement (4 sections)	Worksheet	27%	Subdivide the assignments into small weekly assignments, spend more time on personal value proposition statements, and add more formative learning checks
X320: Career Planning/Placement	Group mock interview	Appearance: 100%  Communication: 76%  Content:	Add virtual interviewing etiquette and address common mistakes

		92%	
J401: Admin Policy	cases	91%	Continue to provide a formal structure for making strategic arguments
Average performance (5 courses)		73%	
<b>State of Learning Reports</b>			
X204: Business Comm			Meet with I-Core faculty to see how to better prepare students for upper-level courses; encourage additional self-critique and critique of peers; expect more professionalism in dealing with others

#### ***Assessment of UGLC 1b Business Quantitative Skills***

This learning competency has been primarily assessed in the I-Core courses. Students have demonstrated significantly better learning than the last cycle. The average percentage of “Very effective” or “Effective” student learning is 77% versus 65% in the last cycle. However, results show lower percentages of students demonstrating effective learning in P371 (Operations and Supply Chain) compared to other I-Core courses. Suggestions for learning improvement include adding supplemental learning materials such as videos or quizzes to aid student preparation for exams and online simulations.

<b>Courses</b>	<b>Assessment methods</b>	<b>% Effective or Very Effective</b>	<b>Instructional changes to improve outcomes</b>
A202: Intro to Managerial Accounting	Discussions	75%	None
P371: Operations / Supply Chain Management Experience	Exam quantitative problems	65%	Add videos explaining practice problems
F371: Honors Financial Management	Capital budgeting project	73%	Teach critical thinking and provide better instructions with examples; offer a "business writing" course
F371: Financial Management	MC and short answer quantitative problems	95.7% and 89.6%	None

P371: Operations / Supply Chain Management Experience	Online simulations	60%	Require a quiz on concepts and give feedback
Average performance (5 courses)		77%	

***Assessment of UGLC 1c Information and Business Resource Skills***

This learning competency is one of two competencies that have received the least attention. Results show the lowest percentage of students demonstrating “Very effective” or “Effective” learning. Two assessments were conducted during the COVID pandemic and instructors had to change their exam format which compromised academic integrity. Courses were converted to online delivery during the COVID pandemic, and it impacted student learning as well. Instructors suggested better adaptation to an online learning environment to improve academic outcomes. In the next assessment cycle, this learning competency will be assessed more frequently to evaluate student learning.

<b>Courses</b>	<b>Assessment methods</b>	<b>% Effective or Very Effective</b>	<b>Instructional changes to improve outcomes</b>
K201: The Computer in Business (K204 Honors section)	Final exam of terminology usage and computer simulation	Terminology 38%; Simulation 79%	Add additional practice assignments/activities for terminology usage
K201: The Computer in Business	Final exam of terminology usage and computer simulation	Terminology 86% (open book); Simulation 54%	Elevate academic integrity of exams
J411: Analysis of Business Decisions	Simulation	50%	Adjust interactions in online courses, team meetings, and class participation
Average performance (3 courses)		61%	

***Assessment of UGLC 2 Critical Thinking in Business***

This learning competency was assessed evenly using a variety of methods across the curriculum. The continuous improvement since last cycle has resulted in a higher percentage of students possessing sufficient critical thinking skills, as demonstrated in this cycle. It is especially impressive since half of the assessment data were collected during the COVID pandemic, yet learning was strong except L203. Faculty also described satisfaction with student learning in SLRs. However, there is room for improvement and instructors have suggested that courses: (1) provide additional resources for students including recordings and tutoring services; (2) reinforce critical thinking skills with targeted exercises and review of content, and (3) adjust learning for the online environment.

<b>Courses</b>	<b>Assessment methods</b>	<b>% Effective or Very Effective</b>	<b>Instructional changes to improve outcomes</b>
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X100: Intro to Business Admin (X105 Honors section)	Online MC quiz	97%	Review multi-part concepts more with students
A202: Intro to Managerial Accounting	Solve a problem and explain rationales	64%	Give practice exams before the assessment
L203: Commercial Law I (L204 Honors section)	Recommend decision and action	Articulation 72%, Analysis 41%	Add a short exercise before the assessment
Z340: Intro to Human Resources	T/F quiz	78%	None
I-core	Attendance at research workshops	100%	None
A312: Intermediate Accounting II	Exam MC questions	72%	Cover the topic that students missed the most
J401: Admin Policy (J402 Honors section)	Case	80%	Be more explicit about how to use and present data throughout the course
Average performance (7 courses)		76%	
<b>State of Learning Reports</b>			
X100: Intro to Business Admin			<p>Develop a complete set of recordings of challenging concepts for students to review following lectures</p> <p>Increase number of in-class activities</p> <p>Give learning style assessments at the start of the semester; give simulation assignments</p>
A201: Intro to Financial Accounting			Have a professional tutor to provide one-on-one help; develop a primer for students who lack a solid foundation of prior knowledge

Z371: Team Dynamics / Leadership (Z374 Honors section)		Excellent outcomes noted with no need for changes
P371: Operations / Supply Chain Management Experience (P374 Honors)		Provide more and better explanations of concepts; focus on the problem-solving process; give more practice exams; and give pre-tests to gauge proficiency and use results to determine specific assignments and activities

**Assessment of UGLC 3 Professional Skills and Competencies**

The assessment of this learning competency is concentrated in A202, Z340, and I-Core courses. More than half of assessment occurred through SLRs. Overall, 75% of students demonstrated “Very effective” or “Effective” learning in this area. Students in I-Core courses were not as good as in lower-level courses such as A202. While 90% of students were able to solve Excel problems effectively, instructors’ reports reflected less-than-satisfactory learning. They suggested improvement in the quality of data analytics assignments completed by students. Meanwhile, more resources such as lecture recordings and online learning material will be added to improve academic outcomes.

<b>Courses</b>	<b>Assessment methods</b>	<b>% Effective or Very Effective</b>	<b>Instructional changes to improve outcomes</b>
A202: Intro to Managerial Accounting	Excel problems	90%	None
M371: Marketing: Integrated Experience	Business scenarios	52%	Give a critical thinking question/discussion/exercise every class period
P371: Operations / Supply Chain Management Experience	Exam questions (non-quantitative)	83%	None
Average performance (3 courses)		75%	
<b>State of Learning Reports</b>			
A202: Intro to Managerial Accounting			Add more challenging assignments; change some assignments from ungraded to graded; add more questions to each exam; record the lectures; design an online version; add group work in class.

A202: Intro to Managerial Accounting		Add data analytics assignment
Z340: Intro to Human Resources		Add a mid-semester quiz; Be more intentional in calling on individual students
Z340: Intro to Human Resources		Reduce number of assignments

**Assessment of UGLC 4 Integrative Business Reasoning**

This is one of two learning competencies that were heavily assessed. It was assessed in I-core and the capstone courses (J401 and J411). These courses integrate business reasoning from multiple business disciplines. Overall, 69% of students demonstrated at least “Effective” learning in assessments. Satisfactory performance was echoed by two SLRs. However, the capstone course (J411) identified weaknesses in student learning. Instructors made suggestions to add required reading, give more specific quizzes, and add points to embedded assignments to improve student learning.

<b>Courses</b>	<b>Assessment methods</b>	<b>% Effective or Very Effective</b>	<b>Instructional changes to improve outcomes</b>
F371: Financial Management	Capital budgeting project	68%	Evaluate problems from prior course sections in Excel
I-Core project	I-Core project	98%	Emphasize verbal directions in addition to the written instructions
I-Core project	New product feasibility study	Analysis 96.3%, Application 70.4%	Use variation of scores to increase communication between instructors (This is a co-taught course)
J401: Admin Policy	Cases	95% and 71%	Be clearer about using data and what does and does not constitute a strategic recommendation
J411: Analysis of Business Decisions	4-question quiz	35%	Assign required reading and give more specific quizzes
J411: Analysis of Business Decisions	4 quantitative and 1 short essay	45%	Add points to embedded assignment
Average performance (6 courses)		69%	
<b>State of Learning Reports</b>			
J401: Admin Policy			Provide data for analysis and discuss more

		<p>about how to make better strategic decisions</p> <p>Add intro to critical thinking</p> <p>Add materials that strengthen preparation for class</p>
J411: Analysis of Business Decisions		<p>Change grading method</p> <p>Replace quizzes with a mid-term exam</p> <p>Expand the use of post-round management reports</p>

**Assessment of UGLC 5 Diversity and Collaboration in Business**

This learning competency has received more attention than in the last cycle. Although it was assessed in one course, various assessment methods were completed. Although skills in this area are hard to assess, results show that students were weak in answering questions that quizzed their knowledge of concepts. Student understanding can be better measured by assessing interaction at different levels in a diverse business culture. A diversity and collaboration component can be required as part of the I-Core project deliverables. The urgent relevancy and increasing importance of diversity, equity, and inclusion in business mean development of this learning competency must receive more strategic attention. This is underscored by the following Kelley School values statement that was unanimously approved by Kelley Indianapolis faculty and staff in 2021:

*We believe diversity, equity, and inclusion are inseparable from our mission to transform the lives of students, organizations, and society through business education, research, and service. Diverse perspectives and experiences, including those from underrepresented groups, are vital to our ability to prepare leaders who can succeed globally, inform our research, and create and maintain a community and culture in which every person belongs and is valued.*

Courses	Assessment methods	% Effective or Very Effective	Instructional changes to improve outcomes
Z371: Team Dynamics / Leadership	8 MC questions	57%	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
Z371: Team Dynamics / Leadership	One-page reflection	94%	Require more books in the curriculum
Average performance (2 courses)		76%	



<b>State of Learning Report</b>		
Z371: Team Dynamics / Leadership (Z374 Honors section)		Use more simulations and gaming/role-playing

**Assessment of UGLC 6 Business and Management Ethics**

Business ethics has been assessed at different levels across the curriculum. 83% of students showed satisfactory learning of business and management ethics. It yields satisfactory results in most courses except for in two courses that assessed term papers. Even so, faculty observe room for improvement in student learning of ethics. They suggested adding a new ethics course (which occurred in approval of the new curriculum) and standardizing ethical terms and definitions across courses in different disciplines.

<b>Courses</b>	<b>Assessment methods</b>	<b>% Effective or Very Effective</b>	<b>Instructional changes to improve outcomes</b>
X100: Intro to Business Admin	Scenario-based questions	88%	None
X100: Intro to Business Admin	Exam questions	85%	Review connection between ethics and CSR
L203/204: Commercial Law I	Applied learning, MC questions, and written recommendation	L203: 87% and 50% L204: 100% and 65%	Introduce a process for brainstorming and generating suitable solutions
X220: Career Perspectives	Informational interview	Identification 91%, networking 89%, assess 91%, evaluate 91%, value 91%	Move deadline, provide sample work, and develop reflection prompts
Z371: Team Dynamics / Leadership	Term paper	66%	Add a new 3-hour ethics course
Average performance (5 courses)		83%	

**Summary of Assessment Results**

Compared to assessment results from the 2016 report for AACSB accreditation, the share of students who demonstrated “effective” or “very effective” learning increased across ALL learning competencies. This objectively suggests that students who graduated in 2021 demonstrate better mastery of knowledge and skills than those who graduated in 2016. The table below summarizes assessment activity and outcomes aggregated by learning competency in the program:

<b>Learning Competency</b>	<b>Number of Assessment Reports</b>	<b>Number of Students Assessed</b>	<b>% Effective or Very Effective</b>	<b>Number of SLRs</b>	<b>% of Instructors Offering</b>
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					<b>Instructional Changes</b>
1a Business Language	6	373	73%	1	86%
1b Business Quantitative Skills	5	709	77%	0	60%
1c Information and Business Resource Skills	3	250	61%	0	100%
2 Critical Thinking in Business	8	450	76%	4	83%
3 Professional Skills and Competencies	3	215	75%	4	75%
4 Integrative Business Reasoning	6	1047	69%	2	89%
5 Diversity and Collaboration in Business	2	120	76%	1	100%
6 Business and Management Ethics	5	875	83%	0	100%

### **Assessment Process**

The Indianapolis undergraduate program's assessment process has significantly improved due to deliberative engagement and alignment with the assessment process utilized by the Bloomington undergraduate program. For example, the Indianapolis faculty program chair oversees and manages the assessment process for her own program. In addition, she directs both the courses to assess, and the learning competencies and SLOs against which to sample. Moreover, SLRs supplement formal assessment reports with instructor reflections on learning and teaching based upon classroom observation. The process provides a balanced and holistic way to make conclusions about teaching success. The program is proud that significant challenges posed by COVID did not interrupt or slow down assessment work by faculty.

### **Future Goals**

The following goals for academic improvement should be pursued over the next five-year assessment cycle:

- Implement a plan of assessing each SLO twice and each required course at least once.
- Continue using SLRs for courses that are electives.
- Plan and implement an annual discussion of assessment results and curriculum improvement with faculty who teach in the program.
- Explore the use of existing institutional data to indirectly measure student learning. Results on student performance from the CAPSIM simulation in J411 offer an example.
- Enhance assessment of Learning Competency 5 Diversity and Collaboration in Business in a larger set of courses and gather student perceptions of diversity, equity, and inclusion in the curriculum due to the growing importance of these issues in business.
- Cultivate a culture of engagement among stakeholders in the curriculum development process so that student learning outcomes continually improve.

## Indianapolis Evening MBA Program

### Introduction

The Kelley Evening MBA program on the IUPUI campus is the leading part-time MBA program in Indiana and is recognized nationally (ranked number 10 by *US News and World Report* in 2021). The program attracts and educates professionals around Indianapolis and across Central Indiana in a wide variety of industries and in varying roles. The program seeks to prepare future business leaders with the knowledge and skills needed to advance their careers. Learning competencies, student learning objectives, and Assurance of Learning assessment are managed to serve this overarching mission.

### Prior Goals

The 2016 AACSB report focused on areas where the program was not meeting its learning goals. It is difficult to directly assess how the program addressed these learning goal deficiencies because they were directly impacted by our curriculum redesign (see below). The most problematic areas in the last cycle revolved around critical analysis and problem solving. As such, these areas were highlighted and expanded upon by the curriculum review committee, and are now reflected as priorities in the new learning competencies.

Additionally, in the last cycle, three planned initiatives were outlined. The first was to enhance the professional development components within the program. We report modest progress on this program goal. The program has restructured to incorporate Kelley Indianapolis Career Services (KICS) to provide vital programming both within the curriculum and outside of it. A new course (X541 Executive Management Orientation) has replaced some of the functions of a professional development course in the old curriculum, and since X541 is always taken in the first quarter for incoming students, it scales up the importance of career services. Further, we have taken advantage of the online delivery expectations from the pandemic to do monthly career/employer panels. These panels provide value-added content for students looking to make a career change. In 2021, our career development programming was branded as *Amplify*, a term that represents the opportunity for students to amplify their career. Branding our career and professional development program gives us the opportunity to include a wide-range of curricular and co-curricular experiences as an integral part of the MBA program.

The second goal was to deepen support of our two student organizations which are SAB (Student Advisory Board) and KIMWA (Kelley Indianapolis MBA Women's Association). Modest progress had been made in this area, with budget challenges weighing on our overall success. However, much of this progress was derailed in 2020 with the onset of the pandemic. Limited activities have resumed, but momentum has definitely slowed.

Our third goal was to create a capstone experience for our students. The capstone course was approved as part of the new curriculum and just under 100 students completed the first set of capstone projects in Summer 2021. Student groups were partnered with 22 small business owners, all but one of which were minority-owned and/or female-owned businesses. The businesses were vetted in partnership with the Indy Chamber Business Ownership Initiative. The results of the capstone were very strong, with high levels of satisfaction both on the student side and the client side.

## Curriculum Changes

Beginning in the 2017-18 academic year, the Kelley faculty developed and approved a major curriculum redesign. A curriculum review committee worked for the academic year to recommend a new design, which was approved by the Evening MBA policy committee, the Kelley Indianapolis faculty, and subsequently by the full faculty of Kelley. This new curriculum was implemented in Fall 2019, and the program graduated its first cohort of students under the new curriculum as the end of Summer 2021. In developing the new curriculum, the committee based their recommendations on feedback from the following sources:

- Results of the previous AACSB review and assessments, and the related findings of faculty in their prior Assurance of Learning reports.
- Meetings and surveys of key stakeholders of the Evening MBA program, including alumni, current students, faculty, and corporate partners/leaders.
- A competitive assessment of nationally ranked part-time MBA programs, as well as local and regional competitors.

The redesigned curriculum contains some essential design elements that revitalize the program, enhance the student experience, and better prepare students to achieve their goals. Here are a few highlights of the new design:

- A redefinition of the Program Learning Competencies and Student Learning Outcomes (SLOs) to better reflect the needs of the students and the goals of the program.
- More hands-on learning experiences to give students the opportunity to work with the wide variety of businesses located in the Indianapolis area. This is highlighted by our X529 Business Immersion Capstone course in which students engage in consulting projects with business partners. These faculty-supervised projects give students the opportunity to apply cross-disciplinary learning to solve real-world business problems.
- Expansion of all core courses to 3 credit-hour courses. The prior model had a number of 1.5 credit hour courses, leading to faculty concerns that critical material could not be covered sufficiently.
- Inclusion of a suite of “Executive Skills” courses designed to develop student leadership skills and knowledge necessary to advance their careers. This combination of required and elective courses cover topics such as leadership, organizational effectiveness, career advancement, effective communication, and other relevant leadership topics.
- The addition of the core course W523 Business Innovation and Disruptive Technology. Kelley, to our knowledge, is the only part-time MBA program with a required course in this area. The course reflects our commitment to prepare students to be leaders in changing markets and industries that will continue to be impacted by new technologies and new market developments.
- An expansion of the degree requirement from 51 credit hours to 54 credit hours.
- A change to a quarter calendar that allows students to complete the curriculum on a standard schedule in 24 months. The switch also allows the program to limit the number of credit hours per term to a maximum of 7.5. Under the prior curriculum, students frequently took 9 or more credit hours per term, leading to poor learning outcomes.

## Assessment Results

Several assessments were completed prior to the curriculum change. A common concern (see 2018-19 reports for G511 Microeconomics for Managers, F548 Corporate Governance and

Restructuring, and G512 Macroeconomics for Managers) was that the 8-week schedule created obstacles to student learning and success. This was a combination of faculty trying to incorporate too much material in the timeframe allowed, and students not having enough time to absorb the material and demonstrate understanding. For the most part, we focus on the assessment reports completed after full curriculum changeover, which was primarily in the 2020-21 academic year. Unfortunately, this was the year most heavily impacted by COVID-19, so our results could be skewed by both the changes in teaching format and how students' lives were impacted by the pandemic. For the Evening MBA program, all of the core classes and more than 90% of electives were fully online during the 2020-21 academic year.

Overall, the assessments were largely positive. No faculty indicated that major curricular changes were needed based on assessment results. However, most of them indicated that minor changes in the pedagogy would improve learning experiences in the future. With the new curriculum (including a switch from 15 week semesters to 11-12 week quarters), every course experienced at least a modest overhaul, and a number of the courses were entirely new. Therefore, it is not surprising that faculty welcomed the process of evaluating their newly restructured courses.

### ***Assessment of Learning Competency 1: Foundational Business Knowledge***

Not surprisingly, foundational business knowledge (and its related SLOs) are the most heavily covered outcomes both in terms of courses that focus on the area and the assessment information. Many of the required core courses focus on some element of foundational business knowledge.

Faculty reporting of student performance on Competency 1 was broadly positive. By most quantitative assessments of core classes, more than 90% of students were rated as Very Effective or Effective. Faculty qualitative comments were also positive. For example, on SLO 1.1 (identify the information required to answer management questions) in Z526 Managing Behavior in Organizations, the instructor commented that the students grasped the concepts well and were able to apply them to a unique organizational situation. Students that were analytical by nature were able to perform well in more qualitative tasks.

Similar results were presented in an assessment of SLO 1.2 (defining sources of sustainable competitive advantage) for the J501 Developing Strategic Capabilities course. On the three different assessments, students were Very Effective or Effective 90%, 94%, and 94% of the time. The instructor indicated that students "got a better handle on the theoretical aspects of the class, but less so how to apply these to real world problems."

On SLO 1.4 (link business decisions to measurements of performance) in A524 Managing Accounting Information for Decision Making, the faculty member reported that they were "actually surprised how well the students performed on this particular topic, given its complexity". Again, in this case, more than 90% of students were rated as Very Effective or Effective.

In assessing the coverage of Learning Competency 1, there appears to be broad-based support within the curriculum for each of the SLOs, and full absorption of needed knowledge across Novice, Intermediate, and Advanced learning levels.

### ***Assessment of Learning Competency 2: Analytical Intelligence***

The Analytical Intelligence learning competency is also covered by a wide range of courses, and at a wide variety of levels from Novice to Advanced. Assessments of Learning Competency 2 were

completed for SLO 2.1 (data and analytical methods) and 2.2 (identify how new technology enhances efficiency).

Overall, results were mostly positive with well over 80% of students performing Very Effective or Effective on SLO 2.1. The instructor indicated that some students were at a significantly lower level upon beginning the class than their peers. This created problems as they would struggle with both the theoretical concepts and the software tools necessary to perform analysis. The development of a primer or other tools may help bridge the gap between the low performers and others in the class.

Faculty were positive on SLO 2.2. The curriculum pairs two courses together in the summer of the students' first year: J501 Developing Strategic Capabilities and W523 Business Innovation and Disruptive Technology. Instructors of W523 were pleased that students were skilled at drawing key points from J501 to incorporate in their analysis of management questions introduced in W523. Putting those two courses together in the curriculum seems to yield benefits in terms of applying theory in one course to practical analysis in the other.

### ***Assessment of Learning Competency 3: Strategic and Entrepreneurial Effectiveness***

The learning competencies for strategic and entrepreneurial effectiveness are covered in several classes. The assessment for M501 Strategic Marketing Management examines student performance on SLO 3.3 (methods to generate and execute a competitive strategy). The assessment was completed for a combination of assignments including a simulation, case analysis, and case presentation. Faculty reported that students experienced frustration with the simulation, as they wanted more opportunities to "win" and tended to focus on the outcomes rather than learning the concepts. The case analysis presentations provided support that students were able to articulate the key points to a competitive strategy. The faculty member reported that substantive changes and redesign would come from the assessment to ensure that the assignments were relevant and achieved learning goals.

### ***Assessment of Learning Competency 4: Ethical Decision Making***

SLO 4.2 (identify legal boundaries of a business problem) was assessed in L512 Law and Ethics in Business. Students were presented a legal scenario and asked to assess the government and business cases using appropriate legal analysis. In this group project, 85% of students were rated as Very Effective or Effective in completing the assignment. One barrier identified is in differential challenges between domestic and international students and their understanding of the American legal system. The faculty identified ways to be more inclusive to background in assignment design so that all students are on a more equal footing while learning the concepts.

### ***Assessment of Learning Competency 5: Global Intelligence***

SLO 5.4 (appraise political and macroeconomic drivers of opportunity and risk) was assessed by faculty in G533 Economic Analysis of Competitive Environments. Overall student performance on the assessment was deemed 'sufficient' with 85% of students being Very Effective or Effective. However only 27% were Very Effective, so there was definitely room for improvement.

Two factors seemed to lead to lower overall performance. First, some students had very little background in the area, and would run out of time when completing the assessment (which was a timed exam). Better student preparation prior to class might improve overall performance, and especially reduce the tail end of the distribution. Second, G533 is divided between managerial

economics and macroeconomics. As such, each broad topic is taught in a 5-6 week timeframe (which is further exacerbated by its timing in the winter quarter amidst holiday breaks). The result is too many topics in a short timeframe, making it challenging for students to keep up with the material.

### ***Assessment of Learning Competency 6: Professional Presence***

Faculty were asked to assess SLO 6.2 (understand the interest and sensitivities of organizational stakeholders), which was analyzed in X511 Seminar in Management Issues. X511 is a weekend course in which students focus on organizational dynamics and organizational change. As with other goals, 90% of students were rated as Very Effective or Effective. Students were tasked with learning theories of organizational change and identifying tools that would work best in various scenarios, in preparation for a simulation in which students would need to implement them. The faculty identified challenges associated with the course due to the online environment. Students were less engaged and less able to work with faculty and coaches due to the remote environment than they would be in the classroom. Moving this course back to the classroom should create some improved learning outcomes and enable students to more easily improve their professional presence.

### ***Assessment of Learning Competency 7: Career Insight***

A strong assessment of SLO 7.2 (comprehend career tradeoffs and link personal aptitude, traits, and experiences to chosen career trajectories) was completed in X541 Executive Management Orientation. Students use an external tool (CareerLeader) and then write a report asking them to interpret the results within their current work environment. The majority of students (73%) were Very Effective in using the report to identify gaps in their skills/knowledge that they could work on during the program. Students that underperformed often did so by either not completing the assignment in a timely manner or putting very minimal information and effort into the assignment. To improve performance for the Career Insight learning competency, more emphasis may need to come from the program office in terms of stressing the importance of related learning goals or increasing the grade weight assigned to the report.

### **Assessment Process**

Program assessment during the current AACSB cycle was complicated by the above-mentioned curriculum redesign. The core curriculum and new learning competencies and student learning objectives were approved by the faculty during the 2017-18 academic year, and the electives and course structure were approved in the 2018-19 academic year. Implementation of the new curriculum began with students starting in August 2019 and was phased in over the next two years. Students beginning the program prior to August 2019 remained on the old curriculum and degree requirements. As a result, formal assessment of courses was limited during the 2016-17 and 2017-18 and 2018-19 academic years. This occurred because some courses were being phased out, and most others were set to undergo a dramatic shift in structure and design. As a result, faculty were disinclined to perform formal evaluations of courses that were about to change structure. As a result, our sample of learning outcomes and course assessments is skewed toward the 2020-21 academic year, which makes sense because it allows for complete implementation of the updated curriculum.

The Evening MBA program identifies seven Program Learning Competencies with anywhere from three-to-five Student Learning Outcomes (SLOs) under each learning competency. Within the curriculum map, the program designates each SLO as N, I, or A based upon the level of learning witnessed in the course. An SLO that is fundamental and foundational to learning in the course – and

for a business student in general – is classified as “Novice” (N). An SLO that builds knowledge and skills which rest directly upon foundational learning that has occurred is classified as “Intermediate” (I). An SLO that asks students to demonstrate the highest competency of learning in the program is classified as “advanced” (A). Going forward, the Evening MBA program must work to balance its data collection and focus on continuous improvement in both student readiness and curriculum quality throughout the five-year cycle.

### Program Goals

The Evening MBA program appears to be on very solid footing in terms of strength of the curriculum, student satisfaction, career outcomes, and national reputation. However, the part-time MBA market is declining overall, so our program must be proactive in improving in all areas. As the Kelley School transitions into 2022, here are the program level goals inspired by assessment and Assurance of Learning activities:

1. **Improve student readiness upon entry into the program.** Our students come from broader and more diverse backgrounds than five years ago, and some of them are not as well equipped at the beginning, especially in some of the more quantitative aspects of the program. Giving students more tools to help them assess their readiness for an MBA could expand opportunities, maintain high retention rates, and reduce our dependence on standardized testing.
2. **Incorporate more diversity, equity, and inclusion programming into the curriculum.** The Evening MBA has made significant gains with underrepresented minorities and women in our student body. However, our curriculum currently does not adequately address the challenges that managers face and the importance of these issues to our organizations and society.
3. **Strengthen our global elements with more international travel.** In summer 2019, the program took 20 students to Santiago, Chile to engage in capstone projects with five businesses in the region. This represented our largest international trip. International travel has not been feasible since due to the pandemic, but we want to revitalize this as conditions improve as a key part of the educational experience.
4. **Continue to improve the student experience.** Long run viability of the program is ultimately dependent on the overall student experience and driving student satisfaction. Areas for potential improvement are in the classroom experience by ensuring that the teaching quality is consistently excellent. Additionally, investing more resources into the student organizations can help build networking and social opportunities that benefit our students.



## **Indianapolis Graduate Accounting Programs (GAP)**

### **Introduction**

In developing the Kelley Indianapolis Learning Competencies for the Graduate Accounting Programs (GAP), the accounting faculty emphasized accounting knowledge, applied research, critical thinking, communication skills, and professional development. Our core competencies were developed in preparation for the prior accreditation visit, and revisited in preparation for this assessment report. While modifications to the core competencies were discussed to reflect the upcoming changes to the CPA exam, the faculty believed that these competencies are captured within the Student Learning Objectives (SLOs) of the existing competencies.

The Indianapolis Graduate Accounting Programs are responsible for two master's programs: the Master of Science in Accounting (MSA) and the Master of Science in Taxation (MST). Students who matriculate into the MSA or MST programs begin their graduate studies after receiving an undergraduate degree. The MSA program is considered our central focus, where the MST program is a specialized degree designed for students who have earned or have pursued a juris doctorate, or similar degree, where only an introductory financial accounting course is a prerequisite. The mapping of the Program Learning Competencies and SLOs to the required courses in the MSA and MST programs, respectively, are provided in section three of this document.

Since the last review, GAP added three new Graduate Certificates concentrating in Accounting (GCA), Taxation (GCT), and Internal Auditing (GCIA). Each certificate comprises four graduate accounting courses (12 credit hours in total). The GCA is designed to prepare a student with an undergraduate accounting degree for the CPA exam. It is well-positioned for those who are not yet ready to pursue the MSA. The GCT is designed for students who will be or are working as a tax professional and provides the necessary education on advanced taxation topics that will facilitate career advancement. The GCIA is in partnership with the Institute of Internal Auditing (IIA) and is designed for students from diverse professional backgrounds who wish to pursue an internal auditing career. The credit hours earned through each of the certificates can be applied to the MSA or MST and is valuable for students who plan to return to pursue the full graduate degree at a later date. Because these certificates are comprised of courses within the MSA/MST programs, each certificate advances GAP's learning objectives. The creation of the certificate program allowed courses once offered to both undergraduate and graduate students to become graduate-only. By teaching these courses only to graduate students, material is taught at a higher level of instruction and student learning objectives are better achieved for GAP.

### **Goals Set in 2016 Report**

During the 2016 review, the accreditation report combined the MSA and MST as a single program. One goal set forth by the faculty was to develop separate SLOs for each of the MSA and MST programs, so that each graduate accounting program has its own learning competencies and SLOs and can be separately assessed. We did not achieve this goal. Since the last review, the accounting faculty held only one meeting (in August 2021) to discuss the program learning objectives. The separation of the MSA and MST learning goals was not discussed and is no longer being considered. The pandemic and resulting strong job market generated a significant decrease in enrollments in the MST program. Additionally, the GAP Chair who worked on the prior accreditation visit stepped down in 2019. The current GAP Chair reexamined the MST program and identified the program as a special application of the courses within the MSA that allows students without the business prerequisites to complete the

graduate degree. For instance, MSA students are required to have completed intermediate accounting in their undergraduate program or complete a graduate level intermediate course as part of their MSA. This requirement does not exist for the MST since the focus is strictly upon the application of tax. Moving forward, we do not plan on creating separate learning objectives for the MST because the faculty still believes that the combined learning objectives of the MSA and MST programs reflect our goals.

Two important components of the MSA program are accounting ethics and business law. During the prior review, no assessments were performed of the accounting ethics course (A500) or graduate business law course (L503). The 2016 report sets forth a goal to begin assessing both of these courses. Both courses were assessed during the current review period, thus meeting this objective.

Over the prior assessment period, the feedback we received from employers was that the students needed to improve their interpersonal skills and knowledge of Microsoft Excel. Thus, another goal of the 2016 review was to help students address both of these shortcomings. We succeeded in improving student Microsoft Excel skills by offering a full day Saturday session each semester on Excel, taught by one of the faculty who teaches accounting systems. To better develop the interpersonal skills of our students, we offer once a year a four-hour workshop on interpersonal skills. The interpersonal skill workshop is taught by a communications specialist from the outside that we bring onto campus for this event. We had planned on including this workshop as part of student orientation beginning in 2020, but the pandemic did not allow for this and thus, the orientations beginning in the next academic year will include the interpersonal skills workshop.

In the conclusion of the accreditation report prepared for the last cycle, the former Chair of GAP realized that the responses did not include a faculty member's plans on how to respond based on the course assessment. While the goal was to have faculty utilize the assessment feedback to respond through changes and updates to the course being assessed, the responses to this assessment cycle rarely stated such plans, and those that do, few seemed to follow up in any subsequent offering of that course.

### **Curriculum Changes**

During the current assessment period, we have had two significant curriculum changes. The first relates to limiting the number of courses that are cross-listed as both an undergraduate and graduate offering. When the graduate accounting programs were launched in 2000, the goal then was to offer necessary coursework for students to be CPA eligible with 150 credit hours. For efficiency, we offered the same courses to those entering as graduate students (most of whom earned a bachelor's degree in something other than accounting) and undergraduate accounting students. Over time, the CPA firms continued to not be concerned when making their hiring decisions about whether a student earned 150 hours as part of their undergraduate program or also completed the MSA, as long as the student was CPA eligible. The issue became that the MSA was important for career advancement. Further, instructors teaching the cross-listed courses believed we were truly meeting only the undergraduate learning objectives and barely meeting the graduate learning objectives. Thus, over this assessment period, we phased out many of the cross-listed coursework, when feasible. We retained the cross-listing status of intermediate accounting 2 (A511), since the rigor of the course achieves the learning objectives at a high level. We also maintained the cross-listing status of two of the fundamental internal audit courses (A575 and A560), since these courses too achieve the learning objectives at a

high level and an important avenue for those undergraduate accounting students that do not pursue the MSA. We continue to cross list the core tax course (A515) and the core auditing course (A514) due to the insufficient number of students in the graduate program to justify separate sections.

The other curriculum change made to the MSA during the current assessment period was to increase offerings of internal audit. This curriculum change was initiated by the Institute of Internal Auditing (IIA), when three Executive Board members of the Indianapolis chapter of the IIA met with three faculty members (including the former and current GAP chairs) to discuss the unfilled demand for internal auditors. The IIA members explained that they approached eight other universities in Indiana and asked those schools too for an expansion or creation of internal audit courses, but were turned down. As part of the Kelley School located on the footsteps of downtown Indianapolis, it was clear to those faculty members at lunch that enhancement of our auditing curriculum and better preparation of students for the Certified Internal Auditing (CIA) exam served the Kelley School accounting mission. We created the new course Case Studies in Internal Auditing (A579) which is part of the curriculum needed to become an official Center of Internal Auditing through the IIA. This course is organized by the GAP Chair, but the cases are taught through breakout sessions run by internal audit professionals who are Certified Internal Auditors in the Indianapolis area. We also created a course in Fraud and Forensic Accounting (A572) to enrich our course offerings in internal auditing. The internal audit option can serve as a four-course concentration in the MSA program, or be a stand-alone Graduate Certificate in Internal Auditing for those students not currently seeking the MSA.

### **Assessment Results**

A summary of the assessment data is reported in the following table. In the table, the level of performance is categorized as Very Effective (VE), Effective (E), Somewhat Effective (SE), or Not Effective (NE). In aggregate, around 72% of the students assessed were considered at least as effective, while just over 20% were considered only somewhat effective and about 8% as not effective. Compared to the last accreditation cycle, around 66% of students were classified as VE or E and 34% were classified as SE or NE. Overall, our assessments of our students indicates improvements in overall performance, suggesting the curricular changes we have made since the last cycle are effective.

<b>Summary of Assessment Statistics (MSA and MST combined)</b>					
<b><i>Aggregate Results</i></b>					
<b>Students</b>	<b>Very Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Not Effective</b>	<b>Total</b>
322	40.7%	31.1%	20.2%	8.1%	100.0%
<b><i>Learning . Competency #1: Accounting Knowledge</i></b>					
<b>Students</b>	<b>Very Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Not Effective</b>	<b>Total</b>
103	19.4%	17.5%	37.9%	25.2%	100.0%
<b><i>Learning . Competency #2: Accounting Research</i></b>					
<b>Students</b>	<b>Very Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Not Effective</b>	<b>Total</b>

	34	29.4 %	50.0%	20.6%	0.00 %	100.0 %
<b>Learning . Competency #3: Critical Thinking</b>						
<b>Students</b>		<b>Very Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Not Effective</b>	<b>Total</b>
	18	38.9 %	33.3%	27.8%	0.0%	100.0 %
<b>Learning . Competency #4: Communication Skills</b>						
<b>Students</b>		<b>Very Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Not Effective</b>	<b>Total</b>
	74	59.5 %	35.1%	5.4%	0.0%	100.0 %
<b>Learning . Competency #5: Professional Responsibilities</b>						
<b>Students</b>		<b>Very Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Not Effective</b>	<b>Total</b>
	93	53.8 %	35.5%	10.8%	0.0%	100.0 %

### **LEARNING COMPETENCY 1 – ACCOUNTING KNOWLEDGE**

#### ***SLO 1.1: Identify core accounting and tax issues in a variety of business scenarios.***

Courses Assessed: A515 (20-21), A539 (20-21)

Across both classes assessed during the review cycle, more than half of the students were rated as Somewhat Effective (SE) or Not Effective (NE). The instruments for assessment were exams. The instructor for both courses assessed was the same, but the feedback was in the more advanced class (A539), the students were not particularly motivated to put in the required effort. This may be reflective of our shortcoming in only assessing tax classes for this objective, when this is consistently an objective of many of our core classes and electives. No plan was offered on how to raise the level of student efficiency to an acceptable level (rated as Effective (E) or Very Effective (VE)). As is made clear in a later section, the assessment process failed to take this necessary step and will need to be addressed over the next cycle.

#### ***SLO 1.2. Apply fundamental accounting principles, tools, and techniques to basic accounting and tax problems.***

Courses Assessed: A515 (19-20), A523 (19-20; 18-19), A539 (18-19)

This learning objective was assessed in the same two tax courses that were assessed for SLO 1.1, as well as being assessed by two separate professors teaching accounting systems. The results from the tax courses were even more troubling in that 70% of the students were assessed as SE or NE. The assessment tool again was the exam. As with the conclusion above, we are not achieving our learning objectives in these tax courses. For the accounting systems course, assessment by both professors was based on the student understanding aid. For this course, only about a fourth of the students were assessed as SE or NE. While it is clear we are doing better at achieving this learning objective for the students in accounting systems, the concern is that the system understanding aid is fundamentally an exercise in the accounting cycle, which is the bare bones minimum that is to be expected from business students. For accounting students, even a small percentage of students performing below effective is a concern about our ability to effectively teach the fundamental information in accounting.

Further, this course is completed AFTER the graduate level intermediate accounting course. Many of our students are admitted from other institutions where they completed intermediate accounting as an undergraduate student. But the results here suggest that around 25% of these students are still deficient and waiving the graduate intermediate course for these students must be considered more closely.

***SLO 1.3. Solve accounting and tax reporting problems.***

Course Assessed: A514 (20-21)

This learning objective was assessed in the core auditing class by assessing the students (1) understanding of the relationship between financial statements and auditing; and, (2) being able to identify the appropriate reporting standards across various situations. In evaluating both criteria, over half the students were SE or NE. A high proportion of our students pursue jobs in auditing, thus it appears that we are falling well short of our objectives with student learning of how to solve accounting/tax reporting problems. This course is always taught in conjunction with the undergraduate equivalent of the core accounting class. The feedback suggests that either the way we deliver the material is ineffective, or the inclusion of graduate students in an undergraduate class does not adequately serve the needs of our graduate students. Point of fact, however, is only those students entering the MSA program without an undergraduate degree in accounting enroll in A514, thus the performance may also be tied to our admittance decisions on students pursuing a career change. No feedback was provided on how we can alter our approach to achieve better learning.

***LEARNING COMPETENCY 2 – ACCOUNTING RESEARCH***

***SLO 2.1: Identify appropriate accounting and tax standards and interpretations for solving accounting and tax issues.***

Course Assessed: A551 (20-21)

Students were assessed in our required tax research course, based on their ability to identify sufficient citations to support their conclusions for the class project. Overall, only 1 student of 11 performed less than SE or E, suggesting this course is effectively meeting our learning objective.

***SLO 2.2: Access statutory and interpretive resources available for researching accounting and taxation issues.***

Course Assessed: A551 (20-21)

The tax research course was again the basis of assessing this SLO, using the conclusions drawn in the class project. From assessing this course, the instructor believed the students were, at times, confused about which relevant statutes should be cited. Her plan for improvement is to be more proactive in encouraging the students to seek guidance. For those students that go on to work at a CPA firm, a common failure of staff position employees is their failure to seek guidance when needed. While we were effective in achieving this learning outcome, the growth of the students will be much better if they become comfortable seeking guidance when needed.

***SLO 2.3: Apply research resources to accounting and taxation problems.***

Course Assessed: A551 (19-20)

Again, the tax research course was the basis of assessing this SLO, using the conclusions drawn in the class project. For this SLO, 25% of the students were assessed as SE, but no students were assessed as NE. The instructor planned on seeking other research resources for the students to use as citation, rather than just Google, in hopes to improve on the students' performance in the future. This

assessment was from an earlier semester than the assessments above and given the high level of correlation across the SLOs for Accounting Research, the higher level of efficiency in the later semesters above suggest that the plan for improvement was followed, which resulted in improved efficiency in student learning.

### **LEARNING COMPETENCY 3 – CRITICAL THINKING**

***SLO 3.1: Formulate solutions to complex core accounting and tax issues, based on supportable facts, standards, and laws.***

Course Assessed: A511 (20-21)

The course assessed is the graduate version of intermediate accounting. This consensus among the faculty and students is that this is the most challenging course in our curriculum. Students who enter the program without an undergraduate accounting degree are required to take this course. For those students that do not perform well in this class are not allowed to progress in the program, thus it is expected that we would have more students performing at the SE or E levels in this course. The assessment was based on six exam questions from the first exam, where 5 students of 16 performed SE, and no students performed NE. The instructor pointed out his surprise (and pleasure) that no student fell in the NE range and concluded that, overall, the students were prepared for the exam and demonstrated an effective understanding of this learning objective. Based on the assessments, the instructor planned on tweaking the coverage of one particular complex issue but no other curricular changes were deemed appropriate. Ideally, the assessment process should also provide us a snapshot on whether these efforts to tweak that one complex area covered in the course improved the students learning, but there were not assessments of this course over multiple time periods.

***SLO 3.2: Evaluate alternative solutions to the complex accounting and tax issues and determine the benefits and drawbacks of each possible solution.***

Course Assessed: A515 (20-21)

This learning outcome was assessed in the introductory tax course, where only two students were enrolled as graduate students in a course that was co-taught with the undergraduate equivalent. Both students were rated as E and the instructor indicated that it was similar to the level of learning as the undergraduate students. The concern with cross-listed courses, such as this course and A514 Auditing, is that the material is geared more for the vast majority of undergraduate students in the class, rather than at a higher level that can be taught with just graduate students. Our enrollments to date, however, do not justify separate sections of the core tax or auditing course.

### **LEARNING COMPETENCY 4 – COMMUNICATION SKILLS**

***SLO 4.1: Articulate the complex accounting and tax questions to be analyzed.***

Course Assessed: A500 (20-21)

This learning objective is being evaluated in our accounting ethics and standards course. The course is taught by part time faculty, but consistently by the same part time faculty member. The consistency in instruction has led to improvements in the course over time. For the period assessed, 100% of the students were assessed as VE or E, based on whether the student was able to effectively articulate in writing and in a presentation the effects of an ethical lapse. The high rate of achievement suggests that we met our learning objective for this SLO. However, since this course was only evaluated by a single course that does not actually teach accounting or tax, but ethical choices of how to be an accountant, there is not clear feedback on our overall ability to achieve this outcome. The

assessment process over the next assessment cycle (discussed below) needs to help identify whether this outcome reflects the program as a whole.

***SLO 4.2: Articulate solutions to accounting and tax problems.***

Course Assessed: A579 (20-21)

The difference between SLO 4.1 and 4.2 is that 4.1 is more open-ended on whether our students are able to identify what questions should be asked, where 4.2 is not an open-ended process and asks if our students can solve those questions posed in 4.1. This was assessed in the new case course on internal auditing. The assessment indicates that 100% of students were either VE or E in achieving this goal. The basis for evaluation was the comments during break out sessions as well as the summaries of each case submitted at the end of the term. The students were very engaged and impressed the break out session leaders (high level internal auditors in the Indianapolis region). This course, however, is an elective and the only course in which we assessed this SLO. It is likely that the level of effectiveness would be higher in a course where potential employers lead the break out sessions and is an elective to a speciality within the MSA program. Over the next assessment cycle, we will need to assess the generability of the findings from A579.

***SLO 4.3: Explain, in written and oral form, the logic underlying how and why decisions about accounting and tax issues were made.***

Courses Assessed: A566 (20-21), A523 (18-19)

The assessment of this learning objective was through the advanced auditing class and accounting systems. For advanced auditing, the course is taught using cases where the students rotate being the case discussion leader, thus enabling assessment of the students' oral communication. Essay exams were utilized to assess the students ability to communicate in written form. 100% of the students were assessed as being either VE or E. Even though the assessment process did not suggest that the faculty member needs to alter the course, the faculty member teaching this course reassesses the extent students learned from the cases and modifies both the cases discussed and the expectations per case, in order to improve student performance. For the systems understanding aid in the accounting systems course, 20% of the students were assessed as being SE. The faculty member noted, however, that the students in his course are not required to actually "write" to communicate, because the communication is through the numbers reported through the system understanding aid. It is likely that the assessment of A523 for this SLO is misplaced.

***LEARNING COMPETENCY 5 – PROFESSIONAL RESPONSIBILITIES AND PROFESSIONAL DEVELOPMENT***

***SLO 5.1: Identify the various laws, standards, and codes of professional responsibility for accounting and tax professionals.***

Courses Assessed: L503 (20-21), A500 (19-20)

This objective was assessed in the required business law class and the accounting ethics class. For business law, the assessment was based on the ability to correctly apply statutory/regulatory requirements and also based on the ability to apply accounting standards to relevant cases. As an example, the students were assessed on their understanding of both the *Sarbanes-Oxley Act* and the *Foreign Corrupt Practices Act*. Across the two assessments of this course, only 1 of 23 students assessed fell outside the SE and E range, indicating a high level of success in achieving this learning goal. The instructor did not indicate any changes in the course may be warranted, but based on the assessment, it appears that this course is effective in achieving this learning outcome. For the

accounting ethics course, this assessment was from an earlier semester than the assessment above, and the assessment was based on exams. Less than 25% of students fell in the SE category and no students were rated as NE. In later offerings of the ethics course, no student fell in either the SE or NE category for the assessment of SLO 4.1. While these SLOs differ, it is clear from the means of assessment and the performance of the students in the later offerings, the instructor improved the course and achieved better student learning.

***SLO 5.2: Describe the nature of common ethical dilemmas in accounting and taxation and the professional's responsibility in these cases.***

Courses Assessed: A500 (19-20) and A560 (19-20; 20-21)

This objective was assessed in the accounting ethics class and IT audit. For the accounting ethics course, this objective was assessed at the same time as SLO 5.1, where the discussion above is still applicable. The IT audit course is an elective, for those students seeking a career in public auditing or internal auditing, and taught by a part time faculty member, who has been teaching the course for many years. When the course was first assessed, the instructor did not provide scoring as SE or E, but indicated every student performed at a high-level equating to the E category, but suggested that he would need to supplement the class with additional online material and discussions to improve the student performance. In the more recent assessment, 95% of students were assessed as SE or E, suggesting that the feedback from the earlier assessment was useful in improving the student learning.

**Assessment Process**

The assessment process through this cycle has been very valuable. From the assessments performed, the assessment process has identified weaknesses in student learning in our core tax and auditing courses, in that over 50% of students fell in the Somewhat Effective or Not Effective categories. More importantly, this assessment is from the faculty teaching the courses. Moving into the next assessment cycle, we will need to identify what changes in the method of delivery could improve these outcomes. A likely cause of these deficiencies is the need to co-teach graduate students with undergraduate students together in a single section. Efforts need to be made to determine if the co-teaching is the root cause of the students not achieving the learning objectives in these cross-listed courses, or if there is a more fundamental issue. If it is the co-teaching of these courses that are leading to the problems identified, that must be solved at the oversight level by the Program Chair and the Executive Associate Dean in charge of class scheduling.

Also of significant concern identified through the assessment process is the deficiency in students' performance on the system understanding aid, which fundamentally is the accounting cycle. This is indicative of a larger problem of students entering this course not fully grasping financial accounting. Those students enrolled in the accounting systems course as well as those students who must first take the graduate version of intermediate accounting are those students we admit without an undergraduate accounting degree. While 25% of students falling into the Somewhat Effective or Not Effective categories may not seem much of an issue, given that each of these students would have first completed intermediate does indicate that there is likely a deficiency in the admissions process. The feedback from accreditation is that the admissions process needs to be more diligent in assessing a student's aptitude for accounting. A failure rate of 25%, as indicated through the assessment process, only weakens the program, dilutes the learning of other students in the classroom, and dampens the enthusiasm of recruiters to hire our students.



When developing the assessment plan for the next assessment cycle, one important way to evaluate the improvement in achieving our learning goals is to assess each course twice – once early in the process and once later in the process. This way, we can assess whether we are meeting our goals of continual improvement, as we were able to assess the improvements in the accounting ethics and IT audit courses in the current assessment cycle. Further, the assessment process has been concentrated too much on selecting just a few courses to assess, without concern about the generalizability of those findings to the program as a whole. Many of our SLOs were evaluated by a tax course, which would not give insights into the learning achieved in the auditing and accounting courses. And further, the courses being selected are often co-taught with undergraduate students, this furthering the inability to generalize our findings. To ensure we do not have gaps in our student learning, we need to expand our net of courses being evaluated to capture the various attributes of the Graduate Accounting Programs.

### **Future Goals**

The takeaways from the assessment process and comprehensive review over the current assessment period has provided key insights for future development. Over the next assessment period, we are gearing the program to meet the demands from those professionals working, or who plan on working, in downtown Indianapolis and across all of Indiana. The steps taken towards improving our deliverables has already begun by the development of the three graduate certificates in accounting, taxation, and internal auditing. The four course sequences that constitute each of these certificates also constitute the areas of focus in the MSA and MST programs. The review process identified where we are not achieving our learning objectives, and thus, not providing the learning atmosphere necessary to serve our constituents. The improvements over the upcoming assessment cycle will center on improving the admissions process for matriculating students without an undergraduate accounting degree and developing a better understanding on whether the low level of achievement in the courses co-taught with the undergraduate students relates to the admissions of students not suited to pursue a quantitative degree or related to the difficulty in teaching a course from two sets of learning objectives (the undergraduate learning objectives that are not specifically tied to accounting and the graduate learning objectives that are tied to the Graduate Accounting Program).

## Indianapolis Physician MBA Program

### Introduction

The Kelley School offers one of the few standalone full-curriculum physician-exclusive MBA programs among AACSB-accredited schools. Launched in 2013, the program has positioned and prepared over 250 physician graduates from around the country to be impactful executives in the U.S. healthcare system. Success requires assignment of the Kelley School's best graduate teaching faculty. They must deliver customized courses that enable physicians to efficiently learn complex topics while also serving the needs of their patients and health care organizations. Faculty must blend lessons from outside of healthcare with material that is specific to clinical environments. Deliberately designed not to be an executive MBA program, faculty cover the same breadth and depth of knowledge provided in the school's more traditional full-time, part-time, and online MBA programs. As graduate business students, physicians have high expectations, pay close attention to detail, and have no patience for a learning experience that wastes their time. Assessment of Assurance of Learning is an important exercise in quality control that allows continuous improvement, keeps the program competitive, and ensures a high level of satisfaction for physicians in the program.

### Goals Set in the 2016 Report

For the 2016 AACSB Assurance of Learning report, faculty members set the following goals for the 2017-2021 review period. Following each goal are details on how well the program delivered upon recommended improvements.

**Goal:** Faculty can better map theoretical concepts to “on the ground” problems to improve absorption and application of content presented in courses. Instructors should emphasize creative problem solving in the classroom.

**Outcome:** The program increased the number of courses that use problem-based and action-based learning as the central way for physicians to absorb new knowledge and frameworks.

**Goal:** Physician MBA students overinvest in a single functional business topic and demonstrate hypersensitivity to it in managerial decision making. To compensate and correct for this tendency, instructors should emphasize balance in the information used to make business decisions.

**Outcome:** In the executive coaching they receive and in the courses that focus upon development of leadership skills, deliberate emphasis is now placed in training physicians not to bog themselves down in excessive detail when they engage a management challenge. Better knowledge about this tendency among physicians in the program motivated faculty to more frequently emphasize the interdisciplinary context of the problems presented in courses.

**Goal:** Instruction should make finance a more accessible subject for physicians. More time needs to be spent explaining and demonstrating the mechanics of financial analysis.

**Outcome:** The Executive Associate Dean for Faculty and Research at IUPUI now teaches the course. Finance has become one of the most popular courses in the program. Physicians praise the clarity and applicability of the analytical concepts that are taught.

**Goal:** Physicians need explicit instruction in written business communication. They need to learn how to translate complex ideas clearly and in terms that more general audiences can understand.

**Outcome:** A mini-course on business writing and a graded executive memo are a new required part of the X523 Executive Leadership Lecture Series course.

### **Curriculum Changes**

The program made five minor but notable shifts in the curriculum based upon Assurance of Learning assessment and well-organized feedback from physicians. As a whole, changes significantly increased physician satisfaction with their learning experience. First, the program eliminated all but a few additive electives. Physicians indicated they wanted more required courses to maximize preparation for their role as executive leaders. Additionally, electives created an unexpected “fear of missing out” with courses physicians were not able to take because of limited time in the program. Second, process improvement became a standalone required course that built upon a pre-existing foundations course in operations management. Physicians valued the immediate quality improvement and cost savings they could generate through application of six sigma concepts in their own clinical environments. Third, a required course in analytics replaced a required course in managerial economics to better equip physicians to drive data-driven decisions in their organizations. Based upon feedback from alumni, faculty determined that the scale of microeconomics being taught was less relevant to healthcare leadership than a larger suite of analytics principles to which physicians could be exposed. Fourth, the one-week policy course in Washington became a requirement because of the power of insight it provided for physicians at the end of their program. Alumni said the context and insight gained about healthcare reimbursement and regulatory processes enabled them to make better strategic decisions in their executive roles. Fifth, an optional short course in career management joined the curriculum. The course provides guidance on how to fully or partially transition out of traditional clinical practice and into an executive leadership position. The knowledge gained allows a physician to translate personal discoveries made through executive coaching within the program into new career paths that generate higher vocational fulfillment.

### **Assessment Results**

Due to oversight in management of the Assurance of Learning process for the Physician MBA program, too many assessment reports from faculty lacked formal quantitative assessment of learning outcomes. The management process is being overhauled to ensure this does not occur during the 2022-2026 accreditation cycle. Most all assessments documented impressive learning outcomes. Ethical analysis, capital budgeting, financial analysis of entrepreneurial opportunities, team dynamics, and macroeconomic determinants of health system performance are topics of which physicians needed to demonstrate better mastery. The following table summarizes by learning competency the detailed observations and conclusions gained through assessment of courses in the program:

#### **Learning Competency 1: Problem Solving and Critical Thinking**

##### *X520 Healthcare Policy Experience*

- Physicians demonstrated a high state of learning of the U.S. healthcare policy process.
- High quality written submissions suggested that the program significantly improves communication skills.
- Add policy discussions before physicians leave for Washington as part of the course experience.

##### *P528 Business Process Improvement for Healthcare Executives*

- Impressive application of interdisciplinary concepts by physicians suggested an advanced state of learning.
- Course needs a more efficient process to coach physicians through their process improvement projects.
- Variance in peer leadership ability and comfort with teamwork is an issue to manage as part of the projects.

*W516 Leading Organizational Change*

- 76% of physicians effectively analyzed ambiguous business situations and identified useful choices for action.
- Subdivide one big assignment at end of course into smaller assignments that allow trial-and-error learning.

*F523 Financial Management (third assessment)*

- 91% of physicians demonstrated effective understanding of capital structure and decision trees.
- The course endows physicians with impressive comprehension of quantitative financial concepts.

**Learning Competency 2: Legal and Ethical Analysis**

*A524 Leveraging Accounting to Make Better Decisions*

- Physicians mastered rules for determining and reporting bad debts.
- Enhance learning of accounting for bad debts in healthcare with a discussion of Medicare fraud.

*L512 Managing Legal Risk*

- 85% of physicians effectively explained the importance of ethical standards in sustainable business practices.
- 60% of physicians effectively analyzed the ethical implications of business decisions.
- Continue to discuss and apply ethical thinking through active learning scenarios.
- Provide opportunity in other courses to apply ethical analysis learned in this course.

**Learning Competency 3: Core Business Knowledge and Analytical Skills**

*F523 Financial Management (first assessment)*

- Demonstration of analytical and quantitative skills was excellent.
- Identify ways physicians can learn material in a shorter amount of time.

*F523 Financial Management (second assessment)*

- 85% of physicians effectively calculated cash flow measures important for corporate investment decisions.
- Results reinforced continued instruction of new methods for calculation of capital spending.

*F523 Financial Management (third assessment)*

- 65% of physicians effectively solved a capital budgeting problem.
- Imbed teaching of capital budgeting in more detailed examples of machinery replacement in healthcare.

*W511 Venture Strategy*

- 59% of physicians effectively applied analytical tools to appraise launching a new venture.

- Place more emphasis on the importance of financial evaluation in exploration of a business opportunity.

**Learning Competency 4: Communications Skills**

*X523 Executive Leadership Lecture Series*

- Physicians exhibited impressive improvement in business writing skills.
- Reducing the volume of course work and readings strengthened demonstration of learning outcomes.
- Encourage other faculty members to offer business writing opportunities in their courses.

**Learning Competency 5: Leadership and Collaboration**

*J506 Leading and Managing Human Capital in Healthcare*

- Personal development plans reflected advanced learning of theories of leadership and motivation.
- Add more opportunity for discussion (online or in-class) of real-world application of concepts and frameworks.

*J501 Developing Strategy and Integrative Experience*

- Physicians demonstrated discomfort with the collaboration necessary to complete a team exercise that generates strategic recommendations for an organization.
- Add a module on team dynamics that teaches physicians to be more effective in their collaborative work.
- Better train physicians to make confident decisions under uncertainty (i.e., when “no right answer” exists).

*X552 Executive Coaching for Physician Leaders*

- Numerous requests for coaching sessions beyond the required minimum suggested a high state of learning.
- Coaches should be very flexible in their availability to accommodate odd physician clinical schedules.

**Learning Competency 6: Macro-environmental Understanding**

*S504 The Role of Health IT in Medicine: Past, Present, and Future*

- Online discussions helped physicians make organizational decisions with more efficiency and confidence.
- Content needs to strengthen coverage of predictive analytics, artificial intelligence, and mobile computing.

*G512 Macroeconomics for Managers*

- 78% of physicians effectively demonstrated knowledge of macroeconomic fundamentals.
- 64% of physicians effectively linked U.S. healthcare system performance to macroeconomic variables.
- Compartmentalize theoretical principles so that students better comprehend macroeconomic drivers.
- Include quantitative assignments as part of the expected preparation for case discussions.
- National health care system performance should be explicitly covered as a topic in the course.

*F523 Financial Management (second assessment)*

- 97% of physicians demonstrated effective understanding of capital structure concepts.

- |   |
|---|
| <ul style="list-style-type: none"><li>• More advanced topics on capital structure can be taught if time allows in the course.</li></ul> |
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### **Assessment Process**

Overall assessment of the Physician MBA program fell short of standards. Academic years 2016-2017 and 2017-2018 saw no assessment work. Of 16 reports submitted by faculty, only 6 provided formal quantitative assessment of learning outcomes. Learning Competency 4 was only assessed once and SLO 2.4 was not assessed. A new assessment director is in place for the Indianapolis programs. She will oversee a new process that exactly matches Bloomington. Assessment for the 2022-2026 cycle begins Spring 2022. The Physician MBA policy committee must affirm learning competencies and SLOs by the end of February 2022. This enables a five-year assessment plan that evaluates each SLO at least twice using quantitative evaluation methods. Despite assessment activity that did not completely meet standards for coverage and measurement, the faculty and program office gained valuable insights that affirmed impressive learning outcomes and provided actionable recommendations for a more valuable academic experience.

### **Future Goals**

Beyond specific improvements within individual courses, insights from Assurance of Learning assessment suggest the following program-level goals to strengthen learning outcomes during the next assessment cycle:

- Assess each SLO twice using quantitative evaluation that meets AACSB Assurance of Learning standards.
- Enhance knowledge of team dynamics and skills in collaborative learning gained by physicians within the curriculum.
- Expand opportunities for physicians to learn and apply ethical analysis.
- Encourage assignments that require physicians to apply business writing skills.
- Develop physician confidence to make business decisions under high levels of uncertainty.