PRAC Annual Report

2021-2022 Report

Kelley School of Business - Indianapolis

Submitted by

Lin Zheng, Clinical Associate Professor of Accounting, Kelley Assessment Coordinator

Contributors

Charlotte Westerhaus-Renfrow, Clinical Assistant Professor of Business Law and Management, Faculty Chair, Undergraduate Program

Kyle Anderson, Clinical Assistant Professor of Business Economics, Faculty Chair, Evening MBA Program

Samuel Tiras, Associate Professor of Accounting, Chairperson, Graduate Accounting Program

Phil Powell, Clinical Associate Professor of Business Economics and Public Policy, Chairperson, Business Medicine Program

Tony Stovall, Clinical Associate Professor of Marketing, Chairperson, Business Medicine Program

Introduction

Programs

  Kelley School of Business at IUPUI (KSBI) is part of the Kelley School of Business, an Indiana University Core School. Committed to quality business education, Kelley focuses on excellence in all areas including teaching, research, curricula development, and student learning. KSBI operates as a department within the Kelley School and houses four academic programs which offer five degrees. The following lists programs and degrees.

| Academic Programs	Degrees offered
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

Accreditation

  Kelley School of Business, as one school, is accredited by AACSB International (AACSB). In addition, accounting programs in the Bloomington and the Indianapolis campus have a separate combined AACSB accounting accreditation. Assurance of Learning (AOL), i.e., assessment, has always been an integral part of the initial accreditation and subsequent Continuous Improvement Review (CIR) process. In June 2022 Kelley successfully reaffirmed its accreditation for the CIR cycle of 2016-17 through the year 2020-21. The current CIR cycle is from the year 2021-2022 through the year 2025-2026.

Assessment

  The assessment process and activities at Kelley follow closely with the AACSB AOL requirements. At the beginning of each CIR cycle, each academic program revises program learning competencies and accompanying student learning outcomes (SLOs). Competencies are large and overarching and align with the mission of the school while SLOs are concrete and measurable. Each program competency is typically broken down into three or four SLOs. All program competencies and SLOs can be found on this page. The UG program incorporates IUPUI Profiles of Learning and Undergraduate Success in program competencies.

  SLOs are assessed only in courses that are required for all students in the program. The instructor(s) determine the SLOs to be covered and assessed in their courses. Based on the AOL map, the Assessment Coordinator develops an assessment plan with the goal to assess each SLO twice in the CIR cycle. Each term, The Coordinator organizes collection of the assessment results. In addition to the traditional quantitative rubric to directly measure student learning, a Statement of Learning (SoL) report is used in selected courses to provide indirect evidence of student learning.

  The Coordinator also provides training, organizes collection of the results, and communicates with faculty, Program Chairs and other stakeholders in the process. The Chairs interpret results and present them to their Program Committees, which then use the assessment results to inform and direct curriculum management.
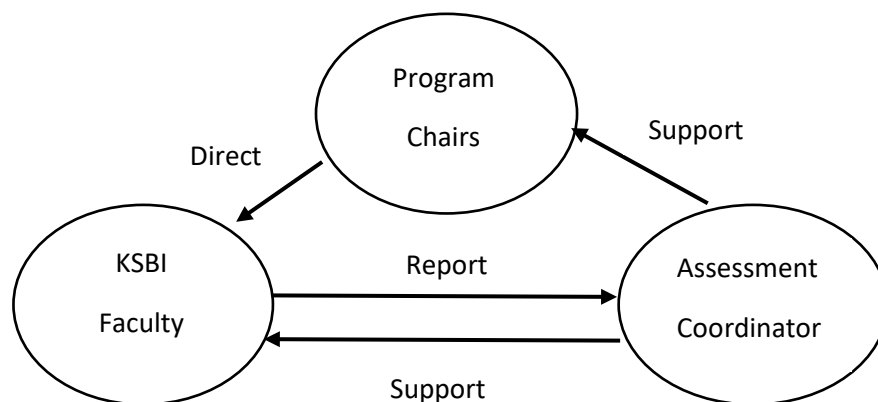
Assessment during the 2021-22 year

Overview

Given that faculty and administrators were busy engaging in the AACSB peer review visit in spring 2022, fewer assessment activities were conducted than in a typical term during the year. The following shows the 2021-2022 assessments across Programs.

Academic Programs	Terms covered	Assessment activities
Undergraduate Business Program (UG)	Fall 2021, spring 2022	3 courses, 3 SLOs, 1 SOL report
Evening MBA Program (EMBA)	Fall 2021 quarter, Winter 2021 quarter, spring 2022 quarter, summer 2022 quarter	2 courses, 4 SLOs
Graduate Accounting Program (GAP)	Fall 2021, spring 2022	1 MSA course, 2 SLOs; 1 MST courses, 2 SLOs
Business of Medicine Program (BOM)	Fall 2021 quarter, Winter 2021 quarter, spring 2022 quarter, summer 2022 quarter	3 courses, 5 SLOs

In fall 2021, a new Assessment Coordinator (Lin Zheng) was appointed. Professor Zheng spent most of the time assisting with the AACSB reaccreditation process and getting familiar with the assessment process and activities at Kelley Indy.

Major findings and responses to findings – UG program

In Fall 2021, substantial revisions to KSBI's Undergraduate Program were implemented. These revisions were focused and targetable modifications to the curriculum, offering 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 Indiana's regional business ecosystem's growth and sustainability, and 3) complementary strategic alignment with Bloomington's academic programs.

The salient takeaway from the AOL Reports was that students struggle with critical thinking and problem solving to support their arguments and proposals supported with basic concepts. In addition, faculty noted deficiencies in their students' written and verbal communication skills. However, the reports indicated faculty did not share a common definition of exactly what verbal communication skill was and more importantly, how to assess it.

Major findings and responses to findings – EMBA program

Results in an upper-level strategy course showed students have a good handle of the theoretical aspects of the class and improved on how to apply the course material to real world problems. Specifically, although students did well in identifying and explaining drivers of sustainable competitive advantage, some regression in students' ability from the last assessment was noted. However significant improvement was found in the application of the material to real world issues. Going forward, while still maintaining the additional emphasis on application, the instructor is planning to increase class time dedicated to explaining/discussing the concepts.

In a finance course an exam was administered online with a very short time limit which was difficult for some students (particularly older students). Concerned about academic misconduct in on-line exams, the method has been used since the pandemic in order to keep students from collaborating on what should be an independent assessment. Results showed 53% of students marked below an 80%. However, this is the instructor's first year at IUPUI; so the instructor planns to adjust to a more traditional assessment method for the final exam as well as in future sections of this class.

Major findings and responses to findings – GAP program

This year, the GAP program worked on improving the number of students that score very effective (VE) or effective (E) in terms of learning course material.

The plan for this assessment in the upcoming cycle is to evaluate each course in the matrix twice. The first assessment will serve as a basis for determining the degree of improvement that is needed. The faculty member is expected to provide a plan on how to improve the efficiency in which students learn. Before the second evaluation, each faculty member is expected to implement the proposed plan and report on the progress when reporting the second assessment. The assessments should be spaced at least two years apart, so that the faculty's proposed plan can be implemented.

Major findings and responses to findings – BOM program

The reports revealed the three classes reviewed are all doing a good job of meeting the selected SOLs. For some of the metrics it might be a good idea to supply templates so that students have a better understanding of what is required of them for some of the more quantitative oriented assignments. Adjustments here can be managed easily by the course instructor. It also seems the program might need to add some training in verbal communication skills earlier in the program. In P501, the instructor noted that students had more challenges with the verbal presentation aspects than with the written aspects, which is contrary to what might be expected with this population of senior healthcare executive.

In the next AACSB assessment cycle, the BoM program policy committee will discuss the possibility of introducing a Communication Skills improvement course or module in the earlier part of the curriculum. The other areas for improvement can be accomplished by small adjustments by individual faculty remembers as they prepare their individual courses – templates and exemplars are easy additions and do not require program-level interventions or changes.

The Record

       The ICore project is a signature experience for all Kelley students. In the ICore project, Kelley student teams collaborate with businesses to develop business plans. Currently ICore grades are given the E tag as in the RISE initiative. The ICore Coordinator and the IEL are in discussions about adding the experience to the Record.