PRAC Annual Report

2022-2023 Report

Kelley School of Business - Indianapolis

Submitted by

Lin Zheng, Clinical Professor of Accounting, Kelley Assessment Coordinator

Contributors

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

Samuel Tiras, Associate Professor of Accounting, Coordinator, Graduate Accounting 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. The current CIR cycle is from the year 2022-2023 through the year 2026-2027.

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. The Assessment Coordinator maintains the AOL map for each program which includes an updated matrix of required courses and corresponding SLOs. Based on the AOL map, an assessment plan is developed with the goal of assessing 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.
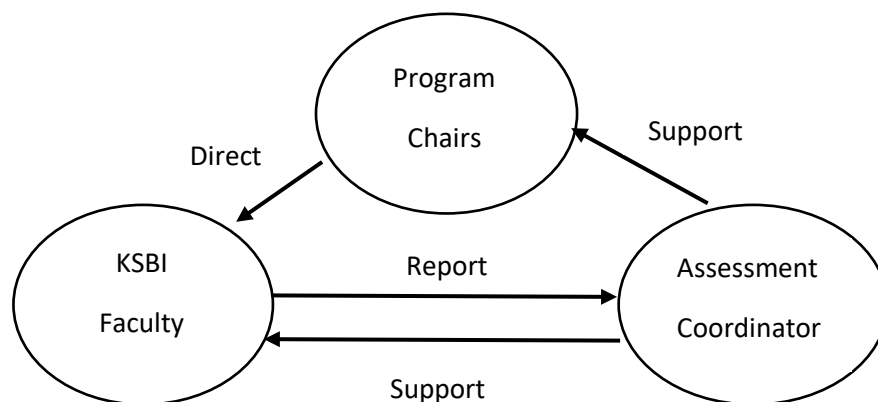
Assessment during the 2022-23 year

Overview

During the 2022-2023 academic year, the Evening MBA program updated its Program Learning Competencies and Student Learning Outcomes. The update is meant to align with Competencies and Outcomes in other Kelley MBA programs. As a result, Competencies were reduced from 7 to 6 while Outcomes were streamlined from 29 to 20.

The following shows the 2022-2023 assessments across Programs.

Academic Programs	Terms covered	Assessment activities
Undergraduate Business Program (UG)	Fall 2022, spring 2023	5 courses, 10 SLOs
Evening MBA Program (EMBA)	Fall 2022 quarter, Winter 2022 quarter, summer 2023 quarter	3 courses, 6 SLOs, 1 SoL report
Graduate Accounting Program (GAP)	Fall 2022, spring 2023	2 MSA course, 5 SLOs; 1 MST courses, 2 SLOs
Business of Medicine Program (BOM)	Fall 2022 quarter	1 course, 1 SLO (1 assessment was cancelled due to faculty turnover).

Major findings and responses to findings – UG program

Built on the 2021-2022 strategy to strengthen niche which better complement Bloomington and make the Kelley School at IUPUI a national destination for interested undergraduate students, a new course (BUS-L312) was started and the certificate in real estate was made available for IUPUI students not enrolled at Kelley. In addition, a couple of courses were added to the list of electives for the Supply Chain Major.

In all courses assessed this year, students were offered applied learning (learning by doing) opportunities for reflection. Students could be required to complete a capstone course that challenges them to collaborate with real company cases and/or companies prior to enrolling in I-Core and

choosing their academic major. This experience can help students find and supply solutions to ethical business concerns, human resource issues, and learn from experience opportunities.

The assessment results found students were lagging in using or applying technological concepts and relevant computer programs to solve business problems. Consistent with last year's results, students struggled with critical thinking and problem solving to support their arguments and proposals supported with basic concepts.

The program intends to encourage faculty to consider working with IUPUI's Center for Teaching and Learning to learn more about how to teach and assess critical thinking related SLOs and/or course objectives.

Major findings and responses to findings – EMBA program

In the organizational behavior course, three different content areas were assessed including ethics and legal issues; emotional intelligence; and learning and decision making in the context of leadership. While the overall results indicated a "very effective" outcome, a detailed item-by-item analysis revealed uneven learning in different learning aspects. The instructor plans to use the assessment results as a baseline for future assessments given the first-time teaching.

An accounting course assessed student learning for understanding business operation and integrating tools and techniques. Results reflected that students were effectively learning the materials with over half of the students were in the "very effective" category. However, a higher percentage of students were not effectively learning than in previous years. The instructor plans to reach out to students individually to learn more and make changes to improve student learning.

Major findings and responses to findings – GAP program

A law course assessed the program competency related to Law and Ethics. The performances of the students were substantially in the "Very Effective" or "Effective" category, which met the goals. The instructor's assessment concluded that the assessment worked well to capture the student's performance, and the performance is high. Even when the goals were met with the initial assessment, the program chair suggests that the instructor assess why though students not in the top two categories did not perform as well. The focus should be on the course and instructor rather than identifying why particular students characteristics led to the poorer performance.

An introductory tax course assessed students' accounting/tax knowledge and critical thinking. Individual student's term project was read and graded where every student performed in the "Very Effective" or "Effective" category. Upon reflection, the program does not think this method of evaluation was effective in differentiating across student learning achievements. This was the first time teaching a tax course for this instructor and the performances reported do not match the trends observed over the years. Thus it is suggested that the next time this course is evaluated, that we consider closely what metric might be more reflective of the class distribution of performance.

Major findings and responses to findings – BOM program

The classes assessed are effectively meeting the AoL goals for the specific metrics selected. 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. The program plans to address the shortfall in communication skills by adding an executive Communication course to the curriculum. One instructor noted that students had challenges with forecasting the complete impact of COVID on the healthcare system. As COVID cases wane, this should naturally improve.

The BoM Policy committee has recommended curriculum updates and a change in the number of in-person residencies offered for students. The courses reviewed in this report are not affected by the curriculum updates to the program. Other general 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. The ICore Coordinator is responsible for adding the experience to the Record.