Mission

The mission of the Kelley School of Business Indianapolis is to be the business school of choice in Central Indiana -- for students and for companies -- and a school where first-rate scholarship and good practice meet.

Goals and Objectives

- Enhancement of existing degree programs
- Evening MBA
  
  **Campus Planning Theme:** Teaching and Learning  
  **Secondary Goals:**  
  **Sub Unit:**  
  **Time Frame:**

Actions taken for 2008-2009:

A new Entrepreneurship major officially replaced the Venture and Technology Management major. The Entrepreneurship proposal was passed by the Kelley School of Business faculty in Fall 2008.

A proposal to realign courses for the Marketing major passed the MBA Policy Committee and the Indianapolis faculty during Spring 2009 and will brought to the Academic Council and Kelley faculty in Fall 09. This realignment of courses was undertaken to strengthen the Marketing major course offerings and to ensure that KSB Evening MBA marketing majors acquire a strong portfolio of managerial, behavioral and analytical skills and tools that prepare them to be effective marketing managers in a wide range of industries.

A new plan was developed to reach out to Kelley School of Business Indianapolis MBA Alumni. The goal of this plan will be to survey alumni on their views of the Evening MBA Program, to engage their help in recruiting talented prospective students into the program, and to involve them in professional development mentoring activities.

Professional development innovations to the curriculum continued to help students assess their professional aspirations and goals. Evening students took advantage of the availability of GCS and Indianapolis faculty career coaching, “sophwik” mentoring, Leadership Development Institute simulations, and the Enterprise Experiences.

Professors Bob Grimm and Ken Wendeln launched a job support group in January 2009 that successfully counseled Evening MBA students who had lost their jobs as a result of the economic recession. Over one-half of the twenty-seven students counseled since December 2008 have been able to find another job. The efforts of Professors Grimm and Wendeln became the focus of a local news story.

A new course which will give Evening MBA students the opportunity to study the business environment of Brazil was developed in Spring 2009 and will be offered in Spring 2010. This course includes a week of
Evidence of Progress for 2008-2009:


2. Applications to the Evening MBA Program remained in line with previous years despite the economic downturn and the decrease in the number of companies providing tuition assistance to their employees. The program admitted 153 students for the year across the Indianapolis and Carmel Cohorts while maintaining the average GMAT of 610. The percentage of women and minorities in the program remained consistent with percentages of the previous year, while the percentage of non-US citizens increased.

3. During 2008-2009, the gSCIE, FIND, and DIVE Enterprises continue to engage students in meaningful projects that apply knowledge learned in the classroom to business projects. These enterprises also served as an important means by which to strengthen ties between the local business community and KSBI students and faculty.

Activities planned for 2009-2010:

1. Recruitment
Given the entry of new competitors in the local and regional MBA market, it is imperative that the Evening MBA Program initiate new efforts to recruit high-potential working professionals in the Indianapolis metropolitan area into the Evening MBA program. The goal will be to make the Evening MBA program the preferred choice of high-potential applicants in the Indianapolis metropolitan area who wish to balance an existing career with an MBA program that offers a classroom experience. The program will also seek to further increase the enrollment of women and under-represented minorities into the Evening MBA Program, and to boost the awareness of its dual-degree programs within the Schools of Medicine, Science, and Engineering.

2. Program Enhancements:
Programs must be evaluated to ensure that they continue to meet the needs of ever-changing market conditions and student needs. The Evening MBA Policy Committee will conduct a review of the Evening MBA core curriculum to ensure that it continues to provide the essential core body of knowledge to the Evening students. This review will consider the number, the content, and the sequence of courses to ensure the Evening Program continues to deliver a core curriculum that meets our students who aim to be future business leaders in the global economy.

3. External Communications:
The Program Chair will work the Director of External Affairs and the Director of Development to increase community and business awareness of the Kelley Evening MBA Program and its achievements. Increased publicity of program achievements will improve the program’s reputation in the Indianapolis business community and will also enhance the Program’s efforts to recruit high-potential students.

 Kelley Direct
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:
Actions taken for 2008-2009:

1. Collaborative teaching process launched between KD and faculty at the Indian Institute of Management at Bangalore, India
2. Collaborative teaching process launched between KD and faculty at the School of Management at Zhejiang University, Hangzhou, China
3. Global Leaders Network launched in the KD MBA program and incorporate information about the GLN in our marketing and communication efforts.

Evidence of Progress for 2008-2009:

1. The number of new partners continue to increase.
2. Students and their employers continue to express high-levels of satisfaction with the KD programs.
3. Faculty from IIMB and Zhejiang contribute to our course teaching.
4. Students and faculty use the GLN to enhance learning in KD courses.

Activities planned for 2009-2010:

1. Experiment more with marketing of the program, in order to determine the best ways to advertise the program to prospective students.
2. Keep expanding the program with new partners.

Masters of Professional Accountancy

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2008-2009:

The MSA Program completed its tenth full year of operations with the graduation of the class of 2009 (academic year 2008-2009). The Fall 2007 class was the last to graduate with the Master of Professional Accountancy degree. Beginning January 2008, the name of the program changed to the Master of Science in Accounting. In 2000, the program graduated 10 students while in 2001 that number increased to 30 students. The graduating class of 2009 numbered 71.

An outgrowth of the MSA was creation and development of a proposal for the creation of Master of Science in Taxation (MST). The program was approved by the university in May, 2008 and was awaiting approval by the Indiana Commission for Higher Education (ICHE) in 2008-2009. It was approved in 2009 and began admitting students in the spring semester of 2009. This program is the only one of its kind in the state of Indiana. By having an MST, Indianapolis joins the ranks of most major metropolitan areas that have such programs. The program prepares individuals to prepare for career taxation. It is a 30 credit hour program consisting of 24 hours of
enables individuals to prepare for a career in taxation. It is a 50 credit hour program, consisting of 24 hours of taxation and 6 hours of electives. The MSA program partnered with Becker CPA Review to develop an intensive CPA review course to be available on a credit or no credit basis and it was offered for the first time in the summer of 2009.

Six open houses were held in the greater Indianapolis programs that marketed both the Kelly MBA and MSA programs. The MSA program was advertised at a number of venues.

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Evidence of Progress for 2008-2009:

The class matriculating in fall of 2008 was the largest ever, a total of 75 students. In 2009, enrollments topped that number, coming in at 80. Of that amount, about 28 percent were international students.

The MST program started enrolling students officially in the fall of 2009. The first MST course offered was an online course and attracted 20 students.

The CPA Review course was offered in summer 2009.

The strength of the MSA program and its outreach to the community enabled the school to secure funding for a faculty fellowship from the accounting firm of BKD. Reed Smith was the recipient of this award. This amount is in addition to contributions in the prior year by BKD to the Learning Spaces project that has significantly enhanced the second floor of the Business-SPEA building.

The MSA Luncheon Speaker Series sponsored by the MSA Student Association continued this year with four luncheons. The speakers included Mark McIntosh, Executive Recruiter for Creative Financial Staffing; Kathleen Culp, Senior Vice President of Colliers International; Art Arbuckle, Senior Manager of State and Local Tax Solutions; and Joseph Munson, CFO for Hubler Automotive Group. The MSA program also hosted its eighth annual MSA Picnic. The picnic was sponsored by Katz, Sapper and Miller.

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Activities planned for 2009-2010:

1. Continue efforts to advertise and grow the MSA and MST programs
2. Develop a student exit survey
3. AACSB assessment – development of course-embedded measurement techniques

☐ Undergraduate Program

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

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Actions taken for 2008-2009:

- Todd Roberson, as our new recruitment coordinator, is working with the Office of Admissions to increase student recruitment, especially among direct admit applications.
- Marketing of the undergraduate program increased, including developing the “You Can Learn Business Here. You Can Do Business Here” campaign. 5000 prospect postcards were mailed in Spring 2008, 8000 postcards in Fall 2009, 2000 high ability letters in Fall 2009, and 1500 diversity letters in Fall 2009.
- AACSB Assessment – We completed our second collection of assessment data on all core business classes. Based on feedback from the first collection of data, faculty have introduced methods to enhance learning.
• PUL Assessment: Every undergraduate class reported a primary and secondary PUL that will be assessed in the future. Assessment of PULs will begin in Spring 2010.
• Kelley House: In Fall 2009, we had 21 Kelley students. The goal is to enhance retention and create a greater sense of community for our Kelley students.
• International Experience: In Summer I 2009, we offered a special section of International Business Environment D301 where 11 students spent 9 days in Strasbourg, France.
• An Informatics Business Cognate was created in connection with Informatics.
• Integrative Core program classified as experiential learning allowing for zero credit notation on student’s official university transcript as part of the university RISE initiative.
• A new employer rating system for experiential learning was developed in order to insure quality internship opportunities resulting in standardization of the quality of all experiential learning for Kelley students.
• A new on-line self-directed career planning course (X300) was initiated for non-Kelley majors addressing a campus wide need for career planning curriculum.
• Instituted an “English as a Second Language (ESL) for Job Search Purposes” program to better enhance language skills in the interview setting for the increasing international population in the Kelley School of Business

Evidence of Progress for 2008-2009:

• 97% of our seniors would recommend us to a close friend/relative
• Over 90% of our students state that Kelley is committed to our Honor Code
• Over 90% of our students state that our instructors are accessible and responsive to students
• Kelley School of Business Indianapolis Student Government received USG Student Organization of the Year award for the 2nd year in a row.
• As evidence of the quality of student services at KSBI, Maureen Kinney received the Alvin S. Bynum Mentor Award and Jane Lambert received Student Supervisor of the Year Award.
• Business Simulation: Kelley seniors compete against about 2000 teams worldwide on the Capstone Business Simulation. Since 2007, more than half of Kelley’s teams have ranked in the top 10%. In the on-line exam assessing individual business acumen and knowledge more than 60 percent of Kelley undergrads score in the top 25 percent.
• Indiana CPA Society Case Team Competition: Chad Beauchamp III, Molly Utterback, Melissa Utterback, and Shu Ting Zhao placed second among all Indiana Colleges and Universities invited to participate
• IUPUI Top 100: 14 Kelley students were chosen to be among the Top 100 students at IUPUI. Kelley represents approximately 6-7% of the IUPUI undergraduate student body.

Undergraduate applications and enrollments

2004-05 applications: 516 Enrollments: 949
2005-06 applications: 493 Enrollments: 948
2006-07 applications: 589 admitted: 455 Enrollments: 957
2007-08 applications: 608 admitted: 480 Enrollments: 967 fall, 983 spring
2008-09 applications: 605 admitted: 441 Enrollments: 1000 fall, 1000 spring

Undergraduate retention rates

2004-05 freshman/sophomore: 73% junior/senior 91%
2005-06 freshman/sophomore: 87% junior/senior 92%
2006-07 freshman/sophomore: 86% junior/senior 91%
2007-08 freshman/sophomore: 84% junior/senior 92%

Undergraduate job placement success:

2005 full-time jobs: 90 and 2005 internships: 112
2006 full-time jobs: 115 and 2006 internships: 67
2007 full-time jobs: 118 and 2007 internships: 129
2008 full-time jobs: 130 and 2008 internships: 144
2009 full-time jobs: 109 and 2009 internships: 104

Undergraduate graduations:
2004-05: 366
2005-06: 358
2006-07: 335
2007-08: 326
2008-09: 343

Activities planned for 2009-2010:

- International Experience - In Summer I 2010, we will again offer a special section of International Business Environment D301 where students will spend 7 to 9 days in Strasbourg, France.
- Develop a scholarship appeal to alumni.
- Recruit new director for Certificate and Minor program. Increase promotion of certificate and minor program.
- Continue to work on efforts to increase diversity of the student body, including international diversity.
- Work with IPS Business and Finance Magnet, Northwest High School, to attract more students.
- Develop 2+2 articulation agreement with Green River Community College in Seattle, WA to increase the international diversity of our program.
- Develop a dual degree program with Sun Yat-sen University in China. This program will increase our international reputation and enhance our international student population on the IUPUI campus.
- Develop a 2+2 articulation agreement with Vincennes University.
- Developing yield activities to better promote the Kelley school to prospects. Several Kelley faculty welcome students to their classroom and prospects meet with the recruitment coordinator and advisors.
- Complete 2+2 articulation agreement with Vincennes University.
- Begin collection of PUL assessment data.
- Begin discussion of the role of hybrid and online courses as part of the undergraduate degree program.
- Increase employer/student programming sponsored by specific student organizations and the CPO including job fairs, speaker series, and job shadowing.
- Increase Kelley Indianapolis profile with regional and national external partners by collaborating with new our Honors College and other academic units to leverage IUPUI honor students and Kelley Indianapolis honor students to begin national recruiting program for internships and full-time placement.
- Collaborate with other academic units on campus to create uniformed policies and procedures for for-credit experiential learning opportunities to streamline existing frameworks in order to assist external partners in recruiting Kelley students.

☑ Improve School operations

☑ Continue to plan for the Innovation Center building that will house the Kelley School Indianapolis as well as units from the School of Science and the School of Engineering.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2008-2009:

In 2008-2009 we continued the process of identifying space needs for the new building.
Evidence of Progress for 2008-2009:

Activities planned for 2009-2010:

In 2009-2010 we will continue the process of identifying needs, will create the case for the new building and will begin fund raising efforts.

- Improved research productivity of faculty
- Nurture our active research culture that is comparable to or better than the research productivity in top twenty business schools.

**Campus Planning Theme:** Research, Scholarship and Creative Activity

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** on-going

Actions taken for 2008-2009:

1. We continued to provide internal financial support for faculty research.
2. We continued to support an active Kelley Indianapolis Colloquium series.

Evidence of Progress for 2008-2009:

1. **Number and Quality of Publications in Top Research Journals.**
   - 2008 A/A- publications per the Kelley School list: 10
   - 2007 A/A- publications per the Kelley School list: 10
   - 2006 A/A- publications per the Kelley School list: 15
   - 2005 A/A- publications per the Kelley School list: 11
   - 2004 A/A- publications per the Kelley School list: 14

2. **Participation in Kelley School Competitive Summer Research Grant Process.**
   The Kelley School has a competitive summer research grant process in which faculty from both Bloomington and Indianapolis are eligible.
   - 2009 Summer research grants received: 8 (with an additional 3 faculty qualifying but who received research support from other sources).
   - 2008 Summer research grants received: 10 (with an additional 2 faculty qualifying but who received research support from other sources).
   - 2007 Summer research grants received: 11
   - 2006 Summer research grants received: 10
   - 2005 Summer research grants received: 7

3. **Research Colloquium Presentations.**
   The Kelley Research Colloquium is an interdisciplinary colloquium where scholars from Kelley and other universities present and discuss their current research.
   - 2008-09: 7
   - 2007-08: 5
4. Faculty Received Research Awards in 2008.
   - For his research into backdating of stock options, Associate Professor Randy Heron received the 2008 Jensen award for the best paper in the Journal of Financial Economics.
   - Professor Roger Schmenner received the 2008 outstanding paper award for a 2007 publication by International Journal of Operations and Production Management.
   - Professor Barbara Flynn (and coauthors) received the 2008 Decision Sciences Institute’s Distinguished Paper award in the manufacturing management and practice track.
   - Professor Barbara Flynn (and coauthors) received the 2008 Decision Sciences Institute’s Distinguished Paper award in the supply chain management track.
   - Associate Professor Todd Saxton and coauthors received the 2008 Stevens Institute Best Paper Award at the Babson College Entrepreneurship Research Conference for his 2007 paper on Corporate Entrepreneurship.

5. 2008 Publications on International Topics and Presentations at International Meetings

Kelley Faculty published 11 articles in 2008 dealing related to international topics.

Kelley Faculty made the following presentations at international conferences

   - **Charles Dhanaraj.** Envisioned, planned and organized a special conference of the Strategic Management Society in India with the theme "Emerging India: Strategic Innovation in a Flat World." Strategic Management Society Special Conference on India "Strategic Innovation in a Flat World." Hyderabad, India
   - **Charles Dhanaraj.** What have we learned from Alliance Research? What needs to be learned? Strategic Management Society Special Conference on India. Hyderabad, India
   - **Sasha Yurievich Fedorikhin.** Presentation at Association for Consumer Research Latin American Conference, Sao Paulo, Brazil.
   - **Marjorie Lyles.** Keynote or Plenary Speaker. International Association of Chinese Research and Management. Guangzhou, China.
   - **Marjorie Lyles.** One of 3 keynote speakers in the opening plenary. Strategic Management Society Annual Meeting. Cologne, Germany.
6. Chairs, Professorships, and Faculty Fellowships.
In fall 2009, of 26 Kelley Indianapolis tenure track faculty members,
- 5 faculty held Chairs/Professorships
- 7 faculty held Faculty Fellowships

Media Exposure:
Number of times that Kelley Indianapolis faculty were quoted in the media as faculty experts in their discipline.
2008-2009: over 100 times

Activities planned for 2009-2010:

1. Continue pursuit of funding for the Crossroads Center for global Supply Chain, which will have a significant research component.
2. Continue to emphasize our interdisciplinary Research Colloquium.
3. Provide additional incremental internal funds to support faculty research.
4. Continue to pursue funding for Faculty Fellowships and Chairs to support faculty research.
5. Support faculty sabbaticals to enhance research.

We expect to continue the same activities in 2009-2010 as we did in 2008-2009 and measure the outcomes the same way as we did for 2008-2009.

1. We will continue to promote an active research culture in which faculty are encouraged to publish in top academic journals.
2. We will continue to provide internal financial support for faculty research.
3. We will continue to support an active Kelley Indianapolis Colloquium series.

Student Diversity

☑ Improve Recruiting and Retention of Minority Students
Campus Planning Theme: Campus Climate for Diversity
Secondary Goals: None
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2008-2009:

The School again sponsored the Business Opportunity Program (BOP) of the Center for Leadership Development (CLD) from mid-January through late March. This sponsorship took the forms of a financial contribution, faculty and staff support, and the use of Kelley facilities. These are all geared to help with the high school pipeline development of minority students into Kelley.

2. In another form of CLD support, Kelley nominated a faculty colleague to be considered a nominee of the Achiever in Education award for CLD’s fundraiser, the Annual Minority Business & Professional Achievers Recognition Awards Dinner March 23. While Dr. Darrell Brown did not win, the School was very proud to have him as our representative, and to buy and fill a table of his supporters at this event. It was a wonderful opportunity to recognize Dr. Brown’s tireless efforts and excellence in his MBA recruiting and guidance role, as well as his classroom teaching work.

3. The School also supported several events, with some being statewide, to help with increasing our visibility in the Latino community and in the attractiveness of Kelley for those students and to their families. Another School aim was to better promote higher educational aspirations for those students and families. We shared involvement in these Latino-related activities:

* Hosted 30 – 40 high school students for an orientation to business and Kelley Indianapolis, in particular. It was part of the annual, summer, National Society of Hispanic MBA’s Project Stepping Stone event on the afternoon of Monday, June 8. We also sponsored a luncheon for the entire group, not just those interested in business, on that Friday, June 12.

* Supported the Indiana Latino Institute (ILI) in its 2nd year plans for Educational Fairs for 3 area high schools. Kelley hosted a booth at the George Washington Community, Arsenal Tech and Northwest High Schools Education Fairs.

* Hosted a meeting with members of the local chapter of ALPHA, the Association of Latino Professionals in Finance and Accounting) to foster greater support for their interest in a student chapter at IUPUI or a city-wide chapter, where our students would be invited.

4. We hosted a table for a statewide Twenty-First Century College Fair on the IUPUI campus.

5. We agreed to provide greater support for the local chapter of the National Association of Black Accountants (NABA), wanting to form either a city-wide or an IUPUI chapter.

6. We continue to work with the Kelley Diversity Council for brainstorming and implementation of new recruitment, retention and/or graduation related events regarding our diverse students.

7. Met with and gave a presentation to the students and leadership of a new minority youth development program in Indianapolis, entitled B.L.I.N.G., Business Leadership in the Next Generation. Our involvement resulted in B.L.I.N.G hosting their annual Business Plan Competition & Graduation Ceremony at our facilities.

8. We began intense dialogue with the Kelley Development Office and others regarding
8. We began intense dialogue with the supply development office and units regarding development of a scholarship proposal for a set of full-tuition and housing scholarships packages from Citizens Gas Citizens Energy Group (CEG). The "target" is high-ability diverse students from throughout Indiana who would be "direct admits" for us! After many rounds of discussion, compromise and revision, the current expectation is that only one scholarship package will be approved.

In addition to covering all academic fees and on-campus housing, this package may include a "promise" of an internship offer and periodic mentoring by a CEG, discipline-specific professional. No final decision yet. However, other similar, full-tuition "plus" packages are being discussed with several major corporate sponsors. These initiatives are in support of our efforts at recruiting and retaining more high-ability minority students here.

Evidence of Progress for 2008-2009:

Number of reported minority students matriculated:

<table>
<thead>
<tr>
<th></th>
<th>Spring 2008</th>
<th>Spring 2009</th>
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<tbody>
<tr>
<td>Undergrad</td>
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<td>58</td>
</tr>
<tr>
<td>MSA</td>
<td>38</td>
<td>40</td>
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Activities planned for 2009-2010:

All of items 1 – 8 above will be continued in the next year. Also, more individual high school visits will be planned, particularly in those schools where there are large numbers of minority students, using the goals of points 1, 7 and 8 above.

Fiscal Health

Reallocation Plan

Other Question(s)

1) How are you dealing with the projected base budget reductions for 2009-10 and 2010-11?

- How will the projected base reductions affect your ability to deliver your current level of services to students and faculty? Will some planned initiatives related to teaching and learning, research and scholarship, and civic engagement have to be delayed or terminated?
- If your unit experienced enrollment increases during the Summer II and/or fall terms, how have you used the additional revenue?

A) How will the projected base reductions affect your ability to deliver your current level of services to students and faculty? Will some planned initiatives related to teaching and learning, research and scholarship, and civic engagement have to be delayed or terminated?

We are trying hard to ensure that any cuts we are facing do not affect the quality of services to the students. We continue to look at more efficient ways to provide the services to them. We have asked faculty to look more closely to their planned travel and to make sure they are aware of the travel restrictions. Overall we continue to carefully scrutinize all of our expenditures and try to make wise decisions in the allocation of our resources.
Our accrediting agency (the AACSB) requires that a certain percentage of courses be taught by “academically qualified” research faculty. To meet previously tight budgets, our school runs near the minimum percentage of faculty who are tenure track (thus, typically, academically qualified). A significant goal in the next several years is to hire more academically qualified faculty in order to ensure that we stay sufficiently above the AACSB requirements.

We cannot reduce our current faculty costs any further without risking re-accreditation. It is critical to develop the resources to hire additional research active faculty to enhance our research, the quality of curriculum, and to meet accreditation standards. Fewer resources to hire additional key faculty means that we will need to reduce course offerings and/or curriculum programming.

Attracting and retaining the best research active faculty requires that resources be made available to purchase research databases and to encourage faculty to attend conferences to present their work. These presentations are also important in enhancing the reputation of the school and in recruiting additional faculty. To the extent that reduced budgets affect the ability to provide these resources our ability to attract and retain top-quality faculty will be harmed.

If we face any significant further budget cuts we may have to reduce our efforts in the areas of teaching and learning, research and scholarship, as well as civic engagement.

B) If your unit experienced enrollment increases during the Summer II and/or fall terms, how have you used the additional revenue?

The income generated from tuition in summer II was down by about $145,000. The fall enrollment was up by about $185,000. Thus the income for these two terms was a net gain of $40,000. There are no plans to spend it at this time. We plan to keep it in reserve in the event that the income generated in spring and summer I come in below budget.

If we net any additional revenue it will be used to offer additional sections of classes, improve classrooms, hire additional faculty, and provide resources to recruit additional students for the future growth of the school.

2) To achieve the campus goal of doubling the numbers of undergraduate students completing baccalaureate degrees, and to increase the number graduating in four years, what changes have you implemented or planned to implement in course scheduling, curriculum, student support etc.?

We offer a wide variety of courses in the summer to help students meet the 4-year graduation goal. Our advisors work with the students to plan their schedule to take courses in the summer. This has placed strains on our faculty in trying to offer a sufficient number of courses to meet student demand. Our greatest constraint is having enough academically qualified faculty to offer the number of courses demanded by students in the summer.

We have initiated a learning community specifically for students directed admitted to the school during their freshman year and we continue to improve that course based on faculty and student feedback. Improvements planned for 2010 include involving additional faculty, more guest speakers from specific fields/industries in which students have expressed interest, and more integration of the assigned readings with the course activities.

The schedule of classes is created in cooperation with the advising staff and the faculty in the departments to minimize or eliminate course conflicts, and to ensure that students can graduate within 2 or 3 semester of taking I-core. We also offer a complete array of the required business courses (100- through 400-level) throughout the summer semesters.

We have identified a staff member to serve as our Transfer Credit Coordinator. This person meets with all prospective and actual transfer students to talk about how courses transfer to IUPUI, how they will be used to meet Kelley requirements, how to continue to select electives in the most efficient manner while still at IVTC, and pre-planning to complete the degree at IUPUI. This person serves approximately 350 prospective and actual transfer students each year.
We have created stronger connections between our placement office staff and student organizations. This allows students to choose their major more quickly and with better information. This, in turn, means that they are less likely to change their majors and delay their graduation.

3) Do you currently have

- school-based space and
- centrally-scheduled space

...to support an increase in credit hours without a significant investment? Are you investigating methods to use space more effectively

a. on Fridays and weekends?
   
b. with online/hybrid/distance education course offerings?
   
c. by developing larger classrooms?

- school-based space and

The only “school-based” spaces available to the Kelly School are the “learning spaces” between the classrooms on the second floor. We developed these spaces with substantial private donations from friends of the school. While this has been a significant improvement, it does not provide enough space to significantly increase student interaction and expand a sense of student community. We would like to have additional space to provide students a place to study and enhance a connection with the Kelley School and each other.

- centrally-scheduled space

None.

...to support an increase in credit hours without a significant investment? Are you investigating methods to use space more effectively

a. on Fridays and weekends?
   
We have increased the number of courses that are required of all business students on Fridays and Saturdays. We also began offering several courses for business minors on Fridays. The courses have been well received and we anticipate continuing to increase Friday and Saturday offerings as rapidly as the market permits.

b. with online/hybrid/distance education course offerings?
   
We are exploring the possibility of offering some of our undergraduate business classes in a hybrid format. This will increase the utilization of classroom space and offer students the opportunity to select a variety of course offerings. We currently offer online courses as part of our certificate program, but few online courses are allowed in the major. We have decided to work first with hybrid course offerings.

c. by developing larger classrooms?
   
We are seriously space constrained. Our ability to support any significant growth in programs is limited by this lack of space. We recently renovated BS 2000 to increase capacity and technology in the classroom. We do not have any additional space where we could create larger classrooms in our building. We do offer large classes in other buildings but find it difficult to schedule those.

4) What are your priorities for student technology support, and what progress has been made as you have worked with UITS staff this year to implement your technology plans?

The transfer of the student technology fee to UITS costs the Kelley School approximately $250,000 per year. In return UITS has agreed to manage a computer lab (which we paid roughly $50,000 to do on our own), and have provided approximately 1000 of our students with a credit of about $26 each for printing on campus. Since our student technology fees were re...
1000 of our students with a credit of about $20 each for printing on campus. Since our student technology fees were re-allocated to UITS, we have not had any further contact of any significance with UITS.

We do have access to a part time UITS staff person to serve as a resource for KSB and to expedite the resolution of problems with OnCourse. UITS has also assisted us to educate our faculty on distance learning technologies and their application in the event of a business continuity crisis. However, our own staff made videos of the session we put together to educate our faculty on distance learning technology – its strengths and limitations.

A critical priority is to get a stable system for course management system. We believe we have achieved this with the use of ANGEL in our Kelley Direct MBA program and with the use of our own staff. Unfortunately we continue to experience serious problems with OnCourse. The continuing lack of reliability in crucial times for OnCourse is a major problem that we would like to see resolved as soon as possible.