Kelley School of Business
PRAC 2011-2012 Annual Report

The Kelley School of Business, as a Core School of Indiana University, has combined the AACSB accreditation for the Kelley School's academic programs on both the Bloomington and Indianapolis (IUPUI) campuses. The Bloomington and Indianapolis assessment initiatives have now been united into a joint and coordinated effort. Kelley's assessment specialist has been charged with encouraging standardization and uniformity in the reporting structure across the campuses and programs and assists with the analyses, interpretation, reporting, and use of assessment data to improve student learning within the courses and across the curricula. He travels to Indianapolis weekly to consult with and instruct faculty about best practices for learning outcomes assessment and to report on progress.

The four programs housed at Kelley Indianapolis (Undergraduate Program, Part-time MBA Program, Masters in Accounting Program, Masters in Taxation Program) are coordinating with their program counterparts on the Bloomington campus. Since each program has unique target markets and unique curriculum needs, program goals for Indianapolis based programs may differ from the program goals for their counterparts in Bloomington; however, processes following from the program goals are kept consistent.

The Kelley School of Business was reaccredited by the American Association of Collegiate Schools of Business (AACSB) in 2012 with plans and enhancements underway for the next reaccreditation in 2017.

The Kelley Indianapolis Undergraduate Program assurance of learning activities have been integrated with and supportive of IUPUI's Principles of Undergraduate Learning (PULs) as well the initiatives for the upcoming IUPUI reaccreditation.

Executive Summary

Kelley AACSB Reaccreditation in 2012

The Kelley School of Business was reaccredited by the Association for the Advancement of Collegiate Schools of Business (AACSB). AACSB International is the premier agency granting accreditation to business schools worldwide. AACSB accreditation ensures that business schools manage resources to achieve a vibrant and relevant mission, advance business and management knowledge through faculty scholarship, provide high-caliber teaching of quality and current curricula, cultivate meaningful interaction between students and a qualified faculty, and produce graduates who have achieved specified learning goals. Under the AACSB Accreditation Standards the school is expected to use 'Assurance of Learning' to demonstrate what learning occurs for each of the learning goals that the school identifies as appropriate for its programs. http://www.aacsb.edu/accreditation/standards/

Assurance of Learning Initiatives – 2011-2012

The largest school-wide initiative this year centered on finalizing the documentation for the AACSB accreditation review. Kelley's assessment process includes: (1) the re-evaluation or development of program goals, (2) the evaluation of courses to state in measurable terms their learning outcomes, (3) linking each course's learning outcomes to the program goals (all syllabi are required to include the course learning outcomes and how they are linked to the program in which they are taught), (4) mapping each program's curriculum, (5) evaluating the curriculum relative to the map and determining the areas for improvement, and (6) assessing the learning outcomes to assure student learning of the program goals. Program committees have been provided feedback on the curriculum mapping and also received feedback on the learning outcomes assessment. All curriculum committees were required to respond to the data and a summary of the meeting was prepared. Highlights of the summary are included under each program below. In the last several months, the committees have proposed curriculum improvements, some of which have already been implemented and others of which are in the process of being approved and implemented.

School-wide Programs:

Assessment data and reporting -

The reaccreditation process highlighted the need for further focus and work yet to do to ensure that all faculty perform assessments that yield useful and meaningful data. The hiring of an assessment specialist has been very helpful to the programs. Many faculty had been struggling to plan and perform assessments that would yield meaningful and useful data. Unfortunately, some of the assessment reports submitted for (but not included in) our AACSB report persist in representing student performance in the aggregate, providing before and after data, failing to indicate the criteria by which student work is assessed, and failing to align the assessment measure with the stated learning outcome or principle. While these reports were few, ongoing work will continue to further improve meaningful and useful assessment data and reports.

Undergraduate Program:

Values and Ethics learning goals -

Direct measures of assessment showed that the area of ethics and values is not adequately assessed. Faculty also noted a need for additional work to improve student Critical Thinking skills, Quantitative Skills, and Intellectual Depth, Breadth, and Adaptiveness. Faculty passed changes to a new core curriculum developing two new courses to help address areas where we can build on the strength of our curriculum. (Details below).

Faculty accessibility and responsiveness -

Based on our indirect methods of assessments, we focused on improvements in the area of faculty accessibility and responsiveness, Kelley leadership has encouraged faculty to meet with students after class and to use current events to increase the relevance of class

discussions. Faculty members have also been encouraged to attend student club meetings where speakers are present. We also provided training at our part-time faculty meeting on the use of Adobe Connect, which allows faculty to connect with students via the Internet with online office hours and review sessions. Recognizing the change in technology, we also developed a teaching technology seminar series, where faculty present how they are using technology to enhance their classes. The sessions have been well attended by colleagues and were taped and distributed to all faculty. **The results of these actions are beginning to show evidence of having a positive impact.** Based on our 2011 Senior Exit Survey, we observed an increase in all three of the questions related to Kelley Instructors (relating real-world concepts, accessibility and responsiveness, and providing helpful feedback).

Master of Business Administration (MBA) Program:

Technology-enhanced Core curriculum -

A major curriculum change in the MBA program was the development of a technology-enhanced core delivery, where 50% of the course content is provided online and 50% of the course content is provided in highly interactive on-campus classrooms. Assessments this year will compare the performance of students who participated in the traditional face-to-face class format with that of students who participated in the technology enhanced class format. An example is provided in the appendix.

Critical Thinking -

To address the goal of critical thinking, an Evening MBA curriculum committee comprised of the Core instructors has been formed for the 2011-2012 academic year. The Committee is charged with reexamining ways to improve the current MBA curriculum including incorporating integrative and more complex business problems into the core courses.

Team Dynamics and Professional Development -

The assessment report has also reinforced the recognition of the need to incorporate additional soft skills such as team dynamics and negotiation (Learning Goal 3) into the curriculum, and this is a matter that will be discussed in the spring semester by the MBA Policy Committee. Professional Development (Learning Goal 6) was determined to be another area for improvement. Assessments in this area were revised and additional resources were provided to the MBA program in the hiring of an individual to be the Kelley Indianapolis Graduate Program Coordinator. This individual is expanding our professional development of students.

Master of Science Accounting (MSA) Program:

Professional Development and Ethics -

Professional Development was determined to be a primary area for improvement. Additional resources were provided to the MSA program in the hiring of an individual to be the Kelley Indianapolis Graduate Program Coordinator (works with all graduate programs). This individual is expanding our professional development of students. Based on feedback from the curriculum mapping and also from the direct assessments, faculty are considering requiring two additional courses to the curriculum. During the spring 2012 semester, we offered a new

course focusing on ethics and professional development. The policy committee will discuss whether this course should be made a requirement of the program. The MSA program also uses indirect methods of a graduation survey.

Master of Science Taxation (MST) Program:

Professional Development and Ethics –

Professional Development was determined to be a primary area for improvement. Additional resources were provided to the MST program in the hiring of an individual to be the Kelley Indianapolis Graduate Program Coordinator (works with all graduate programs). This individual is expanding our professional development of students. The MST program is our newest program and still very small. Indirect methods of evaluation include meetings with students and will expand to a graduation survey in the future. Based on feedback from the curriculum mapping and also from the direct assessments, faculty are considering requiring an additional course that focuses on ethics and professional development.

Report of Learning Outcomes, Assessment Findings and Measures, and Actions Taken by Program

School-wide Programs:

Assessment Resources -

The IUPUI requirement to submit assessment data for PULs and the faculty's struggle to do so in a productive manner has created a timely opportunity for the school's assessment specialist to teach faculty the habits of good assessment. For example, some faculty members are learning what assessment means and how to use the drop down boxes. Others have learned why grades are not appropriate for assessment purposes. Most of all, instructors are learning how to collect and structure data so that they will be useful in improving student learning. For instance, rather than using class averages, instructors are learning to articulate specific criteria for whatever they are assessing and to capture each student's level of achievement with respect to the learning outcomes for the course. As with the school-wide syllabus project and the curriculum mapping initiative, PUL assessment and review has resulted in a significant increase in faculty understanding of assessment in general and how to capture evidence of student learning in their own classes in particular. Developing rubrics for assessment has also spurred ideas for greater consistency of general grading practices through the use of rubrics.

The Syllabus Project -

In fall 2010 Kelley leadership announced that beginning fall 2011, all syllabi for courses taught at Kelley, whether in Indianapolis or Bloomington, would be required to include learning outcomes for the course, an appendix of learning goals for the program in which the course is taught, and clear linkage between the two. The goals of this requirement were several: 1) to help students throughout the Kelley School see both the coherence of the curriculum as well

as how every course taught at Kelley fits into an overall curriculum; 2) to provide students a roadmap for their learning regardless of the course; 3) to help faculty transform their thinking from teacher- centered (i.e., we will cover x, y, and z) to learner-centered (i.e., students will learn x, y, and z); 4) to help faculty understand assurance of learning assessment at an experiential level; and 5) to raise faculty awareness of the learning goals for the program(s) in which they teach. The syllabus project has been very successful with 100% compliance.

The school assessment specialist created a series of web pages, including video clips in which he explains what assessment and learning outcomes are and how to relate learning outcomes to program learning goals. In addition, the pages contain explanations in writing, examples, tips, and convenient, ready-to-go appendices with each program's learning goals. To include the learning goals in the syllabus, a faculty member can simply click on the link and the appendix appears, ready to be attached. The opening page to this series of pages can be found at URL: http://kelley.iu.edu/ICWEB/Assurance/page25028.html.

All instructor syllabi were placed in an electronic file that can be viewed by all faculty and available for review by the assessment specialist. In order to pass the review, learning outcomes needed to be articulated in clear, measurable language. Phrases such as "students will understand"; "student will be exposed to"; "we will cover", or "students will gain appreciation for" were not allowed. Clear measurable action verbs were required in all learning outcomes. Also to pass, the program-level goals had to be present in the appendix and the instructor had to indicate how the course's learning outcomes related to the program learning goals.

Syllabi not clearly articulating learning outcomes and linking them to the program-level goals were returned to the faculty. On the phone, over email, in person, and by means of instructive web pages, the specialist assisted faculty in revising learning outcomes so that they articulated how students would demonstrate their learning. At the same time, the specialist was able to verify that instructors were holding students accountable (i.e., assessing) for each of the learning outcomes articulated on the syllabus. When this was not the case, faculty were instructed about the importance of assessing each learning outcome and then asked to remove learning outcomes or revise the curriculum so that students would be held accountable for each learning outcome. As a result, most of the Indianapolis faculty have learned how to articulate learning outcomes in clear, measurable terms. With many more faculty on board now, the work of the 2011-2012 year will be able to focus even more on the assessment of student learning and using the data collected to make decisions that will help improve student learning.

Curriculum Mapping -

Another important activity for each of the degree-granting programs at Kelley Indianapolis was mapping the curriculum. For each program, instructors of required courses were asked to submit one, two or three core learning outcomes for their course and to indicate to which goal or goals their learning outcomes best related. This approach allows for more faculty autonomy in setting the learning outcomes and more flexibility in addressing the learning goals for each program. On the other hand, since different courses and instructors naturally have different numbers of learning outcomes, Kelley's approach could potentially lead to an unbalanced mapping process. To stave this potential problem, instructors were asked to submit only one or two (three if absolutely necessary) major learning outcomes for their courses. This remedy

has helped to achieve balance, but some courses in fact address the various programs' learning goals more robustly than allowed to show. As a result, Kelley's curriculum maps are conservative by nature: only learning outcomes that represent major emphases in required courses appear. Most goals, therefore, are taught and assessed more than the maps would suggest.

Once faculty submitted their core learning outcomes and indicated how they were related to the program's learning goals, tabular curriculum maps were created with pie charts to show at a glance how well each learning goal is represented. The Assessment Committee and the faculty chairs of each program then reviewed and responded to the maps, noticing areas of heavy and light emphasis, and in some instances, no coverage at all.

In 2011-2012, each program was asked to address areas where there is no coverage and address the gaps through curricular changes. In areas of light emphasis, each program will justify the light coverage or work with faculty to enhance the curriculum to meet the program goals. There are preliminary discussions of possible new courses or changes in the core curriculum of each of the programs. Curriculum committees will present these proposals to the faculty during the 2012-13 academic year for future implementation.

Core Course Assessment Memos -

Faculty members teaching in the core classes were asked to provide a memo summarizing the program goal assessed, the learning outcome assessed, the assessment method, and summarize the assessment data by categorizing the students as Very Effective (VE), Effective (E), Somewhat Effective (SE), and Not Effective (NE). In the MBA program using three categories (excellent, satisfactory, or unsatisfactory). Faculty were then asked to write a short response to the data and to the assessment (see prompts below).

> *Faculty Response to Data*
> *Use this space to reflect on what the data suggest about student learning. This section is the most important part of the assessment project. Some prompting questions you may wish to consider follow:*
> - *What did you learn about student learning from these data?*
> - *Were there any surprises for you? Pleasant surprises? Disappointments?*
> - *Do you envision making any changes to your own teaching after considering these data?*
> - *Do you think any curricular changes need to be made in response to these data?*
>
> *Faculty Response to Assessment*
> *Use this space to reflect on the assessment itself. Some prompting questions you may wish to consider follow:*
> - *How did this assessment go for you?*
> - *Did the assessment yield data that were useful to you? If so, what made them useful? If not, how should the assessment be performed next time so that it yields useful data?*
> - *Comment on the level of work in relation to the data gathered. Did you find it appropriate? If not, how might the assessment be improved to minimize your workload but also yield usable data?*

Examples from the Kelley Indianapolis MBA program, graduate accounting program, and undergraduate program are provided in appendices 5 – 7.

Undergraduate Programs:

Based on reports from the Indiana Human Capital Project (2002 by IFPI) and the Networks Financial Institute (networksfinancialinstitute.org 2004) as well as discussions with students, faculty and employers, in 2004 the Kelley School of Business undergraduate program developed the Principles of Business Learning (PBLs). Instructors in every undergraduate course must distribute both the PULs and the PBLs to students with descriptions of how they are enacted through the course learning outcomes.

In Appendix 1 the PBLs are listed and defined along with a graphical description of the linkage between the PBLs and the PULs.
http://kelley.iu.edu/ICWEB/Assurance/ProgramLearningGoals/Indianapolis/page25276.html

Direct Measures - Principles of Undergraduate Learning – the PUL Matrix
The IUPUI campus requires instructors in a rolling fashion to assess the Principles of Undergraduate Learning to improve student learning and to prepare for reaccreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools. When selected to conduct assessment, instructors must indicate their students' level of achievement for each PUL assessed.

Beginning in 2011, Kelley's assessment specialist has assisted faculty in creating consistent processes for assessing the PULs. He travels to Indianapolis weekly to consult with and instruct faculty (both full and part-time) about best practices for learning outcomes assessment and to report on progress. All core classes have been assessed, almost all electives in the major have been assessed (4 left to assess), and in the 2012/2013 academic year we will assess courses in our minor and certificate (7 courses left to assess). By the end of 2013 all business classes will be assessed.

We evaluated the PUL report combining the semesters from Spring 2010 through Spring 2012. This report is for the Kelley School of Business only. The first notable finding is that very few courses have evaluated Value and Ethics. While it is covered in a couple of courses, only a few students were analyzed. Next, we focused on major PULs by level; specifically focusing on whether the faculty listed less than 70% of students as Effective (E) or Very Effective (VE). At the 100, 200, and 300 course levels, Critical Thinking had fewer than 70% E or VE. At the 400 level over 70% of students were assessed as E or VE. Quantitative Skills were also lower, with faculty assessing less than 70% of students as E or VE for 200, 300, and 400 course levels Intellectual Depth, Breadth and Adaptiveness was also below 70% at the 300 and 400 levels where assessed. Additional work in our curriculum will need to be completed to improve student Critical Thinking skills, Quantitative Skills, and Intellectual Depth, Breadth, and Adaptiveness. It is interesting to note that faculty have frequently identified Written and Oral Skills as one of our areas in greatest need of improvement, yet faculty assessed over 70% of students as E or VE for Written and Oral Skills for all course levels.

We also compared the student self-ratings of effectiveness on PULs for the Kelley School of Business relative to IUPUI. Kelley Students had higher mean performance for Quantitative Skills, Information Resource and Technology, Critical Thinking, and Understanding Society and Culture. Only Quantitative Skills were listed as significantly higher, no skills were listed as significantly lower. It is interesting to note that Kelley students self-rated themselves higher on

quantitative and critical thinking skills, yet faculty rated these two skills among the lower performance levels.

Direct Measures - Principles of Business Learning – AACSB style Goals

Faculty members teaching in the core classes were asked to provide a memo summarizing the program goal assessed, the learning outcome assessed, the assessment method, and summarize the assessment data which were sorted into four achievement levels: Very Effective (VE), Effective (E), Somewhat Effective (SE), and Not Effective (NE). Faculty were then asked to write a short response to the data and to the assessment (see prompts page six above). Following are summaries of the assessment work done for each of the four Principles of Business Learning (PBLs):.

Summary of PBL 1: Critical Thinking

Eight successful assessments were completed, looking at a widely varying dimensions of students' ability to think critically. In summary, the assessment data and faculty response suggest that when it comes to critical thinking, the issue is less students' ability to work with the material itself and more students' need to improve their preparation for class and their study habits.

Summary of PBL 2: Management, Leadership, and Ethics

Although the knowledge, skills and attitudes involved with PBL 2 may be at the core of business education, assessors agree that the fields of management, leadership, and ethics are all notoriously difficult to teach and to assess. All three dimensions are complicated human interactions that go far beyond simply applying an algorithm. One formal assessment of ethical thought and reasoning was completed during the academic year. A dimension of leadership was assessed in the same course. More work in assessment was planned for this PBL during the 2011-2012 academic year.

Summary of PBL 3: Communication

Two assessments were usable for PBL 3: Communication. The Undergraduate Program was asked to focus on assessment of written communication during the 2011 – 2012 academic year. The assessment involved several courses where writing is required to communicate disciplinary knowledge. The Undergraduate Program also considered an assessment of collaboration during the 2011 – 2012 academic year, but this aspect of PBL 3 has not yet been assessed. The new version of I-core project is one location where communication and collaboration may be assessed.

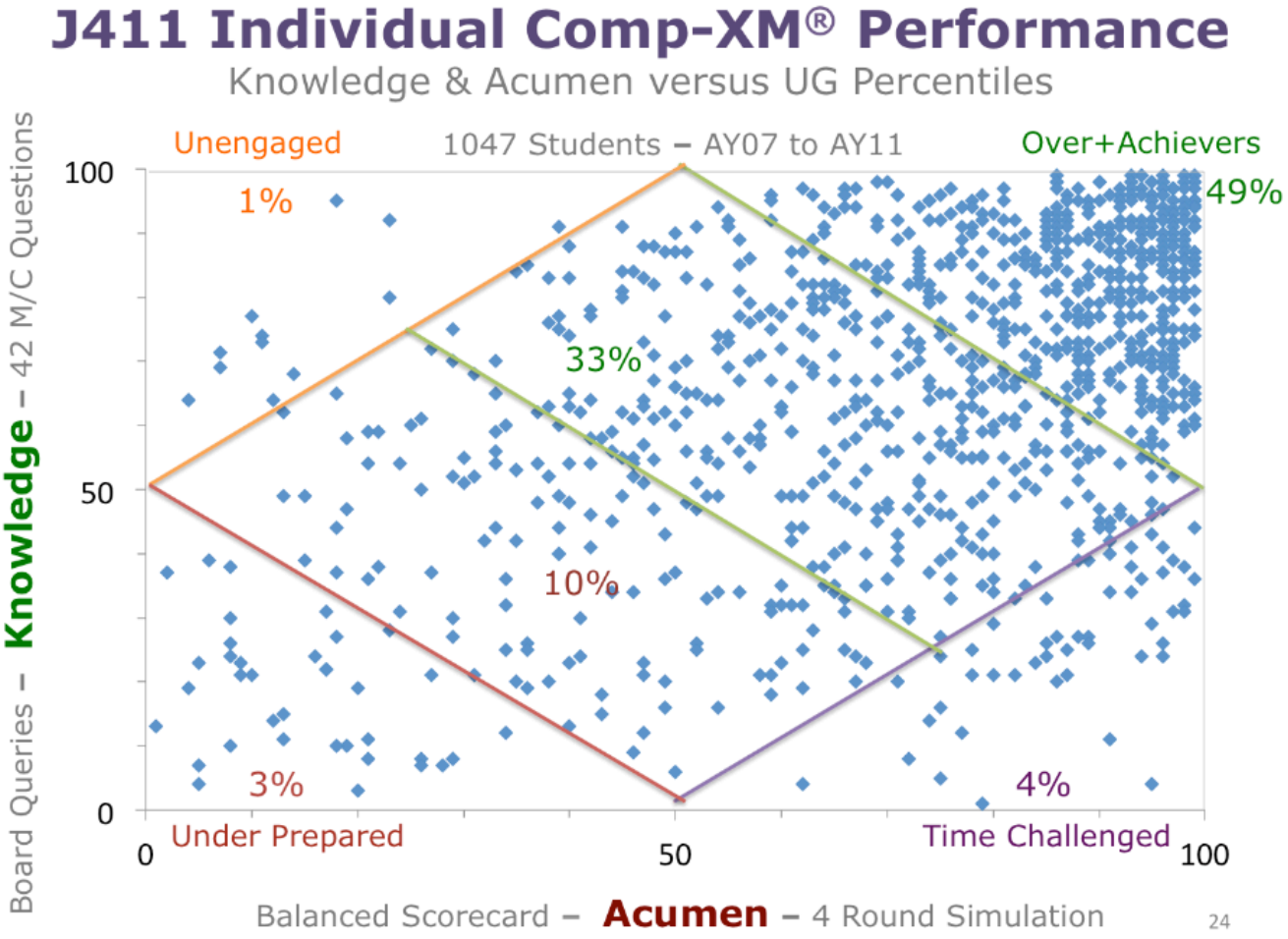
Summary of PBL 4: Professional Skills and Competencies

Seven usable assessment projects were completed to determine how well Indianapolis undergraduate students learned PBL 4: Professional Skills and Competencies. Professional skills and competencies are for the most part discipline specific, content-oriented, and therefore the most readily assessable. Assessment data tend to focus more on helping students to learn better in the functional areas and in individual courses. In general, assessments showed adequate to robust coverage and performance of PBL 4.

Assurance of Learning using the Capstone® and CompXM® -

In the senior year, the students take two capstone courses. The first is a case-oriented strategic management class and the second is a team-oriented business decision-making

class that builds on the first and includes the Capstone® business simulation for team learning and assessment along with the CompXM® for individual assessment of learning. Using a "balanced scorecard", the Capstone® simulation provides a direct assessment of student teams relative to other teams from business schools throughout the world. Typically over 40% of our teams have been in the top 10% of the Capstone® international undergraduate teams. The CompXM® assurance of learning module provides a direct assessment of the individual student's business acumen (similar to the Capstone® team simulation) and general business knowledge (from the prior curriculum). Student results are compared to prior Kelley students as well as students taking the CompXM® from other schools across the world. Students' are also directly assessed and reported as part of the PUL Matrix discussed above. We are in the process of evaluating the detailed results of the CompXM® and anticipate more fully utilizing this rich source of data to not only better evaluate student performance on specific learning outcomes but to also identify gaps in the curriculum.

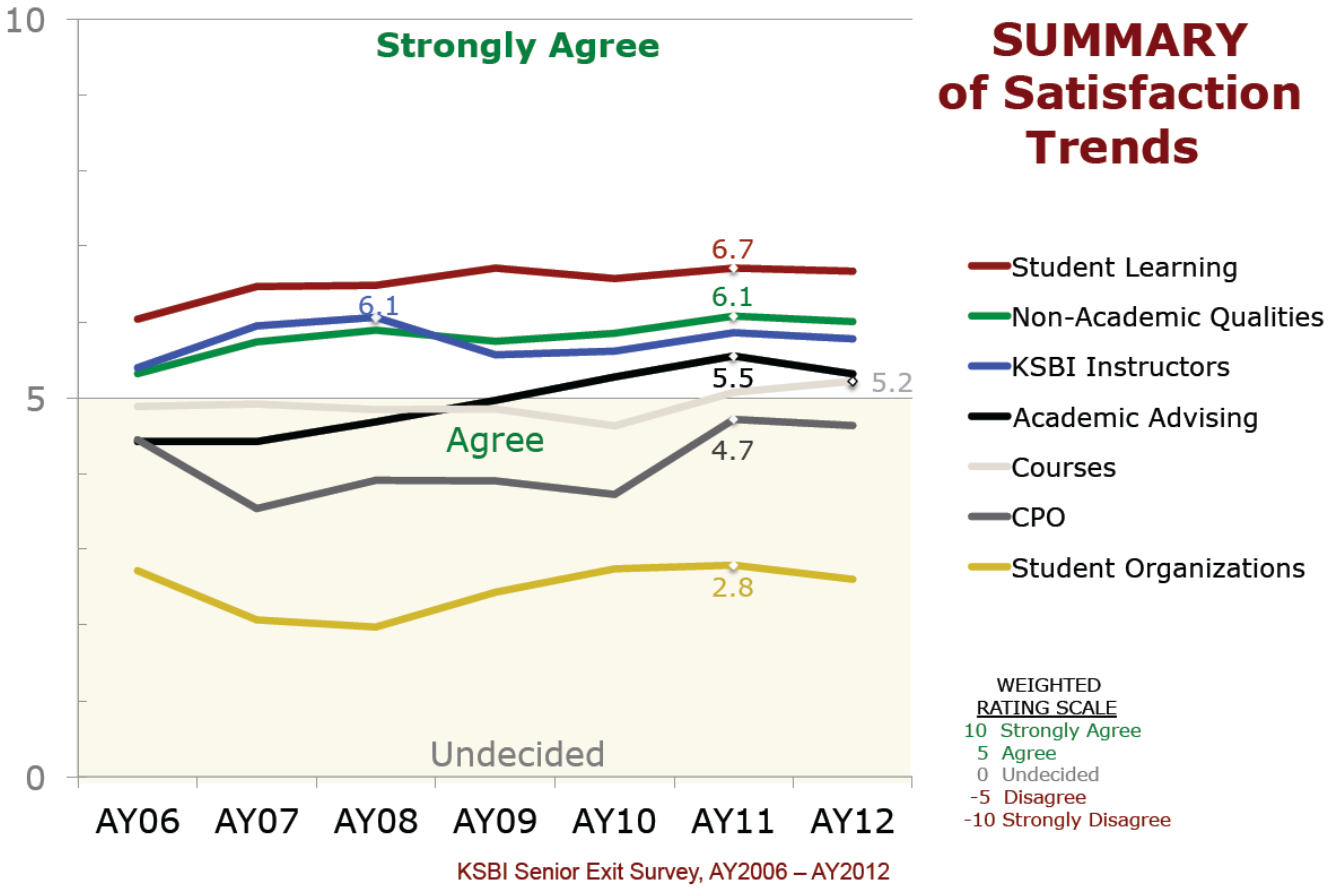


The complete presentation made at the 2011 Assessment Institute is available at: http://planning.iupui.edu/728.html

Indirect Measures using the Kelley Senior Exit Survey and NSSE -

The Senior Exit Survey was initiated in May 2005. For the AY2012 Survey a total of 495 Kelley Indianapolis graduates from December 2011 and May/August 2012 were invited to participate.

Overall, 249, or 50.3%, completed the survey. A Summary of the quantitative Satisfaction Trends is shown below along with a link to the entire 2012 Senior Exit Survey: http://home.kelley.iupui.edu/kwendeln/KEAWcvLINKS/~KSBI.SeniorUGSurveyAY12v1.pdf



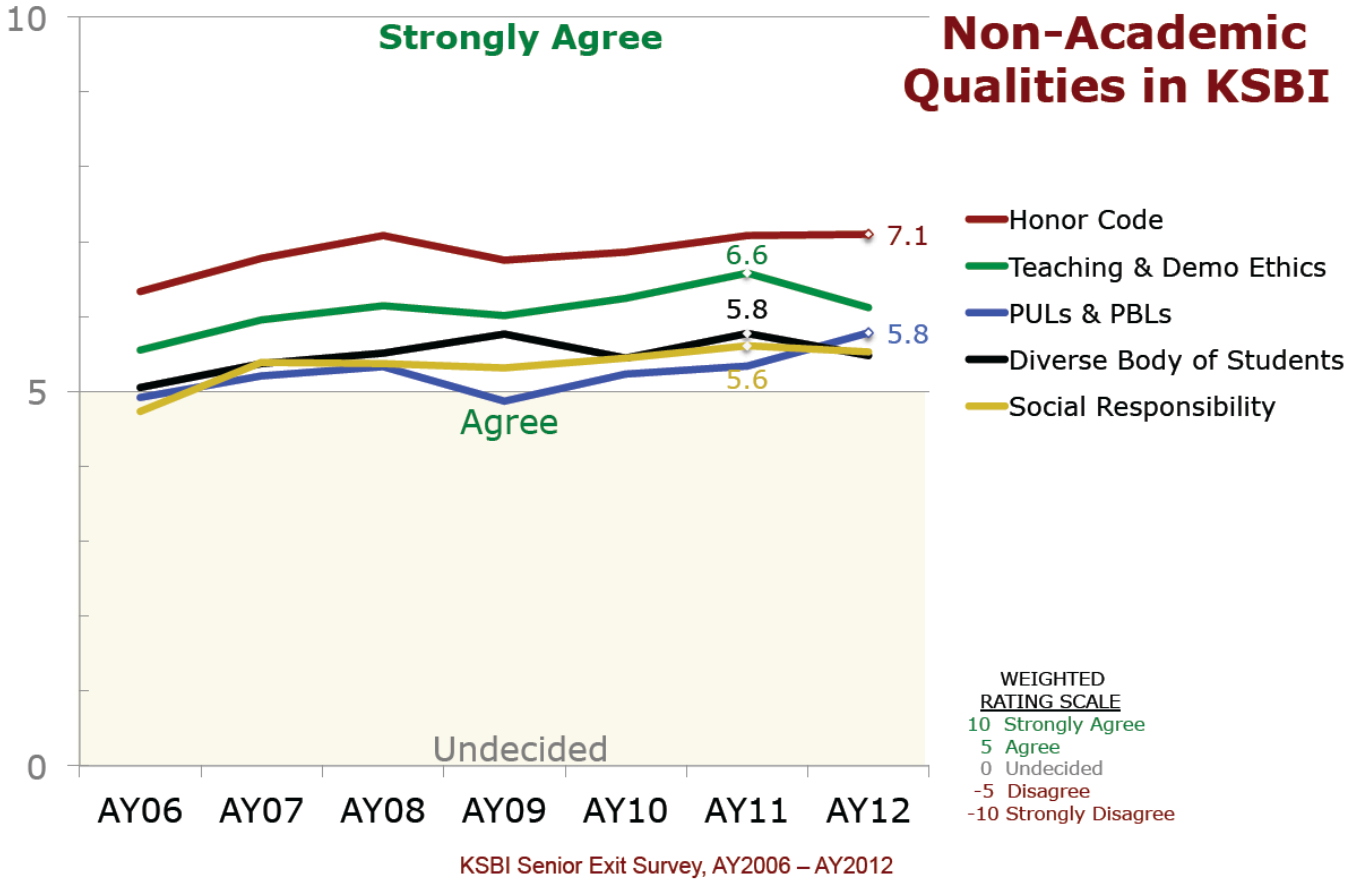
Four of the survey questions asked respondents for their written comments regarding the School's processes including advising and the Career Planning Office (92 total response)), suggestions for additional majors (55 responses) and courses (72 responses), as well as open comments regarding their collegiate experience at Kelley Indianapolis (95 responses). The majority of the responses to the 'NOT pleased with the School processes' related to advising and the acceptance of transfer credits. There were notable improvements in satisfaction with both and advising and the CPO.

There were few complaints regarding combined bachelor/masters sections as during the last year we increased the number of graduate only sections being offered and expect that this will reduce the concerns on joint sections. In 2008, we added the supply chain major based on growing trends in industry and indicators of demand from the senior exit survey. Since then the most frequently requested area has been entrepreneurship.

This year's respondents continued to be 'vocal' regarding group work and team projects, especially in the areas of 'fairness' in effort and grading and whether this approach was needed in some classes. There were greater than usual complaints and concerns regarding specific classes and instructors as well as unneeded redundancy in the curriculum. Students' overall satisfaction with KSBI instructors remained flat following prior year improvements, but there was a reduction in students' perceptions of faculty providing helpful feedback.

Creating a Kelley Culture of Learning, Professionalism and Integrity -
All Kelley students attend an orientation program (one for each program). The program is designed to inform students about resources in the Kelley school, curriculum, career planning, professional culture, and in the undergraduate program the development and connection between the PULs and the PBLs (Principles of Business Learning).
http://home.kelley.iupui.edu/kwendeln/KEAWcvLINKS/KSBI.UndergradorientationF12.v4.pdf

In the undergraduate program, one of the PBLs is management, leadership and ethics. To address the ethical dimension of this PBL as it plays out while students are pursuing their degree, two faculty members from the Kelley Undergraduate Advisory Board explain the Student Guide to Academic Integrity and the importance of academic integrity to employers, students and the Kelley brand. In addition, all students read and sign the Kelley Honor Code. Following the orientation, students are required to take an online quiz with 8 ethical questions regarding classroom situations. Students may retake the quiz as many times as necessary to pass the quiz. In the annual undergraduate Senior Exit Survey, the Honor Code and Teaching and Demonstrating Ethics are the two highest-ranking non-academic qualities ("KSBI is genuinely committed to ethics…or concerned about teaching and demonstrating ethics…")



KSBI Senior Exit Survey, AY2006 – AY2012

The faculty focus on learning outcomes and assurance of learning created further awareness among students of the PULs and PBLs and that the upward trend in AY10 and AY11 continued into AY12. The downward trend in the Teaching and Demonstration of Ethics (along with

specific comments) will need to be addressed in 2012 as part of the curriculum changes discussed below.

ACTIONS TAKEN IN RESPONSE TO FINDINGS

This year the undergraduate committee is recommending significant changes in the curriculum for business students during their junior year. Traditionally, our ICore experience has covered marketing, finance, and operations. Starting in fall 2013, management skills of teamwork, value, and integration will be added to the ICore curriculum through the addition of a course numbered Z371. In addition to increasing the coverage of the skills specifically addressed in Z371, we anticipate that students will improve their critical thinking skills through evaluating decisions from multiple frameworks (marketing, management, finance, and operations). Students will also be required to take Z340 Human Resources Management in place of Z302 Organizational Behavior as a requirement for all business students. The Major PUL is Intellectual Depth, Breath, and the Moderate PUL is Adaptiveness and Critical Thinking. Both of these are skills where faculty listed business students as being lower than 70% E and VE. These curricular changes will continue to enhance an area of strength for the Kelley School of Business Indianapolis. ICore is the most significant component of our experiential learning.

Another way that Kelley Indianapolis promotes **PBL 2: Management, Leadership, Ethics** outside the classroom is through its Undergraduate Orientation, which is designed to create culture of ethical conduct and experiential learning. The orientation is being revised to increase emphasis on ethical behavior and academic conduct. In addition, in the new course, Z371, students will be faced with difficult ethical dilemmas and asked to solve them using systematic ethical reasoning.

Despite a positive trend and greater satisfaction with faculty helpfulness and availability, as identified on the IUPUI survey in our 2012 Senior Exit Survey and NSSE, the declining numbers related to students' perceptions of faculty responsiveness and accessibility continue to be a concern. To continue our improvements in the area of faculty accessibility and responsiveness, Kelley leadership has encouraged faculty to meet with students after class and to use current events to increase the relevance of class discussions. Faculty members have also been encouraged to attend student club meetings where speakers are present. We also provided training at our part-time faculty meeting on the use of Adobe Connect, which allows faculty to connect with students via the Internet with online office hours and review sessions. Recognizing the change in technology, Kelley leadership also developed a teaching technology seminar series, where faculty present how they are using technology to enhance their classes. The sessions have been well attended by colleagues and were taped and distributed to all faculty. **The results of these actions are beginning to show evidence of having a positive impact.** Based on our 2012 Senior Exit Survey, we observed mixed results in the three of the questions related to Kelley Instructors (relating real-world concepts, accessibility and responsiveness) with a decline in providing helpful feedback.

Turning to the assessments themselves, we note that Principle 1 (Critical Thinking) and Principle 4 (Professional Skills and Competencies) were robustly assessed through many courses. Conversely, Principle 2 (Management, Leadership, and Ethics) and Principle 3a and 3b (Communication, written and oral and collaboration) were barely assessed at all. Due to this

imbalance we will focus greater assessment efforts on principles 2 and 3 for the 2012 – 2013 academic year.

From the Senior Exit Survey, there were some complaints regarding combined bachelor/masters sections. During the last year, we increased the number of graduate only sections being offered and expect that this will reduce the concerns on joint sections. Requests for an entrepreneurship major, lead to the development of a new undergraduate elective and discussion of creating a certificate in entrepreneurship that could meet the needs of both business students and non-business students.

Master of Business Administration (MBA) Program:

The Development of Program Goals for the Evening MBA Program -

The evening MBA program is designed to meet the needs of part-time graduate students. The evening MBA program first established learning goals in 2006. In 2010, the MBA program gathered information about goals from our full-time program (Bloomington), Kelley Direct (Bloomington/Indianapolis), and several peer MBA programs in the country (focusing on programs ranked in the top 20). Discussions pertaining to the characteristic of our evening MBA students, employer needs, and the learning goals necessary to transform our students into the professional graduates desired were considered in the development of the MBA goals.

In addition to the EMBA policy committee, other MBA faculty members were asked for their thoughts about the goals. Then, taking the various faculty comments into consideration, the goals were revised and then run by EMBA student leadership for additional feedback. Taking this additional feedback into consideration, the chair and the MBA Policy committee revised once more and then approved them.

The evening MBA program uses three categories (excellent, satisfactory, or unsatisfactory) to maintain consistency with the full-time and online MBA programs in Bloomington, rather than adopting the four categories of VE, E, SE, NE used in our other programs on the Indianapolis campus.

Appendix 2 lists the evening MBA program learning goals.
http://www.kelley.iu.edu/ICWEB/Assurance/ProgramLearningGoals/Indianapolis/page25279.html

Summary of Assessments of Evening MBA Program Learning Goals -

Critical thinking skills (Learning Goal 1):

The assessment data indicated that students do well when presented with algorithms and limited data to solve well-defined problems. However, data also suggest that students in core courses need to strengthen their abilities to integrate knowledge and concepts and to use varied sources of data to solve complex problems. To a certain extent, these data reflect faculty members' prior beliefs that core courses should teach basic skills and methods, whereas higher-level critical and complex thinking skills should be addressed in advanced electives. While critical thinking skills are certainly emphasized in the higher-level electives, the assessment process has highlighted gaps in student skills as they enter these advanced courses and alerted faculty to factors, which may impede students' success in the advanced courses. In addition, a few faculty raised the concern that the wide variation in students' work experience and undergraduate majors may be contributing to the outcome results.

Global perspective (Learning Goal 2):
Students learn about how external forces in the global economy impact and shape business decisions in the core Global Macroeconomics course, G512. While assessing Learning Goal 2 in G512 had been planned, changes in the faculty who taught this course over the past two years delayed the development of an assessment process until Spring 2012, when the faculty member who will be teaching this course for the foreseeable future will assess it for the first time. Current plans are to measure this learning goal by having the students assess the country and economic risk facing a proposed new foreign investment. During the 8-week course students will be required to find and analyze data from a foreign country in order to make a business investment recommendation.

Effective team collaboration (Learning Goal 3):
The assessment and effective delivery of this course is a priority for the Program, and the plan is to assign a permanent faculty member to take over this course.

Ethical and Legal Decision-Making (Learning Goal 4):
Assessment data and faculty response suggest that students are attaining the program-learning goal 4 as expected. However, the same assessment that shows student competence with respect to legal and ethical issues reveals that students need more work in the critical thinking that accompanies ethical and legal reasoning. Specifically, recognizing which framework is appropriate to the context of the problem and articulating a rationale for their conclusions.

Effective communication (Learning Goal 5):
This semester, the P501 class participation rubric has been used in the other core course, M501, and the faculty have worked to establish a standard set of expectations during the first semester of the second year of the program. Next semester the MBA faculty is planning to address whether a standard class participation rubric for the entire program would improve the faculty's goal with respect to learning goal 5.

Professional skills and personal development (Learning Goal 6):
Professional and personal development have been viewed as an important goal of the Evening MBA Program. The core course, X522, which was designed to facilitate this goal was a faculty-team taught course and overseen by the Evening MBA Program Faculty Chair. While the diverse backgrounds and expertise of the faculty team teaching this course provided students with many rich opportunities, the course also presented many logistical challenges and made achieving consistency in the evaluation of student performance nearly impossible. As a result, a new model has been implemented for spring 2012 in which one faculty member will have sole responsibility for the coordination of professional development learning opportunities and for the assessment of student learning.

ACTIONS TAKEN IN RESPONSE TO FINDINGS

A major curriculum change in the MBA program was the development of a technology enhanced core delivery, where 50% of the course content is provided online and 50% of the course content is provided in highly interactive on-campus classrooms. Assessments this year will compare the performance of students who participated in the traditional face-to-face class

format compared to the technology enhanced class format. An example is provided in the appendix.

As a result of assessments of learning goal 1 (critical thinking), faculty members now realize the need to facilitate the acquisition of higher critical thinking skills during the core courses. In response to this need, an Evening MBA curriculum committee comprised of the Core instructors has been formed for the 2011-2012 academic year. The Committee is charged with reexamining ways to improve the current MBA curriculum including incorporating integrative and more complex business problems into the core courses. The MBA Policy Committee may also continue discussions of the best way to introduce an integrative capstone course into the Evening MBA Program.

The assessment report has also reinforced the recognition of the need to incorporate additional soft skills such as team dynamics and negotiation (learning goal 3) into the curriculum, and this is a matter that will be discussed by the MBA Policy Committee. The curriculum committee is also examining how to address difficult team dynamics created by the diverse population of students in the Evening MBA Program, including dual-degree students (JD/MBA, MD/MBA, MHA/MBA), students from very diverse academic backgrounds (engineering, business, and liberal arts), and students with varying degrees of work experience.

Professional Development (Learning Goal 6) was determined to be a primary area for improvement. Assessments in this area were revised and additional resources were provided to the MBA program in the hiring of an individual to be the Kelley Indianapolis Graduate Program Coordinator. This individual is expanding our professional development of students.

Based on the program assessments and indirect methods of a graduation survey and meetings with groups of students, the MBA program committee is discussing changes to their curriculum. These discussions will continue into the fall semester.

Master of Science Accounting (MSA) Program:

For consistency with campus standards the undergraduate and graduate accounting programs adopted similar standards of VE, E, SE, and NE. For the business assessment committee report, faculty were asked to provide numbers of students in each category (VE, E, SE, and NE) and an evaluation of the assessment and learning from the assessment.

The Development of Program Goals for the MSA Program -

The MSA program is designed to meet the needs of both part-time and full-time graduate students seeking careers in accounting, particularly those desiring to become Certified Public Accountants. During 2010, the accounting faculty began the process of developing goals that could provide guidance and direction for the MSA program.

Background

The first step in the goal setting process was to gather information. There were four primary sources on which the process relied –

1. The Vision Project of the American Institute of Certified Public Accountants (AICPA)
2. The report of the Accounting Education Change Commission
3. The program goals established for the Bloomington MSA program, and
4. The program goals for accounting programs at peer institutions

Development

Using the information above as a basis, the leaders in the MSA program began discussions concerning the development of the goals for our MSA program. The basic goals were formulated following the pattern suggested in the CPA Vision Project and the AECC report. The goals were written in light of the characteristics of our current population of MSA students with specific consideration given to employer needs. Once written, the goals were circulated among all accounting faculty and comments were solicited. At a separate meeting, the goals were discussed and the accounting faculty voted to approve.

Appendix 3 lists the MSA learning goals.
http://kelley.iu.edu/ICWEB/Assurance/ProgramLearningGoals/Indianapolis/page25282.html

Summary of Assessments of MSA Program Learning Goals -

Accounting Research (Learning Goal 2):
Communication Skills (Learning Goal 4):
The objective of Goal 2 is that all students be familiar with researching the literature in tax, financial accounting, and other relevant business topics. Goal 4's objective seeks to ensure that all students have the ability to communicate in a clear, concise, and effective manner in both written and oral form. A551 Tax Research specifically concerns research in the tax area and serves as an introduction to the databases containing financial accounting and other business literature. In addition, students have several writing projects. Goals 2 and 4 will be assessed in A551. Additionally, in A520 students research contemporary financial accounting topics and research them using the FASB Codification.

Professional Responsibilities (Learning Goal 5):
Goal 5 requires students to be aware of the professional responsibilities concerning ethical choices they will encounter in the accounting, tax, and financial reporting regulatory environments. These responsibilities are integrated into most tax and accounting courses (e.g., auditing), but the Assurance of Learning Report highlighted the need to do something more. In spring 2012, a new course on accounting ethics was introduced. This course is the result of discussions in prior years about the need for our MSA students to have a more concentrated course in accounting ethics. It is anticipated that this course will become a regular part of the curriculum and a course in which Goal 5 can be assessed.

Professional Development Skills (Learning Goal 6):
Goal 6 is addressed in several ways. Two courses – Z512 (Leadership I) and Z520 (Leadership II) – specifically concern leadership with emphasis on goal setting, networking, and similar skills. In A529 (Learning in a Professional Environment), the requirements include attendance of a minimum number of professional development events as well as a daylong seminar related to leadership skills. These courses are offered on a regular basis and reach

the vast majority of all MSA students. The professional development goal will be assessed when Z512 and Z520 are next offered.

In the future, where it is appropriate, assessments of common goals for the MSA and MST programs will be conducted in courses that are taken by both MSA and MST students.

ACTIONS TAKEN IN RESPONSE TO FINDINGS

Professional Development was determined to be a primary area for improvement. Additional resources were provided to the MSA program in the hiring of an individual to be the Kelley Indianapolis Graduate Program Coordinator. This individual is expanding our professional development of students.

Based on feedback from the curriculum mapping and also from the direct assessments, faculty are considering requiring two additional courses to the curriculum. During the spring 2012 semester, we offered a new course focusing on ethics and professional development. The policy committee will discuss whether this course should be made a requirement of the program. The MSA program also uses indirect methods of a graduation survey and meetings with groups of students.

Master of Science Taxation (MST) Program:

The MST program is designed to meet the needs of both part-time and full-time graduate students. This program was first established in 2009 and had its first graduate in 2011. In 2010, the MST program gathered information about goals from several peer MST programs. Discussions pertaining to the characteristic of our MST students, employer needs, and the learning goals necessary to transform our students into the professional graduates desired went into the development of the MST goals.

The Development of Program Goals for the MST Program -

Background

The goal setting process for the MST was done in conjunction with that for the MSA. Like the MSA, the first step in the goal setting process was to gather information. There were four primary sources on which the process relied –

1. The Vision Project of the American Institute of Certified Public Accountants (AICPA)
2. The report of the Accounting Education Change Commission
3. The program goals established for the Bloomington MSA program, and
4. The program goals for MST programs at other institutions

American Taxation Association: Model Tax Curriculum

The Model Tax Curriculum provides recommendations for designing the tax component of an undergraduate accounting curriculum “so that the AICPA’s vision can be maximized.” While the focus is on the objectives of a single course in an undergraduate curriculum, its learning

outcomes reveal general themes that are relevant for a graduate program. The model emphasizes the development of analytical reasoning, communication skills, appreciation of professional and ethical obligations of tax accountants as well as interpersonal and technological skills. All of these were incorporated in to the goals for the MST program.

The goals were written in light of the characteristics of our current population of MST students with specific consideration given to employer needs. The goals were circulated among all accounting faculty and comments were solicited. At a separate meeting, the goals were discussed and the accounting faculty voted to approve.

Appendix 4 lists the MST learning goals.
http://kelley.iu.edu/ICWEB/Assurance/ProgramLearningGoals/Indianapolis/page25288.html

Assessments of MST Program Learning Goals -

The Indianapolis accounting faculty discussed the comments in the report. As noted, the MST is in its infant stages and few degrees have been awarded. Nevertheless, enrollment in tax courses is strong because many MSA students take tax courses as electives. Moreover, at this time, most graduate accounting students simply prefer the MSA designation over the MST. The MST degree allows students who currently work in the tax area and want to pursue a career in taxation to elect the MST degree. We will continue to conduct assessments of the two masters-level programs in accountancy, but that it will be difficult to use assessment data to make decisions about the MST program while the enrollments are small.

Regarding the last comment on assessment of courses in which both MSA and MST students are enrolled, the tax courses that are taken by both MST and MSA students will be assessed simultaneously.

The objective of Learning Goal 6 (Social and Interpersonal Interactions) is to take those steps necessary to ensure that students can graduate from the program with the ability to work effectively and efficiently in a team. Most of the MST courses as well as the MSA courses have one or more projects that are done as a group or in teams. For example, many of the courses have a tax planning case or a tax return project that is done in teams. To assess Learning Goal 6, a course having such a project will be identified and an assessment will be performed in the future.

ACTIONS TAKEN IN RESPONSE TO FINDINGS

Professional Development was determined to be a primary area for improvement. Additional resources were provided to the MST program in the hiring of an individual to be the Kelley Indianapolis Graduate Program Coordinator. This individual is expanding our professional development of students.

An issue not addressed in the report but discussed among faculty during the review of the program-concerned ethics. The importance of ethical behavior by auditors, financial accountants, and tax professionals is critical. For this reason, a course on ethics has been developed and was offered on a trial basis in spring 2012. The accounting faculty is discussing whether the ethics course will become a requirement of both the MST and MSA programs.

APPENDIX 1

Principles of Undergraduate Business Learning (PBL)

The Kelley School of Business has adopted and supports these Principles of Undergraduate Business Learning. These principles are tailored and prioritized to the needs of a business education and reflect the intellectual competence and cultural and ethical awareness that every Kelley School of Business graduate should attain. Faculty members in each discipline have been charged with determining which of the principles will be taught and assessed in each of their courses – and what graduates in that major will know and be able to do to illustrate competence in each of the four areas addressed by these principles. Instructors must distribute the principles to students with descriptions of how the principles are enacted in the course.

1. **Critical Thinking**
   The ability to synthesize and analyze information and ideas from multiple sources and perspectives:
   - to arrive at reasoned conclusions and informed decisions
   - and to solve challenging problems
   - by evaluating the logic, validity, and relevance of data
   - and using knowledge in order to generate and explore questions.

2. **Management, Leadership, and Ethics**
   The ability to make judgments with respect to individual and organizational conduct concerning citizenship, ethics, and the value of diversity in business:
   - in order to make informed and principled choices regarding conflicting situations in personal, business, and public lives
   - and to foresee the consequences of those choices.

3. **Communication**
   a. Written Communication
   The ability to analyze, interpret, and comprehend information sources and technology:
   - to effectively express ideas and facts
   - in a variety of written and visual formats.

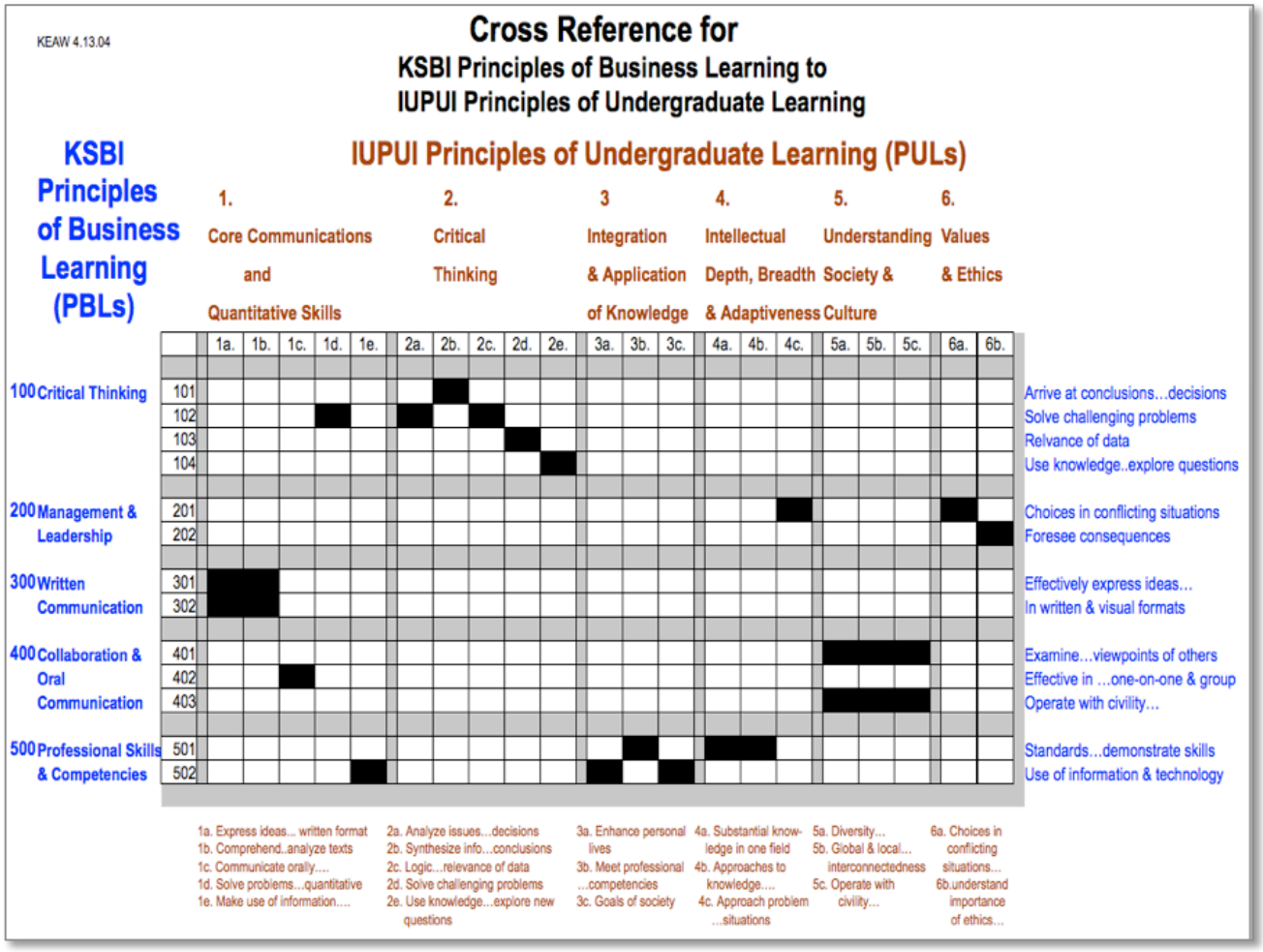
   b. Collaboration and Oral Communication
   The ability to engage in active and professional communications and dialogue in business and the community:
   - to encourage, examine, and comprehend the viewpoints of others
   - by being effective in one-on-one and in group settings
   - in order to operate with civility and cooperation in a complex, diverse, and global business and social world.

4. **Professional Skills and Competencies**
   The ability to obtain substantial knowledge and understanding in at least one field of study while gaining exposure and knowledge in other related disciplines:
   - to meet professional standards and demonstrate important skills and competencies, and
   - to make efficient use of information and technology resources for intellectual, professional, community and personal needs.

PRINCIPLES OF UNDERGRADUATE LEARNING (PUL)

The Principles of Business Learning (PBLs) apply specifically to courses in the business major and are derived from the Principles of Undergraduate Learning (PULs) that were first approved by the Indianapolis Faculty Council in 1998. The PUL framework describes the knowledge and skills graduates of IUPUI should develop **in and outside** courses in their major prior to completion of bachelor's degree requirements. The core areas of the PULs are described at http://www.iport.iupui.edu/selfstudy/tl/puls/ and include:

1. Core Communication and Quantitative Skills (that is, 1A. Written, oral, or visual communication skills; 1B. Quantitative skills; 1C. Information resources skills)
2. Critical Thinking
3. Integration and Application of Knowledge
4. Intellectual Depth, Breadth, and Adaptiveness
5. Understanding Society and Culture
6. Values and Ethics



APPENDIX 2

Evening MBA Program Learning Goals

1. **Critical Analysis and Problem Solving**
   Students who earn the MBA degree will be able to identify, integrate and apply the appropriate tools and techniques of business, drawing on knowledge of the major functions (accounting, economics, finance, quantitative methods, marketing, operations management, and strategy) to critically understand, analyze and solve complex business problems that may arise in both the domestic and the global arenas.

2. **An Integrative and Global Perspective**
   Students who earn the MBA degree will demonstrate a thorough understanding of how various external forces in the global economy (e.g., economic, political, regulatory, competitive, environmental and cultural) shape management alternatives, strategies and operational decisions and to foresee the potential business outcomes.

3. **Leadership and Effective Team Collaboration**
   Students who earn the MBA degree will demonstrate the leadership and teamwork skills necessary for productive and effective management and decision-making. Encouraging, examining, and comprehending the diverse views of others across different cultural, ethnic, and economic groups and stakeholders will be an important aspect of this learning goal.

4. **Ethical Decision-Making**
   Students who earn the MBA degree will demonstrate an ability to recognize ethical and related legal issues that arise in domestic and international environments and will be able to formulate, articulate and defend alternative solutions.

5. **Effective Communication**
   Students who earn the MBA degree will demonstrate an ability to effectively express ideas and facts in a variety of oral, written and visual communications.

6. **Professional Skills and Personal Development**
   Students who earn the MBA degree will develop an actionable plan for individual career and professional skills development that encompasses reflective self-assessment, the setting of personal and professional goals and the acknowledgement of tradeoffs which must be made to attain those goals, and the consideration of their future contributions to business and the community as alumni of the Kelley School of Business.

APPENDIX 3

MSA Program Learning Goals

1. **Accounting Knowledge**
   The overriding goal of the MSA Program is to ensure that its graduates will be well grounded in fundamental accounting principles relating to financial statement preparation and analysis, management decision making, internal controls and security, risk assessment, business processes, auditing and assurance and principles of federal income taxation. All MSA graduates will have sufficient awareness of the concepts of accounting and tax to recognize problems and concerns that may require further research. .

2. **Accounting Research**
   Graduates will be competent in researching the accounting, tax, and business related research sources as well as other financial literature independently to solve problems that are beyond the scope of fundamental accounting and tax knowledge. They will have access to major accounting and tax data services and training in their use. Graduates will develop the research skills that will enable them to be successful in their professional career as well as become lifetime learners.

3. **Critical Thinking**
   Graduates will have the ability to analyze, integrate and communicate complex accounting, tax and financial information to arrive at reasoned conclusions and make informed decisions. They will be able to solve challenging problems by evaluating the logic, validity, and relevance of data. They will be able to recognize issues and raise concerns regarding potential problem situations. Graduates will achieve disciplinary competence in specialized areas.

4. **Communication Skills**
   Graduates will be able to communicate in a clear, concise and effective manner in both written and oral form.

5. **Professional Responsibilities**
   Graduates will be aware of their professional responsibilities concerning ethical choices they will encounter in the accounting, tax and financial reporting regulatory environments. They will understand the roles of accountants in society in providing and ensuring the integrity of financial and other information.

6. **Professional Development**
   Graduates will appreciate the need to set career goals. They will understand the importance of networking, developing professional relationships and becoming involved in professional organizations. They will understand the nature of leadership and the importance of volunteering. They will not only be able to work independently but also will have a better understanding of how to work with others and function in a team setting.

APPENDIX 4

MST Program Learning Goals

1. **Taxation Knowledge and Skills**
   Graduates should possess advanced knowledge of the tax laws as they affect individuals, business entities and nonprofit organizations (e.g., corporations, partnerships, trusts, estates, and tax-exempt organizations). Their knowledge should include exposure to not only federal tax concerns but also those relating to state, local and international taxation. Graduates should understand the practical tax implications surrounding common situations and be capable of effectively analyzing tax issues and formulating solutions

2. **Tax Research**
   Graduates should be capable of formulating defensibly correct solutions to tax problems based on analysis of the relevant tax authority, including the law and administrative and judicial interpretation of the law

3. **Written and Oral Communication Skills**
   Students should be able to communicate effectively verbally and should be able to effectively communicate tax research findings and advocate positions in writing

4. **Taxation in a Global Context**
   Students should understand the role of taxation as it relates to accounting, finance, business, economics, government and politics

5. **Critical Thinking**
   Graduates will have the ability to analyze, integrate and communicate complex, tax and financial information to arrive at reasoned conclusions and make informed decisions. They will be able to solve challenging problems by evaluating the logic, validity, and relevance of data. They will be able to recognize issues and raise concerns regarding potential problem situations

6. **Social and Interpersonal Interaction Skills**
   Students should be able to work effectively and efficiently within a team

APPENDIX 5

Example - Undergraduate Assessment Memo

Assessment in Commercial Law

PBL 3a – Written Communication

Students should command the ability to analyze, interpret, and comprehend information sources and technology to effectively express ideas and facts in a variety of written and visual formats.

Learning Outcome

Students will be able to articulate and explain a position on a legal case.

Assessment Method

Students were asked to analyze numerous aspects of a lawsuit. They must first identify a current news article about a particular type of lawsuit. Then they summarize the case, explain the jurisdiction of the particular court, identify the best arguments for each side, and finally select the party most likely to prevail with a supporting explanation.