



UNIVERSITAS GADJAH MADA  
FAKULTAS EKONOMIKA DAN BISNIS



# **FEB UGM: TOWARDS AACSB ACCREDITATION**





# INTRODUCTION



# Quality Improvement

In the pursuit of mission and vision, FEB UGM is conducting a learning process quality improvement in every program in the bachelor, master, and doctoral levels. This improvement is conducted holistically including the curriculum, faculty members quality, work ethics, learning facilities, financial support, and organizational structure and process.



# Learning Process Quality

The learning process improvement will enable every program to determine, measure, and achieve the graduates competencies required according to the education level. Each program's effort to guarantee the process of achieving the graduates competencies is in line with the *Kerangka Kompetensi Nasional Indonesia* (Indonesian National Competency Framework).

# Faculty Members and Graduates Improvement



The learning process quality improvement effort is encouraged through the faculty members' improvement of academic and professional qualifications. Such qualifications are accomplished through research, publication, training, and organizations management. The quality improvement of the graduates, faculty members, and academic staffs is completed through facilities development, incentive system, and organizational structure and process.



# Stakeholders Acknowledgement

The successful learning process quality improvement will have a direct impact on the FEB UGM's stakeholders' acknowledgement, both in the national and international levels. Through these networks, FEB UGM will achieve its missions in giving contribution on society welfare and problem solving.



# Accreditation

The success of learning process quality improvement is the formal acknowledgement from educational accreditation institutions in national and international levels. All programs in FEB UGM have been accredited A from the Board of National Accreditation (*Badan Akreditasi Nasional-BAN*). Meanwhile, all programs in FEB UGM is in an on-going effort to achieve accreditation from the international accreditation institution: AACSB (Association to Advance Collegiate School of Business). This presentation will give a brief description of quality improvement process in FEB UGM.



# Faculty Missions

1. To provide academic environment for developing scholar attitude of graduates committed to the application of sciences for social welfare.
2. To educate and to develop students' skills and expertise in economics, management, and accounting needed for national development through various programs: diploma, undergraduate and graduate by using appropriate technology and good governance principles.
3. Devoting to the community by widening the faculty network, collaboration and cooperation with industries, regulators, professional organizations, and other relevant national and international institutions.



# Faculty Vision

To be a leading school of business and economics in South East Asia by 2013 in research, development, education and application of economics, management and accounting that highly respects ethics, integrity and academic freedom.



# Faculty Values

1. Integrity
2. Professionalism
3. Objectivity and Fairness
4. Academic Freedom
5. Social Concern



# **ACCREDITATION PROCESS**



# Accreditation Process: Steps 1 – 3/16

1. The applicant school establishes **AACSB International membership**.
2. The applicant submits its completed **Eligibility Application** to begin the process. The applicant is encouraged to submit a draft of the application for staff review. Staff review will check for completeness. Applications will be accepted at any time.
3. The **PreAccreditation Committee** assigns a mentor, and based on the PreAccreditation Committee review of the Eligibility Application, the PreAccreditation Committee provides input to the mentor regarding areas of potential concern. Mentor appointments must avoid any appearance of conflict of interest.



# Accreditation Process: Steps 4 – 5/16

- 4. The mentor visits the applicant** and (a) assists the school to respond to any concerns raised by the Eligibility Application and (b) reviews how the applicant satisfies each standard to assist in preparation of a gap analysis that the applicant will perform and use as the basis for the Accreditation Plan. If the mentor finds that there is no reasonable expectation that the applicant can develop a successful Accreditation Plan, she/he will so advise the applicant.
- 5. The Accreditation Coordinating Committee reviews the **Eligibility Application**** as revised to meet any concerns raised by the PreAccreditation Committee and rules on eligibility issues such as diversity and excluded programs. Changes in existing conditions during the implementation period may delay or expedite initial accreditation.



# Accreditation Process: Steps 6 – 7/16

6. With the mentor's assistance, **the applicant prepares and submits an Accreditation Plan and a Strategic Plan.** The Accreditation Plan is presented as part of the school's Strategic Plan. The Strategic Plan extends beyond the achievement of accreditation.
7. **The PreAccreditation Committee reviews the Accreditation Plan and approves it,** or iterates suggestions for modification and review until approval is possible. If the PreAccreditation Committee finds that there is no reasonable expectation that the applicant will meet the business accreditation standards, it will so advise the applicant. Changes in existing conditions during the implementation period may delay or expedite initial accreditation.



# Accreditation Process: Steps 8 – 10/16

8. Once **the PreAccreditation Committee has accepted the Accreditation Plan**, the plan is forwarded to the initial accreditation plan.
9. **The Initial Accreditation Committee reviews the Strategic Plan and approves it**, or iterates suggestions for modification and review until approval is possible. Changes in existing conditions during the implementation period may delay or expedite initial accreditation.
10. The applicant **submits annual reports on progress made and any delays in achieving its Accreditation Plan**. Any changes to the Accreditation Plan are described in the annual reports



# Accreditation Process: Steps 11 – 12/16

11. The mentor continues to work with the applicant for up to three years as the applicant **implements its Accreditation Plan**. Initial accreditation must be achieved within five years of the Initial Accreditation Committee acceptance of the Accreditation Plan → **FEB UGM is still in this stage.**
12. Two years in advance of the anticipated accreditation review visit, **a Peer Review Team chair (but not the full team) is appointed**. The team chair monitors the applicant's progress through the final two years of the accomplishment of the Accreditation Plan. Team Chair appointments must avoid any appearance of conflict of interest.



# Accreditation Process: Steps 13 – 16/16

13. The applicant prepares its **Self-Evaluation Report** while working with the team chair.
14. The Initial Accreditation Committee appoints the other members of the Peer Review Team. **The team reviews the Self-Evaluation Report**, and it prepares and sends a pre-visit letter that is approved by the Initial Accreditation Committee.
- 15. The visit takes place**, and the team delivers to the applicant and to the Initial Accreditation Committee a visit report that includes an accreditation decision recommendation. The Initial Accreditation Committee ratifies or remands the recommendation.
- 16. Recommendations for accreditation or denial** that are ratified by the Initial Accreditation Committee are then sent to the Board for ratification or remand.



# AACSB STANDARDS





# Standards 1 – 2/21

## **Standard 1: Mission Statement**

“The school publishes a mission statement or its equivalent that provides direction for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders.”

## **Standard 2: Mission Appropriateness**

“The school's mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The mission includes the production of intellectual contributions that advance the knowledge and practice of business and management.”



# Standards 3 – 5/21

## **Standard 3: Student Mission**

“The mission statement or supporting documents specify the student populations the school intends to serve.”

## **Standard 4: Continuous Improvement Objectives**

“The school specifies action items that represent high priority continuous improvement efforts.”

## **Standard 5: Financial Strategies**

“The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.”



# Standards 6 – 8/21

## **Standard 6: Admission Policy**

“The policies for admission to business degree programs offered by the school are clear and consistent with the school’s mission.”

## **Standard 7: Academic Standard and Student Retention Practices**

“The school has academic standards and retention practices that produce high quality graduates. The academic standards and retention practices are consistent with the school’s mission.”

## **Standard 8: Staff Sufficiency – Student Support**

“The school maintains a staff sufficient to provide stability and ongoing quality improvement for student support activities. Student support activities reflect the school’s mission and programs and the student’s characteristics.”



# Standards 9 – 10/21

## **Standard 9: School Sufficiency**

“The school maintains a school sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of school resources reflects the mission and programs. Students in all programs, majors, areas of emphasis and locations have the opportunity to receive instruction from appropriately qualified school.”

## **Standard 10: Faculty Qualifications**

“The school has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure that this occurs, the school has a clearly defined process to evaluate individual school member’s contribution to the school’s mission.”



# Standard 11/21

## **Standard 11: School Management and Support**

‘The School has well documented and communicated processes in place to manage and support school members over the progression of their careers consistent with the School’s mission’

These include:

- Determining appropriate teaching assignments, intellectual expectations, and service workloads;
- Providing staff and other mechanisms to support school in meeting the expectations the school holds for them on all mission-related activities;
- Providing orientation, guidance and mentoring;
- Undertaking formal periodic review, promotion, and reward processes;
- Maintaining overall plans for school resources.



# Standard 12/21

## **Standard 12: Aggregate School and Staff Educational Responsibility**

The business school's in aggregate, its school subunits, and individual school, administrators and staff share responsibility to:

- Ensure that adequate time is devoted to learning activities for all school members and students;
- Ensure adequate student/school contact across the learning experiences;
- Set high expectations for academic achievement and provide leadership towards those expectations;
- Evaluate instructional effectiveness and overall student achievement;
- Continuously improve instructional programs; and
- Innovate in instructional processes.



# Standards 13-14/21

## **Standard 13: Individual School Responsibility**

Individual teaching school members:

- Operate with integrity in their dealings with students and colleagues;
- Keep their own knowledge current with the continuing development of their teaching disciplines;
- actively involve students in the learning process;
- encourage collaboration and cooperation among participants; and
- ensure frequent, prompt feedback on student performance.

## **Standard 14: Student Educational Responsibility**

Individual Students:

- Operate with integrity in their dealings with school and other students.
- Engage the learning materials with appropriate attention and dedication.
- Maintain their engagement when challenged by difficult learning activities.
- Contribute to the learning of others.
- Perform to standards set by the school.



# Standard 15/21

## Standard 15: Management of Curricula

The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning.

Curriculum management includes inputs from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school.

The standard requires use of a systematic process for curriculum management but does not require any specific courses in the curriculum.

Normally, the curriculum management process will result in an undergraduate degree program that includes learning experiences in such general knowledge and skill areas as:

- Communication abilities.
- Ethical understanding and reasoning abilities.
- Analytic skills.
- Use of information technology.
- Multicultural and diversity understanding.
- Reflective thinking skills.



# Standards 16-17/21

## **Standard 16: Bachelor's Undergraduate Level Degree: Knowledge and Skills**

Bachelor's or undergraduate level degree: Knowledge and skills-adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general management-specific and/or discipline-specific knowledge and skills that its students achieve in each undergraduate degree program.

## **Standard 17: B.Sc. Degree: Time, Student Efforts, and Sufficient Faculty Interaction**

The bachelor's or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.



# Standard 18/21

## **Standard 18: Master's Level General Management Learning Goals**

Master's level degree in general management (e.g., MBA) programs: Knowledge and skills. Participation in a master's level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education.

The capacities developed through the knowledge and skills of a general master's level program are:

- Capacity to lead in organizational situations.
- Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.
- Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.

Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates master's level achievement of learning goals for key management-specific knowledge and skills in each master's level general management program.



# Standard 19/21

## **Standard 19: Master's Level Degree in Specialized Programs: Knowledge and Skills**

Participation in a master's level program presupposes the base of general knowledge and skills appropriate to an undergraduate degree and are at a more advanced level.

The level of knowledge represented by the students of a specialized master's level program is the:

- Application of knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization.
- Ability to adapt and innovate to solve problems.
- Capacity to critically analyze and question knowledge claims in the specialized discipline.

Master's level students in specialized degree programs demonstrate knowledge of theories, models, and tools relevant to their specialty field. They are able to apply appropriate specialised theories, theories and tools to solve concrete business and managerial problems. Adapting expectations to the School's mission and cultural circumstances, the School specifies learning goals and demonstrates achievement of learning goals in specialised master's degree programs.



# Standards 20-21/21

## **Standard 20: Masters' Educational Level**

The master's level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.

## **Standard 21: Doctoral Learning Goals**

Doctoral level degree: Knowledge and Skills: Doctoral programs educate students for highly specialized careers in academe or practice. Students of doctoral level programs demonstrate the ability to create knowledge through original research in their areas of specialization.

Normally, doctoral programs will include:

- The acquisition of advanced knowledge in areas of specialization.
- The development of advanced theoretical or practical research skills for the areas of specialization.
- Explicit attention to the role of the specialization areas in managerial and organizational contexts.
- Preparation for teaching responsibilities in higher education (for those students who expect to enter teaching careers).
- Dissertation, or equivalent, demonstrating personal integration of, and original intellectual contribution to, a field of knowledge.
- Other areas as identified by the school.



# Intellectual Contribution (1)

- 1. Peer reviewed journal articles** (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship).
- 2. Research monographs** (teaching/pedagogical, practice/applied and/or discipline-based research).
- 3. Books** (textbooks, professional/practice/trade, and/or scholarly).
- 4. Chapters in books** (textbooks, professional/practice/trade, and/or scholarly).
- 5. Peer reviewed proceedings** from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings.



## Intellectual Contribution (2)

6. **Peer reviewed paper presentations** at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings.
7. **Faculty research seminars** (teaching/pedagogical, practice oriented, and/or discipline-based research seminar).
8. **Non-peer reviewed journals** (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality.
9. **Others** (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design/implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc).



# Faculty Sufficiency

**TABLE 9-1:**  
**SUMMARY OF FACULTY SUFFICIENCY BY DISCIPLINE AND SCHOOL** (Note: Please include a footnote to the table summarizing the school's policies for determining participating and supporting faculty)<sup>3</sup>

(RE: Standard 9 - Using Student Credit Hours as metric:  Name <sup>1</sup>	Participating or Supporting (P or S)	Amount of teaching if P (blank if S) <sup>2</sup>	Amount of teaching if S (blank if P) <sup>2</sup>	
<b>Accounting</b>				
James Whitecloud	P	912 sch		
Terri Bunsen	S		432 sch	
“ “ “ “				
<b>TOTAL ACCOUNTING</b>		$P_A$	$S_A$	$P_A / (P_A + S_A)$ must be > 60%
<b>Finance</b>				
Karla Checkov	P	636 sch		
Hester Brighton	P	444 sch		
“ “ “ “				
<b>TOTAL FINANCE</b>		$P_F$	$S_F$	$P_F / (P_F + S_F)$ must be > 60%
“ “ “ “				
<b>Operations Research</b>				
Jean-Louis Pascal	S		210 sch	
Brett Ferstberg	P	942 sch		
“ “ “ “				
<b>TOTAL OPERATIONS RESEARCH</b>		$P_O$	$S_O$	$P_O / (P_O + S_O)$ must be > 60%
<b>OVERALL TOTAL FOR SCHOOL</b>		$P_T$	$S_T$	$P_T / (P_T + S_T)$ must be > 75%



# Faculty Qualification

1. At least 90 percent of faculty resources are either academically or professionally qualified.
2. At least 50 percent of faculty resources are academically qualified.
3. In the aggregate, the portfolio of current capabilities for all faculty members is sufficient to support high quality performance of all activities in support of the school's mission.





**LEARNING GOALS (LG)**  
**and**  
**LEARNING OBJECTIVES (LO)**



# Accounting Department: Vision

## Department's Vision:

1. To be an internationally recognized research-based learning institution in accounting.
2. To be a center of excellence in accounting education



# Accounting Department: Bachelor Program

Mission:

To educate students to be competent, professional accounting graduates.

No.	Learning Goals	No.	Learning Objectives
1	Students demonstrate the ability to communicate	1.1	Demonstrate the ability to produce written reports
		1.2	Demonstrate the ability to deliver oral presentations
2	Students show the ability of ethical reasoning	2.1	Demonstrate ability to identify ethical issues in accounting profession
		2.2	Demonstrate ability to identify ethical standards in accounting profession
3	Students demonstrate the ability to prepare accounting information	3.1	Demonstrate the ability to prepare accounting information



# Accounting Department: Master of Applied Program (1)

## Missions:

1. To prepare graduates to become T-Shaped Managers with broad and deep expertise knowledge in Accounting.
2. To prepare students to pursue a career in the private or public sector, particularly in the areas of accounting, and be able to compete nationally and internationally by going through an education processes that pushes on critical understanding and the ability to solve organizational problems.
3. To produce accounting professionals of high integrity and ethical values.



# Accounting Department: Master of Applied Program (2)

No.	Learning Goals	No.	Learning Objectives
1	Students demonstrate the ability to communicate effectively.	1.1	Demonstrate the ability to produce concise written reports
		1.2	Demonstrate the ability to present ideas effectively
2	Students demonstrate the ability to work in team	2.1	Demonstrate the ability to work in team
3	Students are able to exercise professional ethics	3.1	Demonstrate the ability to exercise professional ethics
4	Students demonstrate the ability to comprehend, analyze, and apply accounting numbers for decision making	4.1	Demonstrate the ability to comprehend accounting numbers
		4.2	Demonstrate the ability to analyze financial statements
		4.3	Demonstrate the ability to make a sound decision in accounting problems



# Accounting Department: Master of Science Program

## Missions:

To educate students to be competent, knowledgeable accounting scholars with a strong research skill.

No.	Learning Goals	No.	Learning Objectives
1	Students demonstrate the ability to communicate effectively	1.1	Demonstrate the ability to report (written context) research finding effectively based on sound arguments
		1.2	Demonstrate the ability to argue effectively in academic discussions
2	Students demonstrate the ability to conduct research ethically	2.1	Demonstrate the ability to conduct research
		2.2	Demonstrate the ability to comply ethical code of conduct in research
4	Students demonstrate a mastery in accounting knowledge	4.1	Demonstrate a mastery in accounting knowledge



# Accounting Department: Doctoral Program

Mission:

To train independent, competent accounting scholars.

No.	Learning Goals	No.	Learning Objectives
1	Students demonstrate advanced knowledge in accounting	1.1	Demonstrate the ability to critically synthesize existing accounting research
		1.2	Demonstrate the ability to argue based on comprehensive accounting knowledge
2	Students present research paper at reputable peer-reviewed -conferences	2.1	Students present research paper at reputable peer-reviewed_conferences



# Management Department: Vision

## **Department's Vision:**

To a leading Management Department in research, development, education, and application, implementation, and dissemination of management science which uphold the ethics, honesty, and academic freedom.



# Management Department: Bachelor Program

## Mission:

To educate students to have the capability to lead the business organization with strong integrity.

No.	Learning Goals	No.	Learning Objectives
1	Students demonstrate the ability to communicate	1.1	Demonstrate the ability to produce written reports
		1.2	Demonstrate the ability to deliver oral presentations
2	Students demonstrate the ability to work in team	2.1	Demonstrate the ability to work in team
3	Students have understanding about ethics	3.1	Demonstrate the ability to identify issues of ethics
		3.2	Demonstrate the ability to make a choice based on ethical considerations
4	Students demonstrate the ability to understand knowledge in the field of management	4.1	Demonstrate the ability to understand knowledge in the field of management
5	Students demonstrate the ability to lead others	5.1	Demonstrate the ability to lead others



# Management Department: Master of Management Program

Mission:

To educate students to be transformational business leaders who have capability to make decisions ethically and creatively.

No.	Learning Goals	No.	Learning Objectives
1	Students demonstrate the ability to communicate professionally	1.1	Demonstrate the ability to develop written professional reports
		1.2	Demonstrate the ability to deliver persuasive professional oral presentations
		1.3	Demonstrate the ability to contribute to professional discussions
2	Students demonstrate the ability to apply knowledge in the field of management	2.1	Demonstrate the ability to apply knowledge in the field of management
3	Students are able to exercise ethical and creative decision making	3.1	Demonstrate the ability to adhere ethics in making decisions
		3.2	Demonstrate the ability to make creative decisions
4	Students demonstrate the ability to be a transformational leader	4.1	Demonstrate the ability to envision organizational changes
		4.2	Demonstrate the ability to inspire organizational members



# Management Department: Master of Science Program

## Mission:

To educate students to be learner and researcher by equipping them with strong management theory and research capability and promoting academic freedom and ethics.

No.	Learning Goals	No.	Learning Objectives
1	Students demonstrate the ability to comprehend knowledge in the fields of management	1.1	Demonstrate the ability to comprehend knowledge in the fields of management
2	Students demonstrate the ability to conduct research ethically in the fields of management	2.1	Demonstrate the ability to apply research skills in the fields of management
		2.2	Demonstrate the ability to promote ethical code of conduct in research
3	Students demonstrate the ability to effectively disseminate knowledge in the fields of management	3.1	Demonstrate the ability of academic writing
		3.2	Demonstrate the ability to deliver an effective academic presentation



# Management Department: Doctoral Program

## Mission:

To equip talented and highly motivated students with frontier theoretical perspectives and research methodologies in the field of management for the purpose of developing knowledge.

No.	Learning Goals	No.	Learning Objectives
1	Students demonstrate the ability to comprehend frontier theories and synthesize state of the art of research in the fields of management	1.1	Demonstrate the ability to comprehend frontier theories and research methodologies in the fields of management
		1.2	Demonstrate the ability to synthesize existing research in the fields of management
2	Students demonstrate the ability to conduct original research and disseminate research findings at peer-reviewed conferences	2.1	Demonstrate the ability to conduct original research in the fields of management
		2.2	Demonstrate the ability to disseminate research findings at peer-reviewed conferences



# Economics Department: Vision

## **Department's Vision:**

To be the best, internationally qualified  
Department of Economics in Indonesia

# Economics Department: Bachelor Program (1)



## Missions:

1. Conducting education-oriented economics on the development of science and public welfare.
2. Setting up the capabilities of human resources in the economics, reliable in generating scientific and applied research based on prevailing ethical and social values.
3. Carry out community service-based economic research through the development of domestic and international cooperation.



# Economics Department: Bachelor Program (2)

No.	Learning Goals	No.	Learning Objectives
1	Students demonstrate the ability to communicate	1.1	Demonstrate the ability to produce written reports
		1.2	Demonstrate the ability to deliver oral presentations
2	Students demonstrate the ability to articulate the core economic principles, concepts, and theories.	2.1	Demonstrate the ability to comprehend knowledge in economics, apply concept and theory in economics, and analyze economic issues.
3	Students demonstrate the ability to apply scientific methods in economic phenomena.	3.1	Demonstrate the ability to identify economic problems.
		3.2	Demonstrate the ability to utilize analytical tools
		3.3	Demonstrate the ability to analyze and interpret the results



# Economics Department: Master of Economics Development Program

## Missions:

1. To develop competent, ethical scholars in the field of applied economics
2. To prepare students with leadership skills in public settings.

No.	Learning Goals	No.	Learning Objectives
1	Students demonstrate the ability to communicate	1.1	Demonstrate the ability to produce written reports
		1.2	Demonstrate the ability to deliver oral presentations
2	Students demonstrate the ability to work in team	2.1	Demonstrate the ability to contribute to the team
3	Students demonstrate the ability to analyze economic issues and policies at macro and micro economic level in the domain of applied economics.	3.1	Demonstrate the ability to analyze economic issues and policies at macro and micro economic level in the domain of applied economics.
4	Students demonstrate the ability to apply tools, techniques, and methods in analyzing economic data in the domain of applied economics	4.1	Demonstrate the ability to apply relevant tools, techniques, and methods in analyzing economic data in the domain of applied economics.



# Economics Department: Master of Science Program

## Mission:

Preparing students as reliable learners and researchers through education that emphasizes critical understanding of theory and research based on academic freedom and ethics, and oriented to improving the welfare of society.

No.	Learning Goals	No.	Learning Objectives
1	Students demonstrate the ability to master economic principles, concepts, and theories.	1.1	Demonstrate the ability to apply and illustrate the knowledge in economics, differentiate concept and theory in economics, and analyze economic issues.
2	Students demonstrate the ability to design scientific methods in economic phenomena.	2.1	Demonstrate the ability to construct economic problems.
		2.2	Demonstrate the ability to utilize and modify analytical tools
		2.3	Demonstrate the ability to analyze and criticize the results and provide appropriate recommendations



# Economics Department: Doctoral Program

## Mission:

Preparing students as learners and researchers through a reliable state of the art of the learning process, theories, and research-based academic freedom and ethics.

No.	Learning Goals	No.	Learning Objectives
1	Students demonstrate the ability articulating state of the art of learning process, theory, and research.	1.1	Demonstrate the ability to criticize and synthesize economic theory based on academic integrity.
2	Students demonstrate the ability to develop scientific methods in economic phenomena.	2.1	Demonstrate the ability to formulate economic problems.
		2.2	Demonstrate the ability to develop analytical tools
		2.3	Demonstrate the ability to evaluate the results and provide appropriate theoretical, empirical, and policy implication.



**FEB UGM 2012**  
**AACSB ACCREDITATION**  
**ACTIVITIES**



# AACSB Schedule Activities 2012

Month	Item of Activities	Activities	Participants
Jan	Curriculum mapping and AoL measurement	Workshop	Dept, Program, CC, AoL and AACSB committees
	Faculty Management System Plan	Workshop	Dept, Program, Vice Dean 2 (PIC)
	Faculty CV Updates	CV Data collection	Dean & all Vice Deans, Dept & Programs' committees
Feb	Workshop with the Mentor	Discussion and meetings	AoL & AACSB committees, CC, Dean
	Measurement and analysis of LG measurement results	Measurement and analysis	AoL committee
	AACSB Socialization	Meetings	AACSB committee
Mar	Measurement and analysis of LG measurement results	Measurement and analysis	AoL committee
	AACSB Socialization	Meetings	AACSB committee
Apr	Measurement and analysis of LG measurement results. PS: All LG measurement has been conducted	Measurement and analysis	AoL committee
	Beginning of Progress Report Draft writing	Progress Report writing	AACSB committee



# AACSB Schedule Activities 2012

Month	Item of Activities	Activities	Participants
May	AACSB committee's report to CC on AoL analysis results	Report submission	AACSB committee, CC
	CC reviews and gives recommendation to the School about the programs' learning process and curriculum	Review and reporting processes	CC, Dean
	The School propose CC's recommendation to Senate	Report submission	Dean, CC, Senate
	Establishment of the programs' curriculum and learning process improvement plan by FEB Senate	Senate meeting	Senate
	Finalization of improvement on Progress Report 2012 draft	Report writing	AACSB committee
June	Progress Report 2012 Draft dissemination	Socialization	Staffs, teaching staffs, students
	Submission of Progress Report Draft to the Mock Reviewer	Report submission	Quality Assurance Office (QAO), AACSB committee
July	Mock Review	Workshop	AACSB and AoL committees, CC, Programs, Departments, Dean
	Improvement based on mock review recommendations	Report improvement	AACSB committee
Aug	Dissemination of Progress Report 2012 to stakeholders to get feedbacks	Dissemination	Staffs, teaching staffs, students
Sept	Finalization of Progress Report 2012	Editing	AACSB committee
Oct	Submission of Progress Report 2012	Submission	AACSB committee, QAO



# Assurance of Learning Process

- The school establishes an on-going process to identify skills and management-specific goals for assessment, develops and evaluates assessment instruments, assesses goal learning objectives, reports assessment results and recommendations, and ensures that recommendations or action plans are implemented (i.e., “closing the loop”).
- The process includes assessing skills and management-specific goals on a rotating basis with at least two goals assessed each academic year as well as obtaining feedback input from constituents (i.e., students, alumni, community).

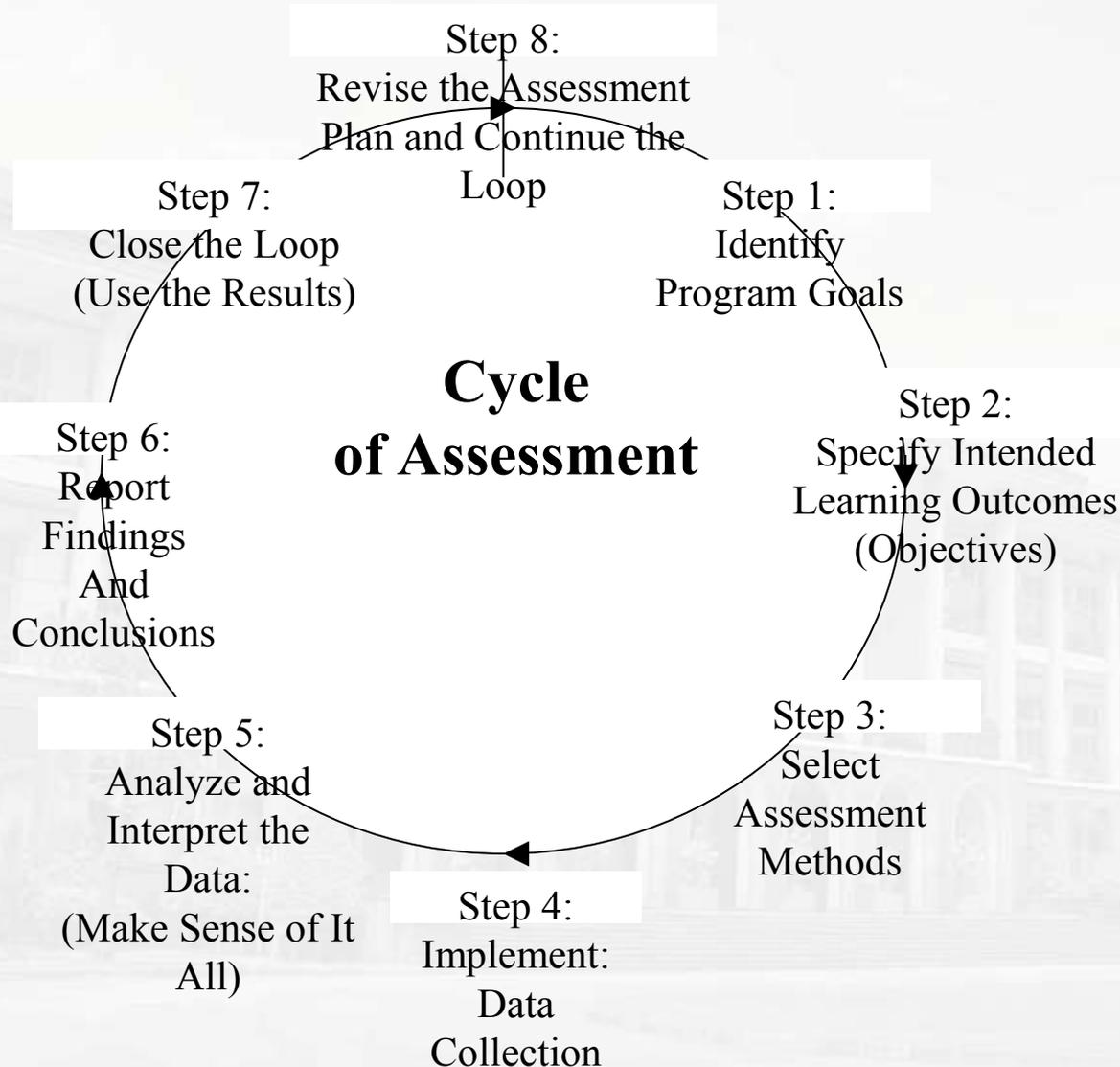


# Assurance of Learning Process Assessment

- Identify skills and management-specific goals for assessment
- Align goals to the educational objectives of the university and school curriculum
- Review, evaluate and modify learning objectives and assessment instruments
- Assess goals
- Review assessment results and make appropriate recommendations
- Follow up to ensure that recommendations are implemented (i.e., close the loop) and results in program improvement

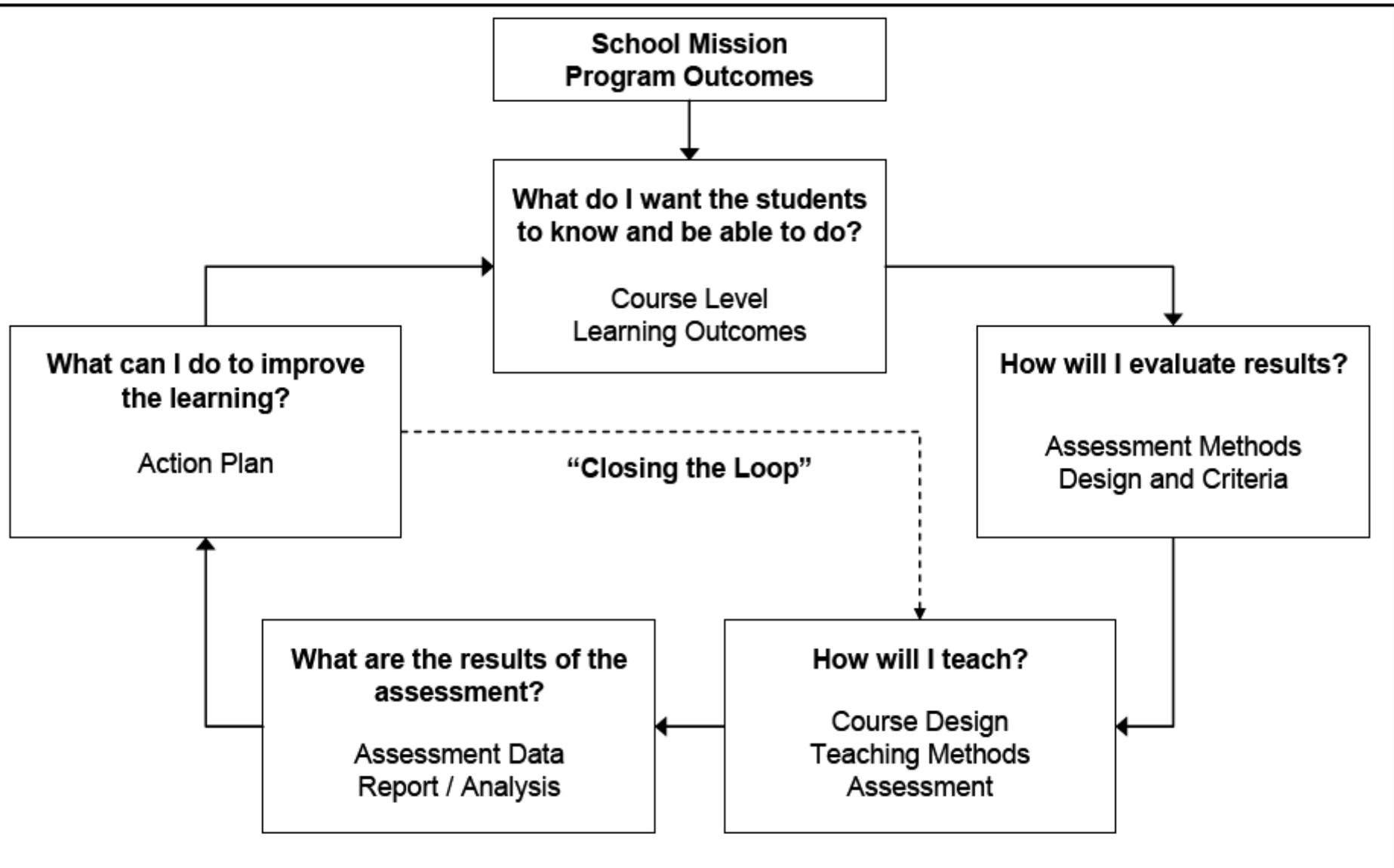


# Cycle of Assessment





# Assurance of Learning: Course Level & Program





# Academic Organization and Key Roles

- **Departments and Programs**

- Implement the academic activities based on curriculum established by the faculty senate
- Implement learning goals (LG) and learning objectives (LO) based on curriculum established by the faculty senate
- Alocate the teaching staffs

- **AoL Committee**

- Develop the LG and LO measurement instruments
- Collect the academic data with Quality Assurance Office
- Analyze the academic data
- Prepare an academic report with Quality Assurance Office addressed to the Departments, Programs, and Curriculum Committee
- Consists of members appointed by the School and representatives of departments/programs



# Academic Organization and Key Roles

- **Curriculum Committee (CC)**

- Review the curriculum, learning process, and LG based on the feedbacks from AoL and stakeholders
- Give recommendations on curriculum improvement and change, learning process, and LG to programs and departments through the School
- Consist of representatives from each department

- **Faculty Senate**

- Give consideration and establishment of any curriculum change proposed by programs or departments based on feedback from the Curriculum Committee

- **Quality Assurance Office (QAO)**

- Conduct the academic data collection from faculty's internal and external sources
- Prepare an academic report

- **AACSB Committee**

- Coordinate the AACSB accreditation process internal activities
- Coordinate with IAC AACSB
- Prepare the progress report



# Assurance of Learning (AoL) Committee

- **Management:**

1. Dr. Budi Santosa, M.Bus
2. Dr. Gugup Kismono, MBA
3. Dr. Bayu Sutikno, MSM

- **Accounting:**

1. Dr. Ertambang Nahartyo, M.Sc
2. Dr. Bambang Riyanto, MBA
3. Dr. Goedono, MBA

- **Economics:**

1. Dr. M. Edhie Purnawan, M.A.
2. Dr. Samsubar Saleh, M.Soc.Sc
3. Prof. Dr. Catur Sugianto, M.A.



# Curriculum Committee

- **Management:**

1. Dr. T. Hani Handoko, MBA
2. Prof. Dr. Basu Swastha Dharmmesta, MBA
3. Prof. Dr. E. Tandelilin, MBA
4. Dr. Wakhid S.Ciptono, MBA, MPM

- **Accounting:**

1. Prof. Dr. R.A. Supriyono, S.U.
2. Prof. Dr. Abdul Halim, MBA
3. Dr. Setiyono, MBA
4. Prof. Dr. Jogiyanto Hartono M., MBA

- **Economics:**

1. Dr. Akhmad Makhfatih, M.A.
2. Dr. Artidiatun Adji, M.A., M. Ec.Dev
3. Dr. Elan Satriawan, M. Ec.Dev



# AACSB Committee

1. Prof. Dr. Indra Wijaya Kusuma, MBA (koordinator)
2. Dr. BM Purwanto, MBA
3. Dr. Poppy Ismalina, M.Ec.Dev (AoL)
4. Dr. Rimawan Pradiptyo, M.Sc (AQ/PQ)
5. Dr. Supriyadi, M.Sc (AoL)
6. Dr. Hargo Utomo, M.Com, MBA (AQ/PQ)
7. Dr. Nurul Indarti, Sivilokonom, Cand.Merc (AoL)
8. Dr. Mahfud Sholihin, M.Acc (AQ/PQ)
9. Dr. Setiyono, MBA (AoL)
10. Risa Virgosita, M.Sc (AQ/PQ)



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