

## **Kelley School of Business**

### **PRAC Report 2010-2011**

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. Prior to the fall 2010 semester, the assurance of learning activities for the four academic programs for Kelley Indianapolis had been conducted separately and in their own context. 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. For the Undergraduate Program, every effort has also been made to integrate the Kelley Indianapolis assurance of learning activities with the PUL and accreditation initiatives for IUPUI.

### ***Kelley School-wide Assurance of Learning Initiatives – 2010-2011***

The largest school-wide initiative this year centered on the assurance of learning assessment process. 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, (4) mapping each program's curriculum, (4) evaluating the curriculum relative to the map and determining the areas for improvement, and (5) assessing the learning outcomes to assure student learning of the program goals. Program committees have been provided feedback on the curriculum mapping and will also receive feedback on the learning outcomes assessment. The next step is to more fully analyze and utilize these results to enhance the curriculum as needed and to ensure that each program goal is properly covered.

This 2010-2011 improvements to the assurance of learning assessment processes were centered primarily on: (1) evaluating, updating, and in some cases developing program goals and curriculum mapping for each program, including the graduate programs; (2) educating faculty on better defining and measuring learning outcomes; (3) updating and collecting syllabi with learning outcomes referencing the program goals; (4) ranking and reporting PUL learning outcomes for core undergraduate courses using the IUPUI PUL Matrix; and (5) mapping the curriculum with the syllabi and PUL Matrix to assess and assure alignment.

## ***Re-evaluating and Establishing Program Goals***

### **Undergraduate Programs**

The undergraduate business program created its more discipline-specific Principles of Undergraduate Business Learning (PBLs) based on the IUPUI PULs as well as input from several Indiana based resources. In 2002, the Indiana Human Capital Project (2002 by IFPI) reported an employer's perspective of the top 10 skills for Indiana's workforce (Critical Thinking, Written Communication, Management and Leadership, Planning, Oral Communication, Marketing and Sales, Public Relations, Accounting and Finance, Product Development, Research and Analysis). In 2004, Networks Financial Institute ([networksfinancialinstitute.org](http://networksfinancialinstitute.org) 2004) surveyed the financial industry in their Hiring Preferences Survey identified: Business Ethics, Computer Literacy, Management Communications, Management Principles, Leadership, Business Strategy, and Major/Discipline specific skills.

Based on 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 and are prominently displayed on the Kelley Indianapolis Undergraduate Program web site: <http://kelley.iupui.edu/undergrad/academics/principles.cfm>

As part of the re-evaluation the undergraduate program chose to make no change to the PBLs. In Appendix 1 the PBLs are listed and defined along with a graphical description of the linkage between the PBLs and the PULs. Instructional resources are also provided for faculty for including course syllabi:

<http://kelley.iu.edu/ICWEB/Assurance/ProgramLearningGoals/Indianapolis/page25276.html>

### **Master of Business Administration (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. Appendix 2 lists the evening MBA program learning goals.

<http://www.kelley.iu.edu/ICWEB/Assurance/ProgramLearningGoals/Indianapolis/page25279.html>

### **Master of Science Accounting (MSA) Program**

The MSA program is designed to meet the needs of both part-time and full-time graduate students. In 2010, the MSA program gathered information about goals from our full-time program (Bloomington) and several peer MSA programs. Discussions pertaining to the characteristic of our MSA students, employer needs, and the learning goals necessary to transform our students into the professional graduates desired went into the development of the MSA goals. Appendix 3 lists the MSA learning goals.

<http://kelley.iu.edu/ICWEB/Assurance/ProgramLearningGoals/Indianapolis/page25282.html>

## **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. Appendix 4 lists the MST learning goals.

<http://kelley.iu.edu/ICWEB/Assurance/ProgramLearningGoals/Indianapolis/page25288.html>

## ***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 teaching-centered (i.e., we will cover x, y, and z) to learning-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 and may be the most important development to the assurance of learning process during the 2010 – 2011 year.

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 members 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 will be asked to address areas where there is no coverage and address the gaps through curriculum 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. Already 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 2011-2012 academic year for future implementation.

### ***Assessment Review – 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 declare which PULs are addressed with major and moderate emphasis in their undergraduate courses. Then, at the end of the term, when instructors submit grades, drop down boxes appear for the PULs

previously identified and instructors must indicate their students' level of achievement for each PUL assessed.

In spring 2011, Kelley began standardizing the assessment process for greater consistency across programs and to adapt to the new assessment standards implemented on the IUPUI campus using the Principles of Undergraduate Learning (PULs). IUPUI began requiring that each course provide an assessment of student learning, identifying each student as Very Effective (VE), Effective (E), Somewhat Effective (SE), and Not Effective (NE). Every undergraduate course on the IUPUI campus will need to define major learning outcomes linked to learning goals (the PULs) and assess student learning related to the goal(s). Kelley Indianapolis has already completed defining the learning outcomes and linking them to learning goals (both PULs and PBLs) and core classes have been assessed (by the end of 2013 all business classes will be assessed).

To date, 33 undergraduate courses were evaluated for the PUL assessments. In reviewing the assessment work done for the PULs, the assessment specialist identified several problems. Some instructors were simply ignoring the drop down boxes all together. Some did not understand what they were supposed to do or the purpose of the drop down boxes. Others were using grades to assess student achievement on the PULs. 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. In fall 2011, the data from the PUL assessments will be shared with the undergraduate policy committee for discussion on program improvement.

### **Graduate Accounting Programs**

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. Over the next two years all required business courses will report assessments related to the PBLs to the Kelley Indianapolis Assessment Committee and all courses in the undergraduate curriculum will be evaluated based on the PULs adopted on the IUPUI campus. The graduate accounting programs adopted the four levels of evaluation. Graduate accounting programs build much closer and attract many students from the undergraduate program.

### **MBA Programs**

The evening MBA program remains consistent with the categories used in Kelley Bloomington, categorizing each student using three categories (excellent, satisfactory, or unsatisfactory). The Kelley MBA program student body is quite independent of the undergraduate programs and works much more closely across campuses. All Kelley programs on the Bloomington campus are evaluated using three categories.

### **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 from the prompts shown 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 undergraduate, evening MBA, and graduate accounting programs are provided in the following links.

- Undergraduate:  
<http://home.kelley.iupui.edu/kwendeln/PRAC/X320.AssessmentMemo.pdf>
- Evening MBA:  
<http://home.kelley.iupui.edu/kwendeln/PRAC/F523.AssessmentMemo.pdf>
- Graduate accounting:  
<http://home.kelley.iupui.edu/kwendeln/PRAC/A551.AssessmentMemo.pdf>

#### **Assurance of Learning - Using the Capstone<sup>®</sup> and CompXM<sup>®</sup>**

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<sup>®</sup> business simulation for team learning and assessment along with the CompXM<sup>®</sup> for individual assessment of learning. Using a “balanced scorecard”, the Capstone<sup>®</sup> 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<sup>®</sup> international undergraduate teams. The CompXM<sup>®</sup> assurance of learning module provides a direct assessment of the individual student’s business acumen (similar to the Capstone<sup>®</sup> 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<sup>®</sup> from other schools across the world. Typically 40% of Kelley students have placed in the top 10% in the CompXM<sup>®</sup> assessment of learning, and twice we have had a student place in the final 6 of the Capsim Challenge. These capstone experiences allow the students to apply business concepts in more holistic and realistic business situations.

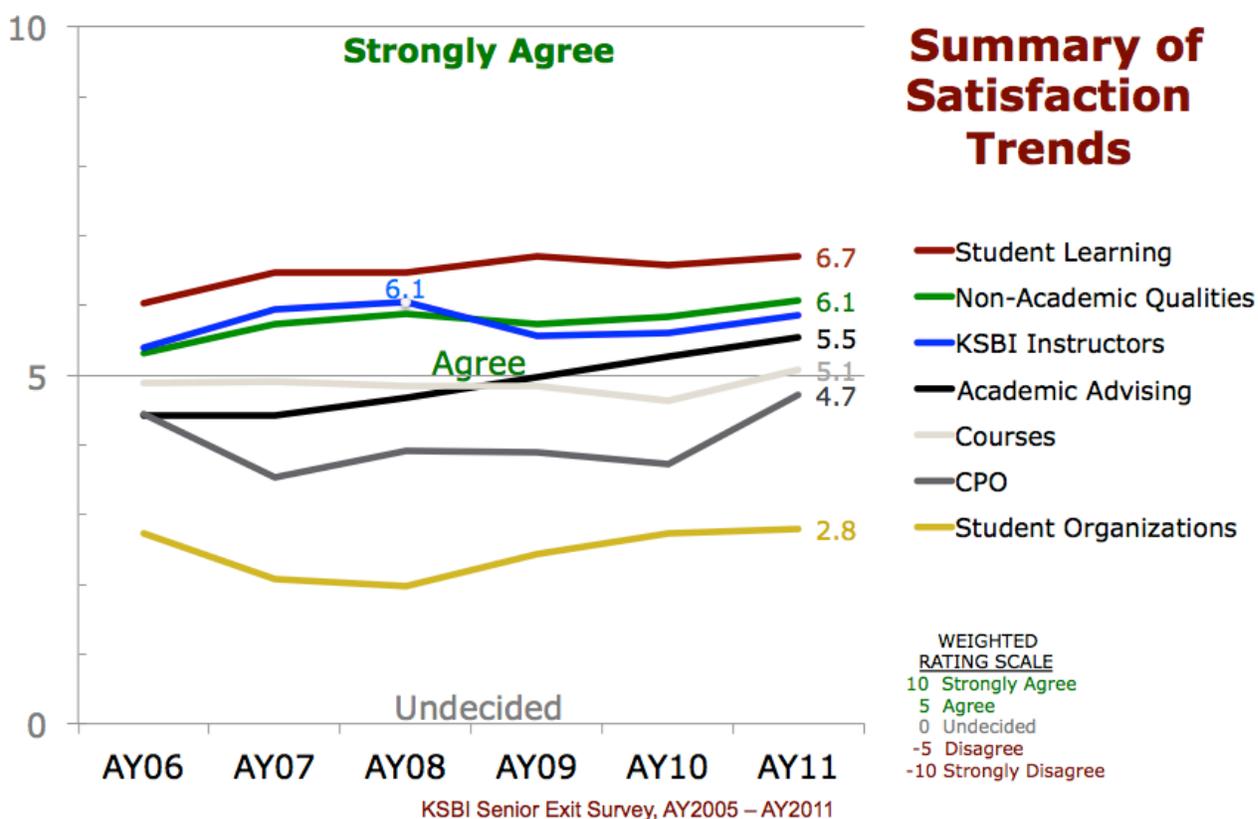
Kelley Indianapolis has been using the Capstone<sup>®</sup> simulation since the new capstone course was approved and developed as a result of our first curriculum mapping project in 2006 and was an early adopter of the CompXM<sup>®</sup> which is designed around the AACSB

assurance of learning standards. Additional enhancements, including an ethics module, have recently been added to the Capstone® and are now being evaluated. Over the summer faculty met to discuss how better incorporate the CompXM® assessment into the undergraduate program assessment methodology and use the results to improve attainment of program learning goals. Kelley faculty 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 CompXM® also supports the AACSB Assurance of Learning Goals: <http://www.capsim.com/business-simulations/products/comp-xm.cfm>

## Assessment Review – Indirect Measures

### Kelley Senior Exit Survey

The Senior Exit Survey was initiated in May 2005. For the AY2011 Survey a total of 430 Kelley Indianapolis graduates from December 2010 and May/August 2011 were invited to participate. Overall, 267, or 62.1%, completed the survey. A Summary of the quantitative Satisfaction Trends is shown below along with a link to the entire 2011 Senior Exit Survey: <http://home.kelley.iupui.edu/kwendeln/PRAC/SeniorUGSurveyAY11v1a.pdf>



Four of the survey questions asked respondents for their written comments regarding the School's processes including advising and the Career Planning Office (133 total response)), suggestions for additional majors (66 responses) and courses (58 responses), as well as open comments regarding their collegiate experience at Kelley Indianapolis (101 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 advising and the CPO.

With the addition of the Supply Chain Major in 2008 and phase-in of the new required capstone courses, the respondents' curriculum and course suggestions now most frequently mentioned: the need for entrepreneurship and international major/courses and more course offerings in marketing, investments, and project management and as well as accounting and human resources certification reviews. There were some complaints regarding combined bachelor/masters sections. Now then the most frequently requested area has been entrepreneurship. This year a group of faculty have met several times to discuss the potential of developing an undergraduate certificate in entrepreneurship that could meet the needs of both business students and non-business students.

This year's respondents continued to be 'vocal' regarding group work and team projects, especially 'fairness' in effort and grading and need in some classes. There were greater than usual complaints and concerns regarding specific classes and instructors as well as unneeded redundancy in the curriculum. Despite a positive trend and greater satisfaction with faculty helpfulness and availability as identified on the IUPUI survey in our Senior Exit Survey and NSSE one area of concern is a reduction in students' perceptions of faculty being responsive and accessible. To continue our improvements in this area, we are encouraging faculty to meet with students after class and to utilize current events to increase discussions. We encouraged faculty members 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 can increase student contact with faculty over the internet. Adobe Connect is a computer program where faculty can conduct online office hours and online review sessions. Recognizing the change in technology, we also developed a teaching technology seminar series where faculty members present how they are using technology to enhance their classes to fellow faculty. The sessions have been well attended. These seminars have been taped so and distributed to all faculty.

### **IUPUI Student Satisfaction and NSSE Surveys**

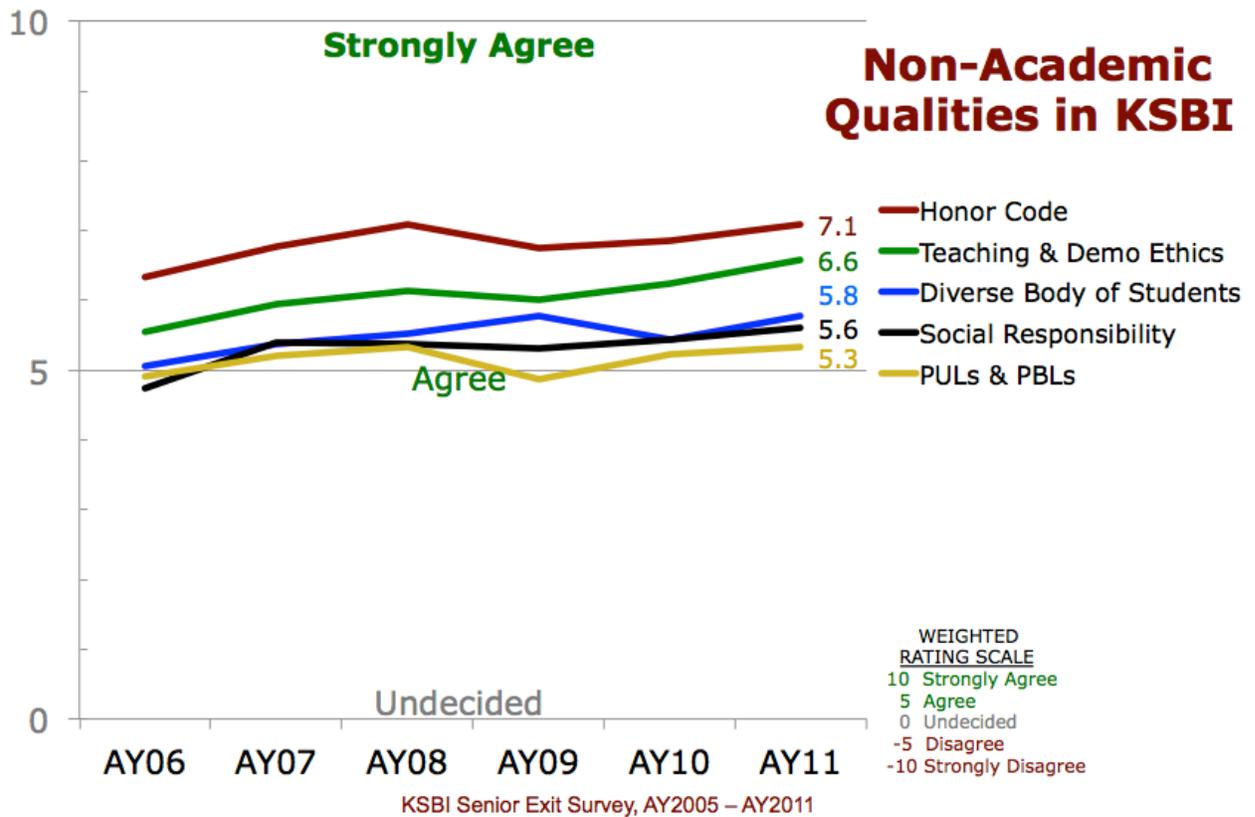
The Kelley Indianapolis Assessment Committee also provided a summary to faculty of both the IUPUI Student Satisfaction and Priority Survey and the National Survey of Student Engagement (report available upon request). Faculty were encouraged and complemented based on the overall good results from the two surveys. The survey data was compared with the Senior Exit Survey to identify places of improvement. Where weaknesses were identified, methods to enhance student satisfaction and learning were identified. The most recent September 2011 IUPUI Continuing Student Survey Report is linked: <http://home.kelley.iupui.edu/kwendeln/PRAC/CSS.SchoolReport.Kelley.pdf>

### ***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/PRAC/UndergradOrientationF11v3.pdf>

In the undergraduate program, one of the PBLs is Management, Leadership and Ethics. To address this PBL a faculty member and two student leaders 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...”).



We anticipate that the faculty focus on learning outcomes and assurance of learning will create further awareness among students of the PULs and PBLs and that the upward trend in Academic Years AY10 and AY11 will continue into AY12.

## 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

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### Cross Reference for KSBI Principles of Business Learning to IUPUI Principles of Undergraduate Learning

KSBI Principles of Business Learning (PBLs)	IUPUI Principles of Undergraduate Learning (PULs)																						
	1. Core Communications and Quantitative Skills					2. Critical Thinking					3. Integration & Application of Knowledge			4. Intellectual Depth, Breadth & Adaptiveness			5. Understanding Society & Culture		6. Values & Ethics				
	1a.	1b.	1c.	1d.	1e.	2a.	2b.	2c.	2d.	2e.	3a.	3b.	3c.	4a.	4b.	4c.	5a.	5b.	5c.	6a.	6b.		
100 Critical Thinking	101																					Arrive at conclusions...decisions	
	102																						Solve challenging problems
	103																						Relevance of data
	104																						Use knowledge...explore questions
200 Management & Leadership	201																						Choices in conflicting situations
	202																						Foresee consequences
300 Written Communication	301																						Effectively express ideas...
	302																						In written & visual formats
400 Collaboration & Oral Communication	401																						Examine...viewpoints of others
	402																						Effective in ...one-on-one & group
	403																						Operate with civility...
500 Professional Skills & Competencies	501																						Standards...demonstrate skills
	502																						Use of information & technology

1a. Express ideas... written format	2a. Analyze issues...decisions	3a. Enhance personal lives	4a. Substantial knowledge in one field	5a. Diversity...	6a. Choices in conflicting situations...
1b. Comprehend...analyze texts	2b. Synthesize info...conclusions	3b. Meet professional...competencies	4b. Approaches to knowledge...	5b. Global & local... interconnectedness	6b. understand importance of ethics...
1c. Communicate orally....	2c. Logic...relevance of data	3c. Goals of society	4c. Approach problem...situations	5c. Operate with civility...	
1d. Solve problems...quantitative	2d. Solve challenging problems				
1e. Make use of information....	2e. Use knowledge...explore new questions				

## 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

### Master of Science in Taxation 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