



**UNIVERSITY OF RHODE ISLAND
COLLEGE OF BUSINESS**

**AACSB Accounting
AOL App V, VI**

2013-2018

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UNIVERSITY OF RHODE ISLAND
 COLLEGE OF BUSINESS
 CONTINUOUS IMPROVEMENT REVIEW REPORT,
 ACCOUNTING, July 21, 2018

Appendix V. Assurance of Learning Report

This report is prepared under the 2013 Accreditation Standards for Accounting, as developed by the Association to Advance Collegiate Schools of Business (AACSB). This Appendix is supported by an online Excel Spreadsheet (Appendix VI), which summarizes both Undergraduate and Master's degree AOL.

Table of Contents	
Section	Page
I. EXECUTIVE SUMMARY	2
II. The COB Undergraduate AOL program	2
III. Overview of Accounting Area Undergraduate Assurance of Learning	3
A. The Process for Choosing Learning Objectives and Maintaining Quality	3
B. Faculty Participation in AOL	5
C. Summary of Accounting Area Undergraduate Assurance of Learning	10
IV. Overview of Master of Science in Accounting Program Assurance of Learning	11
Addendum 1. Detailed Descriptions of Undergraduate Assessment and Closing the Loop	16
A. Critical Accounting Learning Objective (CATLO #1): FASB Codification	17
B. Critical Accounting Learning Objective (CATLO #2-Pre Senior): Fraud/Internal Control	21
C. Critical Accounting Learning Objective (CATLO #2-Senior): Internal Control	24
D. Critical Accounting Learning Objective (CATLO #3-Pre- Senior): Data Analytics	25
E. Accounting area Oral Communications (GBLO#3).	28
Addendum 2- Original MSA Learning Goals and Plan 2013-2018	31

I. Executive Summary

The 2013 PRT Continuous Improvement letters for both the URI College of Business and URI Accounting Faculty noted the need for the development of Program-level Assurance of Learning (AOL) at both levels. This concern necessitated that the College and Accounting Area transition from a system which measured class-level learning objectives (based to some extent on grades) to program-level AOL which measures a broader set of skills and which requires on-going curriculum assessment and modification.

Since that time, the COB and the URI Accounting Faculty have experienced a generational transition at all levels. These include changes in Deans, Associate Deans, Accounting Area coordinators, and four new accounting faculty. In spite of this transition, both the COB and URI Accounting area have made substantial progress in implementing on-going and evolving AOL programs. In some instances, the addition of new faculty with currency and expertise in accounting technology has facilitated our ability to conduct AOL in new areas, such as Data Analytics, heretofore not considered possible.

In this context, the Accounting Area conducts AOL at two levels. First, we cooperate and participate in the COB's Assurance of Learning program to assess skills that students in all majors should possess. In addition, in consultation with our Advisory Board, the area has developed and is implementing (an area level) AOL paradigm designed to assess our students' critical thinking abilities at three key points in the accounting cycle. Also, we are initiating a smaller area-level AOL program to assess students' communication skills.

The next section of this report (Section II) describes the COB program. The results of these assessments are provided in the COB report; however, we include this overview to show how the two programs coordinate as well as the rationale underlying some parts of the Accounting area AOL program. Section III describes the Accounting Area undergraduate AOL program, including: the process for selecting learning objectives and maintaining continuous improvement; faculty participation; a brief overview of the assessment, by learning objective, of Critical Accounting Thinking; and, a brief description of the initiation of the Accounting Communication part of the AOL program. Section IV describes AOL for the Master of Science in Accounting program. Addendum 1 provides details and Closing the Loop activities on undergraduate AOL. Addendum 2 provides the learning objectives and plan for the Master of Science in Accounting program for 2013-2018.

II. The COB Undergraduate AOL program

As noted in the COB report, the COB AOL program measures six goals for all business majors ("General Business Learning Objectives (GBLO)),” including: Critical Thinking, Written Communication, Oral Communication, Teamwork, Global Business Skills, and Integrative Learning. The accounting area faculty potentially participates in the first five (Integrative learning is assessed in the Strategic Management course (BUS 445)).

Most recently, the accounting area has “championed” (administered and designed) the Critical Thinking part of the COB AOL program. Also, the area has contributed to COB level written communication assessment and conducted additional oral communication assessment. An overview of the overlap between the COB and Accounting Area AOL is provided in Exhibit 1. The assessment results and actions are summarized in a spreadsheet in Appendix VI.

Critical Thinking (General Business Learning Objective (GBLO #1)): As noted above, the accounting area has “championed” the College level critical thinking AOL. As shown in Exhibit 1 (and Appendix VI), the results have generally been positive: approximately 85% or more of Seniors have met expectation in three assessments (2013-2014; 2014-2015; 2017-2018). However, given the crucial importance of Critical Thinking in all areas of accounting, based on the advice of stakeholders, we have developed an area level AOL program which measures Critical Thinking at three stages of the accounting cycle (transaction analysis, internal control, data analytics). The objectives and details of this program (entitled “Critical Accounting Thinking” (CAT)) are described in sections III.C and Addendum I (below).

Written Communication (GBLO #2): The College and the Accounting Area (BUS 302) have assessed written communication continuously for many years. As shown in Exhibit 1 (and Appendix VI), until 2015 the results of both College-level assessment and Accounting Area Pre-Senior assessments (in BUS 302) were very positive. However, Senior-level assessments were low. In 2017 a new writing assessor found the pre-Senior results to be considerably lower than in previous years. This raised questions concerning both the assessment method and students’ writing skills (which have generally continued to be low). Thus, the College is taking steps (such as hiring a writing consultant) to improve both the assessment and students’ writing skills. The accounting area will cooperate with these measures and continue the writing assessment in BUS 302. Also, the area is in the initial stages of forming an “Accounting Communications” AOL program. These steps are described in section IIIC (below).

Oral Communication, Teamwork, Global Skills (GBLO #3,4,5). Oral communications skills, teamwork, and Global skills are assessed at the College level. As shown in Exhibit 1 (and Appendix VI), over 85% of students have met expectations; however, concerns have been expressed regarding the assessment methods. Accordingly, with respect to Oral Communications, in the Fall of 2017 and Spring of 2018, the accounting area chose to conduct its own assessment in BUS 402 (Advanced Accounting). As shown in Exhibit 1 (and Appendix VI), over 85% of accounting students met expectations in both semesters. The Spring 2018 assignment concerned international ethics and cultural issues. This type of assignment will be part of the “Accounting Communications” AOL that is being developed.

III. Overview of Accounting Area Undergraduate Assurance of Learning

A. Process for Choosing Learning Objectives and Maintaining Quality

We consider the discussions with our Advisory Board to be an integral part of the AOL process. From this view, curricular changes can result from either feedback from assessment or from discussion with the Advisory Board. The latter influenced the development of BUS 405, a course

Exhibit 1: Overview of 2013-2018 Accounting Assurance of Learning and Results (reproduced in App. VI)

	During Undergraduate (Pre-senior) or Introductory Class			Senior Year or Reinforcement Class		
	I. Critical Thinking					
	Group Assessed	Results	Action		Results	Action
“General” Critical Thinking (GBLO#1)	No Pre-Senior Critical Thinking was Conducted at College Level			Randomly selected students from all majors. See COB report	2013-2014>85% Met Exp. 2014-2015>85% Met Exp. 2017-2018,84% Met Exp.	In first two years, College reconsidered rubric, students now seem to be meeting expectations
Accounting Codification (CATLO #1)	BUS 301-Inter. Acc. I	Fall, 2016- 6/50/44* Spring, 2017-5/71/24 Fall, 2017-3/75/22 Spring 2018- 5/80/15	We will continue with cases, which will be applied in BUS 302 starting in 2018-2019.	----- Starting 2018-2019 ----->		In the future we will apply a case and rubric (similar to BUS 301) in BUS 302. This will require that the current 302 writing rubric be modified for critical thinking
Internal Control (CATLO #2)	BUS 401- Accounting Information Systems	Spring, 2018-21/40/39	We will continue with current method, refine case and rubric, and will apply similar method in BUS 404	BUS 404 Auditing (Traditional Exam Assessment)	Spring, 2016- 27/52/21 Spring, 2017-2/22/76 Spring, 2018 12/14/74	In the future we will apply a case and rubric (similar to BUS 401) in BUS 404. Traditional Assessment will also be continued
Data Analytics--Fraud Detection (CATLO #3)	BUS 401- Accounting Information Systems	Fall, 2017- 15/50/34 Spring, 2018- 18/37/46	We will continue with current method, refine case and rubric, and will apply similar method in BUS 404	----- Starting 2018-2019 ----->		In the future we will apply a case and rubric (similar to BUS 401) in BUS 404
II. Writing						
General Writing (GBLO #2)	Randomly Selected Junior from all majors	2013-2014>85% Met Exp. 2014-2015 >85% Met Exp. 2017-2018 <85 % Met Exp.	Working with College, we will engage a writing expert to evaluate and provide students with ongoing feedback on writing	Randomly selected students from all majors. See CoB report	2013-2014<85% Met Exp. 2014-2015 <85% Met Exp. 2015-2016 <85% Met Exp. 2017-2018<85% Met Exp.	Working with College, we will engage a writing expert to evaluate and provide students with ongoing feedback on writing
Accounting Case (GBLO #2)	BUS 302 Inter. Acc. II	Spring, 2014-0/73/27 Spring , 2015-13/82/5 Spring 2018-29/50/21				
III. Oral Communications						
Oral Communications (GBLO #3)	Randomly selected Juniors from all majors, see CoB report	Spring 2017>85% met expect.	At the pre-Senior level, we will continue to rely on College AOL program.	BUS 402-Advanced Accounting	Fall, 2017-8/50/42 Spring, 2018-2/22/76	Students seem to meet expectations. We may use these cases, to assess Global Accounting Awareness.
IV. Teamwork						
Teamwork (GBLO #4)	Randomly selected Juniors from all majors, see CoB report	2013-2014>85% Met Exp. 2014-2015>85% Met Exp. 2015-2016>85% Met Exp. 2016-2017, 85% Met Exp.	In the first three years, team conflict resolution was weak. In last year assessed, groups dealt better with conflict.	Randomly selected Students from all majors, see CoB report	2013-2014>85% Met. Exp. 2017-2018,>85% Met Exp.	We will continue College-level Assessment; we may consider using software used by College
V. Global Awareness						
Global Awareness (GBLO #5)				Randomly selected Students from all majors, see CoB report	Spring, 2017->85% Met Expect.	We will continue College-level Assessment, but may introduce Global Awareness Assessment in BUS 402.
*The results are ordered : Did not Meet Expectations; Met Expectations; Exceeded Expectations.						

in advanced Excel programming. With respect to the former, the evolving process for choosing learning objectives and modifying curriculum is as follows (Exhibit 2):¹

- Learning objectives are discussed at the semiannual advisory board meetings, where external stakeholders and faculty can consider accounting issues and trends.
- The area coordinator selects the classes in which the assessment will be conducted.
- The instructor(s) develops the rubric and selects the class sections in which the assessment will be conducted.
- The rubric is provided to the class at least one week prior to the assessment.
- After the assessment has been conducted and graded (ideally by two independent graders), the instructor summarizes the results and provides the area coordinator with a comprehensive assessment package.²
- The results are presented at subsequent advisory board meetings for discussion of possible courses of action, and for new areas of assessment.

B. Faculty Participation in AOL

Exhibit 3 shows that most of the faculty (at all levels) are involved in Assurance of Learning. In general, Full Professors are involved in College Wide assessment (writing) and extensively in the Masters level assessment. Associate Professors are involved in both College level assessment (Critical Thinking and Writing) and area level assessment. Assistant Professors are involved in Area Level assessment (Internal Control and Data Analytics) as well as assessment at the Masters level. Instructors are involved in College-wide (Critical Thinking) assessment as well as area assessment (FASB Codification).

C. Summary of Accounting Area Undergraduate Assurance of Learning

As noted above, the accounting area is transitioning to Program-level Assurance of learning by emphasizing Critical Thinking (Critical Accounting Thinking Learning Objectives (CATLO)) and Accounting Communications skills. To a large extent, we have assessed Critical Thinking skills and built the curricular “infrastructure” for evaluating them on a consistent basis.

With respect to Communications Skills, we anticipate that in 2018-2019 we will be able to implement an area level communications skills assessment. This assessment will be based on the combination of the writing assessment which has frequently been applied in BUS 302 and an oral communications assessment on international ethics and culture that we initiated in Spring, 2018 in BUS 402 (Advanced Accounting).

The following describes the progress which we have made on Critical Accounting Thinking. A brief description of the emerging Accounting Communications Assessment follows.

¹ The Advisory Board has been consulted throughout this process. The use of two graders is being “worked in” as the process develops. Two graders were used in Pre-Senior Internal Control, Data Analytics, and Oral Communication.

² This includes a summary of how the assessment was conducted, a summary of the results, a copy of the assessment instrument (e.g. case), and the assessment rubric.

Exhibit 2: Overview of Accounting AOL Assessment Procedures

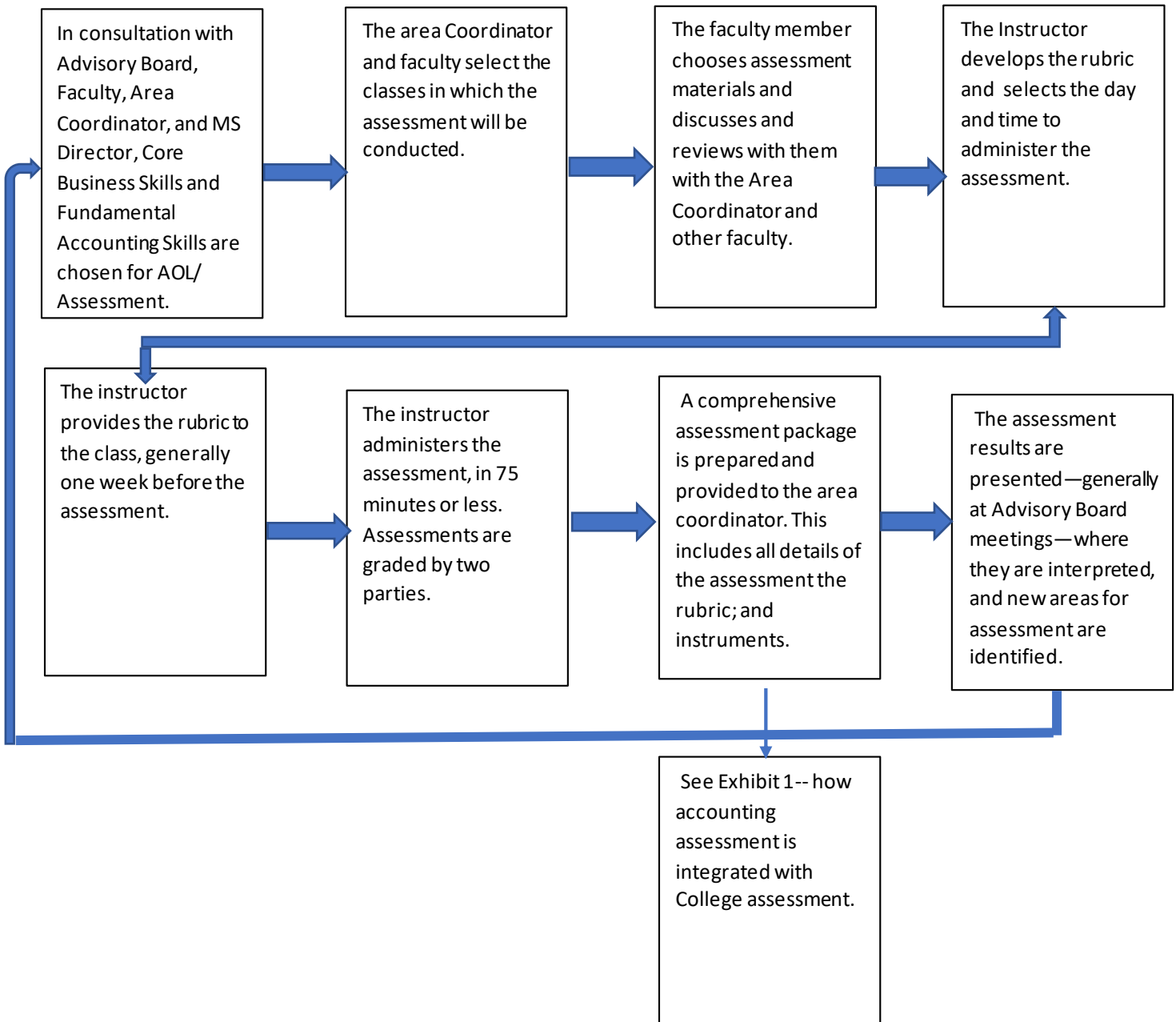


Exhibit 3: Overview of Faculty Participation in Assessment

	GBLO #1- Critical Thinking	GBLO#2 Writing	GBLO #3 Oral Communication	GBLO #4 FASB Codification Skills	CATLO #1 FASB Codification	CATLO #2 Internal Control	CATLO #3 Data Analytics	MSA
Professors								
Dr. Judy Beckman			Bus. 402 (Advanced Acc.)					MAC 501
Dr. Cynthia Blanthorne								MAC 503/6
Dr. Alejandro Hazera			BUS. 402 (Advanced Acc.)					MAC 506/7
Dr. Kathryn Jervis		BUS. 302- Intermed. II						MAC 505
Associate Professors								
Dr. Edmund Boyle	College-Wide Sen. Level(BUS. 202)					BUS 404		
Dr. Kate Jelinek		BUS. 302- Intermed. II						MAC 508
Assistant Professors								
Gilberto Marquez								
Qi Liu						BUS 401 AIS	BUS 401 AIS	
Anis Triki								MAC 502
Instructors								
Professor Joseph D'adamo								
Professor Roberta Newell				BUS 301 (302)-- Intermed. I				
Professor Ann-Marie Sacco	College-Wide Soph. Level(BUS. 202)							
	College-Wide Sen. Level(BUS. 202)							

1) Assessment of Critical Accounting Thinking Learning Objectives (CATLO)

In the transition from a course based to a program based AOL program, the accounting area has designed and made considerable progress on assessing Critical Accounting Thinking.

The objective of the program to assess Critical Accounting Thinking, is to measure, through a series of assessments administered throughout the curriculum, students' abilities to critically identify and solve accounting issues at three key points in Accounting Information Systems. These points include:

- transaction analysis, as assessed on the basis of students' abilities to search, cite, and apply the **FASB codification (CATLO #1)**;
- accounting system processing, as assessed on students' abilities to identify and evaluate **internal control** weaknesses (that may have facilitated a fraud) (**CATLO #2**); and,
- system outputs, as assessed by students' abilities to explore and evaluate large data samples, **Data Analytics (CATLO#3)**.

The learning objectives, assessment, and actions are briefly described below.

CATLO #1 (FASB Codification)- Recording and analyzing complex transactions.

Students will be able to apply the FASB Codification to complex transactions. The learning dimensions of this assignment are that students must be able to:

- Access the FASB codification;
- Appropriately cite the codification; and,
- Apply the codification guidance to the transaction.

FASB Codification skills have been tested for four straight semesters (from Fall, 2016 to Spring, 2018) (generally in BUS 301). As shown in Exhibit 1 (and Appendix VI), for all of these semesters, at least 85% of students met expectations. The instructor, Professor Roberta Newell, comments that, given the relative simplicity of transactions in BUS 201 (Principles of Accounting), BUS 301 students are surprised at the complexity of more advanced accounting transactions. Thus, we feel that performing this assessment in students' first advanced (i.e. post-sophomore) accounting class strongly impresses them with the complexities of modern accounting transactions (e.g. revenue recognition) and standards research. However, consistent with this introduction to the complexity of modern accounting, Professor Newell noticed in the first year of the assessment that some students arrived at answers that did not directly address the issue in question. This may be caused by students' relative unfamiliarity with accounting codification research at this level. The rubric was modified to include two categories for "meets expectations" ("somewhat meets expectations" for students who understand the codification, but "miss" the critical issue, and "meets expectations," for students who provide answers with stronger support in the codification).

CATLO #1 Closing the Loop

With this BUS 301 assessment case, students are currently provided with a good introduction to the FASB codification. However, the skills need to be reinforced in BUS 302. Thus, as shown in Exhibit 1 (Appendix VI), starting in the 2018-2019 academic year, FASB codification assessment will be conducted every Fall Semester in BUS 301. Reinforcement exercises will then be applied every Spring Semester in BUS 302. This will require a slight modification (to accommodate

critical thinking) to the “writing” exercise and rubric that have been traditionally conducted in BUS 302 (but which also involves the FASB codification).

CATLO #2 (Internal Control)

Students will be able to evaluate, critique, and design basic internal controls which may prevent a fraud. The learning dimensions for this objective are that students should be able to:

- Describe a fraud process;
- Assess fraud risk from the view of the fraud triangle;
- Evaluate aspects of the internal control system, based on the COSO-ERM framework; and,
- Design appropriate control activities to improve the internal control system in a manner which may lower the risk of fraud.

Like many schools, we have traditionally introduced internal control in the Senior level audit course (BUS 404) (assessment of internal control has been conducted, through an intense exam, almost every Spring). The instructor is excellent, and the examination and assessment materials are innovative and intense. However, at the recent suggestion of our advisory board, in the Spring of 2018 we began introducing internal control concepts at the Junior level (BUS 401). As noted in Exhibit 1 (and Appendix VI), 79% of students met expectations. Additionally, in BUS 404 (Auditing), based on the traditional (intense) exam assessment over 85% of students met expectations in Spring 2017 and 2018, but not 2016. On a combined basis, this earlier introduction to IC concepts in BUS 401 and reinforcement in BUS 404 should serve as a more comprehensive method for assessing internal control concepts. However, more consistency is needed.³

CATLO #2 Closing the Loop (Introducing a Case and Rubric-Type Assessment in BUS 404).

As noted in Exhibit 1 (and Appendix VI), in order to enhance the consistency of assessment of internal control between BUS 401 and 404, beginning in 2018-2019, the internal control assessment and case will be applied in BUS 401 in the Fall, and a similar case and rubric will be applied in BUS 404 in the Spring. This approach has three advantages. First, a junior level introduction provides us with an opportunity to introduce (in the junior year) and reinforce (in the senior year) internal control skills. Second, early coverage of internal control should provide us with a better measurement of students’ evolving understanding of internal control as they proceed through the curriculum. Finally, use of a case/rubric style assessment, coordinated between the two courses, will improve the consistency of the internal control assessment. Importantly, we note that the current and intensive internal control coverage and exams in BUS 404 will be continued.

CATLO #3 (Data Analytics):

Students will understand the role of basic data analytics techniques in identifying fraud. The learning dimensions of this learning objective are that students will be able to:

- Explore data using appropriate techniques;
- Interpret data exploration results and develop hypotheses;

³ The BUS 404 assessments were conducted using a 5 point scale. They have been converted to a 3 point scale for purposes of comparison (5 exceeds expectations, 4-2 meets expectations, 1 does not meet expectations). In the future a 3 point scale will be used on both this assessment as well as the new rubric style assessment that will be commenced in BUS 404.

- Apply appropriate procedures to test the hypotheses; and,
- Record their procedures and explain their reasoning clearly and completely.

Given the importance placed by nearly all our stakeholders on the emerging importance of Data Analytics, in Fall 2017 and Spring 2018 we began assessing a fraud Data Analytics case in BUS 401. The case presents the students with a fraud which they must detect by viewing unusual patterns in data. As shown in Exhibit 1 (and Appendix VI), in both semesters, over 80% of students met expectations on the overall results.

CATLO #3 Closing the Loop: Given that most students in BUS 401 are juniors, these initial results provide some degree of assurance that students (as we believe) should be introduced to these topics at this relatively early stage of their post-sophomore accounting classes. During the 2018-2019 academic year, we will continue to perform this assessment and refine the method/rubric. Also, as noted in Exhibit 1 (Appendix VI), in order to reinforce Data Analytics topics, in the Spring of 2019, we will begin assessing a “follow-up case” in BUS 404.

2) Initiating “Accounting Communication Skills”

In addition to Critical Thinking, accountants must also possess quality communication skills. As noted above, the accounting area (in BUS 302) assesses writing. We will continue this assessment and work with the College to improve our students’ writing skills. In order to begin complementing this assessment, as noted above, in Fall 2017 and Spring 2018, students’ oral skills were assessed in BUS 402 (Advanced Accounting). The Fall 2017 assignment involved Amazon’s recent acquisition of Whole Foods. The Spring 2018 assignment involved international culture and ethics issues. In the future, we will add a written component to this assignment. Thus, in combination with COB and Accounting Area writing and oral communication assessments, we will be able to assess how far senior students’ communication skills have advanced. Additionally, measures of ethics and cultural awareness will be obtained.

V. Summary of Undergraduate Curriculum-Level Closing the Loop and AOL Program Modifications.

Based on the above assessments, we have completed the following steps, and will continue to modify the curriculum and AOL program. The Closing the Loop progress includes:

- We have developed a “**curricular infrastructure**” to assess students’ critical thinking skills at different points in the accounting cycle.
- **FASB Codification:** Intensive use of the FASB codification has become an integral part of BUS 301.
- **Earlier Introduction of Internal Control:** Internal control is now being introduced at the junior level.
- **Data Analytics:** The AIS course has been strongly updated to include data analytics teaching and assessment. Other technologies have also been introduced.
- **Advanced Excel:** Based on faculty, stakeholder discussion, an advanced course in Excel (BUS 405) has been approved and will be offered.

The follow-up steps that will be initiated include:

- Develop an undergraduate International Accounting course that can be used to measure undergraduate and graduate students' global awareness. As noted below, this will be accomplished by changing the current graduate level international accounting course (MAC 507) to an undergraduate elective.
- Work with the College to develop a program to improve students' writing skills.
- Continue as the COB Area which administers Critical Thinking.
- Extend the FASB Codification to BUS 302 (for reinforcement).
- Extend Internal Control assessment to BUS 404 (for reinforcement).
- Extend Data Analytics assessment to BUS 404 (for reinforcement).

IV. Overview of Master of Science in Accounting Assurance of Learning

As in the case of the College and Accounting Area as a whole, the MS in Accounting (MSA) program was affected by the College's generational transition. After many years of service, Dr. Henry Schwarzbach retired (phased in 2016) and was replaced by Dr. Judy Beckman as the MSA program director. Dr. Beckman had just finished a two-year stint as an SEC Fellow. Also, a new faculty member, Dr. Anis Triki, replaced Dr. Schwarzbach as the instructor in MAC 502 (Accounting Theory II). Dr. Beckman has focused on maintaining and enhancing the program's academic quality. In a reflection of this philosophy, in MAC 502 Dr. Triki has emphasized research and communication skills. The program's learning goals, formally stated, are:

#1 Critical Thinking	Students will demonstrate effective critical thinking skills using accounting knowledge to develop business solutions.
#2 Written and Oral Communication	Students will demonstrate effective oral and written communication skills needed in the accounting profession.
#3 Teamwork	Students will demonstrate that they can work effectively in a team in a business setting.
#4 Global Accounting	Students will demonstrate an understanding of global accounting issues.
#5 Business Analysis	Students will demonstrate they can effectively utilize the theoretical foundation of accounting to solve problems.

These learning objectives and assessment plan were developed by the previous Director of the MSA Program, Henry Schwarzbach, and the previous Area of Accounting Coordinator, Kathryn Jervis, working with, and approved by, the entire Area of Accounting. Assessment cycles from 2014-2016 and 2016-2018 fall within the time period covered by this continuous improvement report for AACSB accreditation. The assessment plan lists program goals and embeds assessment in courses. The actual schedule of assessment deviated from the plan for various reasons as described in the assessment reflection materials. Addendum 2 shows the learning plan.

A. Summary of Assessment, Results, and Actions

Learning Objective 1: Critical Thinking (Goal 1.1- Application of Accounting Literature; Goal 1.2-Accounting Problem Solving).

Goals 1.1 and 1.2 concern students' abilities to conduct research and use critical thinking skills to solve accounting problems or to reach other appropriate conclusions. Students read applied accounting professional and academic literature, determine or evaluate research questions, and

synthesize to reach cogent conclusions. The learning plan shows these goals are introduced and reinforced in MAC 502, Current Accounting Theory II, a core accounting required course, and are reinforced and emphasized in MAC 506, Advanced Auditing. Goal 1.1 was assessed in Spring 2017 and 2018 in MAC 502 on the basis of a 7-point Likert scale. The results show that 85% of students met expectations in the spring of 2017 and 77% met expectations in Spring 2018. Focusing on the practice of auditing, in MAC 508 (Advanced Auditing), students were assessed on these abilities in Spring 2015 on a 5-point Likert scale. All students either met or exceeded expectations.

Observations/Modifications

Overall, the results positively support students' critical thinking abilities. Regarding MAC 502 results, given the MSA's traditional research focus and the broad coverage of academic research literature covered in many MSA courses, Professor Triki has emphasized the study of academic literature and developing skills necessary to write a research proposal. **However, as shown in Appendix VI, given student interest in professional skills, assessment of more practice-oriented research skills will be made in future assessment cycles.**

Learning Objective 2: Oral and Written Communication (Goal 2.1 - Oral Communication; Goal 2.2-Written Communication).

Goals 2.1 and 2.2 concern students' oral and written communication skills. Oral communication skills are introduced and reinforced in MAC 501, Current Accounting Theory I, and reinforced and emphasized in MAC 504, Financial Statement Analysis--both are core required accounting courses. Written communication skills as well are introduced, reinforced, and emphasized in MAC 501, Current Accounting Theory I. They are further reinforced and emphasized in MAC 508, Advanced Auditing.

During the 2014-2016 cycle, oral communication skills were conducted in MAC 504, Financial Statement Analysis, Spring 2016 and Spring 2018 concurrently with assessment of learning goal 3.1, group presentation and coordination skills. Using the College's 3-point rubric, **all students met or exceeded expectations.**

In addition, Professor Judy Beckman evaluated students' oral presentations of their MAC 501 course research paper, done individually, on all components of the College of Business 3-point oral communications rubric during Fall 2016 and Fall 2017. **All students met or exceeded expectations when averaged across all nine dimensions of oral presentation skills.**

Assessment of written communication skills was conducted in MAC 508, Advanced Auditing. A baseline assessment by an outside writing consultant was conducted in 2015. The assessment found that the students demonstrate a firm grasp of the technical material but that about 40% of students struggle to offer clear conclusions; students' writing is wordy and often misuses common words and phrases. Due to a maternity leave, the next assessment was conducted in Spring 2018. **As previously concluded in 2015, students demonstrate a strong grasp of the auditing materials but face difficulty at times with organization and with professional tone and word choice. Accordingly, as shown in Appendix VI, the MSA program may engage a writing tutor to provide students with consistent feedback on writing assignments during the semester.**

Learning Objective 3.0 Teamwork (Goal 3.1 Team Cooperation)

Learning goal 3.1, coordinated team presentation, is introduced in MAC 504, Financial Statement Analysis. Assessment of this learning goal is discussed along with assessment learning goal 2.1, above.

Learning Objective 4.0: Global Awareness (Goal 4.1- Foreign Currency Accounting Proficiency; Goal 4.2-Accounting Cultural Awareness).

Learning goals 4.1 and 4.2 relate to international issues in foreign currency and culture. According to the plan structured in 2013, these learning goals were expected to be introduced, reinforced, and emphasized in MAC 507, International Accounting, an elective course. Since 2013, the course has been offered only in 2016 to a group of seven students, as a directed study in Fall 2017 with 5 students, and in Summer 2018 with 10 students enrolled. All twelve students who took the course during 2016 and 2017 offerings have been assessed for their ability to conduct remeasurement and translation procedures on foreign currency financial statements (goal 4.1) and to assess the impact of culture on financial statement analysis (goal 4.2). Based on the 2016 and 2017 results, over 85% of students exceeded expectations for both goals. **To continue strengthening students' understanding of these concepts, as shown in Appendix VI, during the summer 2018 the course is being augmented with videos to clarify some concepts.**

Learning Objective 5.0 Business Analysis (Goal 5.1-Business Analysis Skills; Goal 5.2-Accounting Case Research Skills; Goal 5.3-Accounting for Non-Business Entities)

Learning goals 5.1 through 5.3 concern students' ability to evaluate cases in accounting, auditing, taxation, and non-profit entities based on relevant professional pronouncements and practice, then develop and communicate appropriate problem solutions. Learning goal 5.1 requires students to evaluate the consequences of business formation, operation, and dispositions to the entity and owners. This goal was assessed in both MAC 503, Taxation of Corporations and Shareholders, a core required course, and MAC 506, Tax Research, an elective course in 2012, 2014, and 2017. Professor Cindy Blanthorne teaches both courses and conducted the assessment using the College of Business's undergraduate rubric for critical thinking skills. She found that students met expectations overall, though occasionally students failed to meet expectations on individual dimensions of the rubric, which are specifically adapted for her assignments. These dimensions are: analyze and evaluate the evidence or situation; gather information; define the problem or opportunity; develop clear and measurable business objectives; analyze the problems using methods and terminology appropriate to the objective; assess implications and consequences; and, finally, design and choose solutions. Though this assessment was not expected to identify writing issues, Professor Blanthorne noted that the lowest assessment score had consistently related to the written communication of tax research/critical thinking results. **In order to address this issue, as shown in Appendix VI, students now rate their own work in relation to their peers' in addition to conducting peer reviews of written assignments.**

Learning Goal 5.2, regarding students' research skills using professional accounting literature in a case study learning format, and 5.3, regarding knowledge of accounting standards applicable to

nonbusiness entities, were assessed in Fall 2014 in MAC 505, Advanced Problems in Accounting. Professor Kathryn Jervis is expert in governmental and nonprofit accounting; she has included nonprofit accounting in this course since she began teaching it. Professor Jervis assessed these learning goals via examination and case study grades. She found that students met expectations in their performance on case studies with mean grades of 85, 90, and 92 on three assignments. Student performance improved based on Professor Jervis devoting class time to proper case presentation prior to giving the assignment and reinforcing with feedback after the first case. Professional examination, such as the CPA exam, questions were used to assess outcomes from Learning Goal 5.3, accounting standards for nonbusiness entities. Given the source for these materials, a mean performance of approximately 75 was expected. The averages on two examinations were 72 and 71. Professor Jervis began conducting practice quizzes in class rather than online to ensure students prepare to perform successfully without referring to textbooks or notes. This performance is consistent with MSA program graduates' CPA exam average performance.

Planned Program, Course and Assessment Procedure Changes

Several changes are planned based on the above program assessment.

1. Course changes:
 - a. As noted above, we plan to eliminate the elective MAC 507, International Accounting, and instead offer an undergraduate international accounting course (which may be taken for graduate credit). This will increase our ability to teach and assess international accounting concepts to greater numbers of students.
 - b. CPA exam preparation: though not the focus of a specific course, assessment of MAC 505 showed weakness in student performance on professional examination questions used for course examinations. We encourage students to take the CPA exam during their MSA program year. We have a plan to structure assistance for students (see Appendix IV.A) to both prepare and plan best timing for taking the CPA exam.
 - c. We will re-consider the focus on academic literature in MAC 502; this course should incorporate some professional literature related to management and behavioral topics as well as academic literature.
2. Writing skills development: We plan to include a discussion of writing skills in the orientation session beginning in Fall 2018. We then will engage a writing specialist to work with students as they conduct research and write research papers in MAC 501, Current Accounting Theory.

Assessment process: we plan to conduct assessment collaboratively, rather than primarily by the teaching instructor, and using consistent evaluation metrics. We also plan to adapt the COB undergraduate critical thinking rubric to apply to our graduate programs to aid in consistent evaluation of learning goals.

Addendum I
Detailed Descriptions of Undergraduate Assessment and Closing the Loop

This section provides detailed descriptions of the assessment and closing the loop actions. These descriptions are provided for each of the Critical Accounting Skills noted above. Also, detailed descriptions are provided for additional assessment we performed (most notably on oral communication) for “accounting only” classes. The latter are included since they are serving as the basis for the formation of the “Accounting Communication” assessment program. Each assessment below provides the learning objective, class and dates of assessment, instructor, assessor(s), description of assessment, results, and actions.

Our assessment of the following Critical Accounting Thinking learning objectives are described:

- A. Critical Accounting Learning Objective (CATLO #1): FASB Codification
- B. Critical Accounting Learning Objective (CATLO #2-Pre Senior): Fraud/Internal Control
- C. Critical Accounting Learning Objective (CATLO #2-Senior): Internal Control
- D. Critical Accounting Learning Objective (CATLO #3-Pre- Senior): Data Analytics
- E. Accounting Area Oral Communications (GBLO#3).

A. Critical Accounting Learning Objective (CATLO #1): FASB Codification

Assessment of: FASB Codification Research –

Classes Assessed: BUS 301, Fall 2016; BUS 302 Spring 2017; BUS 301, Fall 2017; BUS 301, Spring, 2018.

Assessment was conducted and graded by Professor Roberta Newell.

Date Assessment was Conducted: Fall 2016 – October 26, 2016

Spring 2017 – March 6, 2017

Fall 2017 – December 7, 2017

Spring 2018- May 2018

General Description of Assessment Instrument

In the Fall 2016 and 2017 semesters, students in Intermediate Accounting I were assessed on their FASB Codification research and writing skills. They were assigned a case called “The Cable Guy” from the Deloitte Trueblood series. The case was a revenue recognition case in which the company, Cable Co. entered into unique sales transactions with two customers; one being a bill and hold arrangement and the other a delivery arrangement whereby the carrier was a wholly-owned subsidiary of Cable Co. The students were required to research the appropriateness of recognizing revenue using the FASB Codification.

In the FASB codification assessment during the Spring 2017 Semester, students in Intermediate Accounting II were assigned a lease accounting case from the Deloitte Trueblood series, “Deal for a Dozer”. The students were required to determine proper lease classification under the current guidance (now the old rules) by researching and citing the FASB Codification. In addition, they were required to research the new ASU (Topic 842) and explain how the lease classification and accounting would change under the new rules (now the current rules).

These cases and assessments were provided in the same sequence in Fall 2018 and Spring 2018.

General Description of Assessment Method (Rubric attached)

The research papers were graded using a rubric that consisted of four criteria and three levels of expectation.⁴ The four criteria were: 1) Evidence of accessing the FASB Codification; 2) Citation of the Codification; 3) Application of the Codification guidance to the case; and 4) Writing skills and style. The three levels of expectation were 1) Did not meet the expectations; 2) Met the expectations; and 3) Exceeded the expectations.

⁴ Since these assessments were focused on critical thinking, the results below summarize the first three learning dimensions.

General Description of Assessment Results (see below)

In the Fall 2016 assessment all but a small percentage of students met or exceeded the expectations on all criteria. In the Spring 2017 the rubric was modified to include a fourth category: “Somewhat Met the Expectations.” This classification was added to distinguish between students who applied the codification to apparently close (to the student) but unrelated issues and students who answered with a greater degree of exactitude. In the Fall 2017 semester, and thereafter, approximately 60% of the students “somewhat met the expectations” in most traits.

Closing the Loop:

This assignment represents these students’ first foray into the FASB codification. A noted outcome of the assessment was the students’ discovery that they may not find explicit answers to the questions in the Codification (i.e. accounting is not concrete and takes considerable judgment and research skills). They learn that they must use the guidance and apply critical thinking skills to answer the questions posed in the cases. Given the high percentage of students in the “somewhat meets expectations category,” in the future, the BUS 301 codification exercise will involve relatively basic issues (from a Codification view). In order to reinforce these skills, a similar assignment with more complex issues will be provided in BUS 302. This assignment will be based on the “writing assignment” (involving the codification) that has been used in this course for many years. We will modify this assignment so that it can also be assessed from a critical thinking view. We should expect a shift of some students from “somewhat met expectations” to “met expectations”.

Overall Accounting Codification Results

Area Junior level Critical Thinking-FASB Codification				
BUS 301 (BUS 302 in Spring, 2017)				
	NME	ME	EE	# Students
Fall, 2016	6.33%	49.67%	44.00%	77
Spring, 2017	5.33%	71.00%	24.00%	77
Fall, 2017	3.00%	74.67%	22.00%	29
Spring, 2018	5.00%	80.33%	14.67%	50
Average	5%	69%	26%	

NME-Not Meet Expectations

ME-Meets Expectations

EE-Exceeds Expectations

Accounting Codification (CATLO #1) Results by Dimension

Area Junior level Critical Thinking-FASB Codification				
BUS 301				
Identify Problem and Find Applicable Cod. Section				
	NME	ME	EE	# Students
Fall, 2016	4%	10%	86%	77
Spring, 2017	5%	65%*	30%	77
Fall, 2017	3%	69%*	28%	29
Spring, 2018	28%	12%	60%	50
Average	10%	39%	51%	
Area Junior level Critical Thinking-FASB Codification				
BUS 301				
Ability to Cite Codification				
	NME	ME	EE	# Students
Fall, 2016	7%	53%	40%	77
Spring, 2017	8%	64%	29%	77
Fall, 2017	3%	76%*	21%	29
Spring, 2018	2%	82%*	16%	50
Average	5%	69%	27%	
Area Junior level Critical Thinking-FASB Codification				
BUS 301				
Ability to Apply Codification				
	NME	ME	EE	# Students
Fall, 2016	8%	86%*	6%	77
Spring, 2017	3%	84%*	13%	55
Fall, 2017	3%	79%*	17%	29
Spring, 2018	10%	90%*	0%	50
Average	6%	85%	9%	

Notes:

- The rubric also contained a small writing component, that was not incorporated into these results.
- Starting in Spring 2016 the “Met Expectations” category was subdivided into “Somewhat meet expectations” and “Met Expectations.” This was done to distinguish between students who gave “close” answers to the issue and those the provided more exact answers.
- *Denotes that greater than 60% of students were classified as “Somewhat met expectations.”

Accounting Codification (CATLO #1) Rubric

Scoring Traits	Does Not Meet Expectations	Somewhat Meets Expectations	Meets Expectations	Exceeds Expectations
Points per trait	3	3.75	4.25	5
FASB Codification	Did not show evidence of accessing the FASB Codification website	Accessed the FASB Codification site and located the proper topic & subtopic or located a related topic & subtopic.	Accessed the FASB Codification site and located the proper topic, subtopic and section.	Accessed the FASB Codification site and located the proper topic, subtopic, section and subsection.
Citation	Did not cite any guidance from the Codification.	Provided a reference to the Codification but the reference did not relate directly to the research topic.	Provided the correct citation for the guidance OR quoted/paraphrased the guidance without the citation.	Provided the correct citation and quoted or paraphrased the guidance.
Application	Does not provide any application of the guidance to the issue(s)	Made an attempt at applying the guidance to the research issue but fell short on expressing a reasonable conclusion.	Demonstrates how the guidance should be applied to the some of the issues with reasonable conclusions.	Makes clear connections between the guidance and the issue(s) and demonstrates the application with calculations, examples, etc.
Sentence Structure, Grammar, Punctuation and Tone	Sentence structure is so poor that it makes reading and understanding difficult. Writing contains numerous spelling, grammar and punctuation errors. EX: Three or more errors per page. Tone is unprofessional and consistently uses personal pronouns.	Sentence structure and overall flow is awkward. Some spelling errors that interfere with comprehension. Occasional use of personal pronouns. Tone is generally unprofessional and not appropriate for an academic research paper.	Sentences usually flow well together. Some sentences may be awkward or run-on. Writing contains a few errors that do not interfere with comprehension. Tone is generally professional and appropriate for an academic research paper.	Extremely well developed sentences that flow together. Writing is nearly free of errors. The tone is consistently professional and appropriate for an academic research paper.

B. Critical Accounting Learning Objective (CATLO #2-Pre Senior): Fraud/Internal Control

Assessment of: Fraud Risk and Internal Control Assessment Skills – BUS 401 Spring 2018

Class Assessment was conducted in BUS 401 (Professor Qi Liu)

Date Assessment was Conducted: Spring 2018 – May, 2018

Names of Assessment “Graders”: Prof. Qi Liu and Dr. Carmen Quirvan

General Description of Assessment Instrument

In the Spring 2018 semester, students in the Accounting Information Systems were assessed on their fraud risk and internal control assessment skills. A movie, called “Rogue Trader” was shown to students in one class. This movie tells the true story of a big financial scandal in 1995: the collapse of Barings bank, one of England’s oldest merchant banks. Adapted from the autobiography of Nick Leeson, a former investment broker in Barings, the movie elaborately describes how he brought down Barings by perpetrating fraud. The students were required to write a report to describe the fraud process shown in the movie and analyze the fraud behavior from the fraud triangle perspective, including pressure, opportunity, and rationalization. In addition, they were requested to identify the weakness in Barings’ internal control system based on the COSO-ERM framework, which was introduced in class prior to the movie, and provide recommendations to improve the internal control system.

General Description of Assessment Method (Rubric attached)

The project reports were assessed using a rubric that consisted of four criteria and three levels of expectation. The four criteria were: 1) Describe the fraud process; 2) Assess fraud risk from the view of the fraud triangle; 3) Evaluate an internal control system based on COSO-ERM framework; 4) Design appropriate control activities to improve an internal control system. The three levels of expectations were 1) Unsatisfactory, 2) Satisfactory, and 3) Exemplary.

General Description of Assessment Results

As shown in Exhibit 1 (App. VI), most of the students (approximately 80%) met or exceeded the expectations on all criteria. The percentage of students meeting or exceeding the expectations for each scoring trait were as follows: Describe the fraud process: 72%; Assess fraud risk from the fraud triangle view: 87%; Evaluate an internal control system based on COSO-ERM framework: 82%; Design appropriate control activities to improve an internal control system: 76%.

Closing the Loop:

This is the first year that internal control has been introduced in a course primarily taken by juniors. We believe that introducing internal control concepts at this level improves students’ long-term understanding of internal control through an introduction (in the junior year) and reinforcement (in the Senior year) sequence. A noted outcome of the assessment was that students have a much better understanding on fraud analysis (fraud triangle) than internal control assessment & development through the COSO-ERM framework. Therefore, in the following semester, more teaching efforts will be allocated to explaining the controls required in the COSO-ERM framework and how to use the COSO-ERM framework to systematically assess a company’s internal control system. In order to reinforce these concepts, a similar assessment will be conducted in BUS 404 starting 2018-2019.

Internal Control (Pre-Senior) (CATLO#2) Overall Results and Results by Dimension

Pre-Senior

Area Junior level Critical Thinking-Internal Control				
BUS 401 (Mostly Juniors)				
	NME	ME	EE	# Students
Spring, 2018	20.75%	39.75%	39.50%	40

Area Junior level Critical Thinking-Internal Control				
BUS 401 (Mostly Juniors)				
Internal Control by Dimension (Spring, 2018)				
	NME	ME	EE	Total
Describe Fraud Proc.	28.00%	12.00%	60.00%	100.00%
Apply Fraud Triangle	13.00%	29.00%	58.00%	100.00%
Eval. IC	18.00%	59.00%	23.00%	100.00%
Improve IC	24.00%	59.00%	17.00%	100.00%

C. Internal Control (Pre-Senior) (CATLO#2) Rubric

	1 – Unsatisfactory If applicable, does all or almost all of the following	2 – Satisfactory If applicable, consistently does most or many of the following	3 – Exemplary If applicable, consistently does all or almost all of the following
Describe the fraud process	Describe the fraud process unclearly so that the reader has some confusion on how the fraud happened	Describe the fraud process well so that the reader has a reasonable idea of how the fraud happened	Describe the fraud process vividly so that the reader can picture exactly how the fraud happened
Assess fraud risk from fraud triangle	<ul style="list-style-type: none"> • Does not show understanding of fraud triangle model. • Fails to assess fraud risk from any of the three elements in fraud triangle: pressure (including financial, emotional, managerial, etc.), opportunity, and rationalization. 	<ul style="list-style-type: none"> • Shows partial understanding of fraud triangle model. • Appropriately assesses fraud risk from one or two elements in fraud triangle: pressure (including financial, emotional, managerial, etc.), opportunity, and rationalization. 	<ul style="list-style-type: none"> • Shows understanding of fraud triangle model. • Appropriately assesses fraud risk from all three elements in fraud triangle: pressure (including financial, emotional, managerial, etc.), opportunity, and rationalization.
Evaluate an internal control system based on COSO-ERM framework	<ul style="list-style-type: none"> • Does not show understanding of COSO-ERM framework. • Fails to evaluate an internal control system from any of the eight elements in COSO-ERM framework. 	<ul style="list-style-type: none"> • Shows partial understanding of COSO-ERM framework. • Appropriately evaluates an internal control system from some elements in COSO-ERM framework. 	<ul style="list-style-type: none"> • Shows understanding of COSO-ERM framework. • Appropriately evaluates an internal control system from all eight elements in COSO-ERM framework.
Design appropriate control activities to improve an internal control system	<ul style="list-style-type: none"> • Does not show understanding of internal control principles • Fails to design internal control activities based on the evaluation of the internal control system 	<ul style="list-style-type: none"> • Shows partial understanding of internal control principles • Partially correctly designs internal control activities based on the evaluation of the internal control system 	<ul style="list-style-type: none"> • Shows understanding of internal control principles • Correctly designs internal control activities based on the evaluation of the internal control system

D. Critical Accounting Learning Objective (CATLO #2-Senior): Internal Control

Assessment of: Fraud Risk and Internal Control Assessment Skills – BUS 401 Spring 2018

Class Assessment was conducted in: BUS 404 (Professor Edmund Boyle)

Date Assessment was Conducted: Spring 2016, 2017, 2018

Names of Assessment “Graders”: Professor Edmund Boyle

General Description of Assessment Instrument and Method

The Auditing course devotes approximately one month to the topic of internal control theory and application. Students are tested on their knowledge of internal control across two examinations.

Internal control theory is introduced prior to the first exam including control risk, the COSO framework and the stages of an internal control review. Students are tested through both multiple choice and essay questions. (A copy of the test can be made available). The second exam focuses exclusively on internal control, including Attribute Sampling and three income statement cycles: Revenue, Expenditure and Payroll. Teaching methods are described in the paper “Writing Audit Programs for Tests of Controls: A Practice-Based Pedagogical Methodology.”⁵

For many years, this exam has been used as the principal AOL instrument for Internal Control. The assessment has been performed on a 1-5 scale. The results, adapted to a 1-3 scale (5-Exceeds Expectations; 4-2 Meets Expectations; 1 Does Not Meet Expectations) are shown in the table below. For Spring 2017 and 2018, more than 85% of students met expectations. However, fewer than 85% met expectations in the Spring of 2016.

Area Senior level Critical Thinking-Internal Control				
BUS 403-Auditing				
	NME	ME	EE	# Students
Spring, 2016	26.67%	51.67%	21.66%	59
Spring, 2017	1.70%	22.03%	76.27%	58
Spring, 2018	12.00%	14.00%	74.00%	50

Closing the Loop: The course provides a rigorous assessment of students’ knowledge of internal control. However, internal control concepts and assessment have traditionally not been introduced until the senior year. Thus, to enhance students’ conceptual understanding of internal control, we will now introduce the concepts in BUS 401 (which is taken by juniors). We will also continue to assess students’ basic knowledge of internal control through a case and rubric style exercise. We will then do a similar follow-up exercise in BUS 404. This will enhance AOL consistency. Finally, we will continue to perform the traditional rigorous assessment in BUS 404.

⁵ Writing Audit Programs for Tests of Controls: A Practice-Based Pedagogical Methodology. with S. J. Lloyd. 2013. *The Accounting Educators’ Journal*. Volume XXIII. p 93-111.

. D. Critical Accounting Learning Objective (CATLO #3-Pre- Senior): Data Analytics

Assessment of: Data Analytics Skills – BUS 401 Fall 2017 & Spring 2018

Class Assessment was conducted in: BUS 401 (Professor Qi Liu)

Date Assessment was Conducted: Fall 2017 – Dec.2017

Spring 2018 – May, 2018

Names of Assessment “Graders”: Dr. Carmen Quirvan and Independent Graduate Assistant

General Description of Assessment Instrument

In the Fall 2017 & Spring 2018 semester, students in the Accounting Information Systems course were assessed on their data analytics skills. They were assigned a group project called “What’s happening to profits at Cazenovia Creations?” from an article published in AIS Educator Journal⁶. This project included an internal control and fraud detection case, in which the company, Cazenovia Creations, continuously increased their sales revenue from year to year; however, the net income did not seem to be keeping pace. Students were required to review the internal controls implemented in the company’s major business processes, such as revenue and expenditure cycle, analyze their financial statements as well as transaction level data (provided separately in excel format) to determine possible causes of this issue, and document their analysis process and results in a project report.

General Description of Assessment Method

The project reports as well as the data files, with analysis results, were assessed by a rubric that consisted of four criteria and three levels of expectation. The four criteria were: 1) Explore data using appropriate techniques; 2) Interpret data exploration results and develop hypotheses; 3) Apply appropriate procedures to test the hypotheses; 4) Record procedures and explain reasoning clearly and completely. The three levels of expectations were 1) Unsatisfactory, 2) Satisfactory, and 3) Exemplary.

General Description of Assessment Results

In Fall 2017, most of the students (more than 84%) met or exceeded the expectations on all criteria. In the Spring, 2018, 82 percentage of students met or exceeded the expectations. Also, as shown below, on average for both semesters, at least 80% of students met expectations for all traits.

Closing the Loop

Even though the assessment results improved from Fall 2017 to Spring 2018 in general, many students still have difficulties to understand how to interpret data analysis results and develop hypotheses. Therefore, in Fall 2018 more class hours will be used to cover this topic. Also, data analytics **will** be covered and assessed (in a rubric style manner) in BUS 404 (Auditing) to reinforce these skills.

⁶ Margaret Garnsey and Andrea Hotaling (2013) What's Happening to Profits at Cazenovia Creations?. AIS Educator Journal: 2013, Vol. 8, No. 1, pp. 24-29.

Data Analytics (CATLO #3) Overall Results and Results by Dimension

Area Junior level Critical Thinking-Data Analytics				
BUS 401 (Mostly Juniors)				
Data Analytics Overall Results (Fall, 2017-Spring, 2018)				
	NME	ME	EE	# Students
Fall, 2017	15.25%	50.25%	34.00%	44
Spring, 2018	18.00%	36.50%	45.50%	50

Area Junior level Critical Thinking-Data Analytics				
BUS 401 (Mostly Juniors)				
Data Analytics by Dimension (Fall, 2017-Spring, 2018)				
	NME	ME	EE	Total
Explore Data	12.00%	41.00%	47.00%	100.00%
Dev. Hyp.	19.00%	44.50%	36.00%	99.50%
Test Hyp.	17.50%	37.50%	45.00%	100.00%
Doc. Proc.	18.00%	50.50%	31.50%	100.00%

Data Analytics Rubric

	1 – Unsatisfactory If applicable, does all or almost all of the following	2 – Satisfactory If applicable, consistently does most or many of the following	3 – Exemplary If applicable, consistently does all or almost all of the following
Explore data using appropriate techniques	<ul style="list-style-type: none"> • Does not show understanding of basic data exploration techniques, such as frequency analysis, distribution analysis, data visualization, etc. • Fails to select appropriate techniques based on the nature of data to explore the data 	<ul style="list-style-type: none"> • Shows partial understanding of basic data exploration techniques, such as frequency analysis, distribution analysis, data visualization, etc. • With limited help, selects appropriate techniques based on the nature of data to explore the data 	<ul style="list-style-type: none"> • Shows understanding of various data exploration techniques, such as frequency analysis, distribution analysis, data visualization, etc. • Selects appropriate techniques based on the nature of data to explore the data
Interpret data exploration results and develop hypotheses	<ul style="list-style-type: none"> • Does not identify salient features from data exploration results. • Fails to develop appropriate hypotheses based on the identified salient features. 	<ul style="list-style-type: none"> • With limited help, identifies salient features from data exploration results. • With limited help, develops appropriate hypotheses based on the identified salient features. 	<ul style="list-style-type: none"> • Identifies salient features from data exploration results. • Develops appropriate hypotheses based on the identified salient features.
Apply appropriate procedures to test the hypotheses	<ul style="list-style-type: none"> • Does not show understanding of basic hypothesis testing procedures, such as statistical model, database queries, etc. • Fails to apply/develop appropriate procedure to test the hypotheses generated from data exploration results 	<ul style="list-style-type: none"> • Shows partial understanding of basic hypothesis testing procedures, such as statistical model, database queries, etc. • With limited help, applies/develops appropriate procedure to test the hypotheses generated from data exploration results 	<ul style="list-style-type: none"> • Shows understanding of various hypothesis testing procedures, such as statistical model, database queries, etc. • Applies/develops appropriate procedure to test the hypotheses generated from data exploration results
Record procedures and explain reasoning clearly and completely	Does not record procedures or explain reasoning clearly and completely	Records procedures and explain reasoning with partial clarity; may be incomplete	Records procedures and explains reasoning clearly and completely

E. Accounting Area Oral Communications (GBLO#3).

Assessment of: Oral Communication__BUS 402, Fall, 2017; BUS 402 Spring, 2018_____

Class Assessment was conducted in: BUS 402 Advanced Accounting, Fall, 2017
(Professor Alejandro Hazera).
BUS 402 Advanced Accounting, Spring, 2018
(Professor Judy Beckman)

Date Assessment was Conducted:__3pm-6pm December 8, 2017

Names of Assessment “Graders”: **Fall, 2017:** Prof. Roberta Newell; Prof. Carmen Quirvan;

Spring 2018: Prof. Carmen Quirvan; Professor Alejandro Hazera

General Description of Assessment Instrument

Fall, 2017

Two weeks prior to the presentation date, students were provided with a questionnaire concerning Amazon’s Summer, 2017 acquisition of Whole Foods. The questions concerned not only technical issues about the acquisition, but also business analysis issues, such as each company’s motivations for engaging in the acquisition as well as the benefits which the acquisition might provide to consumers and shareholders. The presentations were provided by groups of 3 to 4 students, and could not exceed 10 minutes. In terms of substance, most of the groups agreed that the merger saved Whole Foods, whose stock had been plummeting. The merger allowed Whole Foods to offer the same “elite” brands at lower prices.

Spring, 2018

About one month prior to their presentations, students were provided with a set of questions concerning the pending negotiations on the North American Free Trade Agreement (NAFTA). The questions concerned the cultural, political, and economic impact of the agreement on both Mexico and the United States. In groups, students were required to provide their assessment of NAFTA’s impact on these factors.

General Description of Assessment Method (Rubric attached) and results

Two independent individuals graded each of the presentations. They used the standard URI-COB rubric to assess the presentations. They compared scores and comments. The rubric measures three dimensions of Oral Communication—Demeanor; Verbal Delivery, and Listening. These individuals not only rated the presentations, but also asked questions of the presenters and provided critiques (these were to rate the listening skills). In both semesters, the vast majority of students met expectations.

Area AOL- Oral Communication				
BUS 402-Advanced Accounting				
	NME	ME	EE	# Students
Fall, 2017	8.00%	50.00%	42.00%	55
Spring, 2018	1.70%	22.03%	76.27%	29

Closing the Loop: The results provide evidence that students’ communicate well in groups. The Spring, 2018 students provided a surprisingly strong understanding of the impact of NAFTA on Mexican culture. However, assessment needs to be conducted on individual presentations. At a

curriculum level this assessment will be extended to a writing assignment. In this manner, at the area level, we will assess writing skills, oral communication, global/ethics skills, in two courses (BUS 302 and BUS 402).

Oral Communication Rubric

Scoring Traits	Exceed Expectations	Meets Expectations	Does Not Meet Expectations
	3	2	1
Demeanor	Delivery is natural, confident, enhances message- appropriate eye contact, posture, gestures.	Delivery is generally effective- eye contact , posture, gestures may not be consistent	Delivery detracts from the message- does not look at audience, over attention to some people, excessive gestures
Verbal Delivery	Familiar and comfortable with material- pace, volume, articulation natural	Generally familiar and comfortable with material, reviews notes- pace, volume, articulation may not be consistent	Not familiar with materials, awkward pauses, pace too fast or slow, volume too loud or soft, mispronunciations
Listening	Comfortable taking question(s), paraphrases what others have said, responds appropriately to all points of question(s)	Response(s) address points of question(s).	Does not address substance of question(s) in response, seems uncomfortable taking question(s)

zGoal #2	<p>2.1 Students demonstrate proficiency in oral communication skills needed for the accounting profession by presenting research/case projects.</p> <p>2.2 Students will demonstrate effective written communication skills in written assignments and other extemporaneous writings that are well-organized, with appropriate sentence/paragraph structure,</p>	I, R			R, E				R, E							
Goal #3	<p>3.1 The team will provide a well-coordinated presentation that cohesively and logically supports the group's project conclusions.</p>				I											
Goal #4	<p>4.1 The students will prepare and interpret all aspects of financial statements affected by foreign currency fluctuations.</p> <p>4.2 The students will explain the concept of how a nation's culture affects financial statement analysis.</p>						I									

<p>Goal #5</p>	<p>5.1 The student will evaluate consequences of business formation, operation, dispositions to entity and owners. 5.2 The student will demonstrate research skills to use accounting pronouncements to solve cases. 5.3 The student will demonstrate knowledge of accounting standards and practices applicable to nonbusiness entities.</p>	<p>I, R</p>		<p>I, R</p>		<p>I, R, E I, R, E</p>										
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AoL
85% GOAL

Fall 2013 - Spring 2014

Task

Results

**Not Met/Met/Exceed
Expectations in %**

Learning Objective

1. Critical Thinking

**1.1 Application of Accounting
Literature.**

1.2 Accounting Problem Solving.

2. Written and Oral Communication

2.1 Oral Communication.

2.2 Written Communication.

3. Teamwork

3.1 Team Cooperation

4. Global Awareness

**4.1 Foreign Currency Accounting
Proficiency.**

4.2 Accounting Cultural Awareness.

5.0 Accounting Effectiveness

5.1 Business Analysis.

5.2 Accounting Case Research Skills

5.3 Accounting for Non-Business Entities



Fall 2014 - Spring 2015

Action

Task

Results

Action

Not Met/Met/Exceed



Business analysis skills were assessed in MAC 503 (Corporate Taxation) and MAC 506 Corporate Taxation

Students met overall expectations; students tended to score low on the writing dimension.

Instructor instituted a "peer to peer" review of written assignments.

Students' professional accounting research skills were assessed in MAC 505 (Advanced Problems in Accounting) via exam and case studies.

Emphasizing Not-for-profit problems, students' skills at performing professional exam questions were assessed.

Students met expectations with averages of at least 85% on all assignments.

Average grades were 71 and 72 on two successive sets of exam questions. Passing rate should be 75 as would be expected on the CPA exam.

The area has proposed an accounting tutoring Center and CPA review plan to assist students in professional accounting research and exam preparation.

proposed an accounting tutoring Center and CPA review plan to assist students in professional accounting research and exam preparation.



Fall 2015 - Spring 2016

Task

Results

Action

Not Met/Met/Exceed

Fall 2016 - Spring

Task

In MAC 502, an assessment of MS students' abilities to read and analyze behavioral accounting literature as well as evaluate research questions was conducted, based on class discussion and group presentations.

In MAC 501, assessment was conducted on oral presentations of students' research papers

In MAC 504, assessment was performed on student' group presentations of valuations of high tech and biotech companies

Over 85% of students met expectations

The oral presentation assessments were effective and will be continued.

In MAC 508, written communication was assessed on an assignment concerning audit issues. The assessment was conducted by an outside consultant.

40% of students' writing showed difficulties regarding organization, tone , and grammar

In coordination with CoB, the accounting area will take mesasures improve written communciation. The will include the hiring of a professional writing expert to provide the students with feedback during the semester.

In MAC 504, assessment was performed on student' group teamwork skills in presentations of valuations of high tech and biotech companies

Over 85% of students met expectations

The students coordinated presentations, well, however, more measurement might be needed to measure out of class group cooperation.

In the Summer of 2016, seven students in MAC 507 (International Accounting) were assessed on their understanding of foreign currency transactions/financial statements

Over 80% of students met expectations

Efforts were initiated to embed powerpoint presentations on these topics into the course

In the Summer of 2016, twelve students in MAC 507 (International Accounting) were assessed on their understanding how culture affects financial statement analysis.

Over 80% of students met expectations; however, international students seemed to grasp cultural concepts more easily than U.S. students

Efforts were initiated to embed powerpoint presentations on these topics into the course. Articles on Culture and international financial statements were added to course.

Business analysis skills were assessed in MAC 503 (Taxation) and MAC 506 (Corporate Taxation)





2017

Fall 2017 - Spring 201

Results

Action

Task

Not Met/Met/Exceed

77% of students met expectations

The instructor raised concerns about students' writing abilities and motivation to conduct academic research.

In MAC 502, an assessment of MS students' abilities to read and analyze behavioral accounting literature as well as evaluate research questions was conducted, based on class discussion and group presentations.

100% of students met or exceeded expectations.

The oral presentation assessments have been effective and will be continued.

In MAC 501, assessment was conducted on oral presentations of students' research papers

In MAC 504, assessment was performed on student' group presentations of valuations of high tech and biotech companies

Written communication was assessed in MAC 508 on an assignment concerning audit issues.

In MAC 504, assessment was performed on student' group teamwork skills-- in presentations of valuations of high tech and biotech companies

In the Fall of 2017, five students in directed study version of MAC 507 (International Accounting) were assessed on their understanding of foreign currency transactions/financial statements

In the Fall of 2017, five students in directed study version of MAC 507 (International Accounting) were assessed on their understanding of how culture affecte financial statement analysisforeign currency transactions/financial statements

Students met overall expectations; students tended to score low on the writing dimension.

Instructor maintained a "peer to peer" review of written assignments. As noted in other courses, a writing expert may be hired to work with students at the program level.





L8

Results

Action

Not Met/Met/Exceed

85% of students met expectations

The concerns from the previous year were reiterated, the course will be altered to include more focus on professional literature. For the entire MS Accounting program, a writing expert may be contracted to assist students.

100% of students met or exceeded expectations.

The oral presentations assessments have been effective and will be continued.

Over 85% of students met expectations

The oral presentation assessments were effective; however, as in some past semesters, individual presentations will be required.

Detailed assessment of 7 components of the CoB writing effectively rubric were assessed. In all but one case, 100% of students met or exceeded expectations; 92% met or exceeded expectations.

In coordination with CoB, the accounting area will take measures improve written communication. The will include the hiring of a professional writing expert to provide the students with feedback during the semester.

Over 85% of students met expectations

In the future, software may be used to measure out-of-class cooperation.

All students met expectations.

PPT were embeded into the course, seemed to assist students. In the Summer of 2018, videos on some topics have been developed.

All students met expectations.

Efforts were initiated to embed PPT on these topics into the course. Articles on Culture and international financial statement had been to course.

Final note: this course has been very successful since 2005; however, in order to embed more international accounting into the curriculum, the course will be offered at the 400- level in 2019-2020, which will also be offered for graduate credit.



