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Program Review : Accounting [2012]

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**University of South Florida
St. Petersburg**

**Program of Accountancy
2011-2012 Maintenance Report**

**Appendix C
Assurance of Learning Report
2011-2012**



USFSP
COLLEGE OF BUSINESS

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Signatures and Approvals

The affixed signatures indicate that the Undergraduate Assurance of Learning Report has been reviewed and approved by UCAC Chair, the POA Director and the COB Dean.

Prepared and presented by:

_____ Date _____
Dr. Grover Kearns, Chair
Undergraduate Curriculum & Assessments Committee

Reviewed and approved by:

_____ Date _____
Prof. John Jewell, POA Director

Reviewed and approved by:

_____ Date _____
Dr. Maling Ebrahimpour, College of Business Dean

EXECUTIVE SUMMARY

The Program of Accountancy (POA) supports educational quality through a process of continuous improvement at both the program level and discipline level. For the POA, program level Assurance of Learning objectives are measured at three levels: (1) the College of Business (COB) which is a proxy for accounting students, (2) the COB/ACCTG which measures total students and accounting students separately, and (3) the ACCTG level which measures only accounting students on program level learning objectives. The continuous improvement process is augmented by a three-year cycle of quality reviews, course input/output analysis, and input from internal and external stakeholders. Most AOLs are measured in the fall semester but they may also be measured in the spring semester if the need exists.

Based on performance during the 2011/2012 academic year and the advice of stakeholders, increased attention will be devoted to the following **program level** initiatives in the 2012/2013 academic year.

- Ethical behavior
- Technical proficiency
- Oral presentations and written communication
- ETS exam

Discipline level (Academic Learning Compact or ALCs) learning objectives are measured in core accounting classes. The same process of continuous improvement applies except that ALCs are measured in both the fall and spring semesters. Based on performance during the 2011/2012 academic year and the advice of stakeholders, increased attention will be devoted to the following **discipline level** initiatives in the 2012/2013 academic year.

- Audit risk
- Internal control
- International accounting

ASSURANCE OF LEARNING

In line with the USFSP College of Business (COB) shared governance philosophy, assessment is driven by faculty at the undergraduate and graduate levels.

The Undergraduate Curriculum and Assessment Committee (UCAC) is charged with complying with AACSB Standard 15 (“...develop, monitor, evaluate and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning.”), AACSB Standard 16 (“...demonstrates achievement of learning goals for key general ... and/or appropriate discipline-specific knowledge and skills... in each undergraduate degree program.”) and AACSB Standard 17 (“... assure the learning goals are accomplished”).

The Graduate Curriculum and Assessment Committee (GCAC) is charged with complying with AACSB Standard 18 (“...specifies learning goals and demonstrates master’s level achievement of learning goals for key management-specific knowledge and skill in each master’s level general management program”), and AACSB Standard 20 (“... assures the learning goals are accomplished”).

Each year the Undergraduate Curriculum and Assessment Committee and the Graduate Curriculum and Assessment Committee begin with a review of the **COB Mission**:

The mission of the College of Business at USF St. Petersburg is to educate current and future professionals in the effective management and ethical leadership of organizations. We engage in theoretical and practical research as well as provide service to both the University and external community. We meet the demands of our diverse student population by preparing them for an increasingly global environment with both undergraduate and graduate degree programs.

The **Program of Accountancy Mission** is aligned with the COB mission:

The mission of the Program of Accountancy in the College of Business at USF St. Petersburg is to develop responsible employees, licensed and other professionals, and leaders through accounting education and multidisciplinary learning, research, and service in a global environment.

CONTINUOUS IMPROVEMENT

Accounting faculty members at the USFSP Program of Accountancy recognize the need to provide a high quality education to our undergraduate accounting students. To this end we follow a rigorous program of curriculum evaluation, refinement and development.

During the period 2005-2012 we have based our program level learning goals on the AACSB core competencies model making adjustments as deemed necessary to best serve our students who we perceive as our most important stakeholder. Annually, we evaluate the learning goals and make necessary adjustments. Each fall term, we measure the learning goals and identify areas for improvement. Curriculum is modified as necessary in order to attain our targets.

The POA mission drives our learning goals and the associated objectives. POA faculty jointly determine what learning objectives should be assessed, how they will be measured, and expectations for student achievement. This selection incorporates the perspective of various internal and external stakeholders. Specific learning goals reflect input from internal and external stakeholders that reflects needs, perspectives, and knowledge regarding present and future skills that a responsible accounting graduate should possess. Our internal and external stakeholders and contacts with them are:

Internal Stakeholder

- Students
- Faculty
- Student Associations

External Stakeholders

- Employers
- Professional Associations
- Accrediting Associations
- Faculty from Other Institutions

Contacts with Stakeholders

Faculty Meetings

- AACSB Workshops
- Faculty Conferences and Workshops
- Gregory, Sharer & Stuart CPE Conference
- Florida Institute of CPA Meetings
- Brainstorming Sessions with Student Associations
- Brainstorming Sessions with Advisory Councils
- Brainstorming Sessions with Industry Representatives
- Research by USFSP Faculty
- Research by Faculty from Other Institutions
- Survey of CPA's in Tampa Bay Area
- Executive Day Speakers

Assurance of Learning (AOL) is a process of continuous improvement that insures our accounting students receive a quality education as defined by the Program of Accountancy Mission. The AOL process is ongoing and consists of the following key steps:

- Review of Accreditation Committee Requirements
- Oversight by the Undergraduate Curriculum and Assessment Committee (UGCAC)
- Collection of Input from Internal and External Stakeholders
- Development and Maintenance of a Strategic Plan
- Development and Maintenance of Learning Goals at the Program and Discipline Levels
- Quality Review of All Accounting Courses within a 3-Year Timeframe
- Input/Output Analysis of All Accounting Courses within a 3-Year Timeframe

The UGCAC meets regularly to evaluate proposed changes to the accounting curriculum. The accounting curriculum is relatively stable and has not incurred significant changes. Changes in focus and specific topics are presented to the POA Director during meetings and are not reviewed by the UGCAC.

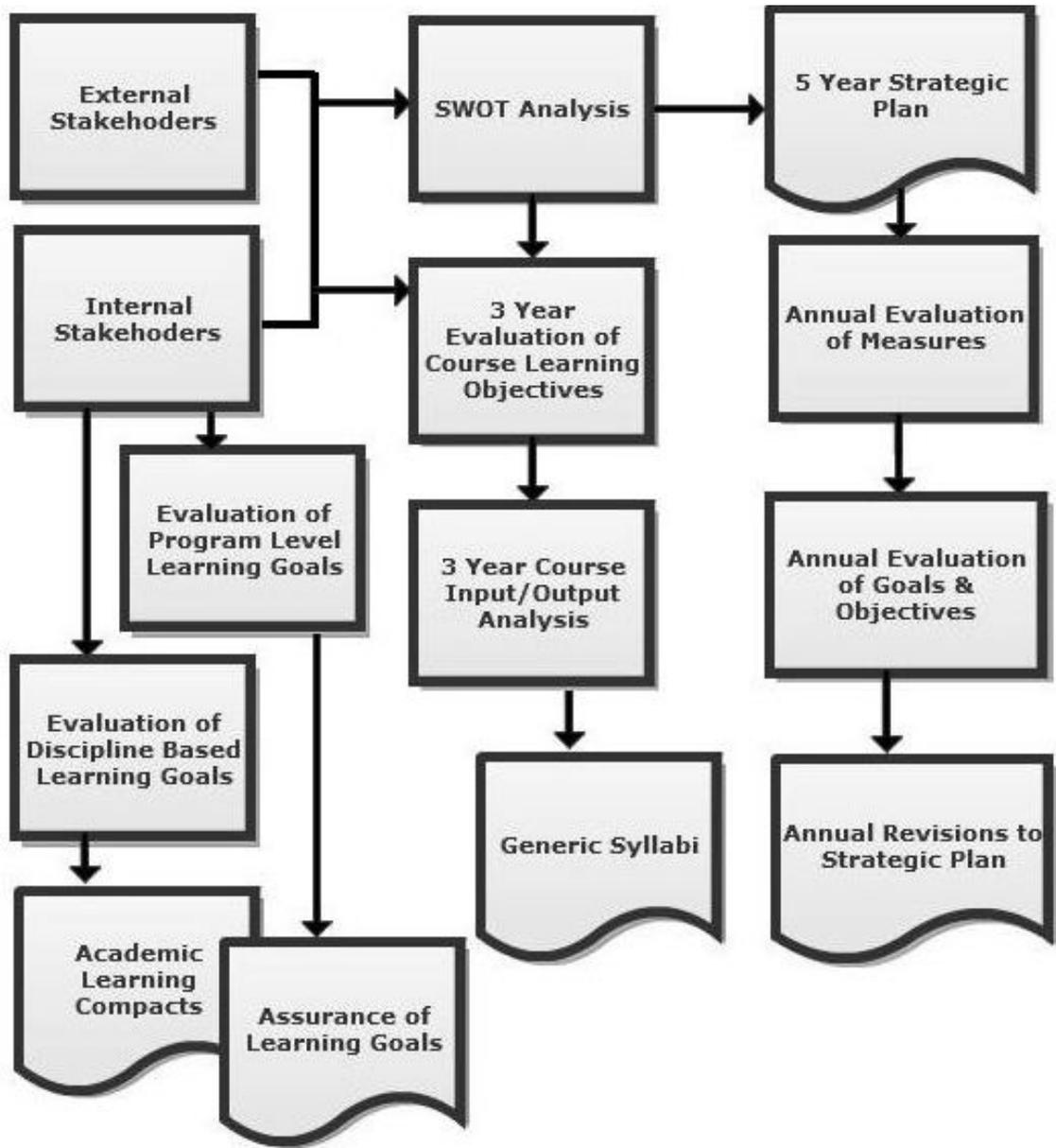
Input from internal and external stakeholders has supported the validity of the accounting curriculum. Input has been provided by (1) faculty based on research, workshops, conferences, and meetings with accounting professionals, (2) professional associations such as the FICPA, (3) student associations such as Beta Alpha Psi and Delta Sigma Pi, (4) a 2011 survey of 56 CPAs in the Tampa Bay area, (5) brain storming sessions with the COB Advisory Council, industry representatives, and the Student Advisory Council, and (6) AACSB workshops.

In a three-year cycle, each accounting course undergoes a quality review to insure that the learning goals and objectives continue to be relevant based on our input form stakeholders. Generic syllabi are created for each course to insure all instructors are teaching to the same objectives. Also, on a three-year cycle, we perform an input/output analysis to insure course prerequisites are met by the preceding courses and that gaps do not exist and that overlaps of instruction are appropriate.

Our new POA Strategic Plan was completed and approved by the POA Director and faculty in November, 2012. The new mission is aligned with the USFSP mission and the new COB mission approved in September, 2012. The six program learning goals and objectives are the same for accounting as for the COB and are measured along the same objectives.

The POA has completed and documented two AOL cycles: 2010/2011 and 2011/2012. Prior to 2010 the POA did not have separate measures for the learning goal objectives at the program level. At the discipline level, the POA has maintained separate learning goals and objectives since 2005. At both levels, emphasis is placed on closing-the-loop wherein we continuously improve our curriculum by taking appropriate action based upon the results of our measures. This is our continuous improvement cycle (see diagram below).

***Program of Accountancy
Undergraduate AOL Continuous Improvement Cycle***



Prior to academic year 2010, the COB measurements for program learning goals were used as a proxy for accounting students because the accounting students comprise a significant amount of total COB students. Beginning in the academic year 2010, the POA began separately measuring some of the program level learning goals. Overall results have been acceptable but several instances have existed where outcomes were not acceptable and we adjusted our curriculum to improve instruction. Results for the AOL program level learning goals are presented in the *Assurance of Learning Goals and Closing-the-Loop* section and the discipline specific learning goals are presented in the *Academic Learning Compacts* section of this report.

UNDERGRADUATE LEARNING GOALS AND OBJECTIVES

The Program of Accountancy uses the same learning goals as the College of Business. The goals and their link to the POA mission are:

Learning Goal 1: Our students will produce quality oral presentations and written assignments using appropriate technology.

1.1 Students will demonstrate effective writing skills.

1.2 Students will deliver an effective oral presentation on a business topic.

Link to Mission: Oral and written communications are highly valued skills for accounting professionals.

Learning Goal 2: Our students will demonstrate an understanding of general and discipline specific business concepts.

2.1 Graduating seniors will demonstrate knowledge and ability to apply basic business concepts.

2.2 Students will achieve the discipline specific learning outcomes described and measured by the Academic Learning Compacts.

Link to Mission: General and discipline specific knowledge and skills are fundamental for career employment and support the ability to become licensed.

Learning Goal 3: Our students will demonstrate proficiency with using appropriate technology in the resolution of business problems.

3.1 Students will be proficient in the use of database and spreadsheet software.

3.2 Students will be able to access and obtain information using Internet resources.

Link to Mission: Technology knowledge and skills such as with spreadsheets and databases are fundamental for responsible career employment in accounting.

Learning Goal 4: Our students will have the ability to use critical thinking and decision-making skills.

4.1 Students will identify and prioritize key assumptions used in business decision-making scenarios.

4.2 Students will solve business problems using appropriate quantitative and analytical techniques.

Link to Mission: Critical thinking and decision-making skills are fundamental for responsible career employment in accounting and support licensing and research.

Learning Goal 5: Our students will understand ethical implications of business decisions.

5.1 Students will apply an ethical framework to dilemmas in specific business cases.

5.2 Students will identify a business decision's potential ethical impacts.

Link to Mission: Employers expect responsible accounting graduates to demonstrate ethical behavior.

Learning Goal 6: Our students will possess and demonstrate a global perspective of the business environment.

6.1 Students will demonstrate an understanding of the international business environment.

6.2 Students will be able to evaluate the impact of cross cultural differences on an organization's business strategy.

Link to Mission: International accounting standards have become necessary knowledge for the career accountant. Accounting graduates must have a global perspective to understand how culture affects international trade.

SPECIAL NOTE REGARDING Undergraduate Learning Goal 2, Objective 2:

While all other Learning Goals and Objectives are PROGRAM specific, Learning Goal 2, Objective 2 is DISCIPLINE specific. We use the "Academic Learning Compacts" (ALC's) for this purpose. Mandated by the Florida Board of Governors in 2005, the ALC's are used to ensure student achievement in all baccalaureate degree programs in the State University System. The ALC's state each discipline's goals, objectives, assessments and strategy for improvement. We have incorporated the ALC's into our Assurance of Learning report as they exist and directly support our Learning Goal 2, Objective 2.

Assurance of Learning Goals Matrix & Closing-the-Loop Reports

The following document presents the learning goal matrix which comprises the measures of learning objective of Program of Accountancy undergraduate students. It is similar to the matrix for the COB but contains some separate measures for accounting students.

The POA measures program learning goals three different ways. These are distinguished in the learning goals matrix as follows:

1. **COB:** Learning goals for the COB which includes accounting students. Accounting students comprise about 25 percent of the COB student body and are measured by proxy. These represent measures of all students in COB core classes.
2. **COB/ACCTG:** Certain of the six learning goals, as measured by the COB, are separately measured for only accounting students where they may be identified. It is not always possible to obtain a separate measure of accounting students. These represent measures of accounting students in COB core classes.
3. **ACCTG:** Certain of the six learning goals are measured for accounting students only in POA core classes. These represent measures of accounting students in accounting core classes and have the advantage that the measures are within the context of the discipline.

By examining the data from these three approaches faculty are provided with a snapshot of how POA students are performing in each of the six learning goals and where weaknesses exist. By isolating the areas of weak performance, we are able to strengthen curricula accordingly in order to provide for continuous improvement.

Based on the learning outcomes at the program level, the POA will place more emphasis on these areas in future learning objectives for accounting:

- Ethical behavior
- Technical proficiency
- Oral presentations and written communication
- ETS exam

USFSP, College of Business

Program of Accountancy

Assurance of Learning

Assurance of Learning Goals Matrix

2011 - 2012

Program Learning Goals	How	When	Where	Who
<u>Learning Goal #1</u> Our students will produce quality oral presentations and written assignments.				
Objective 1 - COB Students will demonstrate effective writing skills.	Written Assignment Written Communication Rubric	Every Fall	MAN 3025, MAR 3023, GEB 4890	McCuston, Durant, Ainscough, Trocchia, Geiger
Objective 2 – COB/ACCTG Students will deliver an effective oral presentation on a business topic.	Oral Presentation Oral Communication Rubric	Every Fall	MAN 3025, MAR 3023, GEB 4890	McCuston, Durant, Ainscough, Trocchia, Marlin
<u>Learning Goal #2</u> Our students will demonstrate an understanding of general and discipline specific business concepts.				
Objective 1 - COB Graduating seniors will demonstrate knowledge and ability to apply basic business concepts.	ETS Major Field Test	Every Fall	Sample from students applying for graduation	Thompson
Objective 2 – ACCTG Students will achieve the discipline specific learning outcomes described and measured by the Academic Learning Compacts.	As indicated in the Academic Learning Compacts	Every Spring	As indicated in the ALC's	various
<u>Learning Goal #3</u> Our students will demonstrate proficiency with using appropriate technology.				
Objective 1a - COB Students will be proficient in the use of database and spreadsheet software.	Skills assessment	Every Fall	ISM 3011	Collins, Li, Kayhan, Roberts

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Objective 1b - ACCTG Students will be proficient in the use of spreadsheet software.	Skills assessment	Every Fall	ACG 3401	Kearns
Objective 1c - ACCTG Students will be proficient in the use of database software.	Skills assessment	Every Fall	ACG 3401	Kearns
Objective 2 - COB Students will be able to access and obtain information using Internet resources.	Skills assessment	Every Fall	ISM 3011	Collins, Li, Kayhan, Roberts
<u>Learning Goal #4</u> Our students will have the ability to use critical thinking and decision-making skills.				
Objective 1 – COB/ACCTG Students will identify and prioritize key assumptions used in business decision-making scenarios.	Written Assignment Critical thinking Rubric	Every Fall	GEB 4890	Marlin
Objective #2 – COB/ACCTG Students will solve business problems using appropriate quantitative and analytical techniques	ANOVA and Multiple Regression Assignment / Rubrics	Every Fall	QMB 3200	Gum
<u>Learning Goal #5</u> Our students will understand ethical implications of business decisions				
Objective #1 – COB/ACCTG Students will apply an ethical framework to dilemmas in specific business cases.	Written Assignment Common Rubric	Every Fall	ACG 2071 GEB 4890	Strachan, Linkovich, Geiger
Objective #2 – COB/ACCTG Students will identify a business decision's potential ethical impacts.	Written Assignment Common Rubric	Every Fall	BUL 3320, ECO 2023, GEB 4890	Johnson, Stowell, Geiger
Objective #2 – ACCTG Students will identify a business decision's potential ethical impacts.	Exam Questions	Fall or Spring	ACG 4632	Barker
<u>Learning Goal #6</u> Our students will possess and demonstrate a global perspective of the business environment.				

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<p>Objective #1 – COB/ACCTG Students will demonstrate an understanding of the international business environment.</p>	<p>Written Assignment or Exam</p>	<p>Every Fall</p>	<p>ECO 2013 GEB 4890</p>	<p>Moss, Harris, Marlin</p>
<p>Objective #2 – COB/ACCTG Students will be able to evaluate the impact of cross cultural differences on an organizations business strategy.</p>	<p>Written Assignment or Exam</p>	<p>Every Fall</p>	<p>MAR 3023, GEB 4890</p>	<p>Trocchia, Marlin</p>
<p>Objective #3 - ACCTG Accounting students will demonstrate knowledge of different international accounting practices.</p>	<p>Exam Question(s)</p>	<p>Fall or Spring</p>	<p>TAX 4001</p>	<p>Fellows</p>

CLOSING THE LOOP: 2011/2012

Learning Goal #1:

Our students will produce quality oral presentations and written assignments.

OBJECTIVE 1 (Measured at the COB Level): Students will demonstrate effective writing skills.

OBJECTIVE 2 (Measured at the COB/ACCTG Level): Students will deliver effective oral presentations on a business topic.

MEASURE: Students will produce a written analysis of a case study and make oral presentations in selected sections of GEB 4890. Both a written communication rubric and an oral communications rubric are used for scoring.

ADMINISTERED: Fall 2011

OUTCOME: Our students writing and speaking abilities have been measured in our capstone course, GEB 4890. We believe that it is useful to measure their communication skills in what is typically their final semester so we can determine if the program has provided sufficient preparation even though earlier writing assessments (namely 2008-2009) were glowing (83% and 100% proficient respectively) external constituencies (specifically the Dean's Advisory Council) reported deficiencies in writing skills among our graduates, so we determined to strengthen the program in this regard.

ACTION TAKEN: It is necessary to measure earlier in the students' programs while there is still time to provide students with written evaluation and opportunity for remediation. It was determined that a two pronged approach was needed to close the loop on Learning Goal 1.

First, our Undergraduate Curriculum Committee decided to introduce communication skill measurement earlier in the program, in both MAR 3023 (Basic Marketing) and MAN 3025 (Principles of Management). These courses are introductory and generally taken early in the students program. This change started in Fall 2011. Both written and oral presentations were assigned in these classes. For course content, the individual instructors will assess performance. For assessing the writing skill component, a communication consultant has been retained to review the writing and speaking skills of our students according to a communication rubric and determine if the University's requirement In English Composition I and II plus the College of Business requirement of Professional Writing and Speech are sufficient to prepare our students for management careers.

In the Fall 2011, we gave wide latitude to the faculty in the nature of the assignment. We treated this as a pilot program, expecting to learn how to best engage the students in good writing practices. Each instructor took a different path; one instructor had students writing group assignments (which does not work well for assessing individual assignments), one instructor had very specific format instructions, and one assigned a reflective writing project with power point presentations and (as this was an online course) recorded presentations. We

believe the best practice was the reflective writing using Management concepts for self-improvement, largely because the instructor gave the assignment in stages. Students wrote the first assignment and prepared the power point slides to accompany that part of the project. When students submitted the second part of the project, they included a revision of the prior assignment, and so on until all five stages of the presentation were completed.

Due to conflicting feedback from our consultant we discontinued our relationship with him and selected a second consultant, Cynthia Boyles, who teaches English composition here at USFSP and heads up our Academic Success Center. From her review, we adopted a better written communications rubric. The rubric she designed and normed for us measures performance in six (6) skills sets (purpose, audience, organization, support/reasoning, language and style, and conventions). Based on our discussions, we felt that with the new assignments, new measures and new reviewer (Boyles) an appropriate goal for the sophomores and juniors in the introductory Management and Marketing courses should be about 60% "proficient" and above. The actual result was 61.29% proficient and above, which we view as acceptable. While this met our short term goal, we view this as a baseline and seek to improve upon this score as faculty become better with writing assignments and we engage our students with the Academic Success Center more.

A major conclusion drawn from this exercise is that younger students write better when given manageable "slices" of the assignment at a time, and then after appropriate feedback, revise. This message will be passed along to all faculty with writing assessment components in their classes.

We continue to measure communication skills in the introductory courses (Principles of Management and Basic Marketing) and in the capstone course (Strategic Management and Decision Making) to see if the improvement in student writing persists over the junior and senior years, but we recognize that it will take a few years of assessing performance before the sophomores and juniors who began this assessment cycle are ready for the capstone course.

For Learning Goal #1, Objective 2: Students will deliver effective oral presentations on a business topic:

This was measured in GEB 4890, our capstone course, in the Fall term 2011. Presentations were measured using an Oral Communications Rubric containing four (4) traits: Content; Voice Quality and Pace; Mannerisms; and Use of Media. 100% of all students scored either "Acceptable" or "Outstanding" on the first three traits. 70% of students scored "Acceptable" or "Outstanding" in the use of media. This result was in line with expectations as our students have performed well on this Objective over the 5 year period.

As shown in Table 1, **Accounting Students** scored highly on the first three traits but very low on the use of media (43%). For this reason, we will provide instruction in an accounting class and measure performance on this skill.

Table 1. Learning Goal 1: Objective 2 Measure for Accounting Students				
Trait	Unacceptable	Acceptable	Exemplary	A+E (%)
Content	0	6	1	7 = 100%
Voice Quality and Pace	0	7		7 = 100%
Mannerisms	0	7		7 = 100%
Use of Media	4	3		3 = 43%

CLOSING THE LOOP: 2011/2012

Learning Goal #2:

Our students will demonstrate an understanding of general and discipline specific business concepts.

OBJECTIVE 1 (Measured at the COB Level): Seventy percent (70%) of a sample of seniors will score in the 50th percentile or higher on the ETS Major Field test.

MEASURE: ETS Major Field Test

COURSE: Selected sections of GEB 4890

ADMINISTERED: Spring 2012

HISTORY: Performance of our students on the ETS Major Field test significantly and dramatically dropped in the Spring 2011 term. Looking at the prior three takings of the exam (Fall 2008, Spring 2010 and Spring 2011) we find Accounting dropping from 85th percentile and 65th percentile to 46th percentile. Management dropped from 70th, 70th to 55th percentile. Finance dropped from 75th, 75th to 48th percentile. Every discipline experienced this sudden deterioration in performance. This across-the-board drop begs the question, “Did we change something in the way the test was administered?” In asking lots of questions of the people involved, we found that, yes, the administration of the exam changed in a number of ways.

The exam was administered to two sections of GEB 4890, our capstone course. One way the administration of the exam changed was that the instructor of the sections was not involved. In the past, we administered the exam in paper and pencil format. In 2011 we went to computer based exam. Because the exam was computer based it was necessary that the exam be administered in a computer lab class. The instructor decided not to be there and announced to the classes in advance not to expect him at the test site. We believe this announcement had a negative effect on student attitude. In effect the instructor was saying (albeit unintentionally) “this is not important enough for me to be there, even though the test is during our regular class meeting time.” Those who proctored the exam report that students arrived late and many did not stay for the entire test time. Additionally, there were problems with the computers not being properly logged in to the online exam site. Some of the computers went down during the exam and had to be logged on again. At any rate the students seemed to treat the experience as a waste of time; they seemed to say “if it’s not important to the professor, it’s not important to me.” And they had “no skin in the game;” they were informed that their performance on the ETS would in no way effect their grade in the class. Their attitude is reflected in the poor scores. We certainly do not assume that the changes in exam administration were the only reasons for lowered performance, but we want to insure it does not contribute to lowered performance in the future.

ACTION PLANNED: After much discussion, the Undergraduate Curriculum Committee decided to distribute the test topics from the ETS website so students would have a better expectation of what would be required. Also, we decided to return to the paper and pencil version of the exam. As we approach the exam date, letters from both the Dean and the Assistant Dean would be sent to students explaining the importance of good effort on the test and informing them that those who achieve at the 75th percentile and above will receive commendation letters from the Dean.

THE BEST LAID PLANS...GONE ASTRAY: The “prescription” so carefully constructed, was never put into action. Although the Dean wrote his letter to the class and the Assistant Dean wrote his letter and the letters were delivered to the instructor electronically with instructions to include them in a class-wide announcement via Blackboard (our learning management system), the letters were not forwarded to the students. Although the instructor was charged with inviting the Dean to visit the class prior to the administration of the ETS exam, he was never invited. Nor were the students directed to the ETS website for information on the topics the exam covered. Since the closing the loop plan was never put into action, we have no way of knowing if it would have resulted in improved performance or not. What we did learn was that with no quality improvement plan implemented, our students’ Spring 2012 performance did not improve, but remained at the 40th percentile overall. We therefore determined we must “ratchet up” our response to the ETS issue.

FROM THE ASHES.... On August 23, 2012, the College of Business faculty met for our annual Assessment Day activities. The problems with Learning Goal 2 and our unimplemented prescription were included. After much discussion, it was determined that a more structured approach might be necessary. A new course was suggested; a one credit hour co-requisite to the capstone course with the objective of reviewing and refreshing the major topics included on the ETS exam. And since the ETS website states that the questions follow the Business school accrediting bodies “common body of knowledge,” we feel that reviewing this information in the students final term will better prepare them with the skills needed in the workplace.

The Undergraduate Curriculum and Assessment Committee met the following week and approved the creation of such a course for inclusion in the 2013 USFSP catalog. The course will soon be submitted to the USFSP-wide Undergraduate Council for approval.

ACCOUNTING: Overall performance on the ETS exam peaked in 2008 and continued to drop in the next three periods of evaluation. Discussions among accounting faculty concluded that this was not a function of the teaching process but a reflection of the administration of the exam. From the above discussion the problem is being addressed to incentivize students and improve performance. We do not have data on how the accounting students performed on the ETS but have requested it for future exams.

ETS SUMMARY – UNDERGRADUATE PROGRAM

ETS Summary
 College of Business
 University of South Florida St. Petersburg

Undergraduate Program

Semester	Fall 2007	Fall 2008	Spring 2010	Spring 2011	Spring 2012
Number of Students	65	31	77	77	57
Overall percentile	50	70	65	40	40
Number 95th percentile or higher	2(3%)	0	3(4%)	4 (94 th percentile)	1 (97 th percentile)
Number 80th percentile or higher	12 (18%)	6(19%)	20(26%)	15 (19.5%)	8 (14%)
Number 15th percentile or lower	17	2	9	17 (12 th percentile)	11
Accounting percentile	55	86	65	46	32
Economics percentile	40	65	65	44	29
Management percentile	75	70	70	55	30
Quantitative percentile	50	45	70	38	24
Finance percentile	65	75	75	48	48
Marketing percentile	40	60	65	55	37
Legal and Social percentile	60250	50	58	44	44
Information Systems percentile	60	60	59	50	67
International percentile	45	75	70	51	42

Departmental Summary Of Total Test And Subscores



DEPARTMENTAL SUMMARY OF TOTAL TEST AND SUBSCORES

Test: Business
Form Code: 4GMF
Institution: University of South Florida - St. Petersburg
Cohort: MFT PPT BUSINESS 07064 ADMIN: 4/9/2012
Closed on: April 09, 2012

TOTAL TEST		
Scaled Score Range	Number in Range	Percent Below
200	0	100
195-199	0	100
190-194	0	100
185-189	0	100
180-184	1	98
175-179	3	93
170-174	1	91
165-169	3	86
160-164	6	75
155-159	6	65
150-154	8	51
145-149	9	35
140-144	4	28
135-139	8	14
130-134	5	5
125-129	0	5
120-124	3	0

	Mean	Standard Deviation
Total Test Scaled Score	149	14

Students responding to less than 50% of the questions: 0
 Students in frequency distribution: 57
 Students tested: 57

ETS protects the confidentiality of all test data.
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CLOSING THE LOOP: 2011/2012

Learning Goal #2:

Our students will demonstrate an understanding of general and discipline specific business concepts.

OBJECTIVE 2 (Measured at the ACCTG Level): Students will achieve the discipline specific learning outcomes described and measured by the Academic Learning Compacts.

MEASURE: As indicated in the individual discipline Academic Learning Compacts.

ADMINISTERED: Spring 2012

Please see the following section on Accounting ALC's for learning outcomes, means of assessment, criteria for success, findings and results.

CLOSING THE LOOP: 2011/2012

Learning Goal #3:

Our students will demonstrate proficiency with using appropriate technology in the resolution of business problems.

OBJECTIVE 1 (Measured at the COB Level): Students will be proficient in the use of database and spreadsheet software.

MEASURE: Students will individually perform one database assignment and one spreadsheet assignment. Students will average a grade of 70 percent or higher. The assignments used Microsoft Office 2010.

COURSE: ISM 3011 Information Systems in Organizations

DATE ADMINISTERED: Fall 2011

OUTCOMES: 134 students completed this course: the performance of 112 of those students was assessed. Of the 112 attempts at the spreadsheet assignment, 105 students (93.8%) scored over the 70% threshold. The database assignment was attempted by 109 students, 107 (98.1%) of whom met or exceeded the 70% threshold. These scores show improving performance from those measured in Spring 2011.

ACTIONS TAKEN: Variations of these projects will be continued in the future.

OBJECTIVE 2 (Measured at the COB Level): Students will be able to access and obtain information using internet resources.

MEASURE: Skills test

COURSE: ISM 3011 Information Systems in Organizations

DATE ADMINISTERED: Fall 2011

OUTCOMES: 134 students completed this course: the performance of 112 of those students as assessed. Of the 112 attempts at skills test, 86 students (78.2%) scored over the 70% threshold. The measurement shows a slight decrease in performance from Spring 2011.

ACTIONS TAKEN: The skills test employed is a substantial, comprehensive and time constrained assessment of students' ability to gather, assimilate and use information drawn from course-specific resources deployed via the internet. The decrease in student achievement of this learning outcome was not significant. The level of performance is satisfactory, demonstrating both the robustness and continuing utility of the assessment.

CLOSING THE LOOP: 2011/2012

Learning Goal # 3 continued

Our students will demonstrate proficiency with using appropriate technology in the resolution of business problems.

OBJECTIVE 1b (Measured at the ACCTG Level): Students will be proficient in the use of database and spreadsheet software.

MEASURE: Students will individually perform one database assignment and two spreadsheet assignments. At least 75 percent of students will perform satisfactorily on all of the requisite skills.

COURSE: Accounting Information Systems, ACG 3401, G. Kearns

The course requires individual students to perform an MS Excel and MS Access project.

DATE: Fall 2011

OUTCOMES: Scores for both projects were graded as Unsatisfactory (U), Satisfactory (S), and Above Average (A)

MS EXCEL PROJECT

Ability to create vertical and horizontal analysis and financial ratios	Ability to create intermediate to advanced functions	Ability to create Pivot Tables and Slicers
U – 3 S – 39 A – 11	U – 5 S – 37 A – 11	U – 2 S – 42 A – 9

MS ACCESS PROJECT

Ability to import tables, create relationships and add validation rules	Ability to perform queries	Ability to create and customize reports
U – 2 S – 35 A – 16	U – 1 S – 17 A – 35	U – 5 S – 42 A – 6

Overall, students performed very well on both projects.

Actions Taken: Variations of these projects will be continued in the future. More emphasis will be given to spreadsheets over database material.

OBJECTIVE 3 (Measured at the ACCTG Level): Students will be able to use generalized accounting software.

MEASURE: Students will individually perform one assignment using the Audit Control Language software. Students will average a grade of 70 percent or higher.

COURSE: Accounting Information Systems, ACG 3401, G. Kearns

DATE: Fall 2011

OUTCOMES: Students scored an average of 84.5% on the assignment. Thus, student scores exceeded the desired outcome.

ACTIONS: Variations of these projects will be continued in the future.

Technology is highly important to accountants. This is supported by research, by practitioners, and by emphasis on advanced certification exams such as the Certified Public Accountants exam, the Certified Management Accountant exam, and the Certified Internal Auditor exam. Certifications for information technology auditors such as the Certified Information Systems Auditor also require technical knowledge. The measures used for these objectives require an intermediate level knowledge of database (including normalization), spreadsheets (including pivot tables), and generalized accounting software (not often taught at the undergraduate level). It is apparent that most of our students are performing well in this learning objective. Because of its importance, it is recommended that it remain a program objective.

CLOSING THE LOOP: 2011/2012

Learning Goal #4:

Students will have the ability to use critical thinking and decision-making skills.

OBJECTIVE 1 (Measured at the COB/ACCTG Level): Students will identify and prioritize key assumptions used in business decision-making scenarios.

MEASURE: Students will be given a writing assignment, in Dr Marlin’s GEB 4890 class and scored with a Critical Thinking Rubric consisting of three traits (identifies decision making scenario, identifies alternative courses of action, and analyzes alternatives and their consequences).

DATE ADMINISTERED: FALL 2011

OUTCOMES COB: 100% of all students were rated “acceptable” or “outstanding” on the first trait (identifies scenario). 93.3% of all students were rated “acceptable” or “outstanding” on the second trait (identifies alternative actions) and 86.7% were rated “acceptable” or “outstanding” on the third trait (analyzes consequences). Our expectations were exceeded on this objective. We will continue to measure in the future to ensure consistency.

Eight **accounting students** scored 100% on all three traits which indicates a high level of competency.

Learning Goal 4: Objective 1 Outcomes		
	Acceptable or Outstanding	
Trait	COB (All)	ACCTG (n=8)
Identifies Scenario	100%	100%
Identifies Alternative Actions	93.3%	100%
Analyzes Consequences	86.7%	100%

OBJECTIVE 2 (Measured at the COB/ACCTG Level): Students will solve business problems using appropriate quantitative and analytical techniques.

MEASURE: Students will solve a two-way ANOVA problem and a Multiple Linear Regression Analysis problem on exams in the Business & Economic Statistics II course (OMS 3200). It is expected that students will score a 70% or higher grade in examining and solving these problems.

Accounting students exceeded the desired threshold of 70% and scored higher compared to the overall COB which indicates a desirable outcome.

USFSP College of Business Program of Accountancy: AOL Report 2011/2012

Analysis of Variance (ANOVA) Rubric: Summary

Date: FALL 2011

Rater: Dr John Gum

Course: QMB 3200

Students: 122 COB and 24 Accounting

In the table, results for COB are shown first and results for Accounting students second.

TRAIT	Unacceptable (-4 or more)	Acceptable (-3 or less)	Outstanding (no points deducted)	Accept + Outstanding
Test Factor A – provide proper null and alternative hypothesis; if null is rejected, perform post hoc analysis on all combinations; make appropriate recommendations based on findings.	25/122 = 20.5%%	16/122 = 13.1%	81/122 = 66.4%	79.5% COB
	5/24 = 20.8%	3/24 = 12.5%	16/24 =66.7%	79.2% ACCTG
Test Factor B- provide proper null and alternative hypothesis; if null is rejected, perform post hoc analysis; make appropriate recommendations	18/122 = 14.8%	20/122 = 16.4%	84/122 = 68.8%	85.2% COB
	3/24 = 12.5%	6/24 = 25.0%	15/24 =62.5%	87.5% ACCTG
Test for interaction between Factors A & B; provide proper null and alternative hypothesis; test using alpha and sig (p values); make recommendations	11/122 = 9.0%	11/122 = 9.0%	100/122 = 82.0%	91.0% COB
	1/24 = 4.2%	2/24 = 8.3%	21/24 = 87.5%	95.8% ACCTG

Multiple Linear Regression Analysis: Summary

Date: FALL 2011

Rater: Dr John Gum

Course: QMB 3200

Students: 116 COB and 24 Accounting

In the table, results for COB are shown first and results for Accounting students second.

TRAIT	Unacceptable (-4 or more)	Acceptable (-3 or less)	Outstanding (no points deducted)	Accept + Outstanding
Test the Model – provide null and alternate hypothesis; test using alpha and p-value; reject or not; statistically significant?	29 / 116 = 25%	11 / 116 = 9.5%	76 / 116 = 65.5%	75.0% COB
	4/24 = 16.7%	3/24 = 12.5%	17/24 = 70.8%	83.3% ACCTG
Test Independent Variables – provide hypotheses for each independent variable; test using alpha and p-values; reject or not; statistically significant?	25 / 116 = 21.6%	8 / 116 = 6.9%	83 / 116 = 71.5%	78.4% COB
	2/24 = 8.3%	2/24 = 8.3%	20/24 = 83.3%	91.7% ACCTG
Estimated Regression Equation – determine the equation from the SPSS printout.	27 / 116 = 23.3%	13 / 116 = 11.2%	73 / 116 = 65.5%	76.7% COB
	4/24 = 16.7%	2/24 = 8.3%	18/24 = 75.0%	83.3% ACCTG
Slopes – Explain the slope for each independent variable, how does a one unit increase in the independent variable effect the dependent variable	31 / 116 = 26.7%	15 / 116 = 13.0%	70 / 116 = 60.3%	73.3% COB
	5/24 = 20.8%	3/24 = 12.5%	16/24 = 66.7%	79.2% ACCTG
Adjusted R-square – explain what percent of the variation in the dependent variable is explained by the independent variable	14 / 116 = 12.1%	15 / 116 = 12.9%	87 / 116 = 75.0%	87.9% COB
	2/24 = 8.3%	2/24 = 8.3%	20/24 = 83.3%	91.7% ACCTG
Test for Co linearity – check the VIF for each independent variable, if greater than 10 then remove and run the regression again	32 / 116 = 27.5%	11 / 116 = 9.5%	73 / 116 = 63.0%	72.5% COB
	5/24 = 20.8%	2/24 = 8.3%	17/24 = 70.8%	79.2% ACCTG

COURSE: QMB 3200 (all sections)

DATE ADMINISTERED: Fall 2011

EVALUATION TOOL: ANOVA Analysis -One-way and two-way ANOVA are taught in this course. A two-way ANOVA problem was assigned.

Multiple Linear Regression Analysis –Multiple linear regression along with appropriate tests for interaction and collinearity as well as quadratic and cubic regression are covered in this class. Two multiple linear regression and nonlinear regression problems were examined.

OUTCOMES: Scores were based on problems given to individual students on Exams 1 and 2 in all sections. Between 79.5% and 91% of students scored either acceptable or outstanding on the 3-parts of the ANOVA problem (Exam 1) and between 73.3% and 88% acceptable/outstanding on the 6 parts of the regression problem (Exam 2).

ACTIONS TAKEN: Subsequent to the Spring 2009 data analysis it was felt that no substantial changes to the QMB 3200 were required. Also, after the Spring 2010 results were examined again no substantial changes were deemed required. However, in the Fall 2010 Dr. Gum held discussions with QMB 3200 students with regard to their conceptual grasp/understanding of the quantitative techniques (ANOVA and linear regression). Applications of data analysis and statistical methodology are an integral part of the organization and presentation in our second business statistics course. The students indicated that they could understand the interpretation of the SPSS (statistical software) but did not fully comprehend the hypothetical reasoning behind the interpretation. Therefore, this year a strong emphasis was placed on helping the students to “visualize” the entire problem. This new emphasis resulted in much stronger performance in 2011-2012.

CLOSING THE LOOP: 2011/2012

Learning Goal #5:

Our students will understand ethical implications of business decisions.

OBJECTIVE 1 (Measured at COB/ACCTG Level): Students will apply an ethical framework to dilemmas in specific business cases.

OBJECTIVE 2 (Measured at COB/ACCTG Level): Students will identify a business decision's potential ethical impacts.

MEASURE: At one time this Learning Goal was measured only in the capstone course, GEB 4890. However, we determined to measure earlier in the program and broaden where the objective was measured. Therefore, in AY 2011-2012, this Learning Goal was measured by five professors in three different courses, ACG 2071 (Managerial Accounting), BUL 3320 (Business Law I) and GEB 4890 (Strategic Management and Decision Making—all are courses required for all business majors. In all courses, students were assigned a case covering an ethical dilemma. All instructors used a three trait rubric to measure student success. We anticipated 75% of students would receive a score of "acceptable" or higher on the assignments.

**Program Goal 5: Identification and Application of Ethical Concepts
2011-2012 Assessment**

Term: Fall 2011 _____ **Rater:** _____ **Student Identifier:** _____

USFSP ACCT major: YES / NO

LG5, Objective 1: Students will apply an ethical framework to dilemmas in specific business cases.

Assessment Criteria	Unacceptable	Acceptable	Exemplary	Result %
Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided.	Identifies the dilemma, including pertinent facts, and ascertains what must be decided.	Describes the dilemma in detail having gathered pertinent facts. Ascertain exactly what must be decided.	U A E
Considers Stakeholders	Is unsure as to who should be involved in the decision-making process.	Determines who should be involved in the decision making process and accurately identifies all the stakeholders.	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders.	U A E
Analyzes Alternatives and Consequences	Begins to appraise the relevant facts and assumptions of the alternatives.	Explains and predicts the associated consequences of the chosen alternative.	Clearly evaluates the alternatives and indicates interest and concern over the welfare of stakeholders.	U A E

OUTCOMES: In Dr Strachan’s ACG 2071 class, using a case of a corporate whistleblower, 100% of student responses were deemed either Acceptable or Exemplary on trait one (Identifies Ethical Dilemma), 91% of responses on trait two (Considers Stakeholders) were either Acceptable or Exemplary, and on trait three (Analyzes Alternatives and Consequences) 78% of responses were Acceptable or Exemplary.

In Professor Linkovich’s ACG 2071 class, using an agency risk case, 100% of student responses were judged either Acceptable or Exemplary on each of the three traits.

In BUL 3320, both Professors Stowell and Johnson presented 271 students with a scenario that involved an ethical issue. Using the same three trait Ethics Rubric to score the students’ responses, slightly over 75% of the student responses were rated “acceptable” or higher. However, two of the traits (Considers Stakeholders, Analyzes Alternatives & Consequences) rated only 71% each. The professors in Business Law will add an optional reading assignment on Ethics in the future.

In Professor Geiger’s GEB 4890 class, a more complex ethics case was used involving Countrywide Financial Corporation and their policy of issuing no income verification loans during the housing boom and the repercussions during the bust. Here, the students did not fare as well, with 78% Acceptable or Exemplary on trait one, 67% acceptable or exemplary on trait two and 48% acceptable on trait three.

This was the first year of applying this Learning Goal to lower level classes and we believe it was successful in getting students to formally consider ethical issues in decision making.

Although overall results for accounting students good compared to the COB as shown in Tables 2 and 3, the scores for GEB 4890 were too low. For this reason, the objective will continue to be measured in an upper-level accounting class (see LG 5, O2b).

	Acceptable or Exemplary	
Trait	COB (All)	ACCTG (n=10)
Identifies Ethical Dilemma	78%	90%
Considers Stakeholders	67%	60%
Analyzes Alternatives	48%	20%

	Acceptable or Exemplary	
Trait	COB (All)	ACCTG (n=10)
Identifies Ethical Dilemma	75%	84%
Considers Stakeholders	71%	80%
Analyzes Alternatives	71%	80%

CLOSING THE LOOP: 2011/2012

Learning Goal #5:

Our students will understand ethical implications of business decisions.

OBJECTIVE 3 (Measured at ACCTG Level): Accounting students will demonstrate knowledge of professional ethics as promulgated by the AICPA *Code of Professional Ethics*.

ADMINISTERED: Spring 2012
Auditing I, ACG 4632,
Sections 601 (17 students) and 691 (30 students)

ASSESSOR: Dr. Katherine Barker

MEASURE: Students will be able to demonstrate knowledge of ethical conduct for professional external auditors. Students will achieve at least 80% overall and at least 75% on each question.

ASSESSMENT: Multiple-choice questions on Exam 3 (Questions 1-16), May 1 & 2, 2012.

OUTCOMES: 16 individual questions were answered with a score of 89.3% for Sec. 1 and 87.6% for Sec. 2, which exceeds the overall goal of 80%.

ACTION: Emphasis on ethics to be continued in the future with the goal of raising all scores.

Corroborating Evidence Criteria: Course grades in ACG 4632 – Auditing I will average 75% or better; 30% of the students will make a score in excess of 85%; and less than 10% of the students will make grades lower than 60%.

Corroborating Results:

- Section .601 – Class average was 83.6%; 60% of the students scored in excess of 85%; and less than 10% of the students scored less than 70%.
- Section .691 – Class average was 84.3%; 42% of the students scored in excess of 85%; and less than 10% of the students scored less than 70%.

Matters brought forward from Fall 2011: It was recommended that the assessment area be changed from risk and materiality to knowledge of ethical conduct for professional external auditors. This assessment is measured on Exam 3.

Observations and recommendations – Spring 2012:

This was the first time that this area of auditing has been assessed. All the criteria were met. However it is recommended that the assessment be retained for fall 2012 to be sure that students do as well as in the spring.

CLOSING THE LOOP: 2011/2012

Learning Goal #6:

Our students will possess and demonstrate a global perspective of the business environment.

OBJECTIVE 1 (Measured at the COB Level): Students will be able to describe the international business environment.

MEASURE: In 2010-11 this Learning Goal was measured only in the capstone course, GEB 4890. However, due to marginally acceptable performance on trait two, we determined to measure earlier in the program and broaden where the objective was measured, giving students exposure to the concepts in various parts of the program. Therefore, in academic year 2011-2012, Learning Goal #6, Objective 1 was measured in five sections of two different courses (GEB 4890 and ECO 2013).

In GEB 4890 students completed a writing assignment on the global business environment responding to a question on an in class examination. It was anticipated that a minimum of 75% of the students would score “acceptable” or “outstanding” on the assignment.

Learning Goal 6*
2011 – 2012 Assessment

Date : Fall 2011

Rater _____ Student: _____

Learning Goal #6 - Our students will possess and demonstrate a global perspective of the business environment.

Objective #1 - Students will demonstrate an understanding of the international business environment.

TRAIT	Unacceptable (1)	Acceptable (2, 3, 4)	Outstanding (5)	Score
Identifies Components of International Business Environment	Has vague idea that different components exist	Identifies some of the components	Identifies most relevant components	
Demonstrates an Understanding of Components to the International Business Environment	Has a vague understanding of the components of the international business environment	Describes the basic components	Describes in detail all relevant components	

In ECO 2013, Macro Economics, two global business questions were imbedded in an exam. This was the first time to include this Learning Goal in this course, so our expectations were uncertain but we hoped for a 75% success rate.

OUTCOMES: In Dr Marlin’s GEB 4890, with twenty-nine students participating, 86.2% scored “acceptable” or “outstanding” on the first trait. 72.4% were deemed “acceptable” or “outstanding” on the second trait. This met the acceptable standard for the total assignment.

In Dr Moss’ ECO 2013, with 78 students in two sections participating, 88.5% correctly answered the first question. 83% answered correctly on question 2. In Dr Harris’ ECO 2013, with 57 students in two sections, 89.5% answered correctly on the first question and 80.7% answered correctly on the second question.

Overall the results were quite good, exceeding expectations. However, as happened last year, the second trait results, measured in GEB 4890, were just below what we view as acceptable. We believe we have the start of a good closing the loop, in that we are assessing this Learning Goal earlier, and this success with sophomore students should translate into improved performance in the capstone course within two years (when those students are seniors).

As shown in Table 4, **Accounting Students** exceed the desired rate for the first trait but fell short of the desired success rate for the second trait. We will continue to monitor this in the future. This indicates the need for increased concentration on the global business perspective.

	Acceptable or Outstanding	
Trait	COB (n=29)	ACCTG (n=6)
Identifies Components of International Business Environment	86.2%	83.3%
Demonstrates an Understanding of Components to the International Business Environment	72.4%	66.7%

OBJECTIVE 2: Students will be able to evaluate the impact of cross cultural differences on an organization’s business strategy.

MEASURE: This objective is measured in the capstone course, GEB 4890 and for the first time, in MAR 3023 Basic Marketing (as with Objective 1 above, UCAC wanted to broaden where in the program this was measured and introduce it earlier to our students).

In GEB 4890 students complete a short writing assignment on evaluating the impact of cross cultural differences on an organization, responding to a question on an in class exam. It was anticipated that 75% of the students would score “acceptable” or “outstanding” on the assignment.

Learning Goal 6* 2011 – 2012 Assessment

Date : Fall 2011

Rater _____ Student: _____

Learning Goal #6 - Our students will possess and demonstrate a global perspective of the business environment.

Objective #2 - Students will be able to evaluate the impact of cross cultural differences on an organizations business strategy.

TRAIT	Unacceptable (1)	Acceptable (2, 3, 4)	Outstanding (5)	Score
Identifies Cross Cultural Differences	Has a vague idea that cross cultural differences exist	Identifies the existence of some cross cultural differences	Describes in detail the existence and magnitude of cross cultural differences	
Articulates the Influence of Cross Cultural Differences on Business Strategy	Has a vague idea of the influence of cross cultural differences on business strategy	Identifies the basic influence of cross cultural differences on business strategy	Describes in detail the influence of cross cultural differences on business strategy	

In the two sections of MAR 3023 involved, students were given an article on intellectual property rights' impact on a firms competitiveness in a multinational environment and how violations of those rights in developing countries impacts marketing strategy. After the assignment, a class discussion followed. The student responses were scored on a scale of 0 to 5, with 4 being "acceptable" and 5 being "outstanding." It was anticipated that 75% of students would achieve acceptable or better.

OUTCOME: In Dr Marlin's GEB 4890 class, 86.2% of the students were evaluated at "acceptable" or higher on trait one and 79.3% were "acceptable" or better on trait two.

In Dr. Trocchia's MAR 3023 class, of the 95 students participating, 79.5% of the day section scored "acceptable" or higher and 82.4% of the evening section scored "acceptable or higher.

Therefore results for LG 6, Objective 2 exceeded expectations. We will continue to include the broader and earlier-in-program measures to insure consistency.

As shown in Table 5, **Accounting Students** scored very highly on Objective 2 which indicates that, overall, the students are grasping cross-cultural differences.

Table 5. Learning Goal 6: Objective 2 Outcomes (GEB 4890)		
	Acceptable or Outstanding	
Trait	COB (n=29)	ACCTG (n=6)
Identifies Cross Cultural Differences	86.2%	100%
Articulates the Influence of Cross Cultural Differences on Business Strategy	79.3%	100%

Learning Goal #6 (cont.):

OBJECTIVE 3 (Measured at the ACCTG Level): Accounting students will demonstrate knowledge of different international accounting practices.

ADMINISTERED: Fall 2011 and Spring 2012

James Fellows

TAX 4001, Question 24 on Exam 1.

MEASURE: The following question (Question 24 on the exam) was asked on Exam 1 during the semester. The expectation is that at least 70% of the students examined should answer the question correctly.

The expectation is that at least 70% of the students examined should answer the question correctly.

OUTCOME: Fall 2011 Results: 92 students took Exam 1 and 85 students (92% of those examined) answered the question correctly. This was about the same as the Spring 2011 results (93%) from which we can conclude that students are continuing to perform well on this assessment.

ASSESSMENT QUESTION: 24. Fred currently earns \$9,000 per month. Fred accepted an offer from his employer to work overseas in several countries on a temporary assignment during 2011. His employer paid Fred \$10,000 per month for the six months in 2011 he worked overseas [April through September – assume exactly $\frac{1}{2}$ the year in days]. He was paid the usual \$9,000 per month in January – March and October – December. Fred is not a resident of any of the foreign countries. He is a U.S. citizen and resident. How much gross income does Fred report from all this in 2011?

- A. \$114,000
- B. \$21,100
- C. \$67,550
- D. \$57,000

Answer: A: 114,000: Because he is not physically abroad for 330 days during a consecutive 12-month period, Fred will not be able to claim any foreign earned income exclusion. So, he will report \$114,000 of gross income next year. $[(\$10,000 \times 6) + (\$9,000 \times 6)]$

Continuous Improvement Recommendations: The students scored very well on this question. The material was covered extensively in class, which contributed to this success. In future semesters a more difficult question will be asked. Moreover, an additional question on global tax issues will be added to the exam to further measure student abilities on this topic.



ACADEMIC LEARNING COMPACTS (ALCS)

FOR THE

PROGRAM OF ACCOUNTANCY

The following tables summarize the results of the continuous improvement process for discipline specific accounting skills for the Fall 2011 and Spring 2012 semesters.

Each fall and spring term, student performance on selected accounting learning objectives is measured. Results are used to modify the teaching approach in order to achieve the desired success rate. When a learning objective has been met for several periods, a new learning objective is measured.

Based on the learning outcomes for Fall 2011 and Spring 2012, the POA will place more emphasis on these areas in the future:

- Audit risk
- Internal control
- International accounting

ACCOUNTING: ACADEMIC LEARNING COMPACTS (ALCs) FALL 2011

1B. Dr. James Fellows, MAY 4, 2012, TAX 4001 CONCEPTS OF FEDERAL TAXATION. SEC 601 GPA: 2.69, SEC 691 GPA: 2.79				
Goals/Objectives	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
Students completing the bachelor's degree majoring in Accounting will be able to (1) compute a capital gains tax and distinguish between short-term capital gains and long-term capital gains. (2) compute a net long-term capital gain using the netting process of capital gains and capital losses.	TAX 4001 - Students will demonstrate that they are able to compute a capital gains tax under various scenarios. Based on five exam questions. Each question involves a different subset of the broad area of capital gains taxation, so that student performance on each question should be measured to understand if component parts of capital gains taxation need to be addressed.	At least 70% of the students evaluated will answer correctly each of five multiple-choice questions on the exams that measured this learning goal.	92 students took Test 1. For Question 39 the success rate was 92.4%, with 85 of the 92 students answering the question correctly. For Question 41 the success rate was 81.5%, with 75 out of 92 students answering the question correctly. On Test 2 one question was asked requiring students to compute the correct capital gains tax where there was a sale of Section 1231 property and Section 1245 property in the same year. (Question 31 on the exam). 90 students took Test 2. For Questions 31 the success rate was 77.8%, with 70 out of the 90 students answering the question correctly.	The learning goal was met for the Fall 2011 semester, given the results from the measurement of the learning objectives. This was the first semester that the learning goal was used in this course and sets a benchmark for further assessments. The high performance by the students in meeting the learning objectives, especially learning objective 2, can be directly attributed to the supplemental lectures on this topic developed by the instructor. In addition to covering the material in class, the instructor developed power point narratives on the topic of capital gains taxation.

			<p>On Test 3 Questions 4 and 8 were asked, requiring students to understand the capital gain and loss netting procedure in two different fact-patterns. There were 81 students who took Exam 3. The reduction in the number of students taking Exam 3 from Exams 1 and 2 is due to the fact that 10 students withdrew from the class at the drop date because they were failing the class. Question 4 asked the students to compute the net capital gain position for the year when short-term capital losses also existed. Question 8 was more complex involving the use of capital losses when there are capital gains that are taxed at different rates, i.e., 15%, 25%, and 28%. For Question 4 the success rate was 96.3% (78 out of 81 answered the question correctly). For Question 8 the success rate was 87.6% (71 out of 81 answered the question correctly). Learning Objective 2 was therefore achieved.</p>	<p>These narratives were placed on the Blackboard course site so that students could access them and listen to them at any time, and as many times as they wished. This reinforcement through supplemental online lectures is an attempt at a “best practices” in this area. For ensuing semesters the instructor will continue this “best practices” approach of supplemental lectures to see if the student performance continues.</p>
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1C. Professor Patricia Gaukel, Spring 2012, ACG 3341 COST ACCOUNTING AND CONTROL I. GPA: 2.28				
Goals/Objectives	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
Students completing the bachelor's degree majoring in Accounting will understand and be able to prepare operational budgets.	ACG 3341 – Students will demonstrate by exam questions that they are able to understand and prepare operational budgets.	Students will attain an average grade of least 70% on exam questions related to operational budgeting. Based on 11 Multiple Choice questions covering operational budgets on Exam 2.	Students passed with an average grade of 79% and exceeded the goal of 70 percent.	This was a new objective in Spring 2011, which was met. The individual exam questions will be used to determine if students do not understand specific areas of operational budgets and those areas will be addressed further.

1D. Professor Patricia Gaukel, Spring 2012, ACG 3341 COST ACCOUNTING AND CONTROL I. GPA: 2.28				
Goals/Objectives	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
Students completing the bachelor's degree majoring in Accounting will understand and be able to compute cost-volume-profit analyses.	ACG 3341– Students will demonstrate by exam questions that they understand and can solve problems involving cost-volume-profit analyses.	Students will attain an average grade of least 70% on exam questions related to cost-volume-profit analysis.	Students passed with an average grade of 81.1% which met the goal of 70%.	More emphasis was placed on CVP in Fall with handouts and additional examples. The assessment score rose from 71% in Spring 2011 to 81% (above) in Fall 2011. It appears that our additional emphasis in this area was directed

				properly. We will continue the additional work in this area to ensure students grasp these concepts. We will continue to measure this objective.
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1E. Dr. Grover Kearns, MARCH 27, 2012, ACG 3401 ACCOUNTING INFORMATION SYSTEMS. GPA SEC. 601: 2.47, SEC. 691: 2.77.				
Goals/Objectives	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
Students completing the bachelor's degree majoring in Accounting will be able to evaluate the strength and weaknesses of IT internal control systems.	ACG 3401– Students will demonstrate that they are able to identify internal controls for information systems.	Students will attain an average grade of least 70% on exam questions related to this assessment. Based on Exam 2, five MC questions on Internal Control including the COSO and COBIT governance models.	Student responses to the MC questions 71%. However, responses on identifying the COBIT domains were very low (17%) and the question on separation of duties was 65% indicating that instruction in those areas needs to be improved.	Increased emphasis should be on the COBIT framework and separation of duties as they pertain to IT controls.

1F. Dr. Katherine J. Barker, Spring 2012, ACG 4632 – AUDITING I. GPA SEC. 601 = 3.08, SEC. 691 = 3.00.

Goals/Objectives	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
Students completing the required Auditing I course will be able to demonstrate knowledge and understanding of audit risk and materiality.	Students will demonstrate through specific exam questions on Exam II that they understand the nature and content of audit risk and materiality.	Students will attain an average grade of at least 80% on the selected exam questions from Exam 3: Questions 1-16.	Students passed the selected exam questions with an overall average grade on the 16 questions of 82.1%.	Students are performing well on this assessment and exceeding the desired success rate. It is recommended that the assessment area be changed from risk and materiality to knowledge of ethical conduct for professional external auditors.

ACCOUNTING: ACADEMIC LEARNING COMPACTS (ALCs) SPRING 2012

1B. Dr. James Fellows, MAY 4, 2012, TAX 4001 CONCEPTS OF FEDERAL TAXATION. SEC 601 GPA: 2.69, SEC 691 GPA: 2.79				
Goals/Objectives	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
Students completing the bachelor's degree majoring in Accounting will be able to compute a capital gains tax.	TAX 4001 - Students will demonstrate that they are able to a capital gains tax under various scenarios. Based on five exam questions. Each question requires the students to compute the capital gains tax liability of the taxpayer.	At least 70% of the students evaluated will answer correctly each of five multiple-choice questions on the exams that measured this learning goal.	The 70% success rate was achieved on all five questions, as follows: Q1 = 83.6%; Q2= 84.8%; Q3 = 71.2%; Q4 = 90.0%; Q5 = 84.4%. No student weaknesses were found on any of the 5 questions. The learning objective was met.	Because of student success on this learning outcome, the instructor will measure this learning outcome with more difficult questions for the next assessment period.
1C. Professor Patricia Gaukel, Spring 2012, ACG 3341 COST ACCOUNTING AND CONTROL I. GPA: 2.28				
Goals/Objectives	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
Students completing the bachelor's degree majoring in Accounting will understand and be able to prepare operational budgets.	ACG 3341 – Students will demonstrate by exam questions that they are able to understand and prepare operational budgets.	Students will attain an average grade of least 70% on exam questions related to operational budgeting. Based on 11 Multiple Choice questions covering operational budgets on Exam 2.	Students passed with an average grade of 83% and exceeded the goal of 70 percent.	The individual exam questions will be used to determine if students do not understand specific areas of operational budgets and those areas will be addressed further.
1D. Professor Patricia Gaukel, Spring 2012, ACG 3341 COST ACCOUNTING AND CONTROL I. GPA: 2.28				

Goals/Objectives	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
Students completing the bachelor's degree majoring in Accounting will understand and be able to compute cost-volume-profit analyses.	ACG 3341– Students will demonstrate by exam questions that they understand and can solve problems involving cost-volume-profit analyses.	Students will attain an average grade of least 70% on exam questions related to cost-volume-profit analysis (13 multiple choice questions from Exam 1).	Students passed with an average grade of 75% which met the goal of 70%.	The individual exam questions will be used to determine if students do not understand specific areas of operational budgets and those areas will be addressed further.
1E. Dr. Grover Kearns, MARCH 27, 2012, ACG 3401 ACCOUNTING INFORMATION SYSTEMS. GPA SEC. 601: 2.47, SEC. 691: 2.77.				
Goals/Objectives	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
Students completing the bachelor's degree majoring in Accounting will be able to evaluate the strength and weaknesses of IT internal control systems.	ACG 3401– Students will demonstrate that they are able to identify internal controls for information systems.	Students will attain an average grade of least 70% on exam questions related to this assessment. Based on Exam 2, five MC questions on Internal Control including the COSO and COBIT governance models.	Student responses to the MC questions averaged 73%. However, responses on three of the five questions averaged 57% indicating that instruction in those three areas needs to be improved.	Increased emphasis should be on the COBIT framework and separation of duties as they pertain to IT controls.
1F. Dr. Katherine J. Barker, Spring 2012, ACG 4632 – AUDITING I. GPA SEC. 601 = 3.08, SEC. 691 = 3.00.				
Goals/Objectives	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
Students completing the bachelor's degree in Accounting will be able to demonstrate knowledge and understanding of ethical conduct for	Students will demonstrate through specific exam questions on Exam 3 that they understand the nature and content of ethical conduct and professional	Students will attain an average grade of at least 80% on the selected exam questions from Exam 3: Questions 1-16.	Students passed the selected exam questions with an overall average grade on the 16 questions of 89.3% for Section 601 and 87.6% for Section	It was recommended that the assessment area be changed from risk and materiality to knowledge of ethical conduct for professional external

professional external auditors, an extremely important aspect of the auditing profession.	responsibilities of external auditors.		691.	auditors. (Dr. Barker left after the Spring semester. This objective will be assigned to another professor.)
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