



LANGDALE COLLEGE OF BUSINESS

**MASTERS OF ACCOUNTANCY -
ASSURANCE OF LEARNING**

2010-2011

ANNUAL REPORT

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Assurance of Learning Process

In support of the continued enhancement of the business program and majors, the Langdale College of Business Administration faculty have established an on-going process to identify skills and management-specific goals for assessment, develop and evaluate assessment instruments, assess goal learning objectives, report assessment results and recommendations, and ensure that recommendations or action plans are implemented (i.e., “closing the loop”). The process includes assessing skills and management-specific goals on a rotating basis with at least two goals assessed each academic year as well as obtaining feedback input from the college’s constituents (i.e., students, alumni, community).

The assurance of learning (AOL) process is headed by a director. All MAcc faculty members are involved in the development and assessment of the learning goals.

See the BBA Assurance of Learning report for the steps in the AOL process

Masters of Accountancy Goals and Objectives

Graduates of Langdale College of Business Administration MAcc program will possess the following knowledge and skills.

A. Knowledge of key accounting areas

- The student will demonstrate an understanding of the theory and application financial accounting in the core areas of (a) government and nonprofit accounting, (b) advanced accounting and auditing, (c) information systems, (d) accounting theory, and (e) corporate taxation

B. Effective communication skills

- The student will effectively communicate accounting information in written form
- The student will effectively communicate accounting information in oral form

C. Critical thinking and problem solving skills

- The student will demonstrate the ability to use critical thinking and problem solving skills to solve problems

D. Information technology proficiency

- The student will apply computer technologies as they relate the accounting profession.

CURRICULUM/ASSESSMENT ALIGNMENT

The MAcc program was officially launched and the first courses offered in summer 2010.

Although many courses cover the goals and objectives, the following grid identify the course and objective where the assessment is to occur in the MAcc program.

The BBA and MBA assurance of learning processes are provided in a separate document.

LEARNING GOALS AND CURRICULUM ALIGNMENT

Major Courses	Accounting Area	Knowledge	Communication	Problem Solving	Technology
ACCT 7100	Financial Accounting Theory	x	x (oral) ¹		
ACCT 7220	Advanced Accounting	x		x	
ACCT 7390	Government and NFP	x			
ACCT 7410	Advanced AIS	x			x
ACCT 7510	Corporate and Partnership Tax	x			
ACCT 7800	Advanced Auditing	x	x (written) ²		

¹ Oral communication was assessed in ACCT 7410 in the 2010-11 academic year. The assessment is moving to ACCT 7100 effective with the 2011-12 academic year.

² Written projects are assigned in all major courses but the assessment occurs in this course

ASSESSMENT PLAN FOR 2010 TO 2015

The following grid contains the five-year assessment plan (2010 – 2015) for the MAcc degree program.

THE CURRENT PLAN FOR ASSESSING OUR LEARNING GOALS

Learning Goals	Knowledge	Communications	Problem Solving	Technology
AY 10-11	A	A ³	A	
AY 11-12	A	A ⁴		A
AY 12-13	A		A	
AY 13-14		A		A
AY 14-15	A		A	

Legend:

A – Goal assessed (or planned) during the specific academic year or semester i.e., data collection

³ Oral communication only

⁴ Written communication only

LEARNING GOALS, MEASUREMENT APPROACH AND ASSESSMENT INSTRUMENTS

The following grid summarizes the measurement approach use to assess each of our learning goals, the type of assessment instrument used, and the location of the instrument (if applicable) within the document.

LEARNING GOALS, MEASUREMENT APPROACH AND ASSESSMENT INSTRUMENT

Goal	Measurement Approach (i.e., Direct or Indirect)	Assessment Instrument	Location of Rubric (if applicable)
Knowledge	Indirect	Course embedded examination questions in core business areas	n/a
Communications <ul style="list-style-type: none"> • Oral 	<ul style="list-style-type: none"> • Indirect 	<ul style="list-style-type: none"> • Oral Communication Rubric 	<ul style="list-style-type: none"> • See BBA report
Communications <ul style="list-style-type: none"> • Written 	<ul style="list-style-type: none"> • Indirect 	<ul style="list-style-type: none"> • Written Communication Rubric 	<ul style="list-style-type: none"> • See BBA report
Problem Solving	Indirect	Course embedded examination questions	
Technology	To be developed		

**2010-2011 Assessment Activities
and
Results**

Program Learning Outcomes

Learning Outcome The student will demonstrate an understanding of the theory and application financial accounting in the core areas

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
1. Demonstrate an understanding of government and nonprofit accounting	ACCT 7390	Course-embedded examination questions	ACCT 7390	Summer '11	Dr R. Elson	AOL Committee
2. Demonstrate an understanding of advanced accounting	ACCT 7220	Course-embedded examination questions	ACCT 7220	Summer '11	Dr. R. Stunda	AOL Committee
3. Demonstrate an understanding of advanced auditing	ACCT 7800	Course-embedded examination questions, Audit simulation	ACCT 7800	Spring '11	Dr R. Elson	AOL Committee
4. Demonstrate an understanding of information systems	ACCT 7410	Course-embedded examination questions	ACCT 7410	Fall '10	Dr L. Marshall	AOL Committee
5. Demonstrate an understanding of accounting theory	ACCT 7100	Course-embedded examination questions	ACCT 7100	Spring '11	Dr N. Swanson	AOL Committee
6. Demonstrate an understanding of corporate taxation.	ACCT 7510	Course-embedded examination questions	ACCT 7510	n/a – will be done in Fall '11	Dr M. Holland	AOL Committee

Knowledge Goal (Details)

A learning outcome was satisfied if students were able to achieve a score of 70% or better (unless otherwise noted).

A discussion of the each knowledge area's assessment follows:

Government and nonprofit accounting

The course related learning outcomes are that students would be able to:

1. Demonstrate an understanding of the accounting concepts used by governmental entities including:
 - a. An understanding of the budgetary accounting
 - b. Differentiating between transactions that are recorded in the various funds
 - c. Demonstrate an understanding of the types of accounting transactions that are recorded in the general fund
 - d. Demonstrate an understanding of the types of accounting transactions that are recorded in other funds
 - e. Demonstrate an understanding of the unique features of the government-wide financial reporting
2. Reconcile governmental fund level and government wide financial statements
3. Demonstrate an understanding of the accounting concepts used by nonprofit entities

Measurement Tool: Course-embedded questions were used to assess learning outcomes #1 and #3, and a reconciliation exercise was used to assess learning outcome #2.

Results: Students (n=26) achieved scores of 68%, 100%, and 58% on learning outcomes #1-3. Therefore, only learning outcome #2 was achieved. In terms of learning outcome #1, students achieved scores of 70% or higher on outcomes 1a, 1b and 1e.

Action Plan: The course embedded questions used to assess learning outcome #s 1c, 1d, and 3 were CPA type questions and students did not perform as well as anticipated. The instructor will integrate CPA material throughout the course in the future to provide students with the opportunities to become familiar with the wording of such questions instead of seeing them for the first time on exams.

Advanced Accounting

The course related learning outcome is

1. Students will demonstrate an understanding of the theory and application of advanced financial accounting including consolidations, eliminations, interim reporting procedures, foreign currency translation, derivatives, and segment reporting.

Measurement Tool: Course-embedded past CPA exam questions were used to assess the goal.

Results: 96% of the students (n=27) achieved the internal benchmark so the learning outcome was achieved.

Action Plan: not applicable

Advanced Auditing (ACCT 7800)

The course related learning outcomes are:

1. Students will be able to identify the generally accepted auditing standards for the performance of an audit assignment
2. Students demonstrate an understand of the rules established by the profession that are designed to ensure the ethical conduct of an accounting professional
3. Students can demonstrate an understanding of the fundamental knowledge required by auditors to conduct financial statement audits

Measurement Tool:

1. Outcomes #1 and 2 was measured with a CPA preparation comprehensive final exam
2. An audit simulation (or practice set) was used to measure outcome #3

Results: The entire class was assessed (n=33) and the following were observed:

1. Since the measurement tool was an external source, the achievement score was lowered to 50% and 70% of the students were able to achieve this score or better (12% achieved a score of 70% or more).
2. All students achieved a score of 70% or more on the audit simulation.

Action Plan – Although the learning outcomes were achieved, the instructor will continue to use the CPA preparation tool and increase the frequency of quizzes during the semester. The goal is to move the target achievement score closer to the 70% target. The audit simulation will continue to be used to provide students with the opportunity to complete an audit practice set.

Information Systems – Advanced (ACCT 7410)

The course related learning outcomes are:

1. Students will demonstrate competencies in advanced AIS topics including
 - a. Current technologies (EDI, EDM, client-server, ERP, e-business, select accounting software, etc.)
 - b. Databases
 - c. Systems documentation
 - d. Systems Development Life Cycle
 - i. Systems Analysis
 - ii. Systems Selection/Design
 - iii. Systems Implementation
 - iv. Systems Operations

Measurement: Course-embedded questions and a Microsoft® ACCESS database tutorial as additional evidence to their competency regarding database topics. Additional measures of systems documentation include end-of-chapter assignments as well as the development of systems documentation to accompany their semester-long project. The semester-long project required the analysis and software selection of a real-live company of their choice.

Results: All students demonstrated competence in the advanced AIS topics and successfully completed the set of assigned ACCESS® tutorials.

Students completed the semester-long project in groups. As such, the results can only be discussed in terms of individual groups as a whole. Each group successfully completed the systems analysis and selection phases of the Systems Development Life Cycle. As a group, as opposed to individuals, Systems Analysis Documents and Systems Selection Documents indicate competence in the first two phases of the Systems Development Life Cycle.

Action Plan: More time and activities should be allocated to systems documentation, systems analysis and systems selection/design.

Accounting Theory (ACCT 7100)

The course related learning outcomes are that students will demonstrate an understanding of:

1. The meaning of accounting theory, including measurement and cost systems used.
2. The historical background and development of accounting standard setting in the United States.
3. The economics of financial reporting regulation.
4. The important committee reports and documents that gave rise to objectives and standards in place of the postulates and principles approach
5. The components of the conceptual framework.

Measurement Tool: Course-embedded questions were used to assess the learning outcomes.

Results: Students (n = 30) achieved scores of 97%, 94%, 48%, 26% and 35% in learning outcomes 1-5 respectively. Therefore, learning outcomes 3-5 were not achieved.

Action Plan: The outcomes that failed the 70% test are the last 3 outcomes covered in the semester. The students progressively scored worse on each. The instructor plan to attack this by 1) covering some of the material earlier in the semester, and 2) by increasing the level of interim testing on the material in these outcomes. This should give the students both an increased amount of time to study these areas and an increased incentive to learn this material as the additional tests should incent them to study the material more thoroughly.

Program Learning Outcomes

Learning Outcome The student will effectively communicate accounting information in oral form

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
1. Students will express themselves clearly, logically, and precisely in a semester-long project that culminates in an end-of-semester presentation	ACCT 7410	Oral communication rubric	ACCT 7410	Fall 2010	Dr L. Marshall	Dr L. Marshall ⁵

Results: 2010-2011

Criteria	Average Rating	Percent of Students Rated \geq Meets Expectations (2.0)
Organization	2.10	100
Clarity	2.58	100
Media	2.80	100
Language	2.53	100
Delivery	2.43	95

The numbers above clearly indicate the MAcc students' ability to communicate effectively in the oral form. On four criteria, all students (100%) met or exceeded the expectations. Only one student received less than a rating of '2' (meets expectations) rating on any of the criteria.

Action Plan: 2010-2011 - The results and analysis of this one group of MAcc students indicate the students effectively communicate in the oral form. However, in light of continuous improvement and the desire to improve, a focus of the next group of MAcc students should appear for the organization criterion.

⁵ Two non-AIS faculty attended the presentations and rated the oral communication of each student

Program Learning Outcomes

Learning Outcome The student will demonstrate critical thinking and problem solving skills

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
1. Students will demonstrate the ability to use critical thinking and problem solving skills	ACCT 7220	See below	ACCT 7220	Summer 2011	Dr R. Stunda	Dr R. Stunda/ Analytical Committee

Assessment Method: Each student orally presented solutions to two assigned advanced financial accounting problems in front of the entire class. These problems were assigned randomly during the course and presentations required:

- a. Logical bases for determining solutions predicated on existing theory and practice
- b. A demonstration of the work required to solve the problem
- c. Any extraneous issues associated with the problem
- d. Use of Excel spreadsheet formats
- e. Use of PowerPoint

Results: (2010-2011) - Each student (n=27) demonstrated application and use of critical thinking and problem solving

Action Plan: none required