

Assurance of Learning Assessment Report

Evaluation Term:	<i>Spring 2017</i>
Professor(s) completing this report:	<i>Cathy DeHart, Lecturer, Accounting Department</i>
Course and section(s) of assessment:	<i>Accounting 261—Principles of Accounting II Sections 1, 3-6, & 8</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names removed)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

Goal 1: Each student will be able to appropriately apply fundamental business knowledge and processes.

4a. Students should be able to correctly identify, organize, and use relevant accounting information pertaining to operational business decisions.

Anticipated Performance:

75% or greater of the students should answer 70% or greater of the questions of each course learning objective (below).

1. Assessment Method Description

Objective 4a was narrowed into four detailed objectives relating specifically to ACCT 261; these objectives are listed on the next page. Ten multiple choice questions per detailed objective—for a total of 40 AoL questions—were embedded into the exams of three ACCT 261 instructors. These three instructors taught six of the eight sections of ACCT 261. In total, 217 of 283 (76.7%) students were assessed, which was close to the number of students tested in the Spring 2015 assessment (235).

Five questions in the 2017 AoL assessment were changed from the 2015 assessment. Three questions were reworded for clarity, and two questions were added to assess content not tested in the 2015 assessment (flexible vs. static budgets and time value of money). The new questions are comparable in difficulty to the questions they replaced and therefore did not impact the consistency and comparability of results.

Objectives and specific questions relating to each objective:

1. Demonstrate knowledge of cost concepts, classifications, behaviors, and techniques (10 questions: #1-9 Chapter 1; #10 Chapter 5)
2. Apply knowledge of cost concepts, classifications, behaviors, and techniques to managerial decisions (10 questions: #21-25 Chapter 5; #26-30 Chapter 10)
3. Determine the appropriate costing method and measure and allocate costs to products and services (10 questions: #11-14 Chapter 2; #15-17 Chapter 3; #18-20 Chapter 4)
4. Identify the purposes of budgeting and demonstrate the ability to prepare budgets and evaluate financial performance against budgets and standards (10 questions: #31-35 Chapter 7; #36-40 Chapter 8)

2. Desired Results

The anticipated performance is that 75% or greater of the students should answer 70% or greater of the questions of each course learning objective. With ten questions for each objective, this performance metric would be met when 75% or greater of the students would correctly answer at least 7 (out of 10) multiple-choice questions correctly for each objective.

3. Actual Results

Table 1. Results by section groupings and in total:

	Course Objective	Sec. 1 (n = 38)	Sec. 3-6 (n = 158)	Sec 8 (n = 21)	Total (n = 217)
Percentage of Students who Answered 70% or Greater of Questions in Course Learning Objectives	1	87%	94%	95%	93%
	2	79%	84%	81%	83%
	3	82%	94%	86%	91%
	4	87%	81%	71%	81%

Table 2. 2017 results compared to 2015 results:

	<u>2017 Results</u>		<u>2015 Results</u>	
	Course Objective	Total (n = 217)	Course Objective	Total (n = 235)
Percentage of Students who Answered 70% or Greater of Questions in Course Learning Objectives	1	93%	1	88%
	2	83%	2	78%
	3	91%	3	82%
	4	81%	4	82%

4. Executive Summary of Findings

A total of 217 students were assessed across six sections. Anticipated results were met in the aggregate, with more than 75% of all students correctly answering at least seven of ten, or 70%, of the multiple-choice questions in every objective. In terms of individual instructors, one instructor did not meet the criterion for objective 4. However, 2 of the 21 students in that section elected not

to take the exam that contained the objective 4 questions. (The instructor dropped the lowest exam grade of the semester.) Had they taken the exam, it's possible that they would have answered at least 70% of the objective 4 questions correctly, thereby raising the percentage of students meeting that criterion in the class.

The percentage of students correctly answering 70% of the questions increased from 2015 to 2017 for objectives 1-3, and only slightly decreased for objective 4 (see Table 2 on previous page). The results for objectives 1 and 3 were the highest, with more than 90% of students overall meeting the criteria for those objectives. The objective 3 results are particularly noteworthy as the objective became a focus area after the 2013 assessment when two instructors did not meet the criterion for that objective in that year. All instructors were aware at the beginning of Spring 2015 that this objective had been problematic in the past, and therefore all placed emphasis on the objective 3 concepts during the semester. As a result, the criterion was met by all but one instructor in 2015. The instructors continued to emphasize objective 3 concepts each year, and now in this 2017 assessment, the criterion was met by all instructors.

Objectives 2 and 4 were previous trouble areas for one instructor; Table 3 below shows the improvement in her students' performance in those areas between 2017 and 2015:

Table 3. 2017 results compared to 2015 results for one instructor:

	<u>2017 Results</u>		<u>2015 Results</u>	
	<u>Course Objective</u>	<u>Total (n = 158)</u>	<u>Course Objective</u>	<u>Total (n = 40)</u>
Percentage of Students who Answered 70% or Greater of Questions in Course Learning Objectives	1	94%	1	93%
	2	84%	2	55%
	3	94%	3	78%
	4	81%	4	70%

To improve student learning on concepts covered in objectives 2 and 4, this instructor began providing lecture notes for students after the Spring 2015 assessment. She believes these notes contributed to students' greater understanding of these concepts.

For two of the instructors, results were lowest for the objective 4 concepts. Therefore, these concepts (budgeting and standards) will become new focus areas for both of those instructors.

5. Recommendation for Corrective Action

One instructor who met the criteria for all objectives said he would continue to discuss concept questions in detail to help students continue to meet the objectives.

The instructor who didn't meet the criterion for objective 4 noted the following:

The students actively asked questions and enjoyed learning how to put together the master budget; however, this caused them to struggle on remembering and/or learning the difference between a static budget and a flexible budget. In the future, I would spend time with a couple

different examples on this subject and also develop and work through a couple in class case studies that would help them see the differences between the two budgets. Basically, I think class time can be spent more effectively by not putting together the master budget in class but focusing on the other topics. I would move the master budget out of the class time and create a homework assignment (outside of Connect) to help them work through this.

This instructor also noted that students didn't pick up on the concept of relevant range in objective 1, so in the future she would spend time on some extra examples to help students understand this concept.

A third instructor plans to spend more time discussing labor variances and static/flexible budgets because her students performed poorly on questions relating to those concepts.

Attachments:

Assessment tool (copy of 40 embedded questions)

Red-lined version of assessment tool (showing changes to five questions from 2015 assessment)

Rubric used for evaluation (answer key following 40 embedded questions)

Student Samples (10 with students' identifying information removed)

Assurance of Learning Assessment Report

Evaluation Term:	<i>Spring 2019</i>
Professor(s) completing this report:	<i>Dan Law, Professor, Accounting Department</i>
Course and section(s) of assessment:	<i>Accounting 261—Principles of Accounting II Sections 1-8</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment <i>Last assessed in Spring 2017.</i>
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names removed kept in instructors' offices)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

Goal 1.4A COST ANALYSIS - Students will be able to analyze an organization's costs.

Anticipated Performance:

75% or greater of the students should answer 70% or greater of the questions of each course learning objective (below).

1. Assessment Method Description

Objective 4a is narrowed into four detailed objectives relating specifically to ACCT 261; these objectives are listed on the next page. Ten multiple choice questions per detailed objective—for a total of 40 AoL questions—were embedded into the exams of two ACCT 261 instructors (Sections 1-8). The instructors tested 230 ACCT 261 students. The number tested (230) was comparable to the number of students tested in the Spring 2017 assessment (217).

No questions in the 2019 AoL assessment were changed from the 2017 assessment.

Objectives and specific questions relating to each objective:

1. Demonstrate knowledge of cost concepts, classifications, behaviors, and techniques (10 questions: #1-9 Chapter 1; #10 Chapter 5)
2. Apply knowledge of cost concepts, classifications, behaviors, and techniques to managerial decisions (10 questions: #21-25 Chapter 5; #26-30 Chapter 10)
3. Determine the appropriate costing method and measure and allocate costs to products and services (10 questions: #11-14 Chapter 2; #15-17 Chapter 3; #18-20 Chapter 4)
4. Identify the purposes of budgeting and demonstrate the ability to prepare budgets and evaluate financial performance against budgets and standards (10 questions: #31-35 Chapter 7; #36-40 Chapter 8)

2. Desired Results

The anticipated performance is that 75% or greater of the students should answer 70% or greater of the questions of each course learning objective. With ten questions for each objective, this performance metric would be met when 75% or greater of the students would correctly answer at least 7 (out of 10) multiple-choice questions correctly for each objective.

3. Actual Results (Compared to 2017 Results)

	<u>2019 Results</u>		<u>2017 Results</u>	
	<u>Course Objective</u>	<u>Total (n = 230)</u>	<u>Course Objective</u>	<u>Total (n = 217)</u>
Percentage of Students who Answered 70% or Greater of Questions in Course Learning Objectives	1	93%	1	93%
	2	85%	2	83%
	3	90%	3	91%
	4	82%	4	81%

4. Executive Summary of Findings

A total of 230 students were assessed across eight sections. Anticipated results were met in the aggregate, with more than 75% of all students correctly answering at least seven of ten, or 70%, of the multiple-choice questions in every objective.

The percentage of students correctly answering 70% of the questions increased from 2017 to 2019 for objectives 2 and 4, only slightly decreased for objective 3, and remained constant for objective 1. The results for objectives 1 and 3 were the highest, with 90% or greater of overall students meeting the criteria for those objectives. The results for objective 4 continue to be the lowest, at 82% for 2019 and 81% for 2017.

5. Recommendations for Continuous Improvement

While desired results were achieved in the aggregate, objective 4 continues to be a weaker area for students. Therefore, instructors will allocate more instructional time in the future to identifying the purposes of budgeting, preparing budgets, and evaluating financial performance against budgets. In addition, new practice exercises will be developed to help students understand these concepts, and the practice exercises will be shared with all ACCT 261 instructors.

Attachments:

Assessment tool (copy of 40 embedded questions)

Rubric used for evaluation (answer key following 40 embedded questions)

Student Samples (10 with students' identifying information removed—kept in instructors' offices)

Assurance of Learning Assessment Report

Evaluation Term:	<i>Fall 2017</i>
Professor(s) completing this report:	<i>Cathy DeHart, Lecturer, Accounting Department</i>
Course and section(s) of assessment:	<i>Accounting 260—Principles of Accounting I Sections 1-2 & 4-10</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names removed)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

Goal 1: Each student will be able to appropriately apply fundamental business knowledge and processes.

4. Students will be able to read and interpret general purpose financial statements.

Anticipated Performance:

75% or greater of the students should answer 70% or greater of the questions of each learning trait (below).

1. Assessment Method Description

The assessment was based on selected questions embedded in examinations given by all ACCT 260 instructors. The questions covered topics considered by the accounting and finance faculty to be most pertinent to the anticipated performance. Questions were classified into two categories (learning traits):

Trait I. Understanding of accounting concepts, terminology, and techniques (Questions 1-20)

Trait II. Preparation and use of financial statements (Questions 21-40)

The questions were the same as the ones used in the 2015 assessment, except that three questions were reworded for clarity. (A red-lined version of the assessment tool is included in the attachments.)

2. Desired Results

The anticipated performance is that 75% or greater of the students should answer 70% or greater of the questions of each learning trait. With 20 questions for each objective, this performance metric would be met when 75% or greater of the students would correctly answer at least 14 (out of 20) multiple-choice questions correctly for each learning trait.

3. Actual Results

Table 1. Results by section groupings and in total:

	<u>Learning Trait</u>	<u>Sec. 1-2* (n = 75)</u>	<u>Sec. 4-6 (n = 115)</u>	<u>Sec. 7-9 (n = 96)</u>	<u>Sec. 10 (n = 39)</u>	<u>Total (n = 325)</u>
Percentage of Students who Answered 70% or Greater of Questions per Learning Trait	1	70.7%	86.1%	61.5%	56.4%	71.7%
	2	49.3%	88.7%	67.7%	87.2%	73.2%

*There was no Section 3 as that section was cancelled.

Table 2. 2017 results compared to 2015 results:

	<u>2017 Results</u>		<u>2015 Results</u>	
	<u>Learning Trait</u>	<u>Total (n = 325)</u>	<u>Learning Trait</u>	<u>Total (n = 235)</u>
Percentage of Students who Answered 70% or Greater of Questions per Learning Trait	1	71.7%	1	77.4%
	2	73.2%	2	75.7%

4. Executive Summary of Findings

A total of 325 students were assessed across all nine sections of ACCT 260. In 2015, only 235 students in six sections were tested, so the 2017 assessment was much more comprehensive.

Desired results were met in Sections 4-6 for both learning traits and in Section 10 for learning trait 2. However, in the aggregate, results were not met. As mentioned above, every ACCT 260 student was assessed in 2017 (rather than just students in selected sections in 2015), so this may be one reason for the decrease in overall performance.

5. Recommendations for Corrective Action

A. The instructor for Sections 1 and 2 provided the following analysis of results in his sections, as well as plans for corrective action:

Background

During Fall 2017, I used a unique approach to introduce most major topics to the classes. Prior to the lectures, I required students to respond to short case studies that included information about the upcoming topics. Students were not required to read the textbook in advance in order to prepare their responses. Rather, they were simply required to use intuition to develop common-sense approaches to

the scenarios. The students' responses were used as a way to introduce accounting topics during subsequent class meetings. As an example, prior to the lectures on inventory cost flow assumptions (i.e. FIFO, LIFO, and average cost), the students read a case about a company that had changing inventory costs throughout a period of time. The case simply required the students to determine the company's gross profit for the period. In the class discussion, students shared their approaches to determining gross profit. Some of the approaches were very unique, while others matched approaches that are generally accepted within financial reporting. This discussion proved to be a great way to introduce the inventory topic. This teaching method allowed students to not only learn accepted accounting principles for inventory, but also to critically analyze the suitability of these methods in producing meaningful information.

Based upon student feedback in course discussions and end-of-semester evaluations, this approach was valuable, as it provided a rich context for students to understand important topics. Furthermore, it allowed them to critically assess whether or not generally accepted reporting guidelines are appropriate in producing decision useful information. I will continue to use this approach moving forward.

Explanation of AoL Results

While the approach detailed above produced a valuable learning environment for my students, the AoL results for each trait fell short of the benchmark set forth by the department. The grading structure in my class was comprised of two components: exams (82%) and short cases (18%). However, the students were also assigned several exercises in WileyPlus for each chapter. While the students received points for completing the short cases I developed, no points were allocated to the completion of the WileyPlus homework. The WileyPlus homework was assigned so that students could practice problems related to the material covered in class. Normally, I would go through 1 comprehensive problem for each major topic and thoroughly explain the appropriate concepts and issues. The expectation was that students would enhance their mastery of the concepts through the completion of exercises in WileyPlus. Based upon student feedback and from reports in WileyPlus, some students did not complete some or all of the exercises assigned in WileyPlus. As such, these students did not practice the material sufficiently. While I believe all of the students gained an understanding of the important concepts in the context of the short cases, the lack of practice likely impacted some students' performance on the specific AoL questions.

Closing the Loop

In order to demonstrate students' mastery of the two traits in the future, I will do the following:

- 1) Assign a small amount of points for WileyPlus exercises. With the addition of these points, it is expected that most students will complete all of the homework, and this will provide the additional practice needed.
- 2) When time allows, cover one additional practice problem for each major topic in the ACCT 260 curriculum.

- B. The instructor for Sections 4-6 was the only instructor who participated in both the 2015 and the 2017 assessments. The table below shows the improvement in results in her sections.

Table 3. Instructor B - 2017 results compared to 2015 results:

	<u>2017 Results</u>		<u>2015 Results</u>	
	<u>Learning Trait</u>	<u>Total (n = 115)</u>	<u>Learning Trait</u>	<u>Total (n = 164)</u>
Percentage of Students who Answered 70% or Greater of Questions per Learning Trait	1	86.1%	1	84.1%
	2	88.7%	2	77.4%

Because Instructor B's results were lower for the second learning trait in 2015—77.4% vs. 84.1% for the first learning trait—Instructor B began placing more emphasis in her classes on the preparation and use of financial statements by referring to the financial statements each time she taught new material. For example, when she taught the liabilities chapter, she would point out where each type of liability would appear on a classified balance sheet.

- C. The instructor for Sections 7-9 observed that there were five multiple choice questions where a majority of students seemed to have the most difficulty (that is, less than half the class got the question correct). These questions were:

Question 5 – analyzing the impact of a transaction on a company's balance sheet

Question 7 – understanding the purpose of depreciation

Question 14 – calculating net realizable value of A/R

Question 20 – preparing the journal entry for the allowance for bad debts

Question 27 – understanding financial statement analysis ratios

Questions 5, 7 and 27 are related and indicate that while students may be gaining an understanding of the details of how to record transactions, they may be missing the "big picture" of how to interpret the overall financial statements. Next year she plans to spend a bit more time discussing chapter 1 material describing how the financial statements are used to measure the status and performance of a company.

For Question 7 in particular, many students chose answer B indicating that they understood the mechanics of depreciation (allocating the cost of an asset over time) but they did not choose answer D which included both answer B and also the reason why an asset's cost would be allocated over time. This is consistent with students learning the mechanics of accounting but not the impact of the transactions on the overall financial statements.

Questions 14 and 20 relate to accounting for accounts receivable and bad debts. The instructor noted that this is an area that has historically been challenging for students. She had previously added some extra practice problems to assist students with learning this material, but apparently this was not an effective solution. The next time she teaches the class, she plans to spend more time going over this topic. She will add an extra review day focused solely on the accounts receivable chapter.

- D. The instructor for Section 10 observed the following after analyzing his results:

Certain questions measure concepts that may require repositioning in the course to a later time, so as to incorporate the cumulative nature of accounting. The instructor will consider re-sequencing certain exam questions to a later exam.

For those questions scoring below a 70%, the instructor will review the slides and lecture outline to be sure these topics are more explicitly covered.

Attachments:

Assessment tool (copy of 40 embedded questions)

Red-lined version of assessment tool (showing changes to questions from 2015 assessment)

Rubric used for evaluation (answer key following 40 embedded questions)

Student Samples (10 with students' identifying information removed)

Assurance of Learning Assessment Report

Evaluation Term:	<i>Fall 2019</i>
Professor(s) completing this report:	<i>Cathy DeHart, Lecturer, Accounting Department</i>
Course and section(s) of assessment:	<i>Accounting 260—Principles of Accounting I Sections 2, 5, and 6</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment Last assessment: Fall 2017
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names removed)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

Goal 1: Each student will be able to appropriately apply fundamental business knowledge and processes.

4. Students will be able to read and interpret general purpose financial statements.

Anticipated Performance:

75% or greater of the students should answer 70% or more of the questions for each learning trait (below).

1. Cohort of Students Assessed

Ten sections of ACCT 260 were offered in Fall 2019. Three instructors taught nine of the ten sections, and each of these three instructors randomly chose one section to assess. In total, 95 of 290 students were assessed across all ten sections, which represents 32.8% of students. This sample size exceeds the minimum sample size of 20-25% of the population.

2. Assessment Method Description

The assessment was based on selected questions embedded by all three instructors in examinations. The questions covered topics considered by the accounting and finance faculty to be most pertinent to the anticipated performance. Questions were classified into two categories (learning traits):

Trait I. Understanding of accounting concepts, terminology, and techniques (Questions 1-20)

Trait II. Preparation and use of financial statements (Questions 21-40)

Most of the questions used in the 2019 assessment were the same as the questions used in the 2017 assessment. However, five questions were reworded for clarity, and seven questions were changed due to differences in content between the old Kimmel text and the new Phillips text. A red-lined version of the assessment tool is included in the attachments; changes in red indicate changes for clarity, and changes in purple indicate changes for differences in the textbooks.

3. Desired Results

The anticipated performance is that 75% or greater of the students should answer 70% or more of the questions for each learning trait. With 20 questions for each learning trait, this performance metric would be met when 75% or greater of the students would correctly answer at least 14 (out of 20) multiple-choice questions correctly for each learning trait.

4. Actual Results

Percentage of students answering 70% or greater of questions per learning trait:

2019 Results	
Learning Trait	%
1	83.2%
2	68.4%

2017 Results	
Learning Trait	%
1	71.7%
2	73.2%

5. Executive Summary of Findings

Desired results were met for trait 1 (understanding of accounting concepts, terminology, and techniques), and results also improved considerably from the 2017 assessment (83.2% of students answered 70% or more of trait 1 questions correctly in 2019 versus only 71.7% in 2017). However, desired results were not achieved for trait 2 (preparation and use of financial statements), and these results declined vis-à-vis the 2017 assessment.

In December 2018, the accounting faculty met to discuss the 2017 results and decided to adopt a new financial accounting textbook effective Fall 2019. The authors' approach to introducing the accounting cycle and using visual aids has been tested in peer-reviewed, published research studies and has been shown to improve student success, allowing them to better retain and apply key concepts. We believe the improved results for trait 1 can be partially attributed to the new textbook.

Students in two of the three sections assessed did achieve the desired results for trait 2 (with 78.8% of students in each of those sections answering 70% or more of the questions correctly). However, trait 2 results in the third section were lower—44.8% answered 70% or more of the questions correctly. The instructor of that section used materials that he developed on his own. Since the AoL questions tie closely to the material in the textbook, and because the instructor taught from his own materials rather than closely following the textbook, this may explain why students in his section did not perform as well on trait 2 questions. However, we believe students in his section still obtained a strong understanding of financial statements as they spent the entire semester working on a financial statement project. Also, grades on his own exam questions were higher than AoL results, indicating students learned the information presented in his own materials. For the future, though, that instructor will make stronger connections between the textbook material and the materials he developed.

Since the third instructor's results were an anomaly, actual results are recalculated below to include only the first two instructors:

2019 Results	
Learning Trait	%
1	89.4%
2	78.8%

2017 Results	
Learning Trait	%
1	71.7%
2	73.2%

Looking at just these two instructors, the improvement in trait 1 results is even greater, and there was even a slight improvement in trait 2 results (although performance was markedly lower than trait 1 results).

To better understand specific troublesome topics, accuracy rates were calculated for each of the 40 questions. The following questions had accuracy rates below 70%:

Trait	Question	Topics Tested
1	1	Identifying which transaction would increase total assets
1	11	Calculating net accounts receivable (with an Allowance for Bad Debts)
1	12	Adjusting the balance in the Allowance for Bad Debts
1	16	Calculating the balance in Accumulated Depreciation
1	17	Calculating the cost of machinery
2	2	Identifying the financial statement most useful in evaluating the components of current year profitability
2	6	Identifying current assets
2	11	Calculating net operating income (and knowing not to subtract Accumulated Depreciation)
2	14	Calculating the accounts receivable turnover ratio
2	15	Identifying a liquidity ratio
2	16	Understanding when bonds will sell at face value or at a premium/discount
2	17	Identifying profitability ratios

Most of the troublesome topics for trait 2 (the trait on which student performance was lowest) relate to ratio analysis. The new textbook teaches the ratio formulas but doesn't teach what the ratios measure (i.e., liquidity, profitability, and solvency) until Chapter 13. Since the instructors have always taught through Chapter 12 only, students were not taught this important information. Therefore, in the future, ACCT 260 instructors will include this content from Chapter 13 in their curricula.

6. Recommendations for Continuous Improvement

The instructor who used his own materials for the course will make stronger connections between the textbook material and the materials he developed. In addition, all instructors will include content from Chapter 13 to address students' weakness in ratio analysis.

Attachments:

Assessment tool (copy of 40 embedded questions)

Red-lined version of assessment tool (showing changes to questions from 2017 assessment)

Rubric used for evaluation (answer key following 40 embedded questions)

Student Samples (10 with students' identifying information removed; stored in instructors' offices)

Table 1: ACCT360 Mapping of Exam Questions into Learning Objectives

Learning Objective	Exam #1	Exam #2	Exam #3	Exam #4
LO1: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts related to accounting theory, the accounting cycle, and the financial statements.	MC: 1-15 SA: 1-3 P: 1-2			MC: 1-6 SA: 1-2 P: 2
LO2: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts related to Cash and Receivables.		MC: 2-5 SA: 1-2 P: 1		MC: 10, 17 P: 3
LO3: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts related to Inventory and Inventory Issues.		MC: 1,6-10 SA: 3-4 P: 2	MC: 1-2, 5-7, 11 P: 1	MC: 7, 9, 12
LO4: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts related to Fixed Assets.			MC: 3-4, 8-10, 12-16 P: 2-3	MC: 8, 14, 18-20 P: 1, 4
LO5: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts related to Intangible Assets.				MC: 13 SA: 3
LO6: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts related to Current Liabilities.				MC: 11, 15, 16

KEY: MC – Multiple Choice question; SA – Short Answer question; P – Problem.

In ACCT361, based upon the course learning objectives (see below) and the topical coverage contained in the ACCT 361 curriculum, multiple-choice questions were included in the five mid-term exams for the purposes of this report. Ten questions from each exam were selected, and these items are listed below in Table 2 and organized by learning objective. The actual questions are included in the student samples. These questions are objectively graded and thus the method is more appropriate in comparison to a subjectively-graded assessment.

Learning Objectives (Spring 2018 Syllabus)

ACCT 361 students will be expected to:

LO1: Demonstrate the ability to apply the technical and procedural guidance in U.S. GAAP to the topics discussed in the Course Objectives section.

LO2: Conceptually understand the authoritative guidance in U.S. GAAP, and the major differences between U.S. GAAP and IFRS, to the topics discussed in the Course Objectives section.

LO3: Prepare a statement of cash flows in good form.

LO4: Present changes in equity accounts involving complex equity issues.

Table 2: Mapping of Exam Questions to Learning Objectives

Learning Objective	Exam 1	Exam 2	Exam 3	Exam 4	Exam 5
LO1: Demonstrate the ability to apply the technical and procedural guidance in U.S. GAAP to the topics discussed in the Course Objectives section.	14,18,23	2,6,8,10,17	1,5,6,9,11,13,19	11,12,13	3,4,5,7,13,14
LO2: Conceptually understand the authoritative guidance in U.S. GAAP, and the major differences between U.S. GAAP and IFRS, to the topics discussed in the Course Objectives section.	3,4,20,24	1,16,18,22	3,23	3	1,6
LO3: Prepare a statement of cash flows in good form.	1,7,8	4	10	5	17,23
LO4: Present changes in equity accounts involving complex equity issues.				6,7,8,21,23	

2. Desired Results

At least 75% of students completing the course should attain a composite average score of 70% or better on each of the identified learning objectives.

3. Actual Results

- In ACCT360, results reveal that in only two of the six learning objectives was the desired results met. Details are in Table 3 below.

Table 3: ACCT360 Results by Learning Objective

Learning Objective	% of N=100 scoring above 70%
LO1	85%
LO2	62%
LO3	85%
LO4	63%
LO5	65%
LO6	27%
Overall	71%

- In ACCT361, the aggregate results are presented in Table 4. Overall, the mean and median percentages of correct answers 1) for LO1-LO3 and 2) in total were well above the 75% benchmark. Consistent with expectations for LO1-LO3 and in total, more than 75% of the students correctly answered at least 70% of the questions. The mean for LO4 was 69% and

only 57% of the students correctly answered at least 70% of the questions, short of expectations.

Table 4: Aggregate Results

LO	N	Mean Questions Correct	Median Questions Correct	% of N above 70%
1	88	0.82	0.83	0.90
2	88	0.78	0.77	0.85
3	88	0.81	0.88	0.80
4	88	0.69	0.80	0.57
Total	88	0.79	0.80	0.88

4. Executive Summary of Findings

In ACCT360, students did not meet the desired result in four of the six identified learning objectives. Looking more closely at the underlying individual questions, there were a number of topics on which the students performed relatively poorly. These topics included: Historical cost determination; Conversions for cash-to-accrual and accrual-to-cash; Subsequent Cost Analysis and recording; and Natural resource valuation and depletion.

For ACCT361, an additional analysis of individual questions is presented in Table 3. This table is similar to Table 1 (above), yet it identifies in boldface the questions where less than 70% of the sample responded correctly. Overall, thirteen of the fifty questions returned results below 70%.

- Seven of the thirteen questions related to LO1, which was assessed based upon 24 of the questions. As such, approximately 71% of the questions for LO1 exceeded the 70% benchmark.
- Two of the questions related to LO2, which was assessed based upon 13 of the questions. As such, approximately 85% of the questions for LO2 exceeded the 70% benchmark.
- Two of the questions related to LO3, which was assessed based upon eight questions. Accordingly, 75% of the questions for LO2 exceeded the 70% benchmark.
- Two of the questions related to LO4, which was assessed based upon five questions. Thus, 60% of the questions for LO4 exceeded the 70% benchmark.

Table 3: Questions (in bold) for which less than 70% of the students responded correctly

Learning Objective	Exam 1	Exam 2	Exam 3	Exam 4	Exam 5
LO1: Demonstrate the ability to apply the technical and procedural guidance in U.S. GAAP to the topics discussed in the Course Objectives section.	14, 18 ,23	2,6, 8,10,17	1, 5,6,9,11 ,1 3,19	11,12,13	3,4,5,7,13, 14
LO2: Conceptually understand the authoritative guidance in U.S. GAAP, and the major differences between U.S. GAAP and IFRS, to the	3,4,20,24	1, 16 ,18,22	3,23	3	1,6

topics discussed in the Course Objectives section.					
LO3: Prepare a statement of cash flows in good form.	1,7,8	4	10	5	17,23
LO4: Present changes in equity accounts involving complex equity issues.				6,7,8,21,23	

- The mean/median results from Table 1, in total and across LO1-LO3 are quite good. The benchmark for three of the four learning objectives, on an aggregate and individual question basis, was exceeded. The total aggregate result also exceeded the expectation. The ACCT 361 course includes several complex accounting topics, and the results indicate an appropriate level of student comprehension of the complex topics.
- The results for LO4 fell short of expectations. The complex equity issues involve the reporting of other comprehensive income for pension and available-for-sale debt investment transactions. This is historically a very difficult topic for the students, as they are accustomed to focusing upon income statement recognition. The debt investment material requires application of fair value measurement, which students do not see in great detail prior to the Investments chapter. The pension material includes several components, some of which are recognized in income, while others are deferred through other comprehensive income.
- 74% of the assessment questions fell under LO1. This is a large proportion, yet it is appropriate given the bulk of the course material on recognition and measurement issues.

5. Recommendation for Continuous Improvement (If Applicable)

To address not meeting the desired results in four of the six learning objectives in ACCT360, the instructor will completely review and reassess the practice questions, exercises and problems used for homeworks in the class. Given that accounting is an area where practice is critical to the understanding of the material, the assignments used to practice the material need to be effective. The instructor recognizes that there are some weaker exercises and problems in the current assignments, which need to be replaced. The effect of these new assignments on achieving the desired results can then be reassessed in Fall 2019 when the learning objectives are scheduled to be reassessed.

For ACCT361, The next assessment needs to include more questions for LO4, and thus the instructor will work to develop more questions that are representative of this objective and can be used for assessment purposes. More focus is needed on LO4 in teaching the presentation issues surrounding other comprehensive income. The instructor will devote additional class time and review materials to 1) more effectively introduce the concept of other comprehensive income and 2) provide greater opportunities to learn the complex topic.

Attachments:

Assessment tool (e.g., exams)

Rubric used for evaluation

Student Samples (10 with students' identifying information removed)

Other supporting documents if application (list here)

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Fall 2019 & Spring 2020 Semesters</i>
Professor(s) completing this report:	<i>Gerhard Barone, Casey McNellis</i>
Course and section(s) of assessment:	<i>ACCT360 – All 65 students, ACCT361 – 20 students randomly selected</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment <i>Note: Check “first assessment” if this is the first assessment in the current CIR cycle (2016/17 – 2020/21).</i> Last Assessment (Sem/Yr.): Fall 2017 & Spring 2018
Required Attachments:	<input type="checkbox"/> Rubric <input type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

Goal: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts.
Anticipated Performance: Seventy-five (75) percent of the students completing the course should attain an overall score of 70% or better on each of the identified learning objectives.
<input type="checkbox"/> Check here if the goal changed since the last assessment.

1. Cohort of Students Assessed

ACCT 360

In ACCT360, all 65 students enrolled in the course were assessed for the purposes of this assessment report.

ACCT 361

ACCT 361 had 68 students enrolled across two sections (Section 1: 25 students (37% of the total); Section 2: 43 students (63% of the total)). The work of 20 randomly selected students serves as the basis for the assessment. Each student name was assigned a random number (via Excel’s RANDARRAY function) between 1 and 68. Names with the lowest 20 random numbers were selected for the analysis, with the following breakdown by course section: Section 1 – 6 students (30%); Section 2 – 14 students (70%).

2. Assessment Method Description

ACCT 360

In ACCT360, six (6) learning objectives, representative of intermediate-level financial accounting and reporting concepts, were identified. Multiple-choice questions, short answers questions, and free-response problems pertaining to these learning objectives were embedded into examinations in the course. These examinations were administered to all 65 students enrolled in the course during the Fall 2019 semester. See Table 1 below for details on the mapping of the exam questions and problems into the identified learning objectives.

Learning Objective	Exam #1	Exam #2	Exam #3	Exam #4
LO1: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts related to accounting theory, the accounting cycle, and the financial statements.	MC: 1-15 SA: 1-3 P: 1-2			MC: 1-6 SA: 1-2 P: 2
LO2: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts related to Cash and Receivables.		MC: 2-5 SA: 1-2 P: 1		MC: 10, 17 P: 3
LO3: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts related to Inventory and Inventory Issues.		MC: 1,6-10 SA: 3-4 P: 2	MC: 1-2, 5-7, 11 P: 1	MC: 7, 9, 12 SA: 4
LO4: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts related to Fixed Assets.			MC: 3-4, 8-10, 12-16 P: 2-3	MC: 8, 14, 18-20 P: 1, 4
LO5: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts related to Intangible Assets.				MC: 13 SA: 3
LO6: Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts related to Current Liabilities.				MC: 11, 15, 16

ACCT 361

In ACCT 361, based upon the course learning objectives (see below) and the topical coverage contained in the ACCT 361 curriculum, the majority of the assessments included comprehensive critical-thinking problems with multiple parts. For the purposes of this report, a selection of those questions that effectively address the learning objectives is the foundation for the overall assessment. This section contains a short description of each comprehensive problem along with information about the related learning objectives and the approach to grading used by the instructor. Aside from one part of one of the assessment problems (Earnings Per Share – Conceptual Questions), the items were objectively graded.

ACCT 361 students are expected to:

LO1: Demonstrate the ability to apply the technical and procedural guidance in U.S. GAAP to the topics discussed in the Course Objectives section.

LO2: Conceptually understand the authoritative guidance in U.S. GAAP, and the major differences between U.S. GAAP and IFRS, to the topics discussed in the Course Objectives section.

LO3: Prepare a statement of cash flows in good form.

LO4: Present changes in equity accounts involving complex equity issues.

The overall assessment is based upon student responses to six comprehensive problems included on course exams. The problems are differentiated based upon the nature of the topics, and the topics included provide a good representation of the rigorous Intermediate Accounting II curriculum. The actual problems and the respective questions/requirements mapped to the appropriate learning objectives are included in the Appendix. A brief description of each problem is presented below.

Earnings Per Share

- **Conceptual Questions (LO2)** – These four questions required students to find conceptual relationships based upon the information provided in the problem. The efficacy of the responses to each question is judged by the instructor on the following scale, as follows, for a total of 12 points:

<u>Score</u>	<u>Description</u>
3	Arrived at the correct conclusion and provided significant relevant details to support the conclusion.
2	Arrived at the correct conclusion and provided most of the relevant details to support the conclusion.
1	Arrived at the correct conclusion, but mostly included incorrect or irrelevant details in support of the conclusion.
0	Arrived at an incorrect conclusion.

- **Partial Income Statement with EPS Section (LO1)** – Based upon calculations made from the data provided, students were required to complete a portion of a pre-formatted income statement to include the earnings per share section. This task had 9 amounts, and each correct amount is worth 1 point for a total of 9 points.

Accounting for Income Taxes

- **Error Identification (LO2)** – The problem provides an analysis of the tax accrual performed by the company. Students were required to identify as many errors as possible in the analysis. There is a total of 10 original errors (i.e. errors that are not the result of earlier errors). Each correctly identified error is worth 1 point for a total of 10 points.
- **Calculations of Deferred Tax Effects (LO1)** – After considering the errors in the analysis, students were required to determine the correct amounts for the deferred taxes. There were 5 calculations, and each is worth one point for a total of 5 points.
- **Preparation of Tax Accrual Journal Entry (LO1)** – As a final step in the problem, students had to provide the appropriate journal entry to record the tax accrual for the period. The journal entry included six debits/credits. Since some students identify the correct account name for the debit/credit but the incorrect number, each debit/credit is worth 2 points, 1 point for the correct account name and one point for the correct amount for a total of 12 points

Pensions

Students were required to complete a standard pension worksheet based upon information from the problem. Completion of the worksheet includes procedures that have an impact on complex equity accounts (i.e. AOCI) as well as other accounts. As such, this part of the assessment addresses LO1 and LO4.

- **Completion of Worksheet (without AOCI) (LO1)** – This portion of the worksheet represents all items outside of the columns for AOCI. There are 22 cells to complete within the worksheet table, and each correctly input cell is worth 1 point for a total of 22 points.
- **Completion of Worksheet (AOCI only) (LO4)** – This portion relates to the AOCI columns of the worksheet (shaded in green on the problem provided in the Appendix). There are 10 cells to complete within these columns, and each correctly input cell is worth 1 point for a total of 10 points.

Leases

- **Understanding nature of lease transactions (LO2)** – Students were provided with numerical information for 15 lease transactions and were required to use the information to infer the nature of the lease transactions. There were four aspects to determine for each lease each worth one point for a total of 60 points.

Investments

One of the most prominent issues with investments is the presence of other comprehensive income (OCI) and accumulated other comprehensive income (AOCI), which is one of the more complex equity situations and is the source of LO4. Part of the pension topic relates to this complex equity issues, and thus the issue is discussed above in relation to the Pensions problem used in this assessment.

- **Understanding nature of investment types (LO4)** – Students were provided 15 scenarios where companies owned investments. Each scenario provided information about the reporting of these investments on the financial statements. For each scenario, students had to either consider the impact of OCI/AOCI or the lack thereof to determine the nature of the different investments. In each scenario, the students had to determine the nature of two investments. Each response is worth one point for a total of 30 points.

Statement of Cash Flows

The final task of the semester is the completion of a statement of cash flows. This is a topic that is covered extensively throughout the semester, and thus the assessment at the end is very comprehensive in nature and is the primary source of LO3.

- **Preparation of Statement (LO3)** – Students were required to complete a statement of cash flows in good form. A properly constructed statement has many different parts, including titles, subheadings, line item captions, and line item amounts. If each of the items is correctly incorporated, then the statement will be properly formatted and will balance. In this assessment, students are graded based upon the number of these items that they correctly incorporate into the statement. The assessment has 88 different items (i.e. subheadings, line item captions, and line item amounts). Each item is worth one point for a total of 88 points.

Table 2 below provides a summary of each problem, the issues from each problem described above, possible points for each issue, and the associated learning objectives.

Problem	Issue	Points	LO1	LO2	LO3	LO4
Earnings Per Share	Conceptual Questions	12		X		
	Partial Income Statement with EPS section	9	X			
Accounting for Income Taxes	Error Identification	10		X		
	Calculation of Deferred Tax Effects	5	X			
	Preparation of Tax Accrual Journal Entry	12	X			
Pensions	Completion of Worksheet (without AOCI)	22	X			

	Completion of Worksheet (AOCI only)	10				X
Leases	Understanding Nature of Lease Transactions	60		X		
Investments	Understanding Nature of Investment Types	30				X
Statement of Cash Flows	Preparation of Statement	88			X	

3. Desired Results

At least 75% of students completing the course should attain a composite average score of 70% or better on each of the identified learning objectives.

4. Actual Results

ACCT 360

In ACCT360, results reveal that in three of the six learning objectives were the desired results met. Details are in Table 3 below.

Learning Objective	% of N=65 scoring above 70%
LO1	87%
LO2	48%
LO3	82%
LO4	60%
LO5	78%
LO6	29%
Overall	72%

ACCT 361

LO1

The results for the assessment of LO1 are presented in the table below:

Problem/Issue	Average	# Above 70%	% Above 70%
Earnings Per Share – Partial Income Statement with EPS Section	0.90	17	85%
Accounting for Income Taxes – Calculation of Deferred Tax Effects	0.87	17	85%
Accounting for Income Taxes – Preparation of Tax Accrual Journal Entry	0.73	8	40%
Pensions – Completion of Worksheet (without AOCI)	0.95	18	90%

The desired result was achieved on three of the four dimensions. The topics of earnings per share, accounting for income taxes, and pensions provides a good cross-section of complex material involving significant technical and procedural components. These scores provide strong support for the efficacy on LO1. The Accounting for Income Taxes topic is a perennially difficult topic for students, as they often struggle with analyzing tax issues from a financial accounting standpoint. While the students, on average, were successful in calculating deferred tax effects, the tax accrual journal entry requires more procedures for proper completion. It should also be noted that the Accounting for Income Taxes topic was covered immediately prior to Spring Break. Since the break was extended for one week, and then with the shift to distance learning during the Spring 2020 term, there was a greater-than-normal time gap, coupled with the change in course format, between the coverage of the Accounting for Income Taxes topic and the resulting exam. These factors may have contributed to the lower scores on the Accounting for Income Taxes portion of the assessment.

LO2

Problem/Issue	Average	# Above 70%	% Above 70%
Earnings Per Share – Conceptual Questions	0.81	15	75%
Accounting for Income Taxes – Error Identification	0.68	11	55%
Leases – Understanding Nature of Lease Transactions	0.88	19	95%

The desired result was achieved on two of the three dimensions. In addition to procedural components, these topics have very complex conceptual underpinnings. The results for Earnings Per Share and Leases provide support for LO2. Regarding the result for Accounting for Income Taxes – Error Identification, two issues should be noted. The first, regarding the timing of the instruction of the topic, has already been discussed in the LO1 subsection. Second, the students tend to be more comfortable with accounting procedures and explaining technical concepts than they are at identifying errors in work already performed. In other words, students normally learn a topic such as Accounting for Income Taxes by first examining the correct method. The results indicate that students struggle when they have to evaluate analyses that are incorrect.

LO3

Problem/Issue	Average	# Above 70%	% Above 70%
Statement of Cash Flows – Preparation of Statement	0.80	16	80%

The desired result was achieved on the Statement of Cash Flows preparation exercise. This was a very in-depth assessment, and the results provide strong support for LO3.

LO4

Problem/Issue	Average	# Above 70%	% Above 70%
Pensions – Completion of Worksheet (AOCI only)	0.93	19	95%
Investments – Understanding Nature of Investment Types	0.91	20	100%

The desired result was achieved for both dimensions, providing strong support for LO4. Additionally, the assessment of LO4 addressed two issues from the prior Assurance of Learning cycle (i.e. Spring 2018). In the prior assessment, there were very few questions used to assess LO4 and the results indicated deficiencies in the students' understanding of the concept of comprehensive income. The two items used for this assessment were much more detailed than the questions provided in the Spring 2018 report and the results provide evidence of the effectiveness of classroom interventions to enhance learning of the comprehensive income topic.

5. Executive Summary of Findings

ACCT 360

In ACCT360, students did not meet the desired result in three of the six identified learning objectives. Looking more closely at the underlying individual questions, there were a number of topics on which the students performed relatively poorly. These topics included: Conversions for cash-to-accrual and accrual-to-cash; Subsequent Cost Analysis and recording; Revisions of depreciation estimates, and Natural resource valuation and depletion.

Comparing these results to those of the previous assessment (Fall 2017) indicate that while student performance improved in the area of Intangible Assets, performance of the learning objectives in which students failed to meet expectations in Fall 2017 continues to fall below expectations. Specifically, while performance in the area of Historical Cost determination improved to the desired level (thereby, improving performance in learning Objective #5), performance in the three other areas identified in Fall 2017 (Conversions for cash-to-accrual and accrual-to-cash; Subsequent Cost Analysis and recording; and Natural resource valuation and depletion) continues to fall below expectations. In addition, student performance in a new area (Revision of depreciation estimates) also fell below expectations in this assessment. These four areas are primarily responsible for the student performance failing to meet the desired expectations for this assessment.

ACCT 361

Overall, the results provide support for the achievement of each learning objective. As outlined in the report, the assessment covered a cross-section of topics that represent well the nature and technical/procedural/conceptual complexity of the course. With the exception of the Accounting for Income Taxes topic, the students sampled met the desired results on each problem included in the assessment. The results underscore the efficacy of the learning during the Spring 2020 term.

Importantly, issues arising with LO4 from the Spring 2018 assessment were addressed in the course lectures as were the depth and nature of the problems used for the LO4 assessment. The positive LO4 results highlight the improvement on this dimension.

While the below-expectation results for Accounting for Income Taxes were explained above, they warrant further consideration for future assessments. These considerations are discussed in the section below.

6. Recommendations for Continuous Improvement

ACCT 360

In ACCT360, the instructor will revisit the presentation of the material for all four of the areas identified above that primarily caused expectations to not meet the desired results. Since for three of the areas (i.e. those identified in the Fall 2017 assessment), the practice and homework exercises and problems have already been adjusted, the instructor will switch to focusing on the presentation of the material to potentially address the issue. Updates to both the actual teaching of the material, along with additional updates to the in-class supporting materials are likely to be necessary, depending on the topic.

ACCT 361

The main issue in the assessment was the below-expectation results for Accounting for Income Taxes across LO1 and LO2. Given the relatively low performance on this topic from both a technical/procedural (LO1) and conceptual (LO2) standpoint, corrective action is required. Starting in the next term, the instructor will do the following:

- Devote additional class time to articulating the concepts surrounding the topic.
- Provide class time to practice additional problems so students gain increased comfort with the process that culminates in the tax accrual.
- Develop more problems that require students to critically evaluate work already performed such that they have more experience in identifying errors that can be made on complex topics.

Attachments:

Rubric used for evaluation

Tabulated student scores and summary statistics

Student Samples (10)

APPENDIX: ACCT 361 ASSESSMENT ITEMS

EARNINGS PER SHARE

Problem Information

Jackson Anthony was asked to prepare the ABC Corporation's income statement, along with related earnings per share information, for 2020. While Jackson is highly intelligent, he does not like to use the latest technology, and thus he does not keep his work on a cloud-based system. Furthermore, he tends to be forgetful and constantly forgets to save his work. About the time he had completed the task, a technical outage resulted in Jackson losing almost all of his work on the income statement. In the aftermath, Jackson was left with a very small amount of information, which is presented below.

The Net Income for 2020 was \$3,040,000 and the Basic Earnings Per Share – Total was \$1.98/share.
ABC began 2020 with 500,000 shares of common stock issued and outstanding. Other than a 2-1 stock split during the year, the company had no transactions that impacted the number of shares issued and outstanding. Anthony could not remember the date of the 2-1 split. [NOTE: The conversion and exercise rates for the potentially dilutive securities did not change as a result of the split, and thus any share amounts reported in the rows below represent the actual number of shares that will be issued upon conversion or exercise.]
The Income Tax Benefit (Expense) was \$6,000,000 in amount, but Anthony could not remember if it was a benefit or an expense. ABC Company has never had any transactions resulting in temporary or permanent differences between U.S. GAAP and the Internal Revenue Code. Furthermore, the company has no net operating losses to carry forward.
ABC did have a discontinued operation. The absolute value of the Basic Earnings Per Share amount for the discontinued operation was \$10.96. However, Anthony could not recall if that was income (i.e. a positive amount) or a loss (negative amount).
The total Basic Earnings Per share was less than the total Diluted Earnings Per Share.
ABC has 50,000 shares of \$100 par convertible preferred stock. No dividends were declared during 2020.
In analyzing Diluted Earnings Per Share, the per share effect of the convertible preferred stock was \$10.60.
Other than the convertible preferred stock, ABC had four other potentially dilutive securities (outstanding for the entire year): <ul style="list-style-type: none"> • 1,000, 8% convertible bonds issued at face value. Each bond can be converted into 100 shares of common stock. While Anthony did not remember the exact amount of the face value of each bond, he remembered that it was at least \$25,000/bond. • 4,000, 5% convertible bonds issued at face value. Each bond can be converted in to 25 shares of common stock. Anthony could not remember the face value per bond. • 100,000, 6% bonds issued at face value. Each bond includes 5 detachable stock warrants and each warrant can be exercised for 1 share of common stock for \$20/share. No warrants had been exercised at the end of the year. • 250,000 stock options. Each option can be exercised for \$15/share. No options had been exercised at the end of the year.
It was determined that the stock warrants would potentially add 100,000 total weighted average shares outstanding to the denominator in the analysis of diluted earnings per share.
One of the securities had a per share effect of \$7.00/share, but Anthony could not remember which one.
The appropriate denominator for Diluted Earnings Per Share was 1,300,000 weighted average shares outstanding.

Conceptual Questions (LO2)

Is the date of the 2-1 stock relevant to the analysis of earnings per share?

Is the discontinued operation 1) income or 2) a (loss), net of tax?

Is the \$6,000,000 attributed to income taxes 1) a benefit or 2) an (expense)?

Is the preferred stock cumulative or non-cumulative?

Partial Income Statement with EPS Section (LO1)

Determine the amounts that should be reported in each of the shaded cells. Be sure to place expense and loss amounts in parentheses to indicate negative amounts.

Income Statement Information:	
Income (Loss) from Continuing Operations before Income Taxes	
<u>Income Tax Benefit (Expense)</u>	
Income from Continuing Operations	
<u>Income (Loss) from Discontinued Operations, Net of Tax</u>	
Net Income	\$3,040,000
Earnings Per Share Information:	
<i>Basic Earnings Per Share:</i>	
Continuing Operations	
<u>Discontinued Operations</u>	
Total	\$1.98/share
<i>Diluted Earnings Per Share:</i>	
Continuing Operations	
<u>Discontinued Operations</u>	
Total	

ACCOUNTING FOR INCOME TAXES

Problem Information

ABC Corporation began operations in 2019. During the year, the company created financial statements that complied with U.S. GAAP and filed a tax return that complied with the Internal Revenue Code. The results yielded no permanent or temporary differences, but there was a net operating loss (NOL) of \$400,000. Given the enacted tax rate of 20% and the determination that the benefit of the NOL would be fully realized in the near future, the company appropriately reported an \$80,000 deferred tax asset on its 2019 balance sheet.

During 2020, the tax rate structure was as follows:

	Rate	Status
2019	20%	Enacted
2020	20%	Enacted
2021	20%	Enacted
2022	25%	Enacted
2023	25%	Enacted*
2024	25%	Enacted*
*30% rate is highly probable		

ABC had several transactions in 2020 that resulted in differences between GAAP income and taxable income. The company reported GAAP income before income taxes of \$1,000,000. This amount effectively incorporates the effects of the transactions discussed below in the Differences subsection. Based upon projections into the foreseeable future, the company has determined that it is more-likely-than-not that 25% of any future tax benefits will not be realized.

Differences

The company purchased fixed assets for \$500,000. The GAAP and tax depreciation schedules are as follows:

	GAAP	Tax
2020	100,000	200,000
2021	100,000	120,000
2022	100,000	72,000
2023	100,000	54,000
2024	100,000	54,000

Under the allowance method for GAAP, ABC accrued \$80,000 of bad debt expense in 2020 while recording actual write-offs of \$10,000. The company expects the other \$70,000 of actual write-offs will occur evenly over 2021 and 2022.

The company sold in 2020 products with a 5-year warranty, accruing warranty expenses of \$600,000 for GAAP. The company had no warranty claims in 2020 and doesn't expect any in 2021 or 2022. As such, the company expects the claims to be made evenly over 2023 and 2024 (i.e. during the fourth and fifth year of the warranty period).

The company purchased a municipal bond at the beginning of 2020 and received cash for earned interest under GAAP in the amount of \$40,000. ABC expects to keep the bond for the foreseeable future.

On January 1, 2020, the company rented unused space to a local coffee shop in a 2-year lease for \$60,000/year, or \$120,000. The coffee shop paid \$90,000 of the total amount in 2020 and the remainder will be paid in 2021. The company appropriately recorded \$60,000 of rental income for GAAP in 2020.

ABC's financial reporting personnel analyzed the information from the prior page, and the analysis resulted in the financial statement information for 2020 reported in Table 1. Table 2 on the following page includes the actual analysis that supports the financial statement information.

[NOTE: While the company's 2020 tax return had not been completed at the time of the analysis in Table 2 and the preparation of the GAAP information in Table 1, the company's tax accountant will apply the benefit from the NOL on the 2020 tax return. However, the financial reporting personnel performed the analysis on Table 2 and completed the 2020 financial statements without consulting the tax accountant.]

TABLE 1: 2020 FINANCIAL STATEMENT INFORMATION

ABC Company		
Selected GAAP Financial Information		
For the Years Ended December 31, 2020 and 2019		
	2020	2019
Income Statement		
Income before Income Taxes	1,000,000	(400,000)
Income Tax (Expense) Benefit	(212,000)	80,000
Net Income (Loss)	788,000	(320,000)
Balance Sheet		
<i>Current Assets:</i>		
Deferred Tax Assets	214,000	80,000
<i>Current Liabilities:</i>		
Income Taxes Payable	312,000	0
Deferred Tax Liabilities	34,000	0

TABLE 2: ABC ANALYSIS OF INCOME TAX PROVISION

ABC Company Analysis of Income Tax Provision For the Year Ended December 31, 2020			
<i>Step 1: Determination of Current Tax Liability (i.e. Income Taxes Payable)</i>			
GAAP Income before Income Taxes	1,000,000		
Depreciation	(100,000)		
Bad Debts	70,000		
Warranties	600,000		
Bond Interest	(40,000)		
Rentals	30,000		
Taxable Income	1,560,000		
Enacted Tax Rate for 2020	20%		
Current Tax Liability	312,000		
<i>Step 2: Calculation of Deferred Tax Effects</i>			
	<u>Absolute Value of Cumulative Differences (i.e. Total Future Reversals)</u>	<u>Tax Rate</u>	<u>Deferred Tax Effect</u>
Depreciation	100,000	20%	20,000
Bad Debts	70,000	20%	14,000
Warranties	600,000	20%	120,000
Bond Interest	40,000	20%	8,000
Rentals	30,000	20%	6,000
<i>Step 3: Summary of Deferred Tax Assets (DTA)/Deferred Tax Liabilities (DTL)</i>			
	<u>DTA</u>	<u>DTL</u>	
Depreciation		20,000	
Bad Debts	14,000		
Warranties	120,000		
Bond Interest		8,000	
Rentals		6,000	
Total	134,000	34,000	
<i>Step 4: Recording of Journal Entry</i>			
<u>Account</u>	<u>DR</u>	<u>CR</u>	
Income Tax Expense	212,000		
Deferred Tax Asset	134,000		
Income Taxes Payable		312,000	
Deferred Tax Liability		34,000	

Error Identification (LO2)

After examining all of the information, identify errors, if any, in the 2020 Financial Statement Information and the ABC Analysis of Income Tax Provision. If you do determine errors were made by the financial reporting personnel, concisely explain each one in the appropriate space below. You are not required to use each line.

<u>Error</u>	<u>Explanation</u>
1	
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14	

Determination of Deferred Tax Effects (LO1)

Calculate the dollar amount of the Deferred Tax Effect of each difference below. ABC initially calculated these amounts in Step 2 of the ABC Analysis of Income Tax Provision. You can simply report the absolute value. (Note: If you didn't identify any errors, you can simply fill in the blanks with the information from the ABC Analysis of Income Tax Provision):

<u>Difference</u>	<u>Deferred Tax Effects (\$\$\$)</u>
Depreciation	
Bad Debts	
Warranties	
Bond Interest	
Rentals	

Preparation of Tax Accrual Journal Entry (LO1)

Journal Entry for the 2020 Tax Accrual	
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PENSIONS

Problem Information

Austin Cruz, the financial reporting manager for Dynamic Corporation is good friends with Jackson Anthony. In fact, they have very similar work styles. While Anthony told Cruz the harrowing story of how he lost his important work on ABC's income statement and analysis of earnings per share, and the heroic efforts of those who helped to reconstruct the information, Cruz still insisted upon traditional methods of file management. While completing an analysis of Dynamic's pension plan, Cruz lost almost all of his data, including major portions of the actuary report. Similar to his mentor, Cruz had a certain affinity for the statement of cash flows, and so part of the related information was spared with accurate amounts and a description of the line items. Aside from some notes (also with accurate amounts) scribbled on a piece of paper, though, Cruz had no other information about the company's pension plan that would be of help in re-constructing the pension worksheet that was crucial for the financial reporting entry at the end of 2020.

Dynamic Corporation		
Statement of Cash Flows – Selected Information		
For the Years 2019 and 2020		
	2019	2020
CFO - DM:		
Contributions	(400,000)	(200,000)
CFO - IM:		
Effect of Pensions on NI	(500,000)	(490,000)
Change in Pension Asset/Liability (i.e. Amount by which pension expense exceeds contributions)	100,000	290,000
Effect of Pensions on CFO	(400,000)	(200,000)

General Information (applies to both 2019 and 2020):

- Settlement rate = 15%
- Expected rate of return = 6.25%
- Actual rate of return > 0%

2019 Information:

- Projected Benefit Obligation, 12/31/19 = \$700,000
- Total Accumulated Other Comprehensive Income, 12/31/19 = \$0
- Effect of pension plan on 2019 Comprehensive Income = \$(500,000)

2020 Information:

- Service Cost = \$350,000
- Interest Cost on Projected Benefit Obligation = \$150,000
- Impact of return (actual and unexpected) on plan assets on pension expense = \$100,000
- Benefits Paid = \$100,000
- 2020 Prior Service Cost Amortization = \$100,000
- Accumulated Other Comprehensive Income – Prior Service Costs, 12/31/2020 = \$400,000 debit
- Total Other Comprehensive Income (Loss) – 2020 = \$(180,000)
- No changes in actuarial assumptions

Completion of Worksheet (without AOCI) (L01)/Completion of Worksheet (AOCI only) – GREEN SHADED COLUMNS (L04)

With the information provided, please complete the 2020 pension worksheet for Dynamic Corporation by supplying the appropriate number for the respective fields (including the summation fields with blue borders). You may not need to use every line of the provided worksheet. If a number is not required for a specific field, you can simply leave it blank. [REMINDER: USE (DR) CR]

Item	Pension Expense	Cash	OCI - Prior Service Cost	OCI - Gains/Losses	Pension (Asset) Liability	Projected Benefit Obligation	Plan Assets
12/31/2019 Balances							
Adjusting Journal Entry							
Ending Pension (Asset) Liability, Projected Benefit Obligation, and Plan Assets							
	Beginning AOCI						
	Ending AOCI						

LEASES

Problem Information

On its first day of operations (i.e. 1/1/Year 1), ABC Company entered into a number of leases (as the lessee). Each lease required an initial payment on 1/1/Year 1 and equal payments every January 1 for the lease term. Each lease term includes full years (i.e. there isn't a lease term for 3.5 years). No lease term is less than or equal to 12 months or extends beyond 7 years, and in no case does the lease term equal or exceed the economic useful life of the leased asset. Additionally, the lessor's implicit rate is never higher than the lessee's incremental borrowing rate. Assume that leases with bargain purchase options do not have a residual value and any contracts with a transfer of ownership at the end of the lease term do not have a guaranteed residual value. At the very most, each lease agreement meets ONE of the lease classification criteria for the lessee, but in all cases, the lessor has an alternative use for the leased asset.

#	<u>Economic Useful Life</u>	<u>Annual PMT</u>	<u>PV of Annual PMTs</u>	<u>PV amount in 90% test - Lessee</u>	<u>Initial Lease Liability (prior to first PMT)</u>	<u>Right of Use Asset, net - 12/31/Year 1</u>	<u>Lessee's Cash paid at end of lease term</u>	<u>Lessor's Asset Cost</u>	<u>PV amount in 90% test - Lessor</u>	<u>Initial Lease Receivable (prior to first payment)</u>
1	5	14,515.88	51,924.70	88,676.19	88,676.19	66,507.14	0.00	60,000.00	100,000.00	100,000.00
2	9	34,253.24	66,265.61	75,000.00	75,000.00	37,500.00	10,000.00	45,000.00	75,000.00	75,000.00
3	5	11,778.94	33,680.81	33,680.81	33,680.81	22,996.97	0.00	22,800.00	33,680.81	N/A
4	9	8,916.96	44,519.77	44,519.77	44,519.77	38,451.04	0.00	31,200.00	47,522.71	52,000.00
5	5	69,794.87	134,419.75	134,419.75	134,419.75	69,794.87	0.00	103,800.00	134,419.75	N/A
6	9	70,725.04	407,838.77	407,838.77	407,838.77	349,576.09	0.00	280,200.00	407,838.77	467,000.00
7	5	56,719.08	157,864.22	348,383.96	348,383.96	278,707.17	240,000.00	235,800.00	393,000.00	393,000.00
8	9	3,338.34	16,667.39	23,599.25	16,667.39	13,889.49	0.00	15,600.00	26,000.00	26,000.00
9	5	17,977.15	50,035.18	50,035.18	50,035.18	40,028.14	0.00	43,800.00	51,404.06	73,000.00
10	9	6,250.35	17,551.11	17,551.11	17,551.11	12,091.81	0.00	14,000.00	17,551.11	N/A
11	5	31,120.93	86,617.78	86,617.78	86,617.78	59,936.60	0.00	68,600.00	87,388.13	N/A
12	9	9,220.24	51,844.30	78,101.37	60,596.66	51,939.99	0.00	61,600.00	88,000.00	88,000.00
13	5	361,559.81	696,337.42	696,337.42	696,337.42	361,559.81	0.00	548,100.00	705,902.49	783,000.00
14	9	9,644.97	41,590.33	57,924.33	47,715.58	38,172.46	5,000.00	42,700.00	61,000.00	61,000.00
15	5	30,096.34	84,511.06	84,511.06	84,511.06	67,608.85	0.00	76,300.00	84,511.06	109,000.00

Understanding Nature of Lease Transactions (LO2)

For each lease, please provide the appropriate choice from the bold terms in the spaces provided. Information about the abbreviations is provided in following table:

Abbreviation	Description
TRANSFER	Transfer of ownership at the end of lease term for no additional payment
BPO	Option to purchase asset at the end of lease term
75%	Lease term is greater than or equal to 75% of the economic useful life
90%	Present value of the lease payments included in the test is greater than or equal to 90% of the fair value of the asset.
GRV	Guaranteed residual value
UGRV	Unguaranteed residual value

	Lessor's implicit rate KNOWN or UNKNOWN by Lessee	Criteria met for Capital Lease: TRANSFER BPO NO ALT USE 75% 90% If none of the criteria are met, write "N/A"	Residual value type: GRV UGRV If there is no residual value, write "N/A"	Sales revenue or lease revenue to be reported by lessor for Year 1 (in dollars) (ignore interest revenue)
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INVESTMENTS

Problem Information

The fifteen companies in the regional tech industry all held two investments at some point during the current year. Only one of the companies, Company 13, owned its two investments prior to the current year. The other fourteen companies each purchased their two investments during the current year. While each company appropriately accounted for each investment, they were less familiar with the exact names of the categories that relate to each of the assets. Details about each investment are presented in the table below. **Unless specifically noted, you can assume that the companies owned the securities at year end of the current year. Also, any debt securities were purchased at face value and there were no transfers between categories. [NOTE: the term “cost” is the same as “purchase price”]**

Company 1	Investment A increased in fair value by \$200,000 and Investment B decreased in fair value by \$200,000. On the year-end balance sheet, both investments were reported at amounts different from their original purchase price. Both investments reported interest revenue on the income statement, but the net income and total comprehensive income amounts were identical. Other than the amount received for interest, the current year statement of cash flows only reported CFI.
Company 2	Investment A had a purchase price of \$3,000,000 and Investment B had a purchase price of \$2,000,000. Both investments had a 3-year maturity. At year-end, the fair value of Investment A was exactly the same as the purchase price while Investment B decreased in fair value. Aside from cash received in the form of a return (i.e. interest/dividends), the indirect method statement of cash flows only reported a \$(3,000,000) effect in the CFO section and a \$(2,000,000) effect in the CFI section. At year-end, both investments were reported on the balance sheet at amounts equal to the respective purchase prices.
Company 3	The two investments, one with a 3-year maturity and the other with no maturity, decreased in fair value during the year. On the CFO section of the statement of cash flows under the indirect method, the change in fair value was appropriately included for Investment A while the adjustment for Investment B was for an amount different from the change in fair value.
Company 4	Investment A increased in fair value during the year and Investment B did not change in fair value during the year. The statement of comprehensive income reported interest revenue for Investment A and dividend revenue for Investment B. No other comprehensive income (loss) was reported. Both investments were reported on the balance sheet at amounts equal to their respective purchase prices.
Company 5	Each investment had a purchase price of \$1,000,000. Both investments increased in fair value by \$300,000 as of year-end. At year end, both investments were reported at amounts above their purchase price on the balance sheet. Investment A was reported at \$1,300,000 while Investment B was reported at \$1,185,000. The effect of the two investments on CFI during the year was a total outflow of \$2,000,000. The direct method of the statement of cash flows reported both interest received and dividends received.
Company 6	Both investments were purchased for \$6,000,000 cash. On its statement of cash flows, both purchases were reported in the CFI section. Investment A had increased in fair value by \$400,000, while Investment B decreased in fair value by \$200,000 throughout the year. Outside of interest revenue, which was reported for both investments, the impact on the company’s comprehensive income was an increase of \$400,000.
Company 7	The investments did not change in fair value during the year, yet Investment A was reported at an amount above its purchase price on the balance sheet while there was no such adjustment for Investment B. The income statement reported dividend revenue for Investment B, but not for Investment A.
Company 8	Investment A and Investment B had the same interest rate. Investment A was sold at a loss half way through the year and Investment B, which had increased in fair value, was still owned by the company as of year-end. The indirect method statement of cash flows appropriately did not report a specific line item for the effect of the specific loss

	amount for Investment A, but it did appropriately adjust for the change in fair value for Investment B.
Company 9	Each investment had a purchase price of \$1,000,000. Both investments decreased in fair value by \$200,000, and these effects were reported as reductions to net income on the income statement. Investment A had a 3-year maturity while Investment B had no maturity date.
Company 10	The company appropriately recorded the purchases in the CFI section of the statement of cash flows. Both investments had significant changes in fair value during the year, but the company appropriately recorded no adjustments for these changes on the balance sheet. The company received cash for interest for Investment A and dividends for Investment B.
Company 11	At year end, Investment A had increased in fair value and Investment B had decreased in fair value. Furthermore, the statement of comprehensive income reported 1) an unrealized holding gain – income for one of the investments. It also reported interest revenue and dividend revenue, but no other comprehensive income (loss).
Company 12	One investment had a 10-year maturity and the other had no maturity. Both investments increased in fair value during the year, and the related effects of Investment A were reported on the income statement. While not on the income statement, the effects of the increase in fair value for Investment B were included in comprehensive income.
Company 13	Both investments, which were purchased in the prior year, were sold by the company during the middle of the current year for gains. The effect of the gain was appropriately incorporated as a line item on the CFO section of the indirect method statement of cash flows for Investment A. The effect of the specific gain amount was appropriately not reported on the CFO section of the indirect method statement of cash flows for Investment B, which was less than one year from its maturity date. Even though the investments were no longer owned by the company at year-end, Investment A had an effect reported in other comprehensive income on the year-end statement of comprehensive income.
Company 14	Both investments had 10-year maturities and increases in fair value during the year, and both increases were appropriately included in total comprehensive income. The effects of the fair value adjustment for Investment A were reported on the balance sheet but not reported on the statement of cash flows, yet the fair value adjustment for Investment B was included under the indirect method.
Company 15	Investment A and Investment B decreased in fair value by the same amount during the year, but there was no impact on other comprehensive income (loss). Both investments earned interest revenue. Aside from the cash received for this interest, though, the only other impact on the operating activities section of the indirect method statement of cash flows was for Investment B.

Understanding Nature of Investment Types (LO4)

For each subsidiary, identify the appropriate category for Investment A and Investment B and place your answer in the space provided. Please use the following abbreviations for each category.

Category	Abbreviation
Held-To-Maturity (debt)	HTM
Available-For-Sale (debt)	AFS
Trading (debt)	TS

Investor has little or no influence (equity)	NO
Investor has significant influence (equity)	SI

Provide your answers here:

Company	Investment A	Investment B
1		
2		
3		
4		
5		
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15		

STATEMENT OF CASH FLOWS

Problem Information

ABC Company		
Balance Sheet Information		
As of December 31, 2019 and 2018		
	<u>12/31/2019</u>	<u>12/31/2018</u>
Assets - DR (CR)		
Cash and Cash Equivalents	27,581	5,692,852
Accounts Receivable	4,123,000	3,672,000
Allowance for Doubtful Accounts	(516,000)	(563,000)
Interest Receivable	70,000	0
Inventory	2,148,000	2,590,000
Construction-In-Progress - Contracts	6,000,000	2,000,000
Construction Billings	(3,800,000)	(800,000)
Prepaid Expenses	398,000	563,000
Notes Receivable	1,250,000	0
Discount on Notes Receivable	(71,331)	0
Investment in HTM	0	1,300,000
Investment in AFS	3,400,000	3,400,000
Fair Value Adjustment - AFS	(130,000)	(150,000)
Investment in TS	2,900,000	2,600,000
Fair Value Adjustment - TS	93,000	200,000
Equity Method Investment	6,000,000	0
Property, Plant, and Equipment	7,398,000	6,708,000
Accumulated Depreciation - PPE	(3,934,000)	(2,388,000)
ROU Asset - Capital	576,850	576,850
Accumulated Depreciation - ROU Asset - Capital	(288,000)	(144,000)
ROU Asset - Operating	550,300	710,300
Construction-Company Headquarters	5,443,000	3,205,000
Deferred Tax Asset	223,000	240,000
Allowance to Reduce Deferred Tax Asset	(89,000)	(94,000)
Total Assets	31,772,400	29,319,002
Liabilities - (DR) CR		
Accounts Payable	6,838,000	6,432,000
Accrued Expenses Payable	1,275,000	1,443,000
Unearned Revenue	699,000	1,438,000
Interest Payable	540,000	620,000
Dividends Payable	1,170,000	1,295,000
Income Taxes Payable	1,342,000	1,195,000
Deferred Tax Liability	600,000	360,000
Notes Payable	4,000,000	4,100,000
Discount on Notes Payable	0	0
Bonds Payable	3,000,000	5,750,000
Discount on Bonds Payable	(9,174)	(17,591)
Premium on Bonds Payable	23,148	44,582

Pension Liability	2,250,000	2,000,000
Lease Liability - Operating	550,300	710,300
Lease Liability - Capital	313,219	450,711
Total Liabilities	22,591,493	25,821,002
Stockholders' Equity - (DR) CR		
Common Stock/Additional-Paid-In-Capital	8,875,000	3,500,000
Treasury Stock	(492,000)	0
Paid-In-Capital - Stock Options	750,000	1,250,000
Paid-In-Capital - Expired Stock Options	375,000	0
Unearned Compensation	(1,000,000)	(1,500,000)
Accumulated Other Comprehensive Income	(1,240,000)	(1,350,000)
Retained Earnings	1,912,907	1,598,000
Total Stockholders' Equity	9,180,907	3,498,000
Total Liabilities and Stockholders' Equity	31,772,400	29,319,002

ABC Company	
Statement of Comprehensive Income	
For the Year Ended December 31, 2019	
Revenues:	
Product Sales	11,500,000
Construction Revenue	4,000,000
Income from Equity Method Investment	2,400,000
Service Revenue	3,830,000
Total Revenue	21,730,000
Operating Expenses:	
Cost of Sales	(5,800,000)
Construction Expense	(3,000,000)
Compensation Expense	(750,000)
Pension Expense	(1,140,000)
Operating Lease Expense	(196,000)
Depreciation Expense	(1,870,000)
Selling, General, and Administrative Expenses	(5,737,000)
Total Operating Expenses	(18,493,000)
Operating Income	3,237,000
Other Revenues (Expenses):	
Interest Revenue	493,753
Loss from Sale of HTM Investment	(160,000)
Gain from Sale of Trading Security	150,000
Loss from Bond Redemption	(250,000)
Unrealized Holding Gain (Loss) - Trading Security	(107,000)
Interest Expense	(284,846)
Income Before Income Taxes	3,078,907
Income Tax Expense	(1,594,000)
Net Income	1,484,907

Other Comprehensive Income:	
Unrealized Holding Gain (Loss) - AFS Investment	20,000
Prior Service Cost Amortization - Pensions	180,000
Net Loss from Pension Liability Increase	(90,000)
Total Other Comprehensive Income	110,000
Comprehensive Income	1,594,907

ADDITIONAL INFORMATION

Accounts Receivable

Amounts due from customers for 1) product sales and 2) construction contracts. Almost all customers purchasing products are provided 30-day terms of payment. In a few special instances, though, ABC has extended longer periods of credit to customers for product sales. See the “Interest Receivable/...” section below for more information on these long-term receivables. For information on the construction contracts, see “Construction-In-Progress – Contracts...” below.

Allowance for Doubtful Accounts

\$350,000 of Accounts Receivable were deemed uncollectible in 2019.

Inventory

ABC Company purchased \$5,358,000 of inventory in 2019. All inventory purchases were made on account (i.e. Accounts Payable).

Construction-In-Progress – Contracts/Construction Billings

On 1/1/18, ABC agreed to construct a data storage facility for a client. In 2019, the company incurred \$3,000,000 of expenditures, all in cash. Additionally, ABC billed the customer \$3,000,000 and received payments from the customer of \$2,700,000 in 2019. The project had not been completed as of 12/31/19.

Prepaid Expenses

Amounts paid in advance for advertising and insurance costs. See the “Selling, General, and Administrative Expenses” section for more information.

Interest Receivable/Notes Receivable/Discount on Notes Receivable

Includes 1) cash loans to customers and 2) amounts due from trade customers for product sales. During 2019, \$800,000 in cash loans were made to customers, but loan repayments during the year amounted to only \$200,000. In 2019, the company made a product sale to a customer for \$400,000 and signed a 2-year note. Trade customers with these terms re-paid \$250,000 of accounts during the year. The aforementioned notes each have an interest rate equal to the market rate at the date of issuance. Interest on the notes is paid to ABC every January 1. During 2019, the amount of interest revenue recognized by ABC for these notes was \$70,000.

In addition to the activity in the prior paragraph, the company also made a 2019 product sale to a customer and signed a 3-year note with no stated interest rate. Per the note, the customer was to pay \$500,000 at the end of 3 years. Because this transaction included a significant financing component, ABC recognized only \$396,916 of sales revenue and \$31,753 of interest revenue in 2019.

Investment in HTM

ABC purchased, with \$1,300,000 cash, a held-to-maturity security with a coupon rate of 10% on 1/1/18 at face value. ABC sold the security on 1/1/19 for \$1,140,000. Interest was payable on the security every 12/31.

Investment in AFS/Fair Value Adjustment - AFS

ABC purchased, with cash and at face value, a \$3,400,000, 7% coupon available-for-sale security on 1/1/18. Interest is payable every 12/31, and ABC recognized \$238,000 of interest revenue on this security in 2019. The security had a fair value of \$3,250,000 on 12/31/18 and \$3,270,000 on 12/31/19.

Investment in TS/Fair Value Adjustment - TS

At the beginning of 2019, ABC had the following trading securities, which were all purchased at face value.

<u>Trading Security</u>	<u>Purchase Date</u>	<u>Cost</u>	<u>FMV – 12/31/18</u>	<u>FMV – 12/31/19</u>
4% bonds	1/1/17	\$600,000	\$720,000	N/A
5% bonds	1/1/18	\$2,000,000	\$2,080,000	\$2,130,000
6% bonds	1/1/19	\$900,000	N/A	\$863,000

ABC sold the 4% bonds for \$750,000 on 1/2/19. Interest on all trading securities is paid every 12/31, and ABC recognized \$154,000 of interest revenue on these securities in 2019.

Equity Method Investment

On 1/1/19, ABC purchased with cash a 30% stake in Z Corporation for \$4,500,000. ABC can exercise significant influence over Z and thus the equity method of accounting was employed. Z Corp. reported net income of \$8,000,000 and declared/paid cash dividends of \$3,000,000 in 2019. Accordingly, ABC received \$900,000 cash for its share of Z's dividends in 2019.

Property, Plant, and Equipment/Accumulated Depreciation - PPE

ABC purchased \$940,000 of fixed assets during 2019. All purchases were made on account (i.e. Accounts Payable). The company also sold fixed assets costing \$250,000 (A/D balance of \$180,000) for \$30,000 in 2019.

Construction – Company Headquarters

During 2018, ABC began constructing a second company headquarters. During 2019, the company made cash expenditures of \$1,970,000 for the project and capitalized interest costs of \$268,000. See the “Interest Payable” section for more information on capitalized interest.

Accounts Payable

Amounts due to suppliers for purchases of 1) inventory, 2) property, plant, and equipment, and 3) outbound shipping services. During 2019, ABC paid \$1,020,000 for purchases of property, plant, and equipment and \$4,680,000 for inventory. ABC paid \$2,341,000 for outbound shipping services. The related expenses for outbound shipping are reported under Selling, General, and Administrative Expenses. See the “Selling, General, and Administrative Expenses” section for more information on outbound shipping costs.

Accrued Expenses Payable

Amounts accrued for payroll/payroll-related costs and other expenses. See the “Selling, General, and Administrative Expenses” section for more information.

Unearned Revenue

Amounts paid in advance by customers for services provided by ABC. All service revenue contracts are paid in advance.

Dividends Payable

ABC declares dividends every December 31 and pays the amount the following January 31. During 2019, ABC declared \$1,170,000 of dividends and paid \$1,295,000.

Income Taxes Payable

Income taxes accrued on 12/31/2018 were paid on March 15, 2019. Income taxes accrued on 12/31/2019 will be paid on March 15, 2020.

Deferred Tax Asset/Allowance to Reduce Deferred Tax Asset/Deferred Tax Liability

Temporary differences resulting in future taxable and deductible amounts.

Notes Payable/Discount on Notes Payable

On 1/1/16, ABC issued a 3-year, \$100,000 note due on 1/1/19, initially receiving proceeds of \$83,962. The note had no stated interest rate, but the effective rate of interest on 1/1/16 was 6%. ABC made the appropriate re-payment on 1/1/19. On 1/1/18, ABC borrowed \$4,000,000 at 7% for the specific purpose of financing the construction of the second company headquarters. Interest on the note is payable every January 1. The prevailing rate in the market on 1/1/18 was also 7%. See the “Interest Payable” section for more information on the interest for this note.

Bonds Payable/Discount on Bonds Payable/Premium on Bonds Payable

ABC had the following bonds outstanding as of 12/31/18:

Description	Issuance Date	Maturity Date	Face Value	Proceeds Received	Effective rate
8% Bond	1/1/16	1/1/19	\$1,000,000	\$974,687	9%
6% Bond	1/1/17	1/1/21	\$1,750,000	\$1,750,000	6%
9% Bond	1/1/18	1/1/21	\$2,500,000	\$2,564,427	8%
7% Bond	1/1/18	1/1/21	\$500,000	\$474,687	9%

The 6% bond was redeemed on 1/1/19 for \$2,000,000. Interest on the 6% bond was payable every 12/31. Interest on the 7%, 8%, and 9% bonds is payable every 1/1. As expected, the 8% bond matured on 1/1/19 and the face value plus the accrued interest from 2018 was paid on this date by ABC. The coupon rate on the 8% bond is not insignificant in comparison to the 9% effective rate. See the “Interest Payable” section for more information on the interest for these bonds.

Interest Payable

Debt	1/1/2019 Interest Payment	2019 Interest Expense/Capitalization (carrying value * effective interest rate)	2019 Interest Payable Balance
7% Note	\$280,000	\$280,000	\$280,000
8% Bond	\$80,000	\$0	\$0
9% Bond	\$225,000	\$203,567	\$225,000
7% Bond	\$35,000	\$43,417	\$35,000
Total	\$620,000	\$526,984	\$540,000

The 1/1/2019 interest payment included 205,000 for interest capitalized accrued in 2018. The premium amortization for the 9% bond was \$19,846 in 2018 and \$21,433 in 2019. The discount amortization for the 7% bond was \$8,417 in 2019. The 12/31/2019 interest accrual included \$268,000 of capitalized interest. [NOTE: THIS INTEREST INFORMATION DOES NOT INCLUDE INTEREST ACCRUED ON CAPITAL LEASES. THIS INFORMATION IS PRESENTED BELOW IN THE “ROU Asset - Capital/Accumulated Depreciation – ROU Asset - Capital/Lease Liability – Capital /ROU Asset – Operating/Lease Liability – Operating/Operating Lease Expense” SECTION

Pension Liability

ABC supports a pension plan for its employees. In a prior year, the company amended the plan resulting in prior service costs. In addition, the company recorded a liability increase due to a change in actuarial assumptions during 2019. The company contributed \$800,000 to the plan in 2019.

ROU Asset - Capital/Accumulated Depreciation – ROU Asset - Capital/Lease Liability – Capital /ROU Asset – Operating/Lease Liability – Operating/Operating Lease Expense

ABC had two active lease agreements in 2019. The first agreement was originated in 2017 for a fleet of forklifts and tractors. The company pays \$196,000/year each January 1 (including January 1, 2019), and the agreement was appropriately classified as an operating lease. The second lease agreement was originated on 1/1/2018 for a fleet of vehicles worth \$600,000. ABC used its incremental borrowing rate of 9% and appropriately capitalized \$576,850. The agreement requires ABC to make lease payments in

the amount of \$163,354 every January 1. The Lease Liability – Capital account balance includes interest accrued of \$37,215 at 12/31/18 and \$25,862 at 12/31/19

Common Stock/Additional-Paid-In-Capital

In addition to the exercise of stock options, ABC issued shares for \$2,000,000 cash.

Treasury Stock

ABC repurchased shares of common stock for \$492,000 cash.

Paid-In-Capital – Stock Options/Paid-In-Capital – Expired Stock Options

ABC issued 200,000 stock options on 1/1/14 with a value of \$750,000, an option price of \$30/share (\$1 par value stock), a 5-year vesting period, and an exercise date of 1/1/19. Half of the options were exercised, and half expired in 2019.

ABC issued 200,000 stock options on 1/1/17 with a value of \$1,000,000, an option price of \$50/share (\$1 par value stock) and a 4-year vesting period. The first possible exercise date is 1/1/21. No shares had been forfeited as of 12/31/19.

Unearned Compensation

ABC issued 50,000 restricted shares (5-year vesting period) on 1/1/17 when the share price was \$50/share. No shares had been forfeited as of 12/31/19.

Selling, General, and Administrative Expenses

This line item on the income statement includes the following:

Bad Debt Expense	303,000
Advertising Expense	451,000
Insurance Expense	360,000
Payroll Expense	2,040,000
Shipping Expense	2,149,000
Other Expense	\$394,000
Loss on PPE Disposal	\$40,000
Total	\$5,737,000

Preparation of the Statement (LO3)

Prepare ABC Company's 2019 Statement of Cash Flows, in good form, in accordance with United States Generally Accepted Accounting Principles. ABC reports cash flows under the indirect method.

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Chris Stevens for graduate (please include *all attachments* and cc: Annie Voy). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Spring 2017</i>
Professor(s) completing this report:	<i>Law</i>
Course and section(s) of assessment:	<i>ACCT 363 sections 1-2, MACC 563 (a few students total)</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric None <input checked="" type="checkbox"/> Assessment Tool <input type="checkbox"/> Student Samples (10 samples with names removed)
Observed Performance:	<input type="checkbox"/> Desired results met X Desired results not met

Goal 1: Students will develop appropriate technical knowledge across the five major areas of the accounting discipline.
Objective 2: Students will demonstrate competency in managerial accounting and analysis.
<u>Anticipated Performance:</u> 75% or greater of the students should correctly answer 70% or greater of the multiple-choice questions on the comprehensive final exam

1. Assessment Method Description

The Goal above remains unchanged from the previous assessment in 2014. However, the objective above has been modified. Accordingly, the approach taken to assess has also been modified. Instead of examining each question/problem of the three exams, I utilized 43 multiple-choice questions on the comprehensive final exam for assessment. These questions are a subset of those used in previous assessments and are largely conceptual; however, they tackle the above objective in examining competency. The previous assessment had shown improvements over prior assessments in competency, and it is hoped that this new approach, although not entirely comparable to previous assessments, would be effective. To that end, I retained three of the four original learning objectives from previous assessments to determine which areas of cost accounting were a struggle for students. I dropped the learning objective related to Ethics as we already assess this elsewhere.

It is imperative that accounting graduates leave Gonzaga with competency in managerial accounting as these are assessed in the Uniform CPA exam and, more importantly, many accounting graduates end up working in government/not-for-profit and/or industry (where competency in this material is essential).

Two sections of cost accounting students (n=93) participated in the assessment during the last week of class. Of note, most of these were senior accounting students (a departure from prior assessments). Previously, this course

was made up mostly juniors; however, a change in course scheduling within the Accounting Department resulted in this course now being deemed a senior course.

2. Desired Results

The anticipated performance was that 75% or greater of the students should correctly answer 70% or greater of the multiple-choice questions on the comprehensive exam.

3. Actual Results

The percentage (**Overall**) of students who correctly answered 70% or greater of the 43 multiple-choice questions was 73.1%. The anticipated performance of 75% was just missed. Results broken down by specific learning objectives were as follows (note: results also summarized in table below and some questions were used in more than one specific learning objective):

(1) Students should understand how both uncertainty and bias impact the collection and use of managerial accounting data. The percentage of students who correctly answered 70% or greater of the multiple-choice questions relative to this learning objective was 68.8%. The anticipated performance of 75% for this learning objective was missed.

(2) Students should possess a sound understanding of types and uses of costs. The percentage of students who correctly answered 70% or greater of the multiple-choice questions relative to this learning objective was 81.7%. The anticipated performance of 75% for this learning objective was met.

(3) Students should thoroughly understand the uses and processes of key cost/managerial concepts and tools. The percentage of students who correctly answered 70% or greater of the multiple-choice questions relative to this learning objective was 63.4%. The anticipated performance of 75% for this learning objective was missed.

	<u>Both Sections</u>		<u>Section 1</u>		<u>Section 2</u>	
	Count	Percent	Count	Percent	Count	Percent
(Overall) Scores >= 70%	68	73.1%	28	62.2%	40	83.3%
(1) Scores >= 70%	64	68.8%	28	62.2%	36	75.0%
(2) Scores >= 70%	76	81.7%	38	84.4%	38	79.2%
(3) Scores >= 70%	59	63.4%	25	55.6%	34	70.8%

The above table also highlights an interesting finding. The two sections of the course were taught back-to-back on the same days; however, the results were quite different between the sections. Surprisingly, Section 2 performed on the whole much better, and the differences between sections played a role in the overall results. That said, specific learning objective 3 was problematic for both sections.

Overall, the anticipated results were just missed. The results from the specific learning objectives indicate where students revealed competence and areas of concern. Students successfully demonstrated their understanding of the various types and uses of costs; however, they struggled with understanding how uncertainty and bias affect cost accounting data, and to a larger extent, they seemed to struggle with understanding the uses and processes of key cost/managerial concepts and tools. This latter area, reflecting a large portion of the overall objective of Assessment Goal 1, will be the main focus of improvement in the future. It is believed that greater competency in this area will help students with competency related to uncertainty and bias in cost accounting (the other specific learning objective where students struggled).

4. Executive Summary of Findings

In some respects, the 93 students completing Cost Accounting in Spring 2017 appeared to adequately demonstrate competency in managerial/cost accounting and analysis in this senior-level accounting course; the anticipated overall results were just missed. However, a breakdown of the questions into the three specific learning objectives revealed that students struggled with most with competency in key cost/managerial concepts and tools. This important area will be specifically targeted for improvement in the future.

5. Recommendation for Continuous Improvement

A new text edition, along with instructor-modified ancillary materials, is now being heavily used in this course. This represents a significant pedagogical change in how the instructor approaches the “how to” of cost accounting. Specifically, PowerPoint lectures containing detailed examples and explanations are provided to students ahead of the time where these will be discussed in class. Using these and other related examples, the instructor then methodically reviews cost accounting concepts and techniques in the classroom. These are available for students to review further following class and in preparation for the exams. It is believed that these efforts will help students address the main area of concern noted above related to understanding uses and processes of key cost/managerial concepts and tools.

Attachment: *Assessment Tool and Related Excel Spreadsheet*

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 and then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate business, Matt Hoag for undergraduate accounting, Andrew Brajcich for graduate accounting, or Mirjeta Beqiri for MBA (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Spring 2019</i>
Professor(s) completing this report:	<i>Law</i>
Course and section(s) of assessment:	<i>ACCT 363 2 sections</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment <i>Note: Check "first assessment" if this is the first assessment in the current CIR cycle (2016/17 – 2020/21).</i> Last Assessment (Sem/Yr.): Spring 2017
Required Attachments:	<input type="checkbox"/> Rubric None <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names removed)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met Desired results not met

Goal 1: Students will develop appropriate technical knowledge across the five major areas of the accounting discipline.

Objective 2: Students will demonstrate an understanding of intermediate level cost/managerial accounting concepts. Anticipated Performance: 75% or greater of the students should correctly answer 70% or greater of the multiple-choice questions on the comprehensive final exam

1. Desired Results

The anticipated performance was that 75% or greater of the students should correctly answer 70% or greater of the multiple-choice questions on the comprehensive exam.

2. Assessment Method Description

The Goal and Objective above remains unchanged from the previous assessment in 2017. Also, I utilized the same 43 multiple-choice questions (largely conceptual) on the comprehensive final exam in 2019 as in 2017 for assessment. This approach allows for direct comparisons with the 2017 assessment to see whether new approaches to pedagogy (see section 5 below) have resulted in greater student competency.

It is very important that accounting graduates leave Gonzaga with competency in managerial accounting as these are assessed in the Uniform CPA exam. More importantly, although most of our students begin their careers in public accounting, many accounting graduates end up working in government/not-for-profit and/or industry (where competency in this material is essential).

Two sections of cost accounting students (n=83) participated in the assessment during the last week of class. Like the assessment in 2017, most of these were senior accounting students.

3. Actual Results

The percentage (**Overall**) of students who correctly answered 70% or greater of the 43 multiple-choice questions was 85.5%. The anticipated performance of 75% was achieved. Results broken down by specific learning objectives were as follows (note: results also summarized in comparative table below and some questions were used in more than one specific learning objective):

(1) Students should understand how both uncertainty and bias impact the collection and use of managerial accounting data. The percentage of students who correctly answered 70% or greater of the multiple-choice questions relative to this learning objective was 81.9%. The anticipated performance of 75% for this learning objective was met.

(2) Students should possess a sound understanding of types and uses of costs. The percentage of students who correctly answered 70% or greater of the multiple-choice questions relative to this learning objective was 90.4%. The anticipated performance of 75% for this learning objective was met.

(3) Students should thoroughly understand the uses and processes of key cost/managerial concepts and tools. The percentage of students who correctly answered 70% or greater of the multiple-choice questions relative to this learning objective was 85.5%. The anticipated performance of 75% for this learning objective was met.

	<u>2017 (n=93)</u>		<u>2019 (n=83)</u>	
	Count	Percent	Count	Percent
(Overall) Scores >= 70%	68	73.1%	71	85.5%
(1) Scores >= 70%	64	68.8%	68	81.9%
(2) Scores >= 70%	76	81.7%	75	90.4%
(3) Scores >= 70%	59	63.4%	71	85.5%

The above table also highlights a very encouraging finding. The table compares the results from the 2017 assessment with the 2019 assessment. In 2017, the overall objective anticipated performance was just missed, and two of the three learning objectives anticipated performance targets were missed. In 2019, both the overall and the three learning objectives anticipated performance targets were met (with improvements in all areas).

4. Executive Summary of Findings

The results of this reassessment were very positive. Both the overall and the three learning objectives anticipated performance targets were met (with improvements in all areas). These results are especially gratifying in that the exact same assessment in 2017 using a similar sample of students yielded fewer positive results.

5. Recommendations for Continuous Improvement (If Applicable)

To improve student competency, the instructor used a new text edition and instructor-modified ancillary materials. This represented a significant pedagogical change in how the material was presented. Specifically, PowerPoint lectures containing detailed examples and explanations were provided to students ahead of lectures. Using these materials, the instructor methodically reviewed cost accounting concepts and techniques in the classroom, and, of course, these materials were available for students to review following class and in preparation for the exams. The instructor has since (following the 2019 assessment) added narrated PowerPoint slides and provided additional helps to students to assist in learning material outside of class, and it is believed that these efforts will further help students demonstrate competency in managerial accounting.

Attachment: *Assessment Tool and Related Excel Spreadsheet*

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Fall 2017</i>
Professor(s) completing this report:	<i>Matthew Hoag, PhD, CPA</i>
Course and section(s) of assessment:	<i>ACCT 362 – Both Sections</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (20 of 68 students selected assessed)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

Goal: Undergraduate Accounting Goal 1.3: Students will develop appropriate technical knowledge across the five major areas of the accounting discipline:

Students will demonstrate understanding of accounting information systems.

Specifically, students will demonstrate acceptable proficiency in the following five (5) content/topical areas:

- A. The role of the accountant in an information systems environment, including the effects of the Sarbanes-Oxley Act on the role of the external auditor.**
- B. An understanding of the primary information flows within a business organization**
- C. The tools of AIS work, such as data flow diagrams, flowcharting, and internal controls.**
- D. The activities, documents, and internal control procedures in the major business cycles and the flow of accounting data and information in those systems.**
- E. The collection, processing, and reporting of data about the primary business cycles.**

Anticipated Performance:

At least 75% of students scoring 70% or higher on the selected assessment questions (see attached) for each of the content/topical areas (A-E) listed above would be indicative of acceptable proficiency.

1. Cohort of Students Assessed

Assessed student technical knowledge for a sample of twenty (20) students in the Fall 2017 ACCT 362 (Accounting Information Systems) course.

2. Assessment Method Description

Assessed student technical knowledge for a sample of twenty (20) students in the Fall 2017 ACCT 362 (Accounting Information Systems) course.

3. Desired Results

At least 75% of students scoring 70% or higher on the selected assessment questions (see attached). In total, there were 25 assessment questions embedded in the four exams administered during the course. Five (5) AoL questions were included on each of the first three exams and 10 AoL questions were included on the comprehensive final exam. In order to meet the desired threshold, a student must have answered 18 of 25 the AoL assessment questions correctly. Further, there were five (5) AoL assessment questions linked to each of the content/topical areas listed above. Any content/topical area where students collectively performed less than 70% suggests corrective action should be taken.

Twenty (20) students were selected at random for assessment out of a total course enrollment of 68 (29% of the class roster). The actual assessment results are presented in the following section.

4. Actual Results

On the following page, I present a table summarizing the results of the AoL assessment, for each of the twenty (20) selected students. The table also documents performance across each of the content/topical areas identified on the previous page (5 in total; 5 questions per content/topical area).

5. Actual Results (continued)

19	# of students >= 70%
95%	% of students >= 70%

Overall % Correct	80.00%	93.00%	69.00%	87.00%	86.00%		
	OBJ	OBJ	OBJ	OBJ	OBJ	# AoL	% AoL
Sample #	A	B	C	D	E	Correct	Correct
1	4	5	5	5	4	23	0.92
2	4	4	4	4	4	20	0.8
3	5	4	4	4	5	22	0.88
4	4	4	5	3	4	20	0.8
5	3	5	2	4	4	18	0.72
6	5	4	2	5	4	20	0.8
7	5	5	4	4	5	23	0.92
8	5	5	3	5	4	22	0.88
9	5	5	3	5	5	23	0.92
10	3	4	3	5	4	19	0.76
11	3	5	2	5	5	20	0.8
12	2	4	3	4	4	17	0.68
13	4	4	3	4	4	19	0.76
14	2	5	5	4	3	19	0.76
15	5	5	3	5	4	22	0.88
16	4	5	5	4	5	23	0.92
17	5	5	3	4	5	22	0.88
18	3	5	3	4	5	20	0.8
19	4	5	4	4	4	21	0.84
20	5	5	3	5	4	22	0.88
# Students >= 70%	14	20	8	19	19		
%Students >= 70%	70.00%	100.00%	40.00%	95.00%	95.00%		

6. Executive Summary of Findings

19 of the 20 selected students (95%) achieved a score of 70% or higher on the assessment questions, meaning the **desired results were achieved** overall.

Within the specific content/topical areas, the 70% threshold was achieved for course learning objectives B, D, and E. Objectives A and C were not met:

A. The role of the accountant in an information systems environment, including the effects of the Sarbanes-Oxley Act on the role of the external auditor.

C. “The tools of AIS work, such as data flow diagrams, flowcharting, and internal controls.”

Specific recommendations for continues improvement are offered in the final section below.

7. Recommendations for Continuous Improvement

Although students met the desired results, in aggregate, during this assessment, it was noted that students struggled with Objectives “A” and “C” (the Sarbanes-Oxley Act (“SOX”) objective and the tools of AIS work objective, which includes data flow diagrams, flowcharts, and internal controls). I discuss corrective actions with respect to each below:

SOX Objective:

The SOX objective was narrowly missed. Although students scored 80% on the corresponding questions collectively, only 70% (14 of 20) students scored 4 or 5 ($\geq 70\%$) questions correctly in relation to this learning objective. Upon further reflection, the learning objective may be a poor fit for AoL assessment in this course given this subject matter is predominantly covered at an introductory level in this course and is covered in much more depth in the undergraduate auditing course that follows sequentially. Further, the SOX objective – as stated – emphasizes the role of the external auditor, which is not a traditional focus of the AIS course content. Introducing students to the role of the external auditor and the importance of an organization’s AIS and the broader regulatory environment to their work is a worthwhile endeavor in the AIS course. However, this specific learning objective seems better suited for the undergraduate audit course and should be removed, replaced, and/or modified in the re-assessment.

AIS Tools Objective:

In total, I allocated approximately 600 minutes (10 hours; four weeks of class time) to internal controls, audits of computer-based information systems (i.e., IT controls), and two key business cycles (revenue and expenditures). In total, each of these topics got about one week of class time (2.5 hours). The last two weeks of the course covered topics around data analytics in accounting (visualization in Tableau, Big Data, how data analytics is changing the accounting profession). Thus, there is some bandwidth to increase coverage of critical AIS content and eschewing some or all of the special topics coverage on data analytics.

I converse frequently with my colleague, Dr. Sara Kern, who teaches the undergraduate Auditing course (ACCT 464) because Accounting Information Systems (“AIS”) is a critical foundation class for Auditing. Specifically, she and I discuss the format, structure, and content of the AIS course to ensure that students are well prepared for success in ACCT 464. Of particular interest, Dr. Kern mentioned that students did not seem familiar with the payroll cycle and related processes/controls, and seemed to lack confidence in their knowledge of internal controls more broadly. This is not surprising given that I did not specifically include the payroll process content in the Fall 2017 semester, and internal controls are best learned through repetition and reflection on the various business processes.

My conversations with Dr. Kern further validate the assessment results summarized above. The payroll process and internal controls were areas she identified as relatively weaker through her work with students in Auditing and that bears itself out in the assessment results. Internal controls are a key component of Objective C. Further, the payroll process/cycle is one that

many students have some familiarity with (as many have been employed previously), so this is a great vehicle to applying the concepts and building confidence in student knowledge.

After discussing this with the auditing instructor, we will plan to replace the data analytics material (which is now covered in a separate course) with additional content related to the payroll process and internal controls to help better prepare students for those topics in the auditing class. Further, this should also help students perform more capably in the content/topical area pertaining to AIS tools (which includes internal controls).

Attachments:

- AIS AOL Assessment Questions (Fall 2017)
- Summary and Detailed Results

Additional Notes:

Original exams have been preserved with Professor Matt Hoag and can be made available for review upon request.

AIS AOL ASSESSMENT QUESTIONS (FALL 2017)

1. In which transaction cycle would information for inventory purchases be most likely to pass between internal and external accounting information systems?
[AOL OBJECTIVE B]
 - A. the revenue cycle
 - B. the expenditure cycle
 - C. the human resources / payroll cycle
 - D. the financing cycle

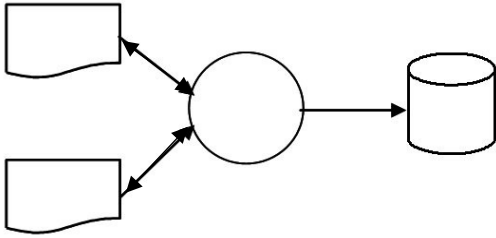
2. Transaction cycles can be summarized on a high level as "give-get" transactions. An example of "give-get" in the revenue cycle would be
[AOL OBJECTIVE E]
 - A. give cash, get goods.
 - B. give cash, get labor.
 - C. give goods, get cash.
 - D. give cash, get cash.

3. An accounting information system must be able to perform which of the following tasks?
[AOL OBJECTIVE E]
 - A. Collect transaction data
 - B. Process transaction data
 - C. Provide adequate controls
 - D. All of the above

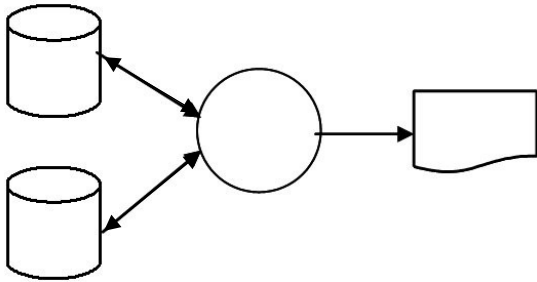
4. Nishant Kumar has been hired by American Manufacturing as a staff accountant in the internal audit department. He has been asked to thoroughly document the existing accounting information system in preparation for making recommendations for improvements to internal controls. He decides to begin with a description of the information stored in paper records, their sources, and their destinations. The documentation tool he should employ for this purpose is a
[AOL OBJECTIVE D]
 - A. data flow diagram
 - B. document flowchart
 - C. system flowchart
 - D. program flowchart

5. A materials requisition order document is prepared from the inventory file and the materials file, both of which are stored on a hard drive. Which one of the following diagrams represents this activity?
[AOL OBJECTIVE C]

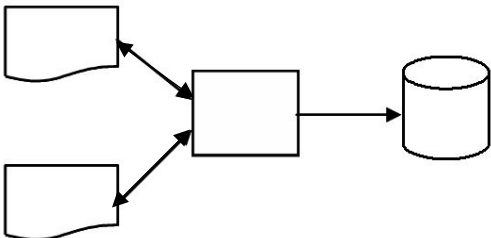
A.



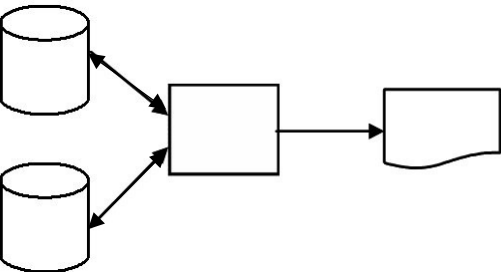
B.



C.



D.



6. Databases were originally developed to address which problem?
[AOL OBJECTIVE C]

- A) to replace the double entry-system
- B) to address the proliferation of master files
- C) to increase the speed that an organization could process transactions
- D) to decrease the costs associated with manual accounting systems

7. The logical view of a database system refers to
[AOL OBJECTIVE E]

- A) how a user or programmer conceptually organizes and understands the data.
- B) how the DBMS accesses data for a certain application program.
- C) how and where the data are physically arranged and stored.
- D) how master files store data values used by more than one application program.

8. How do users retrieve data stored in a database?
[AOL OBJECTIVE E]

- A) by viewing the appropriate data tables
- B) by executing a query
- C) by performing a search
- D) by specifying the primary keys

9. Identify the preventive control below.
[AOL OBJECTIVE C]

- A) reconciling the bank statement to the cash control account
- B) approving customer credit prior to approving a sales order
- C) maintaining frequent backup records to prevent loss of data
- D) counting inventory on hand and comparing counts to the perpetual inventory records

10. As a result of an internal risk assessment, Allstate Insurance decided it was not profitable to provide hurricane insurance in the state of Florida. Allstate apparently chose to _____ the risk of paying hurricane claims in Florida.
[AOL OBJECTIVE A]

- A) reduce
- B) share
- C) avoid
- D) accept

11. Which is the *best* control to prevent invoicing customers for more than the actual quantity shipped?

[AOL OBJECTIVE C]

- A) Use the information from the sales order to prepare the sales invoice.
- B) Use the information from the bill of lading to prepare the sales invoice.
- C) Use the information from the picking ticket to prepare the sales invoice.
- D) Use the information from the packing slip to prepare the sales invoice.

12, Segregation of duties controls dictates that the collection and recording functions be kept separate from each other. However, the accounts receivable department needs to know when customers pay their invoices. What is a solution to this potential internal control problem?

[AOL OBJECTIVE C]

- A) Establish a lockbox arrangement with a bank.
- B) Have customers send a remittance advice with their payment.
- C) Have mailroom personnel prepare a remittance list which can be forwarded to accounts receivable.
- D) all of the above

13. A voucher package should include

[AOL OBJECTIVE D]

- A) a purchase order, vendor invoice, and receiving report.
- B) a purchase requisition, vendor invoice, and receiving report.
- C) a purchase requisition, purchase order, and receiving report.
- D) a bill of lading and vendor invoice.

14. Which electronic files are either read or updated when goods are ordered from a vendor?

[AOL OBJECTIVE E]

- A) inventory, vendors, and accounts payable
- B) vendors and accounts payable
- C) inventory, vendors, and open purchase orders
- D) open purchase orders and accounts payable

15. Requiring all packing slips be reconciled to purchase orders before accepting a delivery of inventory would be *most* likely to prevent which of the following situations?

[AOL OBJECTIVE D]

A) A supplier delivers more inventory than ordered at the end of the year and sends an invoice for the total quantity delivered.

B) An employee mails a fake invoice to the company, which is then paid.

C) The inventory records are incorrectly updated when a receiving department employee enters the wrong product number on the receiving report.

D) Receiving department employees steal inventory and then claim the inventory was received and delivered to the warehouse.

16. Which of the following typically marks the beginning of the data input process?

[AOL OBJECTIVE B]

A) a business decision

B) an economic activity

C) batch processing

D) a database query

17. Identify the item below that is *not* one of the four different types of data processing activities.

[AOL OBJECTIVE B]

A) updating

B) deleting

C) creating

D) revising

18. The possibility that a material error will occur even though auditors are following audit procedures and using good judgment is referred to as

[AOL OBJECTIVE A]

A) control risk.

B) detection risk.

C) inherent risk.

D) investigating risk.

19. Increasing the effectiveness of internal controls over financial reporting would
[AOL OBJECTIVE A]

- A) increase detection risk.
- B) increase audit risk.
- C) reduce inherent risk.
- D) reduce control risk.

20. The physical view of a database system refers to
[AOL OBJECTIVE B]

- A) how master files store data values used by more than one application program.
- B) how a user or programmer conceptually organizes and understands the data.
- C) how the DBMS accesses data for a certain application program.
- D) how and where the data are physically arranged and stored.

21. All of the following are benefits of the database approach *except*
[AOL OBJECTIVE B]

- A) data integration and sharing.
- B) decentralized management of data.
- C) minimal data redundancy.
- D) cross-functional analysis and reporting.

22. A control procedure designed so that the employee that records cash received from customers does not also have access to the cash itself is an example of a(n)
[AOL OBJECTIVE A]

- A) authorization control.
- B) corrective control.
- C) preventive control.
- D) detective control.

23. What is a denial of service attack?

[AOL OBJECTIVE D]

- A) A denial of service attack occurs when an e-mail message is sent through a re-mailer, who removes the message headers making the message anonymous, then resends the message to selected addresses.
- B) A denial of service attack occurs when a cracker enters a system through an idle modem, captures the PC attached to the modem, and then gains access to the network to which it is connected.
- C) A denial of service attack occurs when the perpetrator sends hundreds of messages from randomly generated false addresses, overloading an Internet service provider's e-mail server.
- D) A denial of service attack occurs when the perpetrator e-mails the same message to everyone on one or more Usenet newsgroups LISTSERV lists.

24. The amount of risk a company is willing to accept in order to achieve its goals and objectives is

[AOL OBJECTIVE A]

- A) risk appetite.
- B) inherent risk.
- C) residual risk.
- D) risk assessment.

25, According to the ERM, these help the company address all applicable laws and regulations.

[AOL OBJECTIVE D]

- A) reporting objectives
- B) operations objectives
- C) strategic objectives
- D) compliance objectives

Overall % Correct	80.00%	93.00%	69.00%	87.00%	86.00%		
	OBJ	OBJ	OBJ	OBJ	OBJ	# AoL	% AoL
Sample #	A	B	C	D	E	Correct	Correct
1	4	5	5	5	4	23	0.92
2	4	4	4	4	4	20	0.8
3	5	4	4	4	5	22	0.88
4	4	4	5	3	4	20	0.8
5	3	5	2	4	4	18	0.72
6	5	4	2	5	4	20	0.8
7	5	5	4	4	5	23	0.92
8	5	5	3	5	4	22	0.88
9	5	5	3	5	5	23	0.92
10	3	4	3	5	4	19	0.76
11	3	5	2	5	5	20	0.8
12	2	4	3	4	4	17	0.68
13	4	4	3	4	4	19	0.76
14	2	5	5	4	3	19	0.76
15	5	5	3	5	4	22	0.88
16	4	5	5	4	5	23	0.92
17	5	5	3	4	5	22	0.88
18	3	5	3	4	5	20	0.8
19	4	5	4	4	4	21	0.84
20	5	5	3	5	4	22	0.88
# Students >= 70%	14	20	8	19	19		
%Students >= 70%	70.00%	100.00%	40.00%	95.00%	95.00%		

19	# of students > 70%
95%	% of students > 70%

	AOL?	N	N	N	N	N	Y	Y	Y	N	N	N	N	N	Y	Y		# AoL
	OBJ						B	E	E						D	C		
	# Correct						19	20	20						14	18		
Ref	Vers	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Missed	Correct
1	n/a	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	5
2	n/a	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	3	3
3	n/a	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	2	5
4	n/a	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	4	4
5	n/a	1	0	0	0	1	1	1	1	1	0	1	1	1	0	0	6	3
6	n/a	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	3	5
7	n/a	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5
8	n/a	1	0	1	0	0	1	1	1	1	0	1	1	0	1	1	5	5
9	n/a	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	4	4
10	n/a	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	4	5
11	n/a	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	5
12	n/a	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	5	5
13	n/a	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	4	4
14	n/a	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	3	4
15	n/a	1	0	1	0	1	1	1	1	0	0	1	1	0	1	1	5	5
16	n/a	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	4
17	n/a	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5
18	n/a	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	5
19	n/a	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	5
20	n/a	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	4	5

Ref	Vers	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	MISSED	Correct	
1	B	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	3	5
2	B	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	3	5
3	A	1	1	1	1	0	1	1	0	1	0	0	0	1	0	1	1	1	0	0	1	1	8	4
4	B	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5
5	B	0	1	0	1	1	0	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	8	3
6	B	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	4	3
7	B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	5
8	A	1	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	1	1	6	3
9	A	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	3	5
10	A	0	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	0	6	3
11	B	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	5	3
12	B	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	6	3
13	B	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	0	0	5	3
14	A	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	3	4
15	B	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4
16	A	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	2	5
17	B	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	2	4
18	B	1	1	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	6	4
19	B	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	3	3
20	B	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	3	4

AoL? Y Y Y
 Obj C E E
 # Crct 5 6 4
 AoL?
 Obj Y Y
 # Crct C A

Y A
 6
 Y Y
 E E
 14 13
 # AoL

	AOL?		Y	Y		Y	Y		Y													# AoL
	OBJ		C	C		D	E		D													
	# Correct		15	14		17	9		17													
Ref	Vers	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	MISSED	Correct
1	n/a	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	3	4
2	n/a	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	3	3
3	n/a	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	3	4
4	n/a	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	4	4
5	n/a	0	1	1	1	1	0	0	1	1	0	0	0	1	1	1	1	1	1	1	6	4
6	n/a	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	4	3
7	n/a	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	4	3
8	n/a	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	5	4
9	n/a	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	4	4
10	n/a	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	3	4
11	n/a	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4
12	n/a	1	1	0	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	5	3
13	n/a	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	2	4
14	n/a	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	4	4
15	n/a	0	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	0	0	7	3
16	n/a	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	5
17	n/a	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	4	3
18	n/a	0	1	0	0	1	0	0	0	1	1	0	1	1	0	1	1	1	0	0	10	3
19	n/a	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	4	3
20	n/a	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	0	5	3

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Fall 2020</i>
Professor(s) completing this report:	<i>Sara Kern, PhD, CPA, CFE</i>
Course and section(s) of assessment:	<i>ACCT 362 (Accounting Information Systems) both sections</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment (Last assessed in Fall 2017)
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

<p>Goal: Undergraduate Accounting Goal 1.3: Students will develop appropriate technical knowledge across the five major areas of the accounting discipline:</p> <p><i>Students will demonstrate an understanding of accounting information systems.</i></p> <p>Anticipated Performance: <i>75% of students will score 70% or higher on the assessment questions</i></p>

1. Cohort of Students Assessed

Assessed student technical knowledge for a sample of twenty (20) students (10 from each section) in the Fall 2020 ACCT 362 (Accounting Information Systems) course.

2. Assessment Method Description

Multiple Choice exam questions were used to assess student technical knowledge.

3. Desired Results

At least 75% of students will score 70% or higher on the selected assessment questions (see attached). In total, there were 40 assessment questions embedded in the three exams.

Twenty (20) students were selected at random for assessment out of a total course enrollment of 69. There were 33 students in one section and 36 students in the other section so 30% of one section was in the sample and 28% of the other section was in the sample. The actual assessment results are presented in the following section.

4. Actual Results

Objectives: Students will demonstrate understanding of:

1. the primary information flows within a business organization
2. the tools of AIS work, such as data flow diagrams, flowcharting, and internal controls
3. the activities, documents, and internal control procedures in the major business cycles and the flow of data within those systems
4. the collection, processing, and reporting of data about the primary business cycles

	(n = 20)		(n = 20)	
	<u>Fall 2017 Results*</u>		<u>Fall 2020 Results</u>	
	count	percentage	count	percentage
Objective 1	20	100%	19	95%
Objective 2	8	40%	19	95%
Objective 3	19	95%	20	100%
Objective 4	19	95%	17	85%

Based on the above scores, the desired performance level was achieved. For each of the four objectives, at least 75% of the students scored 70% or higher. In addition, significant improvement was shown for Objective #2 indicating that the increased focus of the material on internal controls (after shifting the material on data analytics to a separate class) resulted in improved student performance on that objective.

*The objectives were labeled A, B, C, D, and E in the fall 2017 report. Note that objective A was shifted to a different class (ACCT 464) so the above results shown for 2017 correspond to objectives B, C, D, and E, respectively

5. Executive Summary of Findings

Based on the anticipated 75% performance standard, all four of the objectives were met successfully.

1. Recommendations for Continuous Improvement

The previous assessment report (in 2017) noted that students were struggling with internal control and key business process documents/activities that are central to their work in the Auditing course that followed it. In addition, students were unfamiliar with the payroll cycle and related processes/controls, which was not covered at all in the Accounting Information Systems class.

During Fall 2019 (which occurred in between the Fall 2017 assessment and the Fall 2020 assessment), the material that was previously covered in the final two weeks of the class (class material related to data analytics) was shifted to a separate course entitled “Data Analytics for Accountants”. As a result, there was room to increase the emphasis on internal control and key business process documents/activities and to add coverage of the payroll cycle. In addition, during Fall 2019 the course instructor changed from Dr. Matt Hoag to Dr. Sara Kern (with Dr. Hoag shifting to teach the Data Analytics class). Due to the change in the content of the class, and the change in instructor (from Dr. Hoag to Dr. Kern) the AoL questions were updated to more closely reflect the emphasis of the revised topics (some previous AoL questions were eliminated due to the material no longer being covered in the course). In addition, due to the pandemic, the Fall 2020 class took the exams on-line through Examsoft instead of on paper, which may also have influenced the results.

Dr. Kern added coverage of the payroll cycle and increased emphasis on internal controls in Fall 2019. A copy of the syllabus for Fall 2019 shows the topic coverage in the textbook (Hall 10th edition) and chapter 6 includes coverage of the Payroll cycle. Chapters 4 through 8 show coverage of the internal controls in the other cycles (revenue, purchasing, payroll, fixed assets, and conversion).

Dr. Kern took made several improvements to the course in between Fall 2019 and Fall 2020:

- Made flowcharts of the various cycles (revenue, purchasing, payroll, fixed assets, and conversion) available to students during the exams
- Added a class project where students were able to craft (and proofread) a review sheet for the payroll, fixed assets, and conversion cycles for use by the entire class (chapters 6 and 7)
- Eliminated assignments that forced students to draw out flowcharts and data flow diagrams
- Added an excel based business process flow diagram project
- Incorporated “practice” multiple choice questions into the in-class polls (and reviewed the answers with students demonstrating the correct way to interpret the questions and answer choices
- Utilized guest speakers to discuss implementation of ERP programs and internal controls

In course evaluations students said they really appreciated having the flowcharts on the exams, having the practice multiple choice in the polls, and having the professor go over the practice multiple choice questions to “teach” them how to answer those types of multiple choice questions. They also spoke highly of the value of the class project creating the review sheets (which they said were tremendously helpful in their studying for exams). The professor intends to keep those changes going forward.

Copies of the items above (flowcharts, review sheet project, excel based business process flow diagram project, and samples of the “practice” multiple choice polling questions are available from Dr. Kern upon request.

Going forward, Dr. Kern plans to make the following improvements to the course:

- add a guest speaker on internal controls surrounding IT
- expand the review sheet project to also cover chapters 4 and 5
- increase the number of “practice” questions used in the polls
- continue using the in-class polls once classes shift back to “in person” format (Microsoft forms can still be used – there is a QR option that students can scan from the projection screen and take the poll in their cell phones)

Attachments:

Student Samples (10 with students’ identifying information removed)

Assessment tool (list of 40 AoL questions)

Copies of each of the three exams (showing correct answers of all questions, not just AoL questions)

Detailed spreadsheet showing individual student results

Assurance of Learning Assessment Report

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Evaluation Term:	<i>Fall 2018</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course and section(s) of assessment:	<i>ACCT 365.01; ACCT 365 .02</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

Goal: 1.4 Students will demonstrate an understanding of the principles of individual and entity taxation
Anticipated Performance: 75% of the students will correctly answer 70% of the questions for each objective.

1. Cohort of Students Assessed

All 71 students from both sections who completed the course were assessed.

2. Assessment Method Description

Using embedded questions on course exams, student comprehension of the following tax concepts are assessed.

- 1. Determination of tax*
- 2. Gross income and exclusions*
- 3. Property transactions*
- 4. Deductions and losses*
- 5. Deferred compensation*
- 6. Tax depreciation*

3. Desired Results

75% of the students will correctly answer 70% of the questions for each objective.

4. Actual Results

	Course Objective	Total (n=71)
	1	90.14%
Percentage of students who	2	67.61%
answered 70% or more of the	3	90.14%
questions in the course learning	4	73.24%
objective	5	43.66%
	6	49.30%

5. Executive Summary of Findings

On each objective for which the desired results were not achieved, the troublesome topics were identified.

Tax-free stock dividends is where students struggle in the Gross Income and Exclusions area (Objective 2). Students also struggled with the applicable tax rate for qualified dividends. This latter topic was assessed in the Determination of Tax area (Objective 1, Exam 1, Question 12), which students ultimately performed above the anticipated threshold. Nonetheless, the concept of dividends seems to be an area where students struggle, likely because this is an introductory tax course and dividends are a more abstract concept and thus may take more time for students to grasp.

One identified topic where students were challenged in the Deductions and Losses area (Objective 4) is deductible business expenses. Looking specifically at this embedded question (Exam 2, Question 27), students seem to incorrectly apply the rule that only COGS may be deducted when an individual's business is the sale of controlled substances. All ordinary and necessary expenses arising from other illegal business activity, in this case gambling, may be deducted unless a specific exception applies, such as a bribing a public official. Students also performed below expectations when calculating the total itemized deduction amount in this area.

In the area of Deferred Compensation (Objective 5), the class results were abysmal. In fact, one of the embedded questions was thrown out upon further consideration due to lack of coverage in class. Topics needing attention are IRAs, Roth IRAs, 401(k)s and taxable social security income. For each one of these questions, the calculations were complex leading to many opportunities for a student to miscalculate the answer. I would classify all four embedded question as most difficult, which was a mistake in the selection process.

Finally, students struggled with calculating the §179 expense (Exam 4, Question 5), tested in the area of Tax Depreciation (Objective 6). The rules have been changed for §179 under the Tax Cuts and Jobs Act of 2017, albeit the concepts still remain the same.

6. Recommendations for Continuous Improvement

More time must be spent on each of the identified areas, particularly in the area of deferred compensation, which was selected because of its practical importance to the students' careers as advisors as well as to their personal financial planning. It is worth noting that the negative results may be overstated in this area due to the difficulty of the embedded questions. One easy and one medium-difficulty question is advisable when assessing a topic. Recommend deferred compensation lessons be re-organized, specifically the PowerPoint presentation on the topic, and additional time be spent on the material so students can better absorb the content. Likewise, revised PowerPoints and additional class time and practice problems should focus on §179 expense calculations.

Attachments:

Embedded Questions

Results spreadsheet

Assurance of Learning Assessment Report

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Evaluation Term:	<i>Fall 2019</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course and section(s) of assessment:	<i>ACCT 365.01; ACCT 365.02</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment <i>(First assessment completed Fall 2018)</i>
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (20 samples with names redacted)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

Goal: 1.4 Students will demonstrate an understanding of the principles of individual and entity taxation
Anticipated Performance: 75% of the students will correctly answer 70% of the questions for each objective.

1. Cohort of Students Assessed

Sample of twenty students.

2. Assessment Method Description

Using embedded questions on course exams, student comprehension of the following tax concepts are assessed.

- 1. Determination of tax*
- 2. Gross income and exclusions*
- 3. Property transactions*
- 4. Deductions and losses*
- 5. Employee Benefits*
- 6. Tax depreciation*

3. Desired Results

75% of the students will correctly answer 70% of the questions for each objective.

4. Actual Results

	Course Objective	Total (n=20)
	1	90.00%
Percentage of students who	2	95.00%
answered 70% or more of the	3	95.00%
questions in the course learning	4	85.00%
objective	5	70.00%
	6	75.00%

5. Executive Summary of Findings

- Desired results were achieved for five of the six objectives. The failing objective (#5) was one student from passing.
- When the objectives were assessed for the first time in Fall 2018, desired results were not achieved for Objectives 2 and 6. In this second assessment, desired results were achieved for both of these objectives. Specific changes were made to improve performance on these objectives: PowerPoints were revised for clarity and more class time was spent on the complex §179 calculations (objective 6) based on the recommendations from the previous assessment in this class. The revised PowerPoints are available upon request.
- Objective 5, which was an identified area for improvement from the previous AoL assessment report in this class, failed again but did see significant improvement in student performance: an increase from 49.3% to 70%. Per the recommendations from the previous assessment, PowerPoints were revised for clarity in this area, given the classroom discussion more fluidity. The revised PowerPoints are available upon request. Note that the name of the objective was updated from the previous report to better represent the assessed topics.

6. Recommendations for Continuous Improvement

As a result of the previous AoL report, more time and problems were spent in low-performing areas. While results improved for objective 5, they still fell short of the benchmark. Given the in-class time constraints, recommend the exploration of out-of-class projects or assignments to provide for additional exposure and practice for students.

Attachments:

Embedded Questions
Results spreadsheet
Student exam results
AoL Assessment Report Fall 2018

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Matt Hoag for undergraduate accounting, Andrew Brajcich for graduate accounting, or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Spring 2021</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course and section(s) of assessment:	<i>ACCT 366 sections 1 and 2</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment <i>Note: Check "first assessment" if this is the first assessment in the current CIR cycle (2016/17 – 2020/21). Last Assessment (Sem/Yr.): N/A</i>
Required Attachments:	<input type="checkbox"/> Rubric N/A <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (retained by AoL Chair)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

Goal: 1.4 Students will demonstrate an understanding of the principles of individual and entity taxation

Anticipated Performance: 75% of the students will correctly answer 70% of the questions for each objective.

1. Cohort of Students Assessed

All 78 students across both sections, including one student who withdrew one-half of the way through the semester.

2. Assessment Method Description

Using embedded questions on course exams, student comprehension of the following tax concepts are assessed.

1. *§1231 gains and related recapture provisions*
2. *C corporations*
3. *S corporations*
4. *Partnerships*

3. Desired Results

75% of the students will correctly answer 70% of the questions for each objective.

4. Actual Results

	Course Objective	
Percentage of Students who answered 70% or more of the questions in the course learning objective	1	85.90%
	2	84.62%
	3	74.03%
	4	84.42%

5. Executive Summary of Findings

- Desired results were achieved for three of four objectives and were barely missed for objective 3.
- Ironically, the weakest performance came in objective 3, S corporations, an area the instructor fancies himself an expert.

This goal was assessed only once in the current CIR cycle because this course became a required undergraduate curriculum course for junior accounting majors with the Spring 2019 sections. The first assessment was planned for Spring 2020 (because we did not want to assess in the first year the course was required of all students), and that assessment was dropped as the course was reformulated for an online format in response to the unfolding COVID-19 circumstances. Although the pandemic continued to impact the course in Spring 2021, we conducted this assessment so we could assess the goal at least once in the current CIR cycle.

6. Recommendations for Continuous Improvement

Due to the coronavirus- 19 pandemic, some students took this course remotely, others live and in-person, and others a combination of remote and in-person. Exams were similarly administered remotely and in-person. Due to high suspicion of academic dishonesty among the remote students combined with an inability to police certain activities of remote students during the exam, the instructor made the exams open book for all in so that in-person students would not be disadvantaged. Other precautions were taken as well. While the above results are promising, given the unusual semester the instructor is hesitant to make significant recommendations based on these results. One recommendation for the instructor is to tone down his coverage of S corporations given the students will be seeing that material for the first time. There seemed to be a tendency to get too complex in that area and as a result, students were confused. Perhaps the instructor should save the deeper dive into S corporations for his graduate school course.

Attachments:

All four exams

Results spreadsheet

Assurance of Learning Assessment Report

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Evaluation Term:	<i>Spring 2018</i>
Professor(s) completing this report:	<i>Dr. Sara Kern</i>
Course and section(s) of assessment:	<i>ACCT 464.01 and ACCT 464.02</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

Goal: Goal 1, Objective 5 – Students will demonstrate competency in Auditing
<i>Anticipated Performance: Given the difficult nature of CPA exam questions, anticipated performance for each course learning objective is that 75% or more of the students will answer 70% or more of the questions correctly for each objective. Performance below 75% of the students on any particular objective will be addressed.</i>

- Cohort of Students Assessed** Data was collected from both sections of ACCT 464 (Auditing) for a total of 79 students for exam #1, 73 students for exam #2, 79 students for exam #3, and 46 students for exam #4). Since students were allowed to drop their lowest exam, six students opted not to take the second exam and 33 opted not to take the fourth exam.
- Assessment Method Description** 50 multiple choice questions were embedded in four exams. Students were assessed across 8 categories (objectives) of auditing knowledge. Each category (objective) had between 5 and 8 multiple choice questions.
- Desired Results** Given the difficult nature of CPA exam questions, anticipated performance is that 75% or more of the students will answer 70% or more of the questions correctly for each objective.
- Actual Results** The performance results ranged between 52.2% and 96.2%. Based on the anticipated 75% performance standard, all of the objectives were met successfully except for Objective 8.

Specific results for each objective are outlined below:

Objectives: Students will demonstrate understanding of:

- 1 - demand for the auditing profession**
- 2 - standards of the profession**
- 3 - management assertions**
- 4 - auditing procedures**
- 5 - risk definitions**
- 6 - client acceptance/retention**
- 7 - internal controls (including client documentation)**
- 8 - wrapping up the audit and audit reports**

Results (percentage of students earning at least a 70% on each objective)

Objective 1 – 96.2%	Objective 5 – 87.7%
Objective 2 – 86.3%	Objective 6 – 90.4%
Objective 3 – 77.2%	Objective 7 – 75.0%
Objective 4 – 77.5%	Objective 8 – 52.2%

- 5. Executive Summary of Findings** Based on the anticipated 75% performance standard, all of the objectives were met successfully except for Objective 8. Detailed analysis of the individual assessment questions indicates that students understood the material in general, but occasionally failed to differentiate specific words in exam questions (e.g. accounting guidance vs auditing guidance). This is expected given the difficult nature of CPA exam questions used for assessment in this class. In addition, 5 out of 6 of the questions in Objective 8 were included in the fourth exam which 42% of the class (33 students) opted to skip entirely and an additional 20% of the class (16 students) opted to take anyway even though they had already completed the first three exams (so it is possible they may not have spent adequate time studying for it knowing they could drop the grade on it if they performed poorly). As a result, the assessment results for Objective 8 are likely not statistically valid for the class as whole.
- 6. Recommendations for Continuous Improvement** The professor reviewed results for individual questions and plans to add Becker CPA review materials for students to use (in addition to Wiley and Connect materials) with the intent of encouraging students to read questions more carefully (including practice questions that require students to differentiate terms that were often confused). The Becker questions will be mapped to each chapter of the textbook so students can locate them easily. The professor also completely redid the PowerPoint presentation on audit reports (the objective for which desired results were not achieved) between 2018 and 2019 and will make additional changes for 2020.

For Objective 8, five out of the six questions were covered in the fourth exam (which 42% of the class opted to skip and up to 20% of the class may not have studied adequately). Since the topic coverage on the fourth exam is important, the course policy will be changed next year to eliminate the option of skipping one of the exams and instead require that students complete all four exams. This will provide more statistically relevant results for objective 8 for purposes of assessment.

Though tested on two separate exams, two pairs of the assessment questions were extremely similar in nature (questions 4 and 5 and questions 14 and 17). The professor will consider replacing these with different questions for future assessments.

Attachments:

Rubric used for evaluation

Tabulated student scores and summary statistics

Student Samples (10)

Assurance of Learning Assessment Report

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Evaluation Term:	<i>Spring 2021</i>
Professor(s) completing this report:	<i>Sara Kern, PhD, CPA, CFE</i>
Course and section(s) of assessment:	<i>ACCT 464 (Auditing) both sections</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment (Last assessed in Spring 2018)
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (4 exams for 10 students)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

<p>Goal: Undergraduate Accounting Goal 1.5 – Students will develop appropriate technical knowledge across the five major areas of the accounting discipline:</p> <p><i>Students will demonstrate an understanding of the principles of auditing</i></p> <p>Anticipated Performance: <i>75% of students will score 70% or higher on the assessment questions</i></p>

1. Cohort of Students Assessed

Assessed student technical knowledge for 68 students in the Spring 2021 ACCT 464 (Auditing) course (two sections).

2. Assessment Method Description

Multiple Choice exam questions were used to assess student technical knowledge across 8 categories (topics) of auditing knowledge. Due to the pandemic (concerns that conceptual multiple choice questions might be compromised for future use by the use of on-line testing software), Dr. Kern changed the exam questions from the previous assessment year. The topics in this report are the same as prior years, however, the *multiple choice questions are different between the two assessments, though they are of comparable difficulty.*

In total, there were 48 assessment questions embedded in four exams (6 questions for each topic). Total course enrollment (two sections) was 69 students; however, one student was not included in the assessment because she took different exams due to a medical condition. There were 38 students in one section (56% of the class) and 30 students in the other section (44% of the class) however the two sections were treated as one population for assessment.

Prior to 2019, students were given the option to drop their lowest test score. As a result, the Spring 2018 assessment had a variable number of students for each exam (ranging from a low of 40 students who took the fourth exam to a high of 79 students that took the first and third exams). Given the presence of all the confounding factors (different exam questions, different exam format (on-line), different numbers of students taking each of the exams in 2018, and elimination of the “drop the lowest exam” policy) it was hard to draw any meaningful conclusions from comparisons of results between the prior assessment and the current assessment. However, in section 6 below, Dr. Kern includes a list of continuous improvements she made to the class during each of the intervening years, which is evidence she is continually adapting her teaching to make it more effective for the students.

3. Desired Results

At least 75% of students will score 70% or higher on the selected assessment questions (see attached). The actual assessment results are presented in the following section.

4. Actual Results

Topics: Students will demonstrate understanding of:

- 1 - demand for the auditing profession
- 2 - standards of the profession (including coverage of Sarbanes Oxley)
- 3 - management assertions
- 4 - auditing procedures
- 5 - risk definitions
- 6 - client acceptance/retention
- 7 - internal controls (including client documentation)
- 8 - wrapping up the audit and audit reports

	(n = 40 - 79)		(n = 68)	
	<u>Spring 2018 Results</u>		<u>Spring 2021 Results</u>	
	count	percentage	count	percentage
Topic 1	76	96.7%	56	82.4%
Topic 2	63	83.3%	57	83.8%
Topic 3	61	77.9%	32	47.1%
Topic 4	31	83.8%	35	51.5%
Topic 5	64	89.0%	63	92.6%
Topic 6	66	88.1%	41	60.3%
Topic 7	54	76.3%	58	85.3%
Topic 8	24	74.2%	57	83.8%

count = number of students scoring 70% or higher on the topic

percentage = percentage of students scoring 70% or higher on the topic

Based on the above scores, the desired performance level was achieved for topics 1, 2, 5, 7, and 8. The desired performance level was not reached for topics 3, 4, and 6.

Note: Since there were six questions per topic, students needed to answer 5 out of 6 questions correctly (83.3%) per topic to achieve the 70% accuracy rate. Therefore, the instructor also evaluated overall accuracy by combining all questions and found that 95.6% of students answered 70% or more of all questions correctly in the 2021 assessment. In 2018, 91.2% of students answered 70% or more of all questions correctly, so overall, the 2021 assessment results represented a slight improvement.

5. Executive Summary of Findings

Based on the anticipated 75% performance standard, the desired performance outcome was achieved for the course overall as a whole, however, when analyzed by individual topic, the desired performance level was only achieved for five out of the eight topics. Dr. Kern intends to re-evaluate the overall topics of the course and to redesign the assessment tool to overcome any shortfalls that were caused by having to do a quick redesign of the exams due to the pandemic and also to be more thoughtful about the incorporation of the new CPA exam blueprint. In the section below, Dr. Kern outlines improvements to the class that she implemented between 2018 and 2021 (including several ideas that were inspired by the pandemic and she also provides a list of improvements that she intends to implement in future iterations of the course.

6. Recommendations for Continuous Improvement

Although this was the second assessment of the 2016-2021 cycle, confounding factors (noted in section 2 above) made it hard to draw any meaningful conclusions from comparisons of results between the prior assessment and the current assessment. However, below is a list of continuous improvements Dr. Kern made to the course each year from 2019 through 2021, and a plan of improvements Dr. Kern intends to implement in future years (2022 and later).

The previous assessment report (in 2018) noted that Dr. Kern intended to provide additional practice material on answering CPA style questions (with the intent of encouraging students to read questions more carefully) and to eliminate the ability of students to drop one of the four exams (since topic coverage on the fourth exam was important but the majority of students tended to drop it because it was at the end of the semester). Both of these changes were made in 2019 (*see attached syllabus for Spring 2019 as evidence of the exam policy change*).

Dr. Kern made the following improvements to the course over the past three years:

Spring 2019:

- Updated chapter 12 (Audit reports) to reflect new PCAOB standard (AS 3101) on audit reports
- Added Becker review materials (mapped to textbook)
- Emphasized use of Gleim, Becker and Wiley as supplemental resources (reminded students not to rely only on Connect as questions were too easy). This is the additional practice material that addresses the concern about students confusing words in the questions.
- Updated IDEA project
 - Increased number of deliverables for each part (but consolidated parts from 4 to 3)
 - Removed memo and increased emphasis on visualization of data
 - Changed timing earlier (to provide more feedback along the way)
- Changed syllabus policy to eliminate dropping one exam (reduced weight slightly on lowest exam)

Spring 2020:

- Created objective grading rubrics (shared with students) for each part of the IDEA project (*see attached example*)
- Created completed examples (shared with students) for each part of the IDEA project (*see attached example*)
- Reduced the amount of practice material available from Wiley CPAExcel so students were only studying the material that was actually covered in ACCT 464 (rather than all topics available for the AUD section of the CPA exam)

Spring 2021:

- Updated chapter 12 (Audit reports) to reflect new AICPA standard (SAS #134) on audit reports
- Created worksheets to accompany power points so students could follow along. Worksheets included questions students should think about during each slide. (*see attached example*)
- Added “in-class” polling questions that were similar difficulty to exam questions and went over them during class to explain how to read and interpret each question.
- Created a summary document (prior to each exam) that included all polling questions AND answers (including written explanations of both correct and incorrect answers) for students to review
- Expanded “in-class” breakout activities to involve multiple problems instead of just a single problem (*see attached example*)

- Utilized the “chat” function on zoom to engage the class in participation (based 5% of the grade on responding to polls/chat questions)
- Added Roger CPA review materials (created practice quizzes specific to the material on each exam in the class)
- Created review sheets for exams 1, 2, and 4 (will add one for exam 3 next year, based on student feedback in course evaluations)
- Added a “hints” document to the IDEA project to help students evaluate their own work prior to turning it in (*see attached example*)
- Dedicated part of class time approximately once a month to “current events” discussion (diversity, pandemic, election transition, Floyd verdict, etc.). Several students mentioned in the course evaluations that these should be continued going forward.
- Surveyed class twice a month to find out what resources they needed, how they were feeling. Several students mentioned in the course evaluations that these should be continued going forward.

Spring 2022 and going forward Dr. Kern plans to make the following additional improvements to the course:

- Re-evaluate the “topics” of the course and streamline them down to 4 or 5. Currently several of the topics are too narrow (e.g., definitions of risk, demand for auditing, client acceptance) and thus they do not need 6 multiple choice questions for them. Focus on what is the most important material. Consider: “understanding terminology used in auditing” as a possible topic.
- Incorporate changes to the class related to the new CPA exam blueprint that is becoming effective as of July 2021. There are significant changes to the AUD section including to audit reports and a de-emphasis of the Securities Acts.
- Based on the revisions to the topics, and the overall course material revisions (to stay current with the revised CPA exam topic emphasis), redesign the assessment tool (the multiple-choice questions) to better reflect desired course objective. Select the best and most appropriate exam questions from the two current sets (those used prior to the pandemic and those used during the pandemic) along with adding new test questions based on the new topic coverage such as the new audit reporting standards.
- Find an effective way to survey the “in person” classes twice a month to find out what resources they need and how they are feeling.
- Create a review sheet for exam 3
- Find an effective way to continue to utilize “in class” polls now that classes will be returning to “in person” format (perhaps add the questions directly into the ppt or use Kahoot)

- Eliminate Module C (legal liability of auditors) and replace it with Module A (other public accounting services besides audit). This will be more in line with CPA exam coverage, and is more likely to be of use to students earlier in their careers
- Include coverage of the new AICPA auditing standards including AU-C 701: KAMs which will be tested on CPA exam starting July 2021. Incorporate relevant changes to AU-C 700, AU-C 705 and AU-C 706 (all take effect Dec. 2021 – originally supposed to be Dec. 2020 but postponed due to pandemic). Add at least one practice question (and one test question) on CAMs /KAMs.
- Students struggled with distinguishing Type 1 subsequent events from Type 2. Add some practice on this (and add topic to review sheet)
- Find a way to incorporate the “current events” discussions more formally into the class (diversity, pandemic, etc.).

Attachments:

Student Samples (10)

Assessment tool (list of 48 AoL questions)

Copies of each of the four exams (showing correct answers of all questions, not just AoL questions)

Detailed spreadsheet showing individual student results

Evidence of continuous improvement:

- *Syllabi (2019, 2020, 2021)*
- *Example of grading rubric, completed example, and hints for the IDEA project*
- *Example of power point worksheet*
- *Example of polling question summary (with explanations)*
- *Example of breakout activity (with answers)*

**Assurance of Learning
Assessment Report**

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Evaluation Term:	<i>Fall 2019</i>
Professor(s) completing this report:	<i>Matthew Hoag, PhD, CPA</i>
Course and section(s) of assessment:	<i>ACCT 311 – 3 Sections</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (16 students assessed)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

Goal: Students will develop critical thinking skills and demonstrate effective decision-making within a professional accounting context, while making use of data analytics and other relevant technology.

Anticipated Performance:

At least 75% of students scoring 70% or higher on the selected assessment questions (see attached).

1. Cohort of Students Assessed

Assessment based on the full population (n=16) of students completing ACCT 311 (Data Analysis for Accountants) during the Fall 2019 semester.

2. Assessment Method Description

Assessed student technical knowledge on a series of applied/task-based exam questions. Students completed these questions in an open-note, open-book setting, but there was a time limit imposed (approximately 80 minutes). This setting was intended to emulate a professional accounting context/setting, where individuals can access resources that might help them recall how to perform

certain analytical techniques and/or refresh how to leverage certain technology applications, but are often expected to complete their work within a time budget.

The application/task-based exam questions required students to apply analytical and quantitative techniques and leverage appropriate/relevant technology to complete three audit related tasks:

1. A/R aging (Part 1; 10 pts) and responding to a series of questions (Part 2; 15 points)
2. Benford's Analysis (Parts 1 & 2; 10 pts) and identifying possible follow-up activities (Part 3; 5 pts)
3. Sequence check (Part 1; 6 pts) and identifying possible follow-up activities (Part 2; 4 pts)

In each of the above tasks, the opening set of activities/requirements (underlined; 26 points total) map to the first component of the goal: "students will develop critical thinking skills[.]"

The second set of activities/requirements (24 points total) map to the second component of the goal: "students will demonstrate effective decision making within a professional accounting context[.]"

3. Desired Results

At least 75% of students scoring 70% or higher on the selected assessment questions (see attached). The entire course population (n=16) was assessed. The actual assessment results are presented in the following section.

4. Actual Results

Below, I present a table summarizing the results of the AoL assessment, for each of the students enrolled in the course. Students were evaluated based on their ability to think critically and demonstrate effective decision-making within a professional accounting context on a timed exam. Specifically, there were three activities in the applied section of the exam with a combined 50-point value. Students were allowed to reference their readings, notes, and other available resources on the internet, but the overall exam was timed (approximately 80 minutes) meaning students had to work efficiently to complete the activities during the exam time. Student performance is summarized below (top of next page):

		target	12	achieved	9		target	12	achieved	10	
				<i>critical thinking</i>				<i>effective decision making</i>			
	Max Pts	10	10	6	26		15	5	4	24	
ID	Course	A1, P1	A2, P1/P2	A3, P1	Comp 1	Comp 1 %	A1, P2	A2, P3	A3, P2	Comp 2	Comp 2 %
1	ACCT 311	10	10	6	26	100.00%	12	4	3	19	79.17%
2	ACCT 311	5	8	0	13	50.00%	0	3	4	7	29.17%
3	ACCT 311	7	2	0	9	34.62%	12	4	0	16	66.67%
4	ACCT 311	9	6	5	20	76.92%	12	4	4	20	83.33%
5	ACCT 311	9	0	4	13	50.00%	12	0	3	15	62.50%
6	ACCT 311	5	0	0	5	19.23%	9	0	0	9	37.50%
7	ACCT 311	9	7	6	22	84.62%	12	4	3	19	79.17%
8	ACCT 311	9	10	6	25	96.15%	13	4	4	21	87.50%
9	ACCT 311	10	2	6	18	69.23%	15	0	4	19	79.17%
10	ACCT 311	6	10	6	22	84.62%	9	5	4	18	75.00%
11	ACCT 311	9	0	0	9	34.62%	12	0	0	12	50.00%
12	ACCT 311	10	10	6	26	100.00%	15	5	4	24	100.00%
13	ACCT 311	10	10	6	26	100.00%	15	5	4	24	100.00%
14	ACCT 311	10	10	6	26	100.00%	15	5	4	24	100.00%
15	ACCT 311	10	9	0	19	73.08%	9	4	0	13	54.17%
16	ACCT 311	0	10	6	16	61.54%	12	5	3	20	83.33%

Note: Column headers (e.g. "A1, P1", "A2, P1/PS", etc.) map to the assessment. "A" is shorthand for "Assignment" and the "P" denote s the corresponding "Part". So, "A1, P1" refers to "Assignment 1, Part 1" and this maps to the critical thinking component of the learning objective. "A2, P1/P2" refers to "Activity 2, Parts 1 and 2," which also maps to the critical thinking component. "A1, P2" refers to "Assignment 2, Part 2", which maps to the effective decision making component. The "Comp 1" and "Comp 1 %" columns include the total points earned for the critical thinking component and the percent of points earned respectively, and "Comp 2" and "Comp 2%" reflect similar statistics for the effective decision making component.

5. Executive Summary of Findings

Nine (9) of 16 students (56.25%) achieved a score of 70% or higher on the assessment questions, meaning the desired results **were NOT achieved** overall with respect to the first component of the goal (critical thinking skills).

Ten (10) of the 16 students (62.5%) achieved a score of 70% or higher on the assessment questions, meaning the desired results **were NOT achieved** overall with respect to the second component of the goal (effective decision-making).

Task-wise, students struggled most with the Benford’s Analysis and Sequence Check tasks, averaging only 65% of the total points possible for these tasks. However, four of sixteen students did not complete either (and in two cases, BOTH) of these problems. A couple of students noted they ran out of time. This outcome itself reflects critical thinking and decision-making and effective time management is crucial in many accounting settings. However, it is expected that students would likely have scored better if given additional time to complete the exam.

Specific recommendations for continues improvement are offered in the final section below.

6. Recommendations for Continuous Improvement

Students did not meet the desired results overall. The following recommendations are made in the spirit of continuous improvement:

Flipped classroom improvements and learning/progress assessments

This class content was predominantly delivered using a “flipped classroom” approach with videos and readings assigned in advance of the class time (“lab”) and most of the lab time dedicated to individual

work through the lab assignments. In this format, students were responsible for their own learning and it was expected that students would ask questions if they struggled on any of the material. However, the assessment results suggest that many students were not able to apply the analytical tools in a professional accounting context where there was a timed component.

To assist students in the future, I plan to implement several modifications to the flipped classroom format to (a) incorporate greater structure, (b) provide periodic assessment opportunities so students can gauge their learning BEFORE the exam assessment, and (c) better synthesize the tools and applications via in-class discussion about the application and potential pitfalls.

Specifically, I plan to implement within each learning module a “checklist” of videos/content that students must complete (i.e., greater structure) and a mini-assessment at the end of each module that students must complete before progressing to subsequent content. In addition, we will discuss the tools as a class to synthesize the concepts and to sharpen critical thinking skills before and after student work on the lab assignments. Finally, these improvements should help students better prepare for, and navigate the timed component of the assessment.

Attachments:

- AOL Assessment Activities (Fall 2019)

Data Analysis for Accountants
Assurance of Learning Assessment Activities – Fall 2019
Excerpted from Exam #2

Name _____
 Class Day/Time _____

General Instructions

1. This is a 100-point exam. You have approximately 75 minutes. Budget your time accordingly.
2. You will complete your answers in this file electronically, save, and email to me at hoag@gonzaga.edu. Please be sure to SAVE your completed exam prior to emailing it to me.
3. You must complete this exam individually (with no assistance from classmates). However, you may use any resources you believe would be helpful (Internet, Blackboard content, posted videos, textbook and/or other course readings, etc.) to complete the questions and activities.
4. It is an act of academic dishonesty to give or receive information about this examination either before, during or after the examination.
5. Your blank exam has 10 pages (including this sheet). It is your responsibility to make sure that you have all pages to the exam.
6. Answers to multiple choice questions must be transferred to the answer summary below. **Failure to transfer will result in a loss of 5 points.**

GRADING SUMMARY:

III. APPLIED: Application (50 points)	
TOTAL (100 points)	

SECTION I –MULTIPLE CHOICE ANSWER SUMMARY

1.	2.	3.	4.	5.	6.	7.	8.
9.	10.	11.	12.	13.	14.	15.	16.

Section III – Application (50 points total)

The applied portion of the exam makes use of the dataset “Exam 2 Data.xls”. This dataset contains data for a fictional brewing company in their first year of business-to-business sales. This Excel workbook contains several tables (worksheets/tabs), which may be needed to complete the required activities identified below:

- **ACTIVITY #1: COMPILE AN A/R AGING SCHEDULE AT 12/31/2019 (25 POINTS)**
- **ACTIVITY #2: BENFORD’S ANALYSIS (15 POINTS)**
- **ACTIVITY #3: PERFORM A SEQUENCE CHECK ON PURCHASE ORDER IDS (10 POINTS)**
 - 40044, 40422, 41519

Please enter your responses and/or insert screenshots as required. You may use Excel or Tableau to complete these tasks. You may want to save your Excel and/or Tableau file as backup, but you are not required to submit these files with your exam (i.e., your grade is based on the responses and screenshots you include in your exam file – THIS file).

Note: you should save all of your exam files frequently to avoid any significant loss of work in the event any of the applications crash and/or must be shut down while you work to complete the exam.

ACTIVITY #1: COMPILE AN A/R AGING SCHEDULE AT 12/31/2019 (2 PARTS; 25 POINTS TOTAL)

PART 1 (10 POINTS) – Compile a complete A/R Aging schedule at 12/31/2019 using the appropriate data supplied in the data tables included in the “Exam 2 Data” workbook (Excel). The completed aging schedule should adhere to this format (amounts and customer/business names may not match your final solution):

AR_Balance	(Multiple Items)			
Sum of AR_Balance	Column Labels			
Row Labels	0-30	31-60	61-90	Grand Total
American Wholesale Distribution			\$199.14	\$199.14
Andrews Distributing Company	\$1,223.60			\$1,223.60

Note: depending on how you compile the A/R aging schedule, you may have \$0 values displaying. These \$0 values should be suppressed (i.e., filtered out) for maximum credit.

REQUIRED: Prepare a screenshot of your entire aging schedule and paste it on a blank page immediately following this page. You may need to zoom out and/or adjust the column widths so that all of the rows are viewable and all of the aging balances are readable in your screen capture. Note: if need be, you may do two separate screenshots to capture the entire aging schedule (or alternatively you may “print” the worksheet to an appropriately formatted PDF which you can submit along with your exam).

PART 2 (15 POINTS) – Answer the following questions using the A/R aging table you compiled:

- 1. What was total cash collections for 2019?**
- 2. How many sales order transactions occurred AFTER 9/30/2019?**
- 3. What is the total accounts receivable balance at 12/31/2019?**
- 4. What's the accounts receivable balance in the 31-60 day aging bucket?**
- 5. How many customers have balances greater than \$5,000? List the customers.**

ACTIVITY #2: BENFORD'S ANALYSIS – CASH RECEIPTS (3 PARTS; 15 POINTS TOTAL)

PART 1 (5 POINTS) – Conduct a Benford's Law Analysis on cash receipts for 2019. Prepare a table summarizing the actual occurrence of first digits to expected occurrence. The expected occurrence rates are included in the "Exam 2 Data" workbook on the "Benford's Analysis" worksheet/tab. Take a screenshot of your table and paste it below.

PART 2 (5 POINTS) – Prepare an appropriate visualization comparing expected and actual occurrence of first digits. Take a screenshot of your visualization and paste it below (or on the next page). Note: a combo chart is a particularly effective way of visually representing the Benford's Analysis.

PART 3 (5 POINTS) – Comment on the results of the Benford's Analysis and identify any potential next steps which may be taken by an auditor. Be clear and articulate in your response.

ACTIVITY #3: PERFORM A SEQUENCE CHECK ON PURCHASE ORDER IDS (2 PARTS; 10 POINTS)

PART 1 (6 POINTS) – Conduct a sequence check on purchase order IDs for 2019. The sequence of purchase orders is provided on the “Sequence” worksheet/tab in the “Exam 2 Data” workbook. Identify any gaps (i.e., missing purchase orders) in the sequence of purchase order IDs below.

How many purchase orders appear to be missing in this sequence?

Which purchase orders are missing (list any and/or all that apply)?

PART 2 (4 POINTS) – Comment on the results of the sequence check and identify any potential next steps which may be taken by an auditor. Be clear and articulate in your response.

**Assurance of Learning
Assessment Report**

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Fall 2019</i>
Professor(s) completing this report:	<i>Matthew Hoag, PhD, CPA</i>
Course and section(s) of assessment:	<i>MACC 611 – 3 Sections</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (20 students assessed)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

Goal 1: Students will develop critical thinking skills and display effective decision making within a professional accounting context, supported by the appropriate use of analytical and quantitative techniques.

Anticipated Performance:

At least 75% of students scoring 70% or higher on the selected assessment questions (see attached).

1. Cohort of Students Assessed

Assessment based on a sample (n=20) of students completing MACC 611 (Introduction to Analytics for Accounting) during the Fall 2019 semester. There were 36 students enrolled in MACC 611 in the fall, so this sample represented nearly 56% of the total student enrollment.

2. Assessment Method Description

Assessed student technical knowledge on a series of applied/task-based exam questions. Students completed these questions in an open-note, open-book setting, but there was a time limit imposed

(approximately 80 minutes). This setting was intended to emulate a professional accounting context/setting, where individuals can access resources that might help them recall how to perform certain analytical techniques and/or refresh how to leverage certain technology applications, but are often expected to complete their work within a time budget.

The application/task-based exam questions required students to apply analytical and quantitative techniques and leverage appropriate/relevant technology to complete three accounting-related tasks:

1. A/R aging (Part 1; 10 pts) and responding to a series of questions (Part 2; 15 points)
2. Benford's Analysis (Parts 1 & 2; 10 pts) and identifying possible follow-up activities (Part 3; 5 pts)
3. Sequence check (Part 1; 6 pts) and identifying possible follow-up activities (Part 2; 4 pts)

In each of the above tasks, the opening set of activities/requirements (underlined; 26 points total) map to the first component of the goal: "students will develop critical thinking skills[.]"

The second set of activities/requirements (24 points total) map to the second component of the goal: "students will demonstrate effective decision making within a professional accounting context[.]"

3. Desired Results

At least 75% of students scoring 70% or higher on the selected assessment questions (see attached). The entire course population (n=20) was assessed. The actual assessment results are presented in the following section.

4. Actual Results

Below, I present a table summarizing the results of the AoL assessment, for each of the students enrolled in the course. Students were evaluated based on their ability to think critically and demonstrate effective decision-making within a professional accounting context on a timed exam. Specifically, there were three activities in the applied section of the exam with a combined 50-point value. Students were allowed to reference their readings, notes, and other available resources on the internet, but the overall exam was timed (approximately 80 minutes) meaning students had to work efficiently to complete the activities during the exam time. Student performance is summarized in the table on the following page:

		target	15	achieved	16		target	15	achieved	18		
				<i>critical thinking</i>					<i>effective decision making</i>			
	Max Pts	10	10	6	26		15	5	4	24		
ID	Course	A1, P1	A2, P1/P2	A3, P1	Comp 1	Comp 1 %	A1, P2	A2, P3	A3, P2	Comp 2	Comp 2 %	
1	MACC 611	10	9	6	25	96.15%	15	5	4	24	100.00%	
2	MACC 611	8	5	6	19	73.08%	13	3	4	20	83.33%	
3	MACC 611	10	10	6	26	100.00%	15	5	4	24	100.00%	
4	MACC 611	9	5	2	16	61.54%	9	4	4	17	70.83%	
5	MACC 611	9	10	2	21	80.77%	15	5	4	24	100.00%	
6	MACC 611	10	9	6	25	96.15%	12	5	4	21	87.50%	
7	MACC 611	10	10	5	25	96.15%	15	5	4	24	100.00%	
8	MACC 611	0	10	0	10	38.46%	9	5	4	18	75.00%	
9	MACC 611	10	10	5	25	96.15%	12	5	4	21	87.50%	
10	MACC 611	9	10	5	24	92.31%	13	5	4	22	91.67%	
11	MACC 611	10	9	6	25	96.15%	13	3	4	20	83.33%	
12	MACC 611	10	6	5	21	80.77%	10	5	4	19	79.17%	
13	MACC 611	0	10	4	14	53.85%	3	4	4	11	45.83%	
14	MACC 611	10	10	6	26	100.00%	15	4	4	23	95.83%	
15	MACC 611	9	10	1	20	76.92%	14	4	4	22	91.67%	
16	MACC 611	10	7	6	23	88.46%	11	5	3	19	79.17%	
17	MACC 611	8	9	6	23	88.46%	15	5	3	23	95.83%	
18	MACC 611	10	10	6	26	100.00%	15	5	4	24	100.00%	
19	MACC 611	5	9	2	16	61.54%	6	5	4	15	62.50%	
20	MACC 611	7	7	6	20	76.92%	15	4	4	23	95.83%	

Note: Column headers (e.g. "A1, P1", "A2, P1/PS", etc.) map to the assessment. "A" is shorthand for "Assignment" and the "P" denotes the corresponding "Part". So, "A1, P1" refers to "Assignment 1, Part 1" and this maps to the critical thinking component of the learning objective. "A2, P1/P2" refers to "Activity 2, Parts 1 and 2," which also maps to the critical thinking component. "A1, P2" refers to "Assignment 2, Part 2", which maps to the effective decision making component. The "Comp 1" and "Comp 1 %" columns include the total points earned for the critical thinking component and the percent of points earned respectively, and "Comp 2" and "Comp 2%" reflect similar statistics for the effective decision making component.

5. Executive Summary of Findings

Sixteen (16) of 20 students (80%) achieved a score of 70% or higher on the assessment questions, meaning the desired results **were achieved** overall with respect to the first component of the goal (critical thinking skills).

Eighteen (18) of the 20 students (90%) achieved a score of 70% or higher on the assessment questions, meaning the desired results **were achieved** overall with respect to the second component of the goal (effective decision-making).

Task-wise, students scored lowest on the A/R aging problem, but performance on this problem was still quite strong (81.8%). For this task, performance in the “effective decision making” component was slightly lower, but collective student performance (points earned / points possible) was above 80% for both of the analytics objective components.

Specific recommendations for continues improvement are offered in the final section below.

6. Recommendations for Continuous Improvement

Students did meet the desired results overall. That said the following recommendations are made in the spirit of continuous improvement:

Flipped classroom improvements and learning/progress assessments

This class content was predominantly delivered using a “flipped classroom” approach with videos and readings assigned in advance of the class time (“lab”) and most of the lab time dedicated to individual

work through the lab assignments. In this format, students were responsible for their own learning and it was expected that students would ask questions if they struggled on any of the material. However, the assessment results suggest that many students were not able to apply the analytical tools in a professional accounting context where there was a timed component.

To assist students in the future, I plan to implement several modifications to the flipped classroom format to (a) incorporate greater structure, (b) provide periodic assessment opportunities so students can gauge their learning BEFORE the exam assessment, and (c) better synthesize the tools and applications via in-class discussion about the application and potential pitfalls.

Specifically, I plan to implement within each learning module a “checklist” of videos/content that students must complete (i.e., greater structure) and a mini-assessment at the end of each module that students must complete before progressing to subsequent content. In addition, we will discuss the tools as a class to synthesize the concepts and to sharpen critical thinking skills before and after student work on the lab assignments. Finally, it’s expected that these improvements should help students better prepare for, and navigate the timed component of the assessment.

Finally, future iterations of this course will consider integrating new technology and applications such as robotic process automation (“RPA”). Professional accountants and accounting firms continue to adopt new technologies, processes, and analytical techniques, and it is imperative that our graduate accounting students be exposed to a variety of current tools and use cases.

Attachments:

- AOL Assessment Activities (Fall 2019)

Data Analysis for Accountants
Assurance of Learning Assessment Activities – Fall 2019
Excerpted from Exam #2

Name _____
 Class Day/Time _____

General Instructions

1. This is a 100-point exam. You have approximately 75 minutes. Budget your time accordingly.
2. You will complete your answers in this file electronically, save, and email to me at hoag@gonzaga.edu. Please be sure to SAVE your completed exam prior to emailing it to me.
3. You must complete this exam individually (with no assistance from classmates). However, you may use any resources you believe would be helpful (Internet, Blackboard content, posted videos, textbook and/or other course readings, etc.) to complete the questions and activities.
4. It is an act of academic dishonesty to give or receive information about this examination either before, during or after the examination.
5. Your blank exam has 10 pages (including this sheet). It is your responsibility to make sure that you have all pages to the exam.
6. Answers to multiple choice questions must be transferred to the answer summary below. **Failure to transfer will result in a loss of 5 points.**

GRADING SUMMARY:

III. APPLIED: Application (50 points)	
TOTAL (100 points)	

SECTION I –MULTIPLE CHOICE ANSWER SUMMARY

1.	2.	3.	4.	5.	6.	7.	8.
9.	10.	11.	12.	13.	14.	15.	16.

Section III – Application (50 points total)

The applied portion of the exam makes use of the dataset “Exam 2 Data.xls”. This dataset contains data for a fictional brewing company in their first year of business-to-business sales. This Excel workbook contains several tables (worksheets/tabs), which may be needed to complete the required activities identified below:

- **ACTIVITY #1: COMPILER AN A/R AGING SCHEDULE AT 12/31/2019 (25 POINTS)**
- **ACTIVITY #2: BENFORD’S ANALYSIS (15 POINTS)**
- **ACTIVITY #3: PERFORM A SEQUENCE CHECK ON PURCHASE ORDER IDS (10 POINTS)**
 - 40044, 40422, 41519

Please enter your responses and/or insert screenshots as required. You may use Excel or Tableau to complete these tasks. You may want to save your Excel and/or Tableau file as backup, but you are not required to submit these files with your exam (i.e., your grade is based on the responses and screenshots you include in your exam file – THIS file).

Note: you should save all of your exam files frequently to avoid any significant loss of work in the event any of the applications crash and/or must be shut down while you work to complete the exam.

ACTIVITY #1: COMPILER AN A/R AGING SCHEDULE AT 12/31/2019 (2 PARTS; 25 POINTS TOTAL)

PART 1 (10 POINTS) – Compile a complete A/R Aging schedule at 12/31/2019 using the appropriate data supplied in the data tables included in the “Exam 2 Data” workbook (Excel). The completed aging schedule should adhere to this format (amounts and customer/business names may not match your final solution):

AR_Balance	(Multiple Items)			
Sum of AR_Balance	Column Labels			
Row Labels	0-30	31-60	61-90	Grand Total
American Wholesale Distribution			\$199.14	\$199.14
Andrews Distributing Company	\$1,223.60			\$1,223.60

Note: depending on how you compile the A/R aging schedule, you may have \$0 values displaying. These \$0 values should be suppressed (i.e., filtered out) for maximum credit.

REQUIRED: Prepare a screenshot of your entire aging schedule and paste it on a blank page immediately following this page. You may need to zoom out and/or adjust the column widths so that all of the rows are viewable and all of the aging balances are readable in your screen capture. Note: if need be, you may do two separate screenshots to capture the entire aging schedule (or alternatively you may “print” the worksheet to an appropriately formatted PDF which you can submit along with your exam).

PART 2 (15 POINTS) – Answer the following questions using the A/R aging table you compiled:

- 1. What was total cash collections for 2019?**
- 2. How many sales order transactions occurred AFTER 9/30/2019?**
- 3. What is the total accounts receivable balance at 12/31/2019?**
- 4. What's the accounts receivable balance in the 31-60 day aging bucket?**
- 5. How many customers have balances greater than \$5,000? List the customers.**

ACTIVITY #2: BENFORD'S ANALYSIS – CASH RECEIPTS (3 PARTS; 15 POINTS TOTAL)

PART 1 (5 POINTS) – Conduct a Benford's Law Analysis on cash receipts for 2019. Prepare a table summarizing the actual occurrence of first digits to expected occurrence. The expected occurrence rates are included in the "Exam 2 Data" workbook on the "Benford's Analysis" worksheet/tab. Take a screenshot of your table and paste it below.

PART 2 (5 POINTS) – Prepare an appropriate visualization comparing expected and actual occurrence of first digits. Take a screenshot of your visualization and paste it below (or on the next page). Note: a combo chart is a particularly effective way of visually representing the Benford's Analysis.

PART 3 (5 POINTS) – Comment on the results of the Benford's Analysis and identify any potential next steps which may be taken by an auditor. Be clear and articulate in your response.

ACTIVITY #3: PERFORM A SEQUENCE CHECK ON PURCHASE ORDER IDS (2 PARTS; 10 POINTS)

PART 1 (6 POINTS) – Conduct a sequence check on purchase order IDs for 2019. The sequence of purchase orders is provided on the “Sequence” worksheet/tab in the “Exam 2 Data” workbook. Identify any gaps (i.e., missing purchase orders) in the sequence of purchase order IDs below.

How many purchase orders appear to be missing in this sequence?

Which purchase orders are missing (list any and/or all that apply)?

PART 2 (4 POINTS) – Comment on the results of the sequence check and identify any potential next steps which may be taken by an auditor. Be clear and articulate in your response.

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Spring 2018</i>
Professor(s) completing this report:	<i>Matthew Hoag, PhD, CPA</i>
Course and section(s) of assessment:	<i>MACC 665 - 01</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input checked="" type="checkbox"/> Rubric* <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

**in lieu of a rubric, see the assessment method described in Section 2 below.*

<p>Goal: MAcc Goal 2 – Conceptual and Technical Competence: Students will demonstrate conceptual and technical competence for professional accounting subjects, including the effective use of relevant accounting standards and appropriate technical research tools.</p>
<p>Anticipated Performance: At least 80% of students will demonstrate BOTH:</p> <p>(1) Acceptable conceptual competence for professional accounting subjects in the auditing area*; and</p> <p>(2) Acceptable technical competence for professional accounting subjects in the auditing area, including the effective use of relevant auditing standards and appropriate technical research tools*</p> <p><i>*Case involved the use of substantive analytical procedures, "SAPs"</i></p>

1. Cohort of Students Assessed

Assessed student conceptual and technical competence for a sample of twenty-five (25) cases in the Spring 2018 MAcc 665 (Audit Research & Practice) course.

2. Assessment Method Description

The course instructor reviewed a random selection of 25 student case submissions to ensure an acceptable threshold of conceptual and technical competency was met.

To meet the “acceptable” level for conceptual competency, students must have clearly described the purpose of SAPs distinct from other types of analytical procedures utilized in an audit. Critically, SAPs may provide sufficient, appropriate audit evidence, but are not used as a risk assessment procedure (which is the purpose of planning analytical procedures)

To meet the “acceptable” level for technical competency (including citing relevant auditing standards), students must have cited the applicable “AU” auditing standards issued by the AICPA, which would be appropriate for this nonprofit client. Further, students should have used direct language from the applicable standards to describe the purpose of the memorandum workpaper they completed describing the SAPs applied to interest and depreciation expense.

3. Desired Results

At least 80% of students should demonstrate “acceptable” conceptual competency as described above.

At least 80% of students should demonstrate “acceptable” technical competency as described above.

4. Actual Results

18 of 25 (72%) of students demonstrated “acceptable” conceptual competency of SAPs evaluated based on the criteria described above. **Desired results were NOT met.**

16 of 25 (60%) of students demonstrated “acceptable” technical competency for the applicable auditing standards evaluated based on the criteria described above. **Desired results were NOT met.**

5. Executive Summary of Findings

Desired results were **NOT** met for MAcc Goal #2 based on this assessment of both conceptual and technical competency in MAcc 665 (Audit Research & Practice) during the Spring 2018 term.

6. Recommendations for Continuous Improvement

For the next assessment, the following recommendations are made to improve student learning and outcomes.

Conceptual: It is recommended that the instructor:

Orientate discussion of the various audit procedures and other concepts around an “audit workflow” or “audit timeline”. Doing so, will require students to reflect on WHEN particular procedures are being performed (which in turn, should help students identify the purpose and goals of each procedure).

Technical: It is recommended that the instructor:

(1) Spend a considerable amount of time during the first week of class reviewing with students the auditing standard frameworks, research resources, and best practices for citing technical auditing research in order to establish a strong foundation for success in a graduate AUDIT research course. **Note:** It cannot be assumed that students will automatically transfer ACCOUNTING research competency from other graduate courses into this course.

(2) Emphasize the importance of carefully citing applicable auditing research as a means of documenting (a) the suitability of audit work in the context of the associated standards; and (b) that the audit was conducted in accordance with applicable standards. Students recognize the audit workpapers they draft should document principle conclusions and the work performed in support of those conclusions, but do not necessarily understand the importance of documenting compliance with applicable auditing standards.

Attachments:

- *Case used for assessment (Gonzaga Case: Substantive Analytical Procedures)*
- *Student Samples (10 with identifying information hidden)*

Assurance of Learning Assessment Report

Evaluation Term:	Fall 2019
Professor(s) completing this report:	Casey McNellis
Course and section(s) of assessment:	MACC 663 – Accounting Theory
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment <i>Note: Check “first assessment” if this is the first assessment in the current CIR cycle (2016/17 – 2020/21).</i> Last Assessment (Sem/Yr.): Spring 2018 (in MACC 665)
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool (separate file) <input type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

<p>Goal 2 - Conceptual and Technical Competence: Students will demonstrate conceptual and technical competence for professional accounting subjects, including the effective use of relevant accounting standards and appropriate technical research tools.</p>
<p>Anticipated Performance: 75% of the students completing the course should “meet” or “exceed” expectations based on the scoring rubric (see Scoring Rubric section).</p>
<p><input type="checkbox"/> Check here if the goal changed since the last assessment.</p>

1. Cohort of Students Assessed

The MAcc 663 is a suitable environment of testing of Goal 2 given the nature of the subject matter covered in the course. The Course Catalog Description and Course Learning Goals support this notion.

Course Catalog Description: This course examines the hypothetical, conceptual, and pragmatic principles which form the general frame of reference for financial accounting and reporting.

Course Learning Goals (from Course Syllabus): Accounting theory is concerned with the principles and theories underlying accounting in general and, for this class, financial accounting and reporting in particular. The goal of the course is to get students to examine critically the foundations of financial accounting. The course will build on the technical understanding of financial accounting gained through intermediate and advanced financial accounting classes, delving more deeply into theoretical issues than does traditional intermediate accounting. The course will also introduce financial reporting research methods and the related tools used in professional practice to research complex accounting issues. Throughout the course, students will develop their professional research skills through the completion of several case studies.

2. Assessment Method Description

Students enrolled in the course completed several case studies on various financial reporting topics relevant to both accounting practice and theory. For this assessment, the following case on goodwill impairment (i.e. the subsequent measurement of goodwill) was selected.

McNellis, C.J. and W.R. Teets. 2019. Is a Reported Goodwill Impairment Loss Really a Goodwill Impairment Loss? A Financial Reporting Case on Evaluating the Efficacy of Authoritative Guidance. *Issues in Accounting Education* (Vol. 34, No. 3): 59-69.

This case 1) reinforces the students' knowledge of a very complex financial accounting topic through determinations of goodwill impairment calculations, 2) emphasizes the connection of the Conceptual Framework to the authoritative guidance, and 3) introduces the investigation of accounting standards through descriptive methods such as narratives and decision flowcharts.

The case is published in *Issues in Accounting Education*, a double-blind, peer-reviewed journal of the American Accounting Association. This journal has a low acceptance rate (i.e. 15%) and is widely considered to be the top accounting education journal. Cases published in this journal are known for their academic rigor and applicability to current issues in the accounting field. A copy of the case is included as a separate pdf.

3. Desired Results

75% of the students completing the course should “meet” or “exceed” expectations based on the scoring rubric (see Scoring Rubric section). The rubric has unique metrics that match the three learning objectives set forth in the Case Learning Objectives and Implementation Guidance of the case study. Those learning objectives (LO1 – LO3) are outlined in the Scoring Rubric section and are listed below.

LO1: Apply different theoretical approaches and guidance from the Conceptual Framework to the recognition of goodwill impairment.

LO2: Explain and critique the differences between current authoritative guidance on goodwill impairment and theoretical approaches and guidance from the Conceptual Framework.

LO3: Apply professional research skills and develop a decision-making process when using the authoritative guidance.

4. Actual Results

The Fall 2019 section of MAcc 663 had 32 enrolled students. Every student completed the assessment. The table below summarizes the results of the assessment in relation to the 3 learning objectives outlined in the Scoring Rubric. The detailed scores by student (names omitted) is presented in Appendix A.

	<u>Fail</u>	<u>Meet</u>	<u>Exceed</u>	<u>% of M and E</u>
LO1	0	31	1	100%
LO2	8	20	4	75%
LO3	6	20	6	81%

5. Executive Summary of Findings

1. The benchmark was met for all three learning objectives.
2. The high score for LO1 was expected, as the students had previous experience in calculating goodwill impairments. In general, Accounting students tend to be most comfortable with the calculations associated with complex accounting topics.
3. Four of the students who failed to meet expectations on LO2 did not complete one of the requirements of the case. However, it was expected that the students would be less comfortable with providing critiques of the topic. The Accounting Theory course is the first course in which students are expected to do such analysis. Prior accounting coursework focuses more intently on the rules and standards of practice. Since this was the second assignment in the course in which students had to provide a critique, they were still becoming comfortable with this type of analysis. While 75% of the students met or exceeded the benchmark, many of them tended to explain their critique in great detail, yet they had more difficulty citing the exact sections of the Conceptual Framework in their analysis. At a later point in the semester, the students reinforced their ability to achieve LO2 by creating a 50-minute GAAP Critique Presentation.
4. The students were generally comfortable in diagramming the authoritative guidance (LO3). Some students who failed this objective did so because of organization issues while others did not incorporate key issues in the documentation.

6. Recommendations for Continuous Improvement

- Better highlight the importance of the critique portion of the case and make it a more important part of the project grade. This will incentivize all students to be more thorough in their analysis and focus more intently on specific citations within the Conceptual Framework.
- Spend more time discussing documentation techniques prior to using the project. This will help students organize their narratives and flowcharts that depict the authoritative guidance.

Conclusion

Overall, the students effectively demonstrated their conceptual and technical competence, illustrating their understanding of the authoritative guidance, the theoretical foundation of complex financial accounting topics, and the research tools/methods necessary to perform a quality accounting analysis.

Attachments:

Rubric used for evaluation

Tabulated student scores and summary statistics

Student Samples (10)

Case study (separate pdf)

Scoring Rubric

<u>Item</u>	<u>Fails to Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
<p>LO1: Apply different theoretical approaches and guidance from the Conceptual Framework to the recognition of goodwill impairment. Such understanding will provide students a foundation for critiquing other portions of authoritative guidance.</p>	<p>Does not effectively apply different methods supported by the Conceptual Framework to determine the appropriate valuation of goodwill. The analysis may only focus on the method currently prescribed by current standards and may contain errors.</p>	<p>Uses different methods supported by the Conceptual Framework to determine the appropriate valuation of goodwill. This analysis is supported by relevant and accurate calculations.</p>	<p>Uses different methods supported by the Conceptual Framework to determine the appropriate valuation of goodwill. This analysis is supported by relevant and accurate calculations and is presented in a manner that allows for effective comparisons between methods.</p>
<p>LO2: Explain and critique the differences between current authoritative guidance on goodwill impairment and theoretical approaches and guidance from the Conceptual Framework. Such knowledge will enable the students to identify and discuss the conceptual, political, and practical forces that affect the standard-setting process.</p>	<p>Offers a perspective on the efficacy of the current authoritative guidance on the subsequent measurement of goodwill, but fails to connect this analysis to any guidance from the Conceptual Framework.</p> <p>OR</p> <p>Fails to offer any critique.</p>	<p>Offers a perspective on the efficacy of the current authoritative guidance on the subsequent measurement of goodwill by effectively comparing the standards to different precepts of the Conceptual Framework.</p>	<p>Demonstrates a clear mastery of the connection between the Conceptual Framework and the current authoritative guidance on the subsequent measurement of goodwill. The analysis compares the standards to only the relevant precepts of the Conceptual Framework.</p>
<p>LO3: Apply professional research skills and develop a decision-making process when using the authoritative guidance.</p>	<p>Does not identify most of the specific issues arising and the steps necessary in determining the subsequent measurement of goodwill. Description of the process lacks clarity and/or organization.</p>	<p>Clearly describes through either a narrative or flowchart approach the almost all of the specific issues arising and the steps necessary in determining the subsequent measurement of goodwill.</p>	<p>Clearly describes in a professional and well-organized format All of the specific issues arising and the steps necessary in determining the subsequent measurement of goodwill.</p>

Appendix A: Actual Results

Student	LO1	LO2	LO3
1	M	F	F
2	E	E	E
3	M	M	M
4	M	M	E
5	M	M	M
6	M	M	M
7	M	M	M
8	M	M	M
9	M	F	F
10	M	M	F
11	M	E	M
12	M	M	M
13	M	M	E
14	M	F	M
15	M	M	M
16	M	M	E
17	M	M	M
18	M	M	E
19	M	M	M
20	M	F	M
21	M	M	M
22	M	E	E
23	M	F	F
24	M	M	M
25	M	M	M
26	M	F	M
27	M	F	F
28	M	F	F
29	M	M	M
30	M	M	M
31	M	E	M
32	M	M	M
M	31	20	20
E	1	4	6
M + E	32	24	26
% of M + E	1.00	0.75	0.81
F = Fails to Meet Expectations; M = Meets Expectations; E = Exceeds Expectations			

Assurance of Learning Assessment Report

Evaluation Term:	<i>Summer 2016</i>
Professor(s) completing this report:	<i>Sara Kern</i>
Course of assessment:	<i>MACC 664 Professional Ethics</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names removed)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

<p>Goal 2: Students will exhibit an understanding of the ethical framework for accountants working in a professional environment.</p> <ol style="list-style-type: none"> 1. Students will be able to identify the relevant ethical issues in a business situation. 2. Students will be able to identify alternate possible decisions and respective impacts. 3. Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives 4. Students will be able to offer an ethically informed and justified solution to business problems. <p><u>Anticipated Performance:</u> 80% of the students completing the course should “meet” or “exceed” expectations based on the scoring rubric used to grade the final case study in the class. The rubric has unique metrics for each objective noted above.</p>
--

1. Assessment Method Description

Students were assigned a final case study and asked to provide and analyze alternative actions using ethical frameworks. The professor graded the student responses using a three-pronged rubric for each objective (fails to meet expectations, meets expectations, exceeds expectations).

2. Desired Results

80% of the students completing the course should “meet” or “exceed” expectations for each objective based on the scoring rubric.

3. Actual Results

27 students completed the case study (100% of the class). 23 of the students (85%) met or exceeded the expectations for all four objectives based on the scoring rubrics. 3 students (11%) met the expectation for three of the objectives but failed to meet expectations regarding one objective (each student missed a different one). 1 student (4%) failed to meet expectations for three out of the four objectives. See attached table for specific scores of each student.

Based on the above scores, the desired performance level was achieved.

4. Executive Summary of Findings

1. 27 students were assessed, representing all students who completed the class.
2. 23 of the students (85%) met the expectations (grade of “meet” or “exceed” expectations on the final case study across four objectives).

5. Recommendation for Corrective Action (Optional)

For the future, the professor noted the class size has increased significantly over the past 3 years. As a result, it is no longer sustainable to provide individualized feedback to each student on a lengthy written assignment each week. Over the next several months the professor will do a thorough review of the weekly written assignments and prioritize those case studies that are most likely to be relevant to the majority of students within their first several years of their careers (for example, cases about workplace dating, requests to underreport hours, requests to alter workpapers, etc.). The goal will be to reduce the weekly writing assignment down to no more than 2 discussion questions and 2 cases each week (resulting in one discussion question and one case from each of two chapters in a weekly assignment).

In addition, there were a few students who found it difficult to participate in the group project due to the size of the class. The professor will split the class into two or more groups in future iterations of the class to make the group size more manageable for the students.

Attachments:

Assessment tool (case study)

Rubric used for evaluation

Student Samples (10 with students' identifying information removed)

Table indicating results of each student for each of the four objectives

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Summer 2019</i>
Professor(s) completing this report:	<i>Sara Kern</i>
Course and section(s) of assessment:	<i>MACC 664 Professional Ethics</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment (Last assessed in Summer 2016)
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

Goal 3: Students will exhibit an understanding of the ethical framework for accountants working in a professional environment.

1. Students will be able to identify the relevant ethical issues in a business situation.
2. Students will be able to identify alternate possible decisions and respective impacts.
3. Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives
4. Students will be able to offer an ethically informed and justified solution to business problems.

Anticipated Performance:
 80% of the students completing the course should “meet” or “exceed” expectations based on the scoring rubric used to grade the final case study in the class. The rubric has unique metrics for each objective noted above.

1. Cohort of Students Assessed

36 students who took the final and completed MACC 664 in Summer 2019 were included in the assessment.

2. Assessment Method Description

Students were assigned a final case study and asked to provide and analyze alternative actions using ethical frameworks. The professor graded the student responses using a three-pronged rubric for each objective (fails to meet expectations, meets expectations, exceeds expectations).

3. Desired Results

80% of the students completing the course should “meet” or “exceed” expectations for each objective based on the scoring rubric.

4. Actual Results

36 students completed the final case study. 33 of the students (92%) met or exceeded the expectations for all four objectives based on the scoring rubrics. 1 student (2%) met three out of the four objectives and 2 students (6%) only met the expectation for two of the four objectives. See attached table for specific scores of each student.

Based on the above scores, the desired performance level was achieved.

5. Executive Summary of Findings

- 1. 36 students were assessed, representing all students who completed the class.*
- 2. 33 of the students (92%) met the expectations (grade of “meet” or “exceed” expectations on the final case study across four objectives).*

3. Recommendations for Continuous Improvement

As noted back in 2016, the class size has continued to increase. To make the “group” discussions more manageable, the professor adopted a policy to limit the maximum discussion group size to 20 students. In 2019 there were 39 students who initially enrolled in the class (only 36 finished the class) so the class was split into two discussion groups. If class sizes continue to increase, the professor plans to split the class into three groups (instead of two).

The professor noticed that some students struggle to understand expectations regarding the on-line discussions and the written assignments. The professor created grading rubrics for each requirement and updates the rubrics each year with additional details, so students have clearer expectations about writing quality and content. In 2019 the professor added a copy of the School of Business Administration’s grading writing rubric to the documents provided to students as part of their final case study.

The professor updates the ethical cases in the class each year. In 2019, the professor updated the discussion board assignment on ethical behavior of corporations (case study: Target) to include a discussion of the current behavior of Facebook and asked students to compare and contrast the two situations.

The professor noticed that students would often forget the fourth written assignment because they were busy working on the group project that is due the same week. As a result, the professor drafted a "reminder email" to be sent out early in the fourth week of class to remind students not to forget that there was also a written assignment. By 2019, the number of students who forgot the assignment decreased significantly (from 20% of the class in 2017 down to 4% of the class in 2019).

The professor also noticed that students sometimes forgot to answer parts of multi-part questions and/or forgot to address the case using all parts of the Giving Voice to Values framework. To remind students about these, the professor added the following language (and page numbers) directly into the assignment in the syllabus: "Be sure you answer ALL the questions (it may help to review the GVV on pages 82-87)".

Based on student concerns about the amount of work during the fourth week (compared to the preceding three weeks), next year the professor plans to eliminate one of the two cases from the fourth week's written assignment. The fourth week's assignment currently contains a significant group project, a written assignment on the AICPA Code of Conduct, and a written assignment consisting of two cases from the textbook.

The professor has also made an increased effort to ensure students receive feedback on their written work on a timely basis (e.g. before the following week's assignment is due) so that they have an opportunity to incorporate the feedback into their subsequent assignments.

Attachments:

Assessment tool (case study)

Rubric used for evaluation

Student Samples (10 with students' identifying information removed)

Table indicating results of each student for each of the four objectives

Assurance of Learning Assessment Report

Evaluation Term:	<i>Spring 2018</i>
Professor(s) completing this report:	<i>Cathy DeHart, Lecturer, Accounting Department</i>
Course and section(s) of assessment:	<i>Macc 661-01</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names removed)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met (Results were mixed)

Macc Goal 4: Students will communicate clearly, intentionally and effectively given the audience and situational context using appropriate technologies, both individually and in group settings.

Anticipated Performance:

On the final writing assignment, 75% of students will earn a grade of 10.5 or higher (indicating above adequate performance, on average) and 90% of students will score a 10 or above (indicating adequate writing ability, on average). In addition, 90% of students will either improve their writing ability during the semester or demonstrate writing excellence by achieving a score of 11 or higher.

1. Description of Course Writing Assignments and Assessment Method

Students completed seven writing assignments during the semester—three practice writing assignments and four formally graded writing assignments. The practice writing assignments provided students with the opportunity to receive feedback on their writing before completing the four formally graded writing assignments (which are worth a much greater percentage of their overall grade).

To assess students' learning, scores on the first formally graded writing assignment were compared to scores on the final (fourth) formally graded writing assignment. The writing prompts used for the assessment are provided in the first attachment.

2. Rubric Used for Assessment

The rubric used to assess students' writing addresses four writing traits: Organized & Coherent, Clear, Concise, and Professional. (The rubric is included in the second attachment.)

Students can score from 1 to 3 points on each writing trait; if they score 1.0 to 1.5 points, they need to improve at that writing trait. Scores of 2.0 to 2.5 indicate adequate skill levels, and a score of 3.0 means the student excels at that writing trait.

3. Desired Results

On the final writing assignment, 75% of students will earn a grade of 10.5 or higher (indicating above adequate performance, on average) and 90% of students will score a 10 or above (representing an average score of 2.5 for each writing trait, which is at the high end of the adequate scale).

In addition, 90% of students will either improve their writing ability during the semester or demonstrate writing excellence. (A score of 11 or higher was used to indicate writing excellence.) To assess improvement, scores on the first formally graded writing assignment were compared to scores on the final formally graded writing assignment.

4. Executive Summary of Findings

The first desired result—that 75% of students would score at least a 10.5 on their final writing assignment—was not met (only 66.7% of students scored at that level or above on their final writing assignment). However, on a positive note, the percentage of students scoring at that level did increase significantly during the semester (only 33.3% of students scored a 10.5 or above on their first writing assignment).

The second desired result—that 90% of students will score a 10 or above—was substantially met; 8 of 9 students (88.9%) earned at least 10 points on their final assignment. (Please note that given the small number of students (9), the only way to achieve a result of 90% or above was for 100% of the students to score 90% or above.)

The third desired result—that 90% of students would improve their writing or demonstrate writing excellence—was also substantially met. Eight students (88.9%) either improved their writing during the semester (by earning a higher score on the final writing assignment as compared to the first writing assignment) or demonstrated writing excellence by scoring 11 or above. In addition, the average overall score increased from 9.89 to 10.5, which represents a .61 increase (more than a full grade level improvement).

Concise writing was the area of greatest improvement. The average score increased from 2.39 to 2.89, a .5 increase (a whole grade level). The scores for the other three writing traits did not change significantly.

5. Recommendation for Continuous Improvement

The instructor will spend more time in the future on techniques for improving clarity, organization, and coherence, since students' scores didn't improve in those areas. In addition, the instructor will focus on correct mechanics and grammar, professional tone, and standard business format, since average scores were lowest for that writing trait ("Professional"). While the instructor already teaches those topics in her class, her new plan is to teach students how to install "Grammarly" on their computers and devices (Grammarly is a free program that catches errors and teaches grammar rules).

Attachments:

Assessment tools (first and second writing prompts)

Rubric used for evaluation

Student Samples (10 with students' identifying information removed)

Actual Results

Student Number*	Organized & Coherent			Clear			Concise			Professional			Overall Scores		
	First	Final	Change	First	Final	Change	First	Final	Change	First	Final	Change	First	Final	Change
3	3.0	3.0	0	3.0	3.0	0	2.5	3.0	+ .5	3.0	2.5	- .5	11.5	11.5	0
4	2.5	3.0	+ .5	2.5	2.0	- .5	2.0	3.0	+1.0	2.5	2.0	- .5	9.5	10.0	+ .5
13	3.0	3.0	0	2.5	2.5	0	1.5	3.0	+1.5	2.0	2.0	0	9.0	10.5	+1.5
14	3.0	3.0	0	2.0	2.0	0	3.0	3.0	0	1.5	2.5	+1.0	9.5	10.5	+1.0
15	3.0	3.0	0	2.0	1.5	- .5	2.0	3.0	+1.0	1.5	1.5	0	8.5	9.0	+ .5
17	3.0	3.0	0	3.0	2.5	- .5	2.0	3.0	+1.0	2.0	2.0	0	10.0	10.5	+ .5
19	3.0	3.0	0	2.5	2.5	0	2.5	3.0	+ .5	2.5	3.0	+ .5	10.5	11.5	+1.0
20	2.5	2.5	0	2.0	2.5	+ .5	3.0	2.0	-1.0	2.5	3.0	+ .5	10.0	10.0	0
24	3.0	2.5	- .5	2.0	3.0	+1.0	3.0	3.0	0	2.5	2.5	0	10.5	11.0	+ .5
Averages	2.89	2.89	0.00	2.39	2.39	0.00	2.39	2.89	+ .50	2.22	2.33	+ .11	9.89	10.50	+ .61

*Student numbers are not sequential because MACC and MTAX students were combined when numbers were assigned.

- 1) Number of students scoring 10.5 or above on final writing assignment: 6 (66.7%)**
- 2) Number of students scoring 10 or above on final writing assignment: 8 (88.9%)**
- 3) Number of students who improved their writing during the semester or scored 11 or above: 8 (88.9%)**

(3 students, or 33.3%, scored a 10.5 or above on first writing assignment)

Assessment Tools

First Writing Prompt (for first formally graded writing assignment): Your CPA firm recently obtained a new client—a manufacturer of sporting equipment based here in Spokane. The president of the company does not have a background in accounting and has asked you to explain why separation of duties is important for internal control purposes.

Please write a letter to the president explaining why separation of duties is a key internal control concept. Be sure to use layperson's terms because the president did not study accounting in college. Since your client's company is small, you will also want to discuss compensating controls.

The letter should contain enough paragraphs to thoroughly explain the concept of separation of duties. It may be helpful to include specific examples of how duties can be segregated. Feel free to invent any details that you want as you write the letter. Remember to omit needless words!

Second Writing Prompt (for final formally graded writing assignment): Write an email to your friend who is majoring in accounting at another university. She wants to learn more about sustainability accounting and has these specific questions:

- What is SASB?
- How is integrated reporting different than traditional CSR reporting?
- Why does SASB believe that ESG performance should be disclosed in the MD&A? Please be sure to reference Regulation S-K guidance relating to disclosure in the MD&A.

Since you will be writing an email, no specific format is necessary. For more information about sustainability accounting, please see the Deloitte article in Blackboard.

Rubric for Assessing Students' Written Communications Skills
Gonzaga University School of Business Administration

Writer: _____

Trait	Excellent: 3	Adequate		Needs Improvement		Areas for Improvement
		2.5	2.0	1.5	1.0	
Organized & Coherent	Writing is purposeful, focused, and well-organized.	Some problems with organization distract the reader.		The paper is disorganized and difficult to follow.		<p>Clearly state purpose/thesis</p> <p>Include a clear introduction and conclusion</p> <p>Use topic sentences, paragraph breaks, and transitions (see reverse)</p> <p>Enhance readability with headings and sub-headings, bulleted or numbered lists, tables, and/or page numbering</p>
Clear	Message is very clear; wording is precise and easy to follow.	The paper is sufficiently clear for the reader to understand the writer's main points, but some parts of the paper are confusing.		The paper is confusing and difficult to read and understand.		<p>Ensure sentences clearly communicate meaning</p> <p>Avoid unnecessarily complicated words</p> <p>Use clear pronoun references</p> <p>Eliminate dangling/misplaced modifiers</p> <p>Write complete sentences with a subject and verb</p> <p>Use parallel structure (see reverse)</p>
Concise	Writing is concise.	The paper is somewhat wordy.		Significant wordiness distracts the reader.		<p>Use passive voice sparingly</p> <p>Avoid wordy and redundant expressions</p> <p>Eliminate extraneous information</p>
Professional	The writer uses correct mechanics and grammar, a professional tone, and a standard business format.	The paper contains some errors and/or problems with tone or format, but they are infrequent and do not hinder clarity.		Errors are frequent and distracting; tone and/or format is unprofessional.		<p>Proofread for spelling, grammar, punctuation, and capitalization errors</p> <p>Use a professional tone and standard business format</p> <p>Avoid clichés and slang</p>

Total Score: _____

Other Comments: _____

Assurance of Learning Assessment Report

Evaluation Term:	<i>Spring 2020</i>
Professor(s) completing this report:	<i>Cathy DeHart, Lecturer, Accounting Department</i>
Course and section(s) of assessment:	<i>MACC 661-01</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment First assessment: Spring 2018
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names removed)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

MACC Goal 4: Students will communicate clearly, intentionally and effectively given the audience and situational context using appropriate technologies, both individually and in group settings.

Anticipated Performance:

On the final writing assignment, 75% of students will earn a grade of 10.5 or higher (indicating above adequate performance, on average) and 90% of students will score a 10 or above (indicating adequate writing ability, on average). In addition, 90% of students will either improve their writing ability during the semester or demonstrate writing excellence by achieving a score of 11 or higher.

1. Cohort of Students Assessed

Students were enrolled in MACC 661, a required writing course for MACC students. All 11 MACC students were assessed.

2. Assessment Method Description

To assess students' learning, scores on the first formally graded writing assignment were compared to scores on the final formally graded writing assignment. The writing prompts used for the assessment are provided in the first attachment.

The rubric used to assess students' writing addresses five writing traits: Organized & Coherent, Clear, Concise, Professional, and Grammatically Correct. (The rubric is included in the second attachment.)

Students can score from 1 to 3 points on each writing trait; if they score 1.0 to 1.5 points, they need to improve at that writing trait. Scores of 2.0 to 2.5 indicate adequate skill levels, and a score of 3.0 means the student excels at that writing trait.

An older version of the rubric was used in the Spring 2018 assessment; that version combined the Professional and Grammatically Correct traits into one category—Professional. To facilitate comparison of results, I combined the Professional and Grammatically Correct categories for the Spring 2020 assessment.

3. **Desired Results**

On the final writing assignment, 75% of students will earn a grade of 10.5 or higher (indicating above adequate performance, on average) and 90% of students will score a 10 or above (representing an average score of 2.5 for each writing trait, which is at the high end of the adequate scale).

In addition, 90% of students will either improve their writing ability during the semester or demonstrate writing excellence. (A score of 11 or higher was used to indicate writing excellence.) To assess improvement, scores on the first formally graded writing assignment were compared to scores on the final formally graded writing assignment.

4. **Actual Results**

- 1) Number of students scoring 10.5 or above on final writing assignment: 10 (90.9%)
- 2) Number of students scoring 10 or above on final writing assignment: 10 (90.9%)
- 3) Number of students who improved their writing during the semester or scored 11 or above: 10 (90.9%)

Please refer to the table on page 4 for a detailed breakdown of results by writing trait.

5. **Executive Summary of Findings**

All benchmarks were met or exceeded. Concise writing and clarity were the areas of greatest improvement between the first and final writing assignments. In the Spring 2018 assessment, students didn't improve their scores for clarity, and therefore the trait was identified as an area for improvement. Since then, the instructor asks students to focus on clarity in peer reviews. Also, beginning Spring 2020, she also reads them advice for writing clearly from William Zinsser's *On Writing Well*.

The only trait in this assessment on which students did not improve was the Professional trait (grammar and formatting). This was a weak area in the 2018 assessment as well. However, on the plus side, scores for the Professional trait were significantly higher overall in the Spring 2020 assessment. (In Spring 2018, students scored a 2.22 on the first assignment and a 2.33 on the final assignment. In the Spring 2020 assessment, students scored a 2.73 on the first assignment and a 2.5 on the final assignment.) While scores declined in Spring 2020 between the first assignment and the final assignment, overall scores were higher compared to the Spring 2018 assessment. This improvement in overall scores reflects the instructor's increased focus on grammar. After the Spring 2018 assessment, the instructor added instructions for installing Grammarly to her syllabus.

Also, beginning in Spring 2020, she distributed a “Common Punctuation Mistakes” document to students at the beginning of the semester.

5. Recommendation for Continuous Improvement

For the Spring 2020 assessment, student performance on the Professional trait may have declined because the final writing assignment required footnotes (and the first writing assignment did not). To help students format footnotes correctly, the instructor will develop a footnotes handout for future semesters with detailed instructions for formatting footnotes.

Attachments:

Assessment tools (first and second writing prompts)

Rubric used for evaluation

Student Samples (10 with students’ identifying information removed)

Actual Results

Student Number	Organized & Coherent			Clear			Concise			Professional			Overall Scores		
	First	Final	Change	First	Final	Change	First	Final	Change	First	Final	Change	First	Final	Change
1	2	3	1	2	2.5	0.5	2	2.5	0.5	3	2.5	-0.5	9	10.5	1.5
2	3	3	0	1.5	2.5	1	2.5	3	0.5	2.5	2.5	0	9.5	11	1.5
3	3	3	0	3	2.5	-0.5	2	3	1	3	2.5	-0.5	11	11	0
4	2.5	3	0.5	2.5	2.5	0	2.5	3	0.5	3	3	0	10.5	11.5	1
5	3	3	0	2	2.5	0.5	2.5	3	0.5	3	3	0	10.5	11.5	1
6	2.5	3	0.5	3	3	0	3	3	0	2.5	2	-0.5	11	11	0
7	3	3	0	2	3	1	2	3	1	2	2.5	0.5	9	11.5	2.5
8	3	2.5	-0.5	3	3	0	3	3	0	3	2.5	-0.5	12	11	-1
9	2	3	1	2	2	0	3	2.5	-0.5	2	1.5	-0.5	9	9	0
10	3	3	0	3	3	0	2	3	1	3	2.5	-0.5	11	11.5	0.5
11	3	2.5	-0.5	2	3	1	2	2	0	3	3	0	10	10.5	0.5
Averages	2.73	2.91	0.18	2.36	2.68	0.32	2.41	2.82	0.41	2.73	2.50	-0.23	10.23	10.91	0.68

- 1) Number of students scoring 10.5 or above on final writing assignment: 10 (90.9%)
- 2) Number of students scoring 10 or above on final writing assignment: 10 (90.9%)
- 3) Number of students who improved their writing during the semester or scored 11 or above: 10 (90.9%)

Assessment Tools

First Writing Prompt (for first formally graded writing assignment): Your CPA firm recently obtained a new client—a manufacturer of sporting equipment based here in Spokane. The president of the company does not have a background in accounting and has asked you to explain why separation of duties is important for internal control purposes.

Please write a letter to the president explaining why separation of duties is a key internal control concept. Be sure to use layperson's terms because the president did not study accounting in college. Since your client's company is small, you will also want to discuss compensating controls.

The letter should contain enough paragraphs to thoroughly explain the concept of separation of duties. It may be helpful to include specific examples of how duties can be segregated. Feel free to invent any details that you want as you write the letter. Remember to omit needless words!

Second Writing Prompt (for final formally graded writing assignment): Choose a publicly traded company and enter the company name at the SASB website to download the SASB standards for that industry. (You will need to enter your name and email address in order to download the standards.)

Pretend you are Chief Accountant, and you believe your company should begin disclosing ESG information using SASB standards. Write a memo to the CFO providing some background information about SASB and its industry-specific process for identifying financially material ESG topics. Provide detailed information about at least two disclosure topics for your company's industry. To adequately address these topics, your memo should be at least one page.

If you include a table in your memo, be sure to format it correctly. Also, be sure to document your sources in footnotes.

Rubric for Assessing Students' Written Communications Skills

Trait	Excellent: 3	Adequate		Not Acceptable		Areas for Improvement
		2.5	2.0	1.5	1.0	
Organized & Coherent	Writing is purposeful, focused, and well-organized.	Some problems with organization distract the reader.		The paper is disorganized and difficult to follow.		<p>Clearly state purpose/thesis</p> <p>Include a clear introduction and conclusion</p> <p>Present information in a logical order</p> <p>Use topic sentences, paragraph breaks, and transitions (see reverse)</p> <p>Enhance readability with headings and sub-headings, bulleted or numbered lists, tables, and/or page numbering</p>
Clear	Message is very clear; wording is precise and easy to follow.	The paper is sufficiently clear for the reader to understand the writer's main points, but some parts of the paper are confusing.		The paper is confusing and difficult to read and understand.		<p>Ensure sentences clearly communicate meaning</p> <p>Avoid unnecessarily complicated words</p> <p>Use clear pronoun references and logical transitions</p> <p>Eliminate dangling/misplaced modifiers</p> <p>Use parallel structure (see reverse)</p>
Concise	Writing is concise.	The paper is somewhat wordy.		Significant wordiness distracts the reader.		<p>Use passive voice sparingly</p> <p>Avoid wordy and redundant expressions</p> <p>Eliminate extraneous information</p>
Professional	The writer uses a professional tone and a standard business format.	The paper contains some problems with tone or format.		Tone and/or format is unprofessional.		<p>Write with a professional tone</p> <p>Use a standard business format</p> <p>Avoid clichés and slang</p>
Grammatically Correct	The writer uses correct grammar and mechanics.	The paper contains some errors, but they are infrequent and do not hinder clarity.		Errors are frequent and distracting.		<p>Proofread for spelling, grammar, punctuation, and capitalization errors</p> <p>Write complete sentences with a subject and verb</p>

Total Score: _____

Other Comments: _____

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	Fall 2017
Professor(s) completing this report:	Gary Weber
Course and section(s) of assessment:	MTAX 605-01
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

Goal 1: MSTax students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of federal taxation in the U.S.
Objective 1: Students will demonstrate an ability to recognize issues and apply rules concerning the federal income taxation of partnerships.

Anticipated Performance: 75% of the students will correctly answer 80% of the questions for each objective.

1. Cohort of Students Assessed

20 students out of 41 registered for the course were randomly selected for analysis.

2. Assessment Method Description

Four objectives were assessed in the course. They are as follows:

- Students will demonstrate an understanding of the tax implications of forming a partnership.
- Students will demonstrate an understanding of the operating tax rules for partnerships.

- Students will demonstrate an understanding of the principles of income/loss tax allocations.
- Students will demonstrate an understanding of the tax implications of operating and non-operating distributions as well as disposal of partnership interests.

The objectives were assessed using embedded questions in three exams given throughout the semester. Questions were assigned to each objective as appropriate and relevant. The attached spreadsheet details the results for the twenty students assessed.

3. Desired Results

At least 75% of students will score 80% or better on the questions for each objective.

4. Actual Results

Percent of students scoring an 80% or better on each objective:

Objective #1: 95% met objective

Objective #2: 95% met objective

Objective #3: 80% met objective

Objective #4: 65% met objective

5. Executive Summary of Findings

- Partnership tax is one of the most complex areas of the tax law. Thus, an 80% goal threshold is high, but attainable.
- Desired results were achieved for three of the four objectives.
- Objectives 1 and 2 were easily met.
- Objective 3 was met at a lower level (80%). However, 40% of students scored 90% or above in this area. Given the complexity of partnership tax allocations, this is an overall strong result.
- Objective 4 was not met, with only 65% of students scoring an 80% or better.

6. Recommendations for Continuous Improvement

Given that objective #4 was not met, two actions will be undertaken by the instructor.

1. The instructor noted that time for this objective was very short at the end of the course. Care will be taken going forward to allocate additional time to the content for objective #4 so that it is not rushed at the end of the semester.
2. Additional "in class" materials and examples will be developed to demonstrate and practice these concepts in order to ensure a greater understanding and mastery of these concepts.

Attachments:

- Key to Exam Embedded Questions & Objectives and Sample Exams
- Excel analysis of assessment results
- Student samples (10) of Exams 1, 2, and 3

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	Fall 2019
Professor(s) completing this report:	Gary Weber
Course and section(s) of assessment:	MTAX 605-01
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

Goal 1: MSTax students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of federal taxation in the U.S.
Objective 1: Students will demonstrate an ability to recognize issues and apply rules concerning the federal income taxation of partnerships.

Anticipated Performance: 75% of the students will correctly answer 80% of the questions for each objective.

1. Cohort of Students Assessed

20 students out of 23 registered for the course were randomly selected for analysis.

2. Assessment Method Description

Four objectives were assessed in the course. These are the same objectives assessed in 2017. They are as follows:

- Students will demonstrate an understanding of the tax implications of forming a partnership.
- Students will demonstrate an understanding of the operating tax rules for partnerships.

- Students will demonstrate an understanding of the principles of income/loss tax allocations.
- Students will demonstrate an understanding of the tax implications of operating and non-operating distributions as well as disposal of partnership interests.

The objectives were assessed using embedded questions in three exams given throughout the semester. Questions were assigned to each objective as appropriate and relevant. The attached spreadsheet details the results for the twenty students assessed.

3. Desired Results

At least 75% of students will score 80% or better on the questions for each objective.

4. Actual Results

Percent of students scoring an 80% or better on each objective:

Objective #1: 80% met objective

Objective #2: 75% met objective

Objective #3: 70% met objective

Objective #4: 85% met objective

5. Executive Summary of Findings

- Partnership tax is one of the most complex areas of the tax law. Thus, an 80% goal threshold is high, but attainable.
- Desired results were achieved for three of the four objectives.
- The desired result for Objectives 1, 2, and 4 were met, while the desired result for Objective 3 was not met.
- In the prior assessment in 2017, the desired result for Objective 4 was not met. In this assessment, 85% of the students scored an 80% or greater on Objective 4. This suggests that the additional problems and exercises developed, and completed in class, as well as the extra time allotted to this topic, aided in student learning.
- In the 2017 assessment, Objective 3 was met at a comparatively low level (80% of students scored at least an 80%). However, in this assessment, only 70% of the students met the desired result. This suggests that students have struggled with tax allocations across a number of years. From a closer examination of the results, it appears students particularly struggle with regards to the allocation of nonrecourse deductions and pre-contribution gains and losses.
- Students also struggled with Objective 2, barely meeting the desired result. In examining the key differences between 2017 (when 95% of students met the desired goal) and this assessment, it is clear that students did poorly this year on problems related to the allocation of debt. Interestingly, the law changed regarding allocations of debt and the

new Regulations were covered in 2019. However, the textbook had not yet been updated to take into account the new Regulations.

6. Recommendations for Continuous Improvement

- As stated above, it appears that students particularly struggle with regards to the allocation of nonrecourse deductions and pre-contribution gains and losses. Given this outcome, two actions will be undertaken by the instructor.
 1. The instructor will assemble additional readings relative to this area. The textbook coverage of the allocation of nonrecourse deductions, in particular, is a bit weak. The text will be supplemented with readings from articles in tax journals and treatises.
 2. The instructor will design additional in class problems and exercises to increase students' understanding of this area.
- As mentioned above, students met the desired result for Objective 2, but their grasp of the nuances of debt allocations was weak. Since the textbook has not yet been updated to account for the most recent changes to debt allocations, the instructor will also assign additional readings and exercises applying the new Regulations.

Attachments:

- Key to Exam Embedded Questions & Objectives and Sample Exams
- Excel analysis of assessment results
- Student samples (10) of Exams 1, 2, and 3
- Additional in class exercises developed as a result of the 2017 assessment to address shortcomings in student learning relative to Objective 4.

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Chris Stevens for graduate (please include *all attachments* and cc: Annie Voy). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Spring 2016</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course and section(s) of assessment:	<i>MTAX 604 – C Corporation Taxation MTAX 614 – S Corporation Taxation (Co-requisite courses)</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric n/a <input checked="" type="checkbox"/> Assessment Tool <input type="checkbox"/> Student Samples (10 samples with names removed)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

<p>Goal 1: Students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of the federal taxation in the U.S.</p>
<p>Objective 2: Students will demonstrate an ability to recognize issues and apply rules concerning the federal income taxation of corporations.</p> <p><u>Anticipated Performance:</u> 75% of the students will answer 70% or more of the questions correctly for each learning objective.</p>

1. Assessment Method Description

*MTAX 604/614 – C and S Corporation Taxation (formerly MAcc 604 – Corporate Taxation).
Embedded questions and problems over four exams asking students to demonstrate an understanding of the federal income tax treatment and related compliance obligations for the following:*

- 1) Corporate formation;*
- 2) Corporate operations;*
- 3) Corporate combinations and liquidations; and*
- 4) S corporations.*

Desired Results

At least 75% of the students will answer 70% or more of the questions correctly for each learning objective. Since there are 6 questions for each learning objective, this means students will need to answer at least 5 of the 6 questions correctly for each learning objective in the course.

2. Actual Results

	Course Objective	Total (n=26)
Percentage of students who answered 70% or more of the questions in the course learning objective.	1	30.77%
	2	34.62%
	3	19.23%
	4	30.77%

3. Executive Summary of Findings

- 1. 26 students were assessed.*
- 2. There appears to be some students who grasp the material and are able to perform on both conceptual and calculation questions, while others continually struggle with the exams regardless of the type of question.*

4. Recommendation for Corrective Action (If Applicable)

Clearly much work needs to be done in all areas. The instructor will re-vamp the course as follows:

- 1. A new textbook will be explored;*
- 2. A renewed focus on fundamentals will be reflected in revised PPT slides and lectures; and*
- 3. Additional in-class problems (other than Gleim questions) will be developed for students. The problems will be illustrative of how different rules interact when applied to a specific set of facts. Comprehensive problems to recap concepts will be developed and used at the end of a learning module when practical.*

Attachments:

Four Exams

Excel Spreadsheet summarizing results

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 and then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate business, Matt Hoag for undergraduate accounting, Andrew Brajcich for graduate accounting, or Mirjeta Beqiri for MBA (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Spring 2020</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course and section(s) of assessment:	<i>MTAX 604 – C Corporation Taxation</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment <i>Note: Check “first assessment” if this is the first assessment in the current CIR cycle (2016/17 – 2020/21).</i> Last Assessment (Sem/Yr.): <i>Spring 2016</i>
Required Attachments:	<input type="checkbox"/> Rubric n/a <input checked="" type="checkbox"/> Assessment Tool <input type="checkbox"/> Student Samples
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

<p>Goal 1: Students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of the federal taxation in the U.S.</p>
<p>Objective 2: Students will demonstrate an ability to recognize issues and apply rules concerning the federal income taxation of corporations.</p> <p><u>Anticipated Performance:</u> 75% of the students will answer 80% or more of the questions correctly for each learning objective.</p>

1. Assessment Method Description

For MTAX goal 1.2, assessment explores student performance in four areas:

- 1. Taxation of C corporations, including corporate formations.*
- 2. Treatment of corporate distributions, including redemptions.*
- 3. Taxation of shareholders*
- 4. Taxation of S corporations*

The initial assessment was completed in Spring 2016. Reassessment was undertaken in Spring 2020, however, the transition to remote learning due to the Covid 19 pandemic limited the Instructor’s ability to effectively deploy the assessment tool for content covered later in the semester, specifically S corporation Taxation. Therefore, this Spring 2020 assessment covers areas 1-3, and area 4 will be assessed in Fall 2020.

Background

The initial assessment completed in Spring 2016 recommended the following changes:

1. A new textbook will be explored
2. A renewed focus on fundamentals will be reflected in revised PPT slides and lectures
3. Additional in-class problems (other than Gleim questions) will be developed for students. The problems will be illustrative of how different rules interact when applied to a specific set of facts. Comprehensive problems to recap concepts will be developed and used at the end of a learning module when practical.

In response, the instructor made the following changes:

1. A new textbook was adopted
2. PPT slides were revised for clarity and focused on the foundational concepts.
3. Additional in-class problems were used. These problems were not based on the Gleim CPA exam multiple choice practice questions. They pulled together multiple concepts into as applied to a set of facts.

Assessment Tool Used

Embedded questions in an exam asking students to demonstrate an ability to calculate the income tax of C corporations, including the:

1. Taxation of C corporations, including corporate formations.
2. Treatment of corporate distributions, including redemptions.
3. Taxation of shareholders

All 25 students in the class were assessed.

Desired Results

At least 75% of the students will answer 80% or more of the questions correctly for each area of the federal estate tax identified above. Note: The Spring 2016 assessment used a 70% accuracy rate for the desired results. The accuracy rate was increased to 80% for this assessment to be consistent with other graduate accounting benchmarks.

2. Actual Results – (Percentage of students answering 80% or more of the questions correctly for each learning objective)

Course Objective	Spring 2020 Total (n=25)	Spring 2016 Total (n=26)
1	48%	30.77%
2	28%	34.62%
3	68%	19.23%

Note: For comparative purposes, the Spring 2016 results were restated using the 80% accuracy benchmark.

3. Executive Summary of Findings

Students did not meet the desired results. However, objective 1 and 3 results improved compared to the Spring 2016 assessment, while objective 2 results declined slightly.

4. Recommendation for Continuous Improvement (If Applicable)

Given the amount of material and limited time available in a 10-week course, recommend the following:

- *Continued focus on key topics in the course with less concern for secondary topics that are not as applicable to the future professional practice of students, i.e., a quality over quantity approach.*
- *More expanded examples on those key topics and a continued re-tooling of in-class materials to hone student comprehension of those key topics.*
- *Continued use of the new text.*

Attachments:

Exam

Excel Spreadsheet summarizing results

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document to Cathy DeHart.

Evaluation Term:	<i>Fall 2020</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course and section(s) of assessment:	<i>MTAX 614 – S Corporation Taxation</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment <i>Note: Check “first assessment” if this is the first assessment in the current CIR cycle (2016/17 – 2020/21). Last Assessment (Sem/Yr.): Spring 2016</i>
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input type="checkbox"/> Student Samples
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

<p>Goal 1: Students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of the federal taxation in the U.S.</p>
<p>Objective 2: Students will demonstrate an ability to recognize issues and apply rules concerning the federal income taxation of corporations.</p> <p><u>Anticipated Performance:</u> 75% of the students will answer 80% or more of the questions correctly for each learning objective.</p>

1. Assessment Method Description

For MTAX goal 1.2, assessment explores student performance in four areas:

- 1. Taxation of C corporations, including corporate formations.*
- 2. Treatment of corporate distributions, including redemptions.*
- 3. Taxation of shareholders*
- 4. Taxation of S corporations*

The initial assessment was completed in Spring 2016. Reassessment was undertaken in Spring 2020, however, the transition to remote learning that semester due to the Covid 19 pandemic limited the Instructor’s ability to effectively deploy the assessment tool for content covered later in the semester, specifically S corporation Taxation. Therefore, this Fall 2020 assessment covers the unassessed content from Spring 2020 (area 4), and the Spring 2020 assessment covered areas 1-3.

The Spring 2016 assessment recommended the following changes:

- 1. A new textbook will be explored*
- 2. A renewed focus on fundamentals will be reflected in revised PPT slides and lectures*
- 3. Additional in-class problems (other than Gleim questions) will be developed for students. The problems will be illustrative of how different rules interact when applied to a specific set of facts. Comprehensive problems to recap concepts will be developed and used at the end of a learning module when practical.*

In response, the instructor made the following changes:

- 1. A new textbook was adopted.*
- 2. PPT slides were revised for clarity and focused on the foundational concepts.*
- 3. Additional in-class problems were used. These problems were not based on the Gleim CPA exam multiple choice practice questions. They pulled together multiple concepts into as applied to a set of facts.*

Assessment Tool Used

Embedded questions in an exam testing students ability to identify key issues arising in the taxation of S Corporations. All 19 students in the class were assessed.

Desired Results

At least 75% of the students will answer 80% or more of the questions correctly. Note: The Spring 2016 assessment used a 70% accuracy rate for the desired results. The accuracy rate was increased to 80% for this assessment to be consistent with other graduate accounting benchmarks.

2. Actual Results

	Area	Total (n=19)
Percentage of students who answered 80% or more of questions correctly	S corps	68.42%

3. Executive Summary of Findings

Students did not meet desired results. However, results improved considerably compared to the Spring 2016 assessment, when only 30.77% of students answered 80% or more of the questions correctly (Spring 2016 results were restated using the new accuracy benchmark).

4. Recommendation for Corrective Action (If Applicable)

The new textbook was a hit among students and appears to be effective. Recommend continued use of the examples and problems from the text in class as the Instructor identified this as one of the key factors of improvement in student performance.

Attachments:

Exam

Excel Spreadsheet summarizing results

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Chris Stevens for graduate (please include *all attachments* and cc: Annie Voy). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Spring 2020</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course and section(s) of assessment:	<i>MTAX 606 – Wealth Transfer Taxation</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input type="checkbox"/> Student Samples
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

<p>Goal 1: Students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of the federal taxation in the U.S.</p> <p>Objective 3: Students will demonstrate an ability to recognize issues and apply rules concerning the federal taxation of wealth transfers.</p> <p><u>Anticipated Performance:</u> 75% of the students will answer 70% or more of the questions correctly for each learning objective.</p>
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1. Assessment Method Description

Embedded questions in an exam asking students to demonstrate an ability to calculate the federal estate tax, including the:

- 1. Determination of the gross estate and valuation*
- 2. Calculation of tax.*
- 3. Determination the basis of property in the hands of the heir.*

All 27 students in the class were assessed.

Desired Results

At least 75% of the students will answer 70% or more of the questions correctly for each area of the federal estate tax identified above.

2. Actual Results

	Area	Total (n=27)
Percentage of students who answered 70% or more of questions in each area.	1	96.30%
	2	88.89%
	3	85.19%

3. Executive Summary of Findings

The desired results were met in all three areas.

4. Recommendation for Corrective Action (If Applicable)

While the desired results were met, student struggled most on two identified questions. The first (#13) covered the implication of lifetime gifts on the calculation of estate tax and the second covered (#1) basis of property that qualifies as income in respect of a decedent. Recommend additional focus be spent in those areas.

Additionally, recommend a broader selection of embedded questions in each area (i.e., more than four) to test the nuances of the material on a deeper level.

Attachments:

Exam

Excel Spreadsheet summarizing results

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	Summer 2017
Professor(s) completing this report:	Gary Weber
Course and section(s) of assessment:	MTAX 607-901
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

Goal 1: Students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of federal taxation in the U.S.
Objective 4: Students will demonstrate an ability to recognize issues and apply rules concerning the federal taxation of property transactions.

Anticipated Performance: 75% of the students will correctly answer 80% of the questions for each objective.

1. Cohort of Students Assessed

20 students out of 34 registered for the course were randomly selected for analysis.

2. Assessment Method Description

Four objectives were assessed in the course. They are as follows:

- Students will demonstrate an understanding of how to compute the initial bases of assets acquired through purchase, gift, inheritance, etc.
- Students will demonstrate an understanding of the Modified Accelerated Cost Recovery System for real and personal property.

- Students will demonstrate an understanding of the tax implications of disposing of various types of property in taxable transactions.
- Students will demonstrate an understanding of the requirements and tax implications of disposing of property in nontaxable transactions.

The objectives were assessed using questions from multiple problem sets assigned throughout the term. Questions in the problem sets were assigned to each objective as appropriate and relevant. The attached spreadsheet details the results for the twenty students assessed.

3. Desired Results

At least 75% of students will score 80% or better on the questions for each objective.

4. Actual Results

Percent of students scoring an 80% or better on each objective:

Objective #1: 90% met objective
Objective #2: 100% met objective
Objective #3: 75% met objective
Objective #4: 95% met objective

5. Executive Summary of Findings

- Desired results were achieved for all four objectives.
- The desired results for objectives 1, 2, and 4 were easily met.
- The desired result for objective 3 was barely met, with exactly 75% of students achieving the desired 80% score. In addition, another 20% of the students barely met the 80% standard, scoring between an 80% and 85%. This suggests significant weakness in this area.

6. Recommendations for Continuous Improvement

While the desired results were met for all four objectives, results for objective 3 suggest that there is significant confusion on some aspects of taxable property dispositions. Examining the results of the objective 3 assessment, the instructor noted that students did particularly poorly (scoring below 80%) on questions #6 and #7 in Problem Set #6. These questions required students to determine the tax result when multiple Section 1231 assets were disposed of in the same tax year. The issue was particularly acute when at least one of the properties disposed of was real estate. As a result, the instructor plans to introduce several new examples in the PowerPoint lectures to provide students with a greater variety of property disposals when first learning the material.

Attachments:

- Problem Sets 1, 2, 6, 7, and 8.
- Excel analysis of assessment results
- Student samples (10) of Problem Sets 1, 2, 6, 7, and 8.

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	Summer 2020
Professor(s) completing this report:	Gary Weber
Course and section(s) of assessment:	MTAX 607-901
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

Goal 1: Students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of federal taxation in the U.S.
Objective 4: Students will demonstrate an ability to recognize issues and apply rules concerning the federal taxation of property transactions.

Anticipated Performance: 75% of the students will correctly answer 80% of the questions for each course content objective.

1. Cohort of Students Assessed

20 students out of 38 registered for the course were randomly selected for analysis.

2. Assessment Method Description

Four content objectives were identified and assessed in the course. These are the same content objectives as assessed in the 2017 report. They are as follows:

- Students will demonstrate an understanding of how to compute the initial bases of assets acquired through purchase, gift, inheritance, etc.

- Students will demonstrate an understanding of the Modified Accelerated Cost Recovery System for real and personal property.
- Students will demonstrate an understanding of the tax implications of disposing of various types of property in taxable transactions.
- Students will demonstrate an understanding of the requirements and tax implications of disposing of property in nontaxable transactions.

The content objectives were assessed using questions from multiple problem sets assigned throughout the term. Questions in the problem sets were assigned to each content objective as appropriate and relevant. The attached spreadsheet details the results for the twenty students assessed.

3. Desired Results

At least 75% of students will score 80% or better on the questions for each content objective.

4. Actual Results

Percent of students scoring an 80% or better on each content objective:

Course Content Objective #1: 85% met standard

Course Content Objective #2: 90% met standard

Course Content Objective #3: 80% met standard

Course Content Objective #4: 95% met standard

5. Executive Summary of Findings

- Desired results were achieved for all four course content objectives.
- The desired results for content objectives 1, 2, and 4 were easily met.
- The desired result for content objective 3 was met, but at a lower rate, with 80% of students achieving the desired 80% score.
- The results for content objective 3 were better than in the 2017 assessment, but this area is still the weakest of the four.

6. Recommendations for Continuous Improvement

While the desired results were met for all four content objectives, results for content objective 3 suggest that this remains the weakest of the four areas. Examining the results of the content objective 3 assessment, the instructor noted that students did particularly poorly (scoring below 80%) on question #4 from Problem Set #4. This question related to identification of capital (v. non-capital) assets, as well as the subsequent netting of gains and losses from capital asset sales. Students also barely scored an 80% on questions 4 and 6 of Problem Set #5. These questions required students to net gains and losses from the sale of Section 1231 assets and

identify the result, as well as to identify the tax result when an item of personal property was sold in a variety of circumstances. As the course will be taught in person going forward (rather than online), the professor will address this shortcoming by developing a series of in-class exercises relating to capital asset sales, Section 1231 netting, and the variety of scenarios related to the sale of personal property.

It should be noted that the weaknesses indicated in the 2017 assessment, related to multiple asset sales, were mostly remedied by the extra examples integrated into the PowerPoint slides and lecture in this area. These PPT slides are attached to this report.

Attachments:

- Problem Sets 1, 3, 4, 5, 6, and 7.
- Excel analysis of assessment results
- Student samples (10) of Problem Sets 1, 3, 4, 5, 6, and 7.
- Additional PPT slides added to lecture to mitigate weakness shown in 2017 assessment.

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Fall 2016</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course and section(s) of assessment:	<i>MTAX 667.01</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

Goal 2: Students will demonstrate the ability to research issues in federal taxation and effectively communicate findings to the appropriate audience.

Objective 1: Students will analyze the relevant law by utilizing tools provided by subscription research services, library resources and free information issued by the government or other credible sources.

Anticipated Performance: 75% of students will find and cite a pre-identified Internal Revenue Code Section, Revenue Ruling as well as at least one of five pre-identified cases or Treasury Regulation.

1. Cohort of Students Assessed

Random sample of 10 students enrolled in the course (out of 28 total).

2. Assessment Method Description

During fall semester 2016, Professor Brajcich introduced the class to two resources available on campus through the Foley Library: CCH Intelliconnect and LexisNexis. Students were shown how to use these tools and were given a memo assignment where they could only use these two resources in conducting the necessary research for the memo.

The following authorities are on-point with respect to the problem presented to the students. A quality memo would identify the first two of these authorities and at least one of the remaining five, determine whether they remained valid (i.e., Shepardize, a tool used to determine whether the authority is still valid), and properly apply them to the facts.

- *Internal Revenue Code §167*
- *Rev. Rul. 68-232, 1968-1 C.B. 79*
- *Treasury Regulation §1.167(a)-1*
- *In Associated Obstetricians and Gynecologists v. Comr., 46 TCM 613 (1983)*
- *Shauna C. Clinger, 60 TCM 598 (1990)*
- *Simon v. Comr., 103 T.C. 247 (1994)*
- *Liddle v. Comr., 103 TC 285 (1994)*
- *Selig v. Comr., TC Memo 1995-519*

The problem for this assignment can be found in Attachment One – Memo Problem

3. Desired Results

- *75% of students will identify the appropriate Code Section and the Revenue Ruling as well as identify at least one of the five cases or Treasury Regulation listed above.*

4. Actual Results

A sample of 10 memos is include in Attachment Three – Student Samples.

The desired results were met. 80% of students (8/10) sampled properly identified both the applicable Code Section and the on-point Revenue Ruling as well as one of the other authorities cited. Nine students identified the first two authorities, which are deemed to be very applicable to the facts and circumstances and readily identifiable as such. The single student who did not identified one of these two authorities did manage to identify and use two of the other authorities, which are applicable but not as readily identifiable as a pertinent source.

See Attachment Two – Results.

5. Executive Summary of Findings

These results are satisfactory. This assignment has been a very effective tool at identifying research skills and students have performed well.

6. Recommendations for Continuous Improvement

While this tool has been effective, I am recommending the use of a new assignment to test students' use of online research tools going forward given the student success here. The process

of continuous improvement demands we continually search for areas of teaching where we may be deficient. This tool has shown that students are capable of addressing the specific research question using the available tools. It is time to present a new question.

Attachments:

Attachment One – Memo Problem

Attachment Two – Results.

Attachment Three – Student Samples

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 and then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate business, Matt Hoag for undergraduate accounting, Andrew Brajcich for graduate accounting, or Mirjeta Beqiri for MBA (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Spring 2021</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course of assessment:	<i>MTAX 616 Income Tax of Estates and Trusts</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment Last Assessment (Sem/Yr.): Fall 2016
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input type="checkbox"/> Student Samples
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

<p>Goal 2: Students will demonstrate the ability to research issues in federal taxation and effectively communicate findings to the appropriate audience.</p>
<p>Objective 1. Students will analyze the relevant law by utilizing tools provided by subscription research services, library resources and free information issued by the government or other credible sources.</p> <p><u>Knowledge to be assessed:</u> Students ability to properly research and identify appropriate tax law and accounting authority using Bloomberg BNA Tax and Accounting Center.</p> <p><u>Anticipated Performance:</u> 75% of students will locate 1) one Internal Revenue Code section, 2) one related Treasury Regulation, and 3) at least one of six pre-identified authorities (court cases, Rev. Ruling, PLR, IRC, Treas. Regs) applicable to a given tax issue.</p>

1. Assessment Method Description

The previous assessment of this goal did meet the desired results and yielded the following recommendation:

While this tool has been effective, I am recommending the use of a new assignment to test students' use of online research tools going forward given the student success here. The process of continuous improvement demands we continually search for areas of teaching where we may be deficient. This tool has shown that students are capable of addressing the specific research question using the available tools. It is time to present a new question.

With this in mind, a new problem was developed to assess this goal. The instructor introduced the class to Bloomberg BNA Portfolios for Tax and Accounting, a resource available on campus through the Foley Library. Students were given a memo assignment directing them to use BNA as a resource in analyzing a solution to the issue presented. Particular emphasis was made on locating the source of the tax law to be applied in making a recommendation for the client in the memo.

The following authorities are on-point with respect to the problem presented to the students. A quality memo would identify at least one applicable Internal Revenue Code Section, one applicable Treasury Regulation, and at least one of the six judicial and administrative authorities listed below.

Possible Code or Treasury Regulations: §469, §641, §643, and §§661-663.

Judicial and Administrative authorities

- 1. Judy Trust for David Quinn, 61 AFTR2d 88-315, 833 F.2d 563 (CA-5, 1987)*
- 2. The Mattie K. Carter Trust, 91 AFTR2d 2003-1946, 2003-1 USTC ¶ 50,418 (DC ND TX, 2003)*
- 3. PLR 201029014*
- 4. PLR 200733023*
- 5. Stangeland, T.C. Memo 2010-185*
- 6. Frank Aragona Trust et al. v. Comm., 142 T.C. No. 9*

The problem for this assignment can be found in Attachment One – Memo Problem.

2. Desired Results

75% of students will locate 1) one Internal Revenue Code section, 2) one related Treasury Regulation, and 3) at least one of six pre-identified authorities (court cases, Rev. Ruling, PLR, IRC, Treas. Regs) applicable to a given tax issue.

3. Actual Results

All students were assessed. Redacted Memos are available upon request.

The results were not met. While all of the students were able to identify an applicable Code and Treasury Regulation, only 42% of students properly identified at least one of the six pre-identified authorities.

See Attachment Two – Results.

4. Executive Summary of Findings

The upper 25% of the class was able to identify a Code section, a Regulation, and more than one other authority from the list. At the same time, 58% of the students were unable to identify one of the pre-identified judicial and administrative authorities. Two major factors to consider that may have exacerbated this issue are remote learning/Zoom fatigue and senioritis. Many of the lower performers on this assignment were remote students. This course was also delivered the final five weeks of spring semester. The instructor notes that students appeared tired after a long year of pandemic-related class challenges and CPA exam preparation.

5. Recommendation for Continuous Improvement

The instructor should clearly illustrate in class the use of BNA (or similar tools) to locate judicial and administrative authorities to be used to support a conclusion.

Assurance of Learning Assessment Report

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Evaluation Term:	<i>Fall 2016</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course and section(s) of assessment:	<i>MTAX 667.01</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

Goal 2: Students will demonstrate the ability to research issues in federal taxation and effectively communicate findings to the appropriate audience.

Objective 2: Students will demonstrate an ability to draft the results of their research through memoranda, letters, email and other written correspondence in a concise, structured manner to other professionals or clients with varying levels of tax sophistication.

Anticipated Performance: 75% of the students will score at least 40 out of 50 points on a pre-selected research memorandum.

1. Cohort of Students Assessed

All 28 students in the class were assessed.

2. Assessment Method Description

During fall semester 2016, Professor Brajcich introduced the class to online subscription resources available on campus through the Foley Library and reviewed how to draft professional communications, keeping in mind the intended audience, i.e., a similarly situated tax professional versus a less tax-sophisticated client. Students were given a memo assignment

where they were required to draft a memo to file analyzing a technical tax issue using a structured format reviewed in class and provided in a sample memo.

The memo assignment was graded for both technical accuracy and clarity in the context of the audience, which in this case would be other tax professionals accessing the file in the future. Students were also marked down for poor grammar.

3. Desired Results

75% of the students will score at least 40 out of 50 points on a pre-selected research memorandum.

4. Actual Results

	Total (n=28)
Percentage of students who scored at least 40/50	75.00%

5. Executive Summary of Findings

These results have been met, but just barely.

6. Recommendations for Continuous Improvement

Recommend an assignment that offers a less clear-cut issue and one that would involve more ambiguity in its application of the tax law to a set of facts and circumstances. Such an assignment would offer a more refined understanding of the students' ability to effectively apply the rules and convey complex concepts in writing.

Also, recommend the development of a rubric to formalize the review of the students' writing, to include point allocations to technical accuracy, clarity, and grammar with a description of each category. The goal should also be restated consistent with the rubric, such as, "75% of students will score at the high adequate level or above for technical accuracy, clarity, and grammar." A suggested rubric is attached.

Attachments:

Memo Assignment

Memo Sample

Student Samples

Results

Suggested Rubric

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 and then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate business, Matt Hoag for undergraduate accounting, Andrew Brajcich for graduate accounting, or Mirjeta Beqiri for MBA (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Spring 2021</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course of assessment:	<i>MTAX 616 Income Tax of Estates and Trusts</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment Last Assessment (Sem/Yr.): Fall 2016
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Assessment Tool <input type="checkbox"/> Student Samples
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

<p>Goal 2: Students will demonstrate the ability to research issues in federal taxation and effectively communicate findings to the appropriate audience.</p>
<p>Objective 2. Students will demonstrate an ability to draft the results of their research through memoranda, letters, email and other written correspondence in a concise, structured manner to other professionals or clients with varying levels of tax sophistication.</p> <p><u>Knowledge to be assessed:</u> Students ability to structure their writing in an organized, concise, professional memo to file recognizing their audience.</p> <p><u>Anticipated Performance:</u> 75% of students will achieve a total score of 18 or higher under the writing rubric indicating an average score of 3 – “Strong” or higher out of 4 possible points per category.</p>

1. Assessment Method Description

A new assessment method was developed after the previous assessment of this goal did meet the desired results, yielding the following recommendation:

Recommend an assignment that offers a less clear-cut issue and one that would involve more ambiguity in its application of the tax law to a set of facts and circumstances. Such an assignment would offer a more refined understanding of the students’ ability to effectively apply the rules and convey complex concepts in writing.

Also, recommend the development of a rubric to formalize the review of the students’ writing, to include point allocations to technical accuracy, clarity, and grammar with a description of each category. The goal should also be restated consistent with the rubric, such as, “75% of students will score at the high adequate level or above for technical accuracy, clarity, and grammar.” A suggested rubric is attached.

The instructor introduced the class to Bloomberg BNA Portfolios for Tax and Accounting, a resource available on campus through the Foley Library. The selection of this particular subscription service was deliberate as it provides a conceptual overview of the tax rules as well as a detailed analysis as the user digs deeper into the portfolio. The tool is also heavily cited for user reference. Students were given a memo assignment directing them to use BNA as a resource in analyzing a solution to the issue presented. Particular emphasis was made on locating the source of the tax law to be applied in making a recommendation for the client in the memo.

The problem for this assignment can be found in Attachment One – Research Memo Problem. Considering the first assessment’s recommendation for more ambiguity, the problem selected is center around an area of law that is not entirely settled.

The quality of student writing was evaluated using the attached rubric (Attachment Two – Memo Rubric), that was developed using guidance from the previous assessment.

2. Desired Results

75% of students will achieve a total score of 18 or higher under the writing rubric, indicating an average score of 3 – “Strong” or higher out of 4 possible points per category.

3. Actual Results

All students were assessed. Redacted Memos are available upon request.

Desired results were met: 75% of students scored 18 points or higher using the rubric. While all the students were able to identify the issues, many struggled with the analysis and conclusion.

See Attachment Three – Results.

4. Executive Summary of Findings

Although desired results were met, Students struggled to apply the rules to the given set of facts (the “Effective Analysis” trait on the rubric). In addition, students struggled to arrive at an appropriate conclusion (the “Appropriate Conclusion” trait on the rubric). Other areas of their writing were ‘strong’ under the rubric. It is apparent that while students are able to write well, they are having difficulty bridging the gap between the technical rules they learn in class and an opaque client scenario.

5. Recommendation for Continuous Improvement

Students need to demonstrate a stronger ability in arriving at a conclusion when dealing with ambiguous facts and circumstances. Additional time should be spent on bridging the gap from good authority to articulating a conclusion with caveats through class examples.

Assurance of Learning Assessment Report

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Evaluation Term:	<i>Fall 2016</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course and section(s) of assessment:	<i>MTAX 667.01</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

<p>Goal 2: Students will demonstrate the ability to research issues in federal taxation and effectively communicate findings to the appropriate audience.</p> <p>Objective 3: Students will demonstrate an ability to convey technical tax topics through public speaking presentations.</p> <p>Anticipated Performance: 75% of the students should score a total of 37 points or above (out of 40) and no student should score 5 or less in any given category.</p>

1. Cohort of Students Assessed

Random sample of 10 students enrolled in the course (out of 28 total).

2. Assessment Method Description

During fall semester 2016, Professor Brajcich required a group presentation by students explaining the results of their research regarding a tax issue encountered by a client. Each group was assigned a different problem. Each student was evaluated individually on her contribution to the group presentation. Students were required to identify potential tax issues, perform technical research using professionals tools learned in class and available through the Foley Library (i.e., CCH Intelliconnect and LexisNexis), and apply the

results of their research to the issue at hand. The presentation also required students to take into account the level of expertise their audience possessed, i.e., a sophisticated business client but not a tax technical professional, when presenting their results, and required students to leave time for a Q&A. The problems can be reviewed in Attachment One – Presentation Problems of this document.

Using a rubric, students were individually assessed a score of 1-8; 8 being “Outstanding”, 4 being “Needs Improvement” and 1 being “Unsatisfactory” in the following categories.

1. *Mastery of Material*
 - a. *“Outstanding” indicates an exceptional application of relevant sources to the facts and appropriate citation.*
 - b. *“Needs Improvement” indicates mostly accurate use and application of relevant sources, but essential components of the analysis are missing.*
 - c. *“Unsatisfactory” indicates the use of inappropriate legal sources and/or the misapplication of legal sources to the factual scenario.*
2. *Effectiveness: Organization and Delivery*
 - a. *“Outstanding” indicates that identified issues were presented in a clear, concise and efficient manner.*
 - b. *“Needs Improvement” indicates that around half of the time, the presenter struggled with conveying complex issues in the simplest way possible, given the facts and circumstances at hand.*
 - c. *“Unsatisfactory” indicates the presenter was unable to convey any of the primary tax issues.*
3. *Audience Awareness*
 - a. *“Outstanding” indicates the presentation effectively conveyed in layperson terms technical tax concepts and their consequences under the current facts and circumstances.*
 - b. *“Needs Improvement” indicates that the presenter at least 50% of the time was able to convey tax consequences understandable to the typical business professional.*
 - c. *“Unsatisfactory” indicates the presenter did not recognize the technical competence of the audience or the objective of the presentation.*
4. *Visual Aids*
 - a. *Outstanding” indicates the presenter effectively used visual representations to aid the audience in their comprehension of technical matters.*
 - b. *“Needs Improvement” indicates the presenter used visual aids effectively some of the time, but missed opportunities to use this tool at other times.*
 - c. *“Unsatisfactory” indicates the presenter did not recognize the importance of nor effectively utilized visual aids.*
5. *Q&A*
 - a. *Outstanding” indicates the presenter was able to think on her feet and answer questions or points of clarification as efficiently as she did during the prepared portion of her remarks.*
 - b. *“Needs Improvement” indicates the presenter at times was able to answer questions in manner that cleared up any ambiguity or misunderstanding.*
 - c. *“Unsatisfactory” indicates the presenter failed to adequately clear up any audience confusion.*

The rubric can be viewed in Attachment Two – Presentation Rubric.

3. Desired Results

- *75% of the students should score a total of 37 points or above (out of 40) and no student should score 5 or less in any given category.*

4. Actual Results

A random sample of 10 (out of 28 total) students were assessed. A sample of three groups' presentation PowerPoints is include in Attachment Four – Student Samples.

The results were met.

100% of students scored a total of 37 points or more across all five categories.

No students scored 5 or less in any one category.

The results may be found in Attachment Three - Results.

5. Executive Summary of Findings

The student did very well. They met and exceeded expectations in both categories.

6. Recommendations for Continuous Improvement

Given the high success rate, one is left to wonder if grading was too easy. Consider increasing the rigor of the assignment and grading each student with a more critical eye going forward. Further, the students lowest performing areas were 2) Effectiveness: Organization and Delivery and 5) Questions and Answers. Recommend an example presentation be provided to the students prior to the assignment with additional time spent highlighting the organizational aspects of the model presentation. Having a well-organized understanding of the topic should assist in delivery and Q& A.

Attachments:

Attachment One – Presentation Problems

Attachment Two – Presentation Rubric

Attachment Three – Results

Attachment Four – Student Samples

Assurance of Learning Assessment Report

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Evaluation Term:	<i>Spring 2021</i>
Professor(s) completing this report:	<i>Brajcich</i>
Course of assessment:	<i>MTAX 616 Income Tax of Estates and Trusts</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment Last Assessment (Sem/Yr.): Fall 2016
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Assessment Tool <input type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

Goal 2: Students will demonstrate the ability to research issues in federal taxation and effectively communicate findings to the appropriate audience.

Objective 3. Students will demonstrate an ability to convey technical tax topics through public speaking presentations.

Knowledge to be assessed: Students' ability to illustrate tax planning analysis through a professional presentation.

Anticipated Performance: 75% of the students should receive at least a total of 12 (80%) quality points and no student should score less than 8 total quality points.

1. Assessment Method Description

The instructor required a group presentation by students explaining the results of their research and analysis regarding tax planning opportunities for a client. Students were required to identify potential tax issues, perform technical research, and present alternative tax consequences given different possible courses of action.

Given the high success rate in the Fall 2016 assessment, the rigor of the assessment was increased by asking students to solve under three alternatives: paying all expenses this year, some this year and next year, or all of the expenses next year. Each group consisted of three members with each student presenting one of the alternatives. Students were individually evaluated on their presentations.

The problems can be reviewed in Attachment One – Presentation Problem.

The rubric may be reviewed in Attachment Two – Presentation Rubric.

2. Desired Results

75% of the students should receive at least a total of 12 (80%) quality points and no student should score less than 8 total quality points.

3. Actual Results

The results were met.

- *92% of students scored a total of 12 total points or more.*
- *No students scored less than 8 points total.*

The results may be found in Attachment Three - Results.

4. Executive Summary of Findings

Students appeared to be comfortable in their presentation skills. They were organized, thoughtful, and fielded questions well. Students were individually notified where they needed improvement. It is worth noting that presentations were given virtually via Zoom due to pandemic restrictions.

5. Recommendations for Continuous Improvement

In the previous assessment of this goal, the following recommendation was made:

Given the high success rate, one is left to wonder if grading was too easy. Consider increasing the rigor of the assignment and grading each student with a more critical eye going forward. Further, the students lowest performing areas were 2) Effectiveness: Organization and Delivery and 5) Questions and Answers. Recommend an example presentation be provided to the students prior to the assignment with additional time spent highlighting the organizational aspects of the model presentation. Having a well-organized understanding of the topic should assist in delivery and Q& A.

As mentioned in paragraph 1, the rigor was increased for this assessment. Also, a sample presentation was provided to students to model effective organization and delivery. This sample presentation helped students to be effective in their presentations and will continue to be provided in future classes.

Assurance of Learning Assessment Report

Evaluation Term:	<i>Summer 2016</i>
Professor(s) completing this report:	<i>Sara Kern</i>
Course of assessment:	<i>MTAX 664 Professional Ethics</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment*
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names removed)
Observed Performance:	<input checked="" type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

<p>Goal 3: Students will exhibit an understanding of the ethical framework for accountants working in a professional environment.</p>
<ol style="list-style-type: none"> 1. Students will be able to identify the relevant ethical issues in a business situation. 2. Students will be able to identify alternate possible decisions and respective impacts. 3. Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives 4. Students will be able to offer an ethically informed and justified solution to business problems. <p><u>Anticipated Performance:</u> 80% of the students completing the course should “meet” or “exceed” expectations based on the scoring rubric used to grade the final case study in the class. The rubric has unique metrics for each objective noted above.</p>

1. Assessment Method Description

Students were assigned a final case study and asked to provide and analyze alternative actions using ethical frameworks. The professor graded the student responses using a three-pronged rubric for each objective (fails to meet expectations, meets expectations, exceeds expectations).

2. Desired Results

80% of the students completing the course should “meet” or “exceed” expectations for each objective based on the scoring rubric.

3. Actual Results

26 students completed the case study (100% of the class). 23 of the students (88%) met or exceeded the expectations for all four objectives based on the scoring rubrics. 2 students (8%) met the expectation for two of the objectives but failed to meet expectations regarding the other two objectives (the students did not miss the same objectives). 1 student (4%) failed to meet expectations for three out of the four objectives. See attached table for specific scores of each student.

Based on the above scores, the desired performance level was achieved.

4. Executive Summary of Findings

1. 26 students were assessed, representing all students who completed the class.
2. 23 of the students (88%) met the expectations (grade of “meet” or “exceed” expectations on the final case study across four objectives).

5. Recommendation for Corrective Action (Optional)

For the future, the professor noted the class size has increased significantly over the past 3 years. As a result, it is no longer sustainable to provide individualized feedback to each student on a lengthy written assignment each week. Over the next several months the professor will do a thorough review of the weekly written assignments and prioritize those case studies that are most likely to be relevant to the majority of students within their first several years of their careers (for example, cases about workplace dating, requests to underreport hours, requests to alter workpapers, etc.). The goal will be to reduce the weekly writing assignment down to no more than 2 discussion questions and 2 cases each week (resulting in one discussion question and one case from each of two chapters in a weekly assignment).

In addition, there were a few students who found it difficult to participate in the group project due to the size of the class. The professor will split the class into two or more groups in future iterations of the class to make the group size more manageable for the students.

Attachments:

Assessment tool (case study)

Rubric used for evaluation

Student Samples (10 with students’ identifying information removed)

Table indicating results of each student for each of the four objectives

**Note – Prior to 2015 MTAX 664 did not exist as a separate class from MACC 664 so this report is a re-assessment compared to the original assessment of MACC 664 that was performed in summer 2013.*

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Summer 2019</i>
Professor(s) completing this report:	<i>Sara Kern</i>
Course and section(s) of assessment:	<i>MTAX 664 Professional Ethics</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment (Last assessed in Summer 2016)
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted)
Observed Performance:	<input type="checkbox"/> Desired results met <input type="checkbox"/> Desired results not met

Goal 3: Students will exhibit an understanding of the ethical framework for accountants working in a professional environment.

1. Students will be able to identify the relevant ethical issues in a business situation.
2. Students will be able to identify alternate possible decisions and respective impacts.
3. Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives
4. Students will be able to offer an ethically informed and justified solution to business problems.

Anticipated Performance:
 80% of the students completing the course should “meet” or “exceed” expectations based on the scoring rubric used to grade the final case study in the class. The rubric has unique metrics for each objective noted above.

1. Cohort of Students Assessed

28 students who took the final and completed MTAX 664 in Summer 2019 were included in the assessment.

2. Assessment Method Description

Students were assigned a final case study and asked to provide and analyze alternative actions using ethical frameworks. The professor graded the student responses using a three-pronged rubric for each objective (fails to meet expectations, meets expectations, exceeds expectations).

3. Desired Results

80% of the students completing the course should “meet” or “exceed” expectations for each objective based on the scoring rubric.

4. Actual Results

28 students completed the final case study. 25 of the students (89%) met or exceeded the expectations for all four objectives based on the scoring rubrics. 1 student (3.6%) met three out of the four objectives, 1 student (3.6%) met two out of the four objectives, and 1 student (3.6%) only met the expectation for one of the four objectives. See attached table for specific scores of each student.

Based on the above scores, the desired performance level was achieved.

5. Executive Summary of Findings

- 1. 28 students were assessed, representing all students who completed the class.*
- 2. 25 of the students (89%) met the expectations (grade of “meet” or “exceed” expectations on the final case study across four objectives).*

3. Recommendations for Continuous Improvement

As noted back in 2016, the class size has continued to increase. To make the “group” discussions more manageable, the professor adopted a policy to limit the maximum discussion group size to 20 students. In 2019 there were 29 students who initially enrolled in the class (only 28 finished the class) so the class was split into two discussion groups. If class sizes continue to increase, the professor plans to split the class into three groups (instead of two).

The professor noticed that some students struggle to understand expectations regarding the on-line discussions and the written assignments. The professor created grading rubrics for each requirement and updates the rubrics each year with additional details, so students have clearer expectations about writing quality and content. In 2019 the professor added a copy of the School of Business Administration’s grading writing rubric to the documents provided to students as part of their final case study.

The professor updates the ethical cases in the class each year. In 2019, the professor updated the discussion board assignment on ethical behavior of corporations regarding preventing tax frauds to a discussion of Turbo Tax's claim that it is not responsible for preventing tax fraud.

The professor noticed that students would often forget the fourth written assignment because they were busy working on the group project that is due the same week. As a result, the professor drafted a "reminder email" to be sent out early in the fourth week of class to remind students not to forget that there was also a written assignment. By 2019, the number of students who forgot the assignment decreased significantly (from approximately 15% of the class in 2017 down to 8% of the class in 2019).

The professor also noticed that students sometimes forgot to answer parts of multi-part questions and/or forgot to address the case using all parts of the Giving Voice to Values framework. To remind students about these, the professor added the following language (and page numbers) directly into the assignment in the syllabus: "Be sure you answer ALL the questions (it may help to review the GVV on pages 82-87)".

Based on student concerns about the amount of work during the fourth week (compared to the preceding three weeks), next year the professor plans to eliminate one of the two cases from the fourth week's written assignment. The fourth week's assignment currently contains a significant group project, a written assignment on the AICPA Code of Conduct, and a written assignment consisting of two cases from the textbook.

The professor has also made an increased effort to ensure students receive feedback on their written work on a timely basis (e.g. before the following week's assignment is due) so that they have an opportunity to incorporate the feedback into their subsequent assignments.

Attachments:

Assessment tool (case study)

Rubric used for evaluation

Student Samples (10 with students' identifying information removed)

Table indicating results of each student for each of the four objectives

Ranking of Institutions by Pass Rate: **First-Time, Large Programs**

2016

Includes 284 institutions with more than 60 reported candidates

Rank	State	Institution (FICE)	Candidates Total	Sections Total	Percent Pass	Average Score
1	NC	WAKE FOREST UNIV (2978)	92	286	89.5%	84.0
2	WI	UNIV WI MADISON (3895)	245	648	84.7%	82.9
3	FL	UNIV FL (1535)	138	358	84.6%	82.0
4	UT	BRIGHAM YOUNG UNIV (3670)	317	773	84.6%	83.1
5	IN	UNIV NOTRE DAME (1840)	211	579	82.9%	82.6
6	GA	UNIV GA (1598)	314	795	82.3%	82.1
7	MA	BOSTON COLL (2128)	188	484	81.8%	82.0
8	MO	UNIV MO COLUMBIA (2516)	141	426	80.8%	81.7
9	VA	UNIV VA (3745)	92	210	80.0%	81.7
10	NC	UNIV TX AUSTIN (3658)	413	1,049	80.0%	81.4
11	TN	UNIV TN KNOXVILLE (3530)	257	575	79.0%	79.7
12	FL	UNIV MIAMI (1536)	70	177	78.0%	80.6
13	MI	UNIV MI ANN ARBOR (2325)	121	324	77.2%	81.4
14	TX	TX A&M UNIV (3632)	398	1,196	77.1%	80.1
15	NC	UNIV NCCHAPEL HILL (2974)	136	367	76.8%	80.4
16	PA	LEHIGH UNIV (3289)	117	273	76.6%	80.2
17	VA	UNIV RICHMOND (3744)	96	252	75.8%	79.7
18	WI	UNIV WI OSHKOSH (3920)	63	145	75.2%	78.1
19	TX	TX CHRISTIAN UNIV (3636)	111	286	74.8%	79.5
20	CO	UNIV DENVER (1371)	158	330	73.9%	79.5
21	MO	WASHINGTON UNIV ST LOUIS (2520)	71	170	73.5%	80.5
22	NE	UNIV NE LINCOLN (2565)	111	246	73.2%	78.4
23	TX	BAYLOR UNIV (3545)	173	412	72.1%	78.6
24	VA	COLL WILLIAM & MARY (3705)	126	329	72.0%	78.8
25	MI	MI ST UNIV (2290)	372	849	72.0%	78.3
26	IA	UNIV IA (1892)	170	403	72.0%	78.9
27	MN	UNIV MN TWIN CITIES (3969)	218	507	71.6%	78.3
28	UT	UNIV UT (3675)	261	585	71.5%	78.2
29	NY	EXCELSIOR COLL (2834)	94	192	71.4%	78.5
30	TX	SOUTHERN METHODIST UNIV (3613)	120	358	71.2%	78.7
31	MO	UNIV MO SAINT LOUIS (2519)	75	169	71.0%	77.8
32	UT	UT ST UNIV (3677)	85	200	71.0%	78.9
33	WA	GONZAGA UNIV (3778)	117	247	70.9%	77.2
34	SC	COLL CHARLESTON (3428)	66	137	70.8%	77.4
35	VA	JAMES MADISON UNIV (3721)	182	483	70.6%	78.5
36	SC	CLEMSON UNIV (3425)	118	363	70.0%	78.1
37	SC	UNIV SC COLUMBIA (3448)	187	438	69.6%	77.9
38	AL	AUBURN UNIV (1009)	190	509	69.6%	77.7
39	IL	UNIV IL URBANA CHAMPAIGN (1775)	681	1,744	69.2%	78.0
40	CA	UNIV CA LOS ANGELES (1315)	439	871	68.5%	77.2

Ranking of Institutions by Pass Rate: First-Time, Large Programs

2018

Includes 249 institutions with more than 60 reported candidates

Rank	State	Institution (FICE)	Candidates Total	Sections Total	Pass Rate	Average Score
1	UT	Brigham Young University (3670)	263	581	89.2%	84.6
2	VA	University of Virginia (3745)	78	173	89.0%	85.2
3	WI	University of Wisconsin - Madison (3895)	220	506	87.2%	83.3
4	FL	University of Florida (1535)	219	396	84.8%	82.7
5	MA	Boston College (2128)	155	379	84.4%	82.1
6	NC	Wake Forest University (2978)	74	194	84.0%	82.5
7	WA	Gonzaga University (3778)	102	226	83.2%	81.2
8	TX	University of Texas at Austin (3658)	401	1,029	82.9%	82.7
9	VA	James Madison University (3721)	173	468	80.6%	81.6
10	IN	University of Notre Dame (1840)	185	444	80.4%	82.5
11	IA	University of Iowa (1892)	141	343	80.2%	81.5
11	NC	University of North Carolina at Chapel Hill (2974)	150	358	80.2%	80.7
13	FL	University of Miami (1536)	125	283	79.9%	80.4
14	PA	Lehigh University (3289)	99	220	79.5%	80.5
15	NY	Canisius College (2681)	61	106	79.2%	80.6
16	GA	University of Georgia (1598)	251	546	79.1%	81.1
16	TX	Texas A & M University (3632)	390	1,183	79.1%	81.1
18	TX	Texas Christian University (3636)	92	229	79.0%	80.3
19	TN	University of Tennessee at Knoxville (3530)	206	404	77.5%	80.0
20	FL	Florida State University (1489)	203	343	77.3%	79.3
21	MO	University of Missouri - Columbia (2516)	144	474	77.2%	80.5
22	MI	University of Michigan - Ann Arbor (2325)	67	164	76.8%	80.7
23	VA	University of Richmond (3744)	84	210	76.7%	79.8
24	MI	Michigan State University (2290)	277	569	75.9%	79.8
25	CO	University of Denver (1371)	116	214	75.2%	79.6
26	CO	University of Colorado Boulder (1370)	118	244	74.6%	78.6
27	IN	Indiana University (8002)	105	246	74.4%	79.0
28	TX	Baylor University (3545)	200	451	74.1%	79.2
28	UT	Utah State University (3677)	80	166	74.1%	77.6
30	NE	University of Nebraska - Lincoln (2565)	107	237	73.8%	80.0
31	TX	Southern Methodist University (3613)	112	329	72.6%	78.6
32	WA	University of Washington (3798)	336	677	72.5%	78.0
33	NY	New York University (2785)	111	217	72.4%	79.0
34	MA	Bentley University (2124)	279	565	72.2%	77.8
35	IA	University of Northern Iowa (1890)	64	211	72.0%	77.5
35	MN	University of Minnesota - Twin Cities (3969)	133	296	72.0%	79.3
37	OR	Oregon State University (3210)	81	167	71.9%	78.2
38	LA	Tulane University (2029)	126	254	71.7%	78.7
39	IN	Indiana University Bloomington (1809)	292	693	71.6%	78.8
40	WI	University of Wisconsin - Milwaukee (3896)	137	252	71.4%	79.4

AY 2015-2016 Graduates (Graduate)	# of Graduates	# of Respondents	% Knowledge Rate	# Employed	% Employed	# Continuing Education	% Continuing Education	# Volunteering	% Volunteering	# Military	% Military	# Not Seeking	% Not Seeking	# Still Seeking	% Still Seeking	% Outcomes Success Rate
College of Arts & Sciences	4	4	100%	3	75%	1	25%	0	0%	0	0%	0	0%	0	0%	100%
Philosophy	4	4	100%	3	75%	1	25%	0	0%	0	0%	0	0%	0	0%	100%
English Language Center	8	4	50%	3	75%	0	0%	1	25%	0	0%	0	0%	0	0%	100%
Teaching ESL	5	2	40%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
Teaching ESL Peace Corps	3	2	67%	1	50%	0	0%	1	50%	0	0%	0	0%	0	0%	100%
School of Business Administration	108	95	88%	87	92%	1	1%	1	1%	1	1%	1	1%	4	4%	96%
Accountancy	40	32	80%	30	94%	0	0%	0	0%	0	0%	0	0%	2	6%	94%
American Indian Entrepreneur (MBA)	7	7	100%	6	86%	0	0%	0	0%	0	0%	1	14%	0	0%	100%
Business Administration	51	46	90%	41	89%	1	2%	1	2%	1	2%	0	0%	2	4%	96%
Healthcare Management	4	4	100%	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
Taxation	6	6	100%	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
School of Education	219	172	79%	160	93%	5	3%	1	1%	1	1%	0	0%	5	3%	97%
Clinical Mental Health Counseling	18	17	94%	9	53%	3	18%	1	6%	0	0%	0	0%	4	24%	76%
Counseling	16	12	75%	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
Initial Teaching	28	20	71%	20	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
Initial Teaching Special Education	2	2	100%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
Leadership & Administration	67	47	70%	47	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
Marriage and Family Counseling	12	10	83%	7	70%	2	20%	0	0%	0	0%	0	0%	1	10%	90%

AY 2017-2018 Graduates (Graduates)	# of Graduates	# of Respondents	% Knowledge Rate	# Employed	% Employed	# Continuing Education	% Continuing Education	# Volunteering	% Volunteering	# Military	% Military	# Not Seeking	% Not Seeking	# Still Seeking	% Still Seeking	% Outcomes Success Rate
College of Arts and Sciences	9	8	89%	6	75%	1	13%	0	0%	0	0%	1	13%	0	0%	100%
Philosophy	3	2	67%	1	50%	1	50%	0	0%	0	0%	0	0%	0	0%	100%
Religious Studies	1	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
Theology and Leadership	5	5	100%	4	80%	0	0%	0	0%	0	0%	1	20%	0	0%	100%
School of Business Administration	133	125	94%	116	93%	3	2%	1	1%	1	1%	0	0%	4	3%	97%
Accountancy	22	22	100%	20	91%	2	9%	0	0%	0	0%	0	0%	0	0%	100%
American Indian Entrepreneur	9	8	89%	7	88%	0	0%	0	0%	0	0%	0	0%	1	13%	88%
Business Administration	71	64	90%	58	91%	1	2%	1	2%	1	2%	0	0%	3	5%	95%
Healthcare Management	1	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
Taxation	30	30	100%	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
School of Education	223	145	65%	134	92%	8	6%	1	1%	0	0%	0	0%	2	1%	99%
Clinical Mental Health Counseling	15	15	100%	14	93%	1	7%	0	0%	0	0%	0	0%	0	0%	100%
Counseling	8	4	50%	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
Initial Teaching	18	13	72%	12	92%	1	8%	0	0%	0	0%	0	0%	0	0%	100%
Initial Teaching Special Education	1	1	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
Leadership & Administration	64	30	47%	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%
Marriage and Family Counseling	11	6	55%	5	83%	0	0%	0	0%	0	0%	0	0%	1	17%	83%
School Administration	28	22	79%	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	100%

AY 2019-2020 Graduates (Graduates)	# of Graduates	# of Respondents	% Knowledge Rate	# Employed	% Employed	# Continuing Education	% Continuing Education	# Volunteering	% Volunteering	# Military	% Military	# Not Seeking	% Not Seeking	# Still Seeking	% Still Seeking	% Outcomes Success Rate
College of Arts and Sciences	14	10	71.4%	8	80.0%	2	20.0%	0	0%	0	0%	0	0%	0	0%	100.0%
Theology and Leadership	14	10	71.4%	8	80.0%	2	20.0%	0	0%	0	0%	0	0%	0	0%	100.0%
School of Business Administration	109	94	86.2%	89	94.7%	1	1.1%	0	0%	0	0%	0	0%	4	4.3%	95.7%
Accountancy	31	30	96.8%	29	96.7%	0	0%	0	0%	0	0%	0	0%	1	3.3%	96.7%
American Indian Entrepreneur	6	2	33.3%	2	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	100.0%
Business Administration	50	41	82.0%	38	92.7%	1	2.4%	0	0%	0	0%	0	0%	2	5.0%	95.1%
Taxation	22	21	95.5%	20	95.0%	0	0%	0	0%	0	0%	0	0%	1	5.0%	95.2%
School of Education	159	81	50.9%	72	88.9%	4	5.0%	0	0%	0	0%	0	0%	5	6.0%	94.0%
Clinical Mental Health Counseling	17	7	41.2%	5	71.4%	1	14.3%	0	0%	0	0%	0	0%	1	14.3%	85.7%
Counseling	8	4	50.0%	4	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	100.0%
Initial Teaching	33	17	51.5%	16	94.1%	1	6.0%	0	0%	0	0%	0	0%	0	0%	100.0%
Initial Teaching Special Education	21	13	62.0%	13	0%	0	0%	0	0%	0	0%	0	0%	0	0%	N/A
Leadership & Administration	8	0	0%	-	-	-	-	-	-	-	-	-	-	-	-	N/A
Marriage and Family Counseling	7	5	71.4%	5	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	100.0%
School Administration	18	6	33.3%	6	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	100.0%
School Counseling	10	5	50.0%	3	60.0%	1	20.0%	0	0%	0	0%	0	0%	1	20%	80.0%
Special Education	5	4	80.0%	4	100.0%	0	0%	0	0%	0	0%	0	0%	0	0%	100.0%
Sport and Athletic Administration	29	20	69.0%	16	80.0%	1	5.0%	0	0%	0	0%	0	0%	3	15%	85.0%
Teaching ESL	3	0	0%	-	-	-	-	-	-	-	-	-	-	-	-	N/A

*For majors where no responses were collected, a success rate of N/A has been reported since no information was gathered to provide an accurate reflection of outcome.

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Mirjeta Beqiri for graduate (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Summer 2019</i>
Professor(s) completing this report:	<i>Cathy DeHart</i>
Course and section(s) of assessment:	<i>MBUS 628-TRB</i>
Assessment Stage:	<input checked="" type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (10 samples with names redacted) (samples stored in DeHart's office)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

Goal: 1. Strategic Thinking
Objective b) MBA-AIE students will formulate business strategies utilizing their understanding of the key functional areas of business.

Anticipated Performance: 75% of students will answer 70% or more of the questions correctly for each objective.

1. Cohort of Students Assessed

The 2018/20 cohort was assessed (consisting of six students).

2. Assessment Method Description

Objective 1b was narrowed into five detailed objectives relating specifically to MBUS 628; these objectives are listed on the next page. Ten multiple choice questions per detailed objective— for a total of 50 AoL questions—were embedded into one quiz and two exams.

3. Desired Results

Since 75% of six students is 4.5, desired results were set as follows: 83.33%, or five out of six students, will answer 70% or more of the questions correctly for each objective.

The normal benchmark in the accounting department is that 75% of students will answer 70% or more of the questions correctly. However, since 75% of six students is not an even number, we had to use either a higher or lower benchmark (83.3% or 66.7%). To set our goals high, we used the higher benchmark.

4. Actual Results

Desired results were met for Objective 1 only (correctly classify costs). Desired results were not met for the other four objectives, as shown below.

Objective	% of students answering 70% or more of the questions correctly
Objective 1 - Correctly Classify Costs	83.3%
Objective 2 - Understand Cost Behaviors	50.0%
Objective 3 - Perform CVP Analysis	66.7%
Objective 4 - Use differential analysis to make business decisions	66.7%
Objective 5 - Use budgets for planning and performance management	66.7%

5. Executive Summary of Findings

Students struggled the most with understanding cost behaviors (Objective 2). It's critical that students understand cost behaviors before they move on to subsequent concepts. Therefore, the poor results for Objective 2 probably affected results for Objectives 3-5.

In the future, the instructor will allocate more instructional time to cost behaviors to help students master those foundational concepts.

6. Recommendations for Continuous Improvement

The instructor developed an additional cost behavior practice sheet (attached) that she will work through with students in class. The instructor will also focus more time teaching difficult concepts relating to questions answered incorrectly by more than half of the students (identified in green on the attached spreadsheet).

Attachments:

- Rubric used for evaluation (Answer key)*
- Tabulated student scores and summary statistics*
- Student Samples (10) (Stored in DeHart's office)*
- New cost behaviors assignment sheet*

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 and then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate business, Matt Hoag for undergraduate accounting, Andrew Brajcich for graduate accounting, or Mirjeta Beqiri for MBA (please include *all attachments* and cc: Cathy DeHart). Attachments can be scanned and emailed or hand delivered.

Evaluation Term:	<i>Fall 2020</i>
Professor(s) completing this report:	<i>Cathy DeHart</i>
Course and section(s) of assessment:	<i>MBUS 628-TRB</i>
Assessment Stage:	<input type="checkbox"/> First Assessment <input checked="" type="checkbox"/> Re-assessment <i>Note: Check "first assessment" if this is the first assessment in the current CIR cycle (2016/17 – 2020/21).</i> Last Assessment (Sem/Yr.): Summer 2019
Required Attachments:	<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Assessment Tool <input checked="" type="checkbox"/> Student Samples (Copies of exams for all 9 students)
Observed Performance:	<input type="checkbox"/> Desired results met <input checked="" type="checkbox"/> Desired results not met

<p>Goal: 1. Strategic Thinking Objective b) MBA-AIE students will formulate business strategies utilizing their understanding of the key functional areas of business.</p>
<p>Anticipated Performance: 75% of students will answer 80% or more of the questions correctly for each objective. Since there were nine students, this means 7/9 students (77.8%) will answer 80% or more of the questions correctly for each objective.</p> <p><input checked="" type="checkbox"/> Check here if the goal changed since the last assessment. (The desired accuracy rate was increased from 70% to 80% since the minimum cumulative GPA for the graduate school is 3.0.)</p>

1. Cohort of Students Assessed

The 2020/22 cohort consisted of 10 students. However, only 9 students were assessed because one student withdrew from the program during Fall 2020.

2. Assessment Method Description

Objective 1b was narrowed into five detailed objectives relating specifically to MBUS 628; these objectives are listed on the next page. Ten multiple choice questions per detailed objective—for a total of 50 AoL questions—were embedded into exams.

Some questions changed between the Summer 2019 and Fall 2020 assessments. During Summer 2019, students took exams in person, but during Fall 2020, students took exams remotely using ExamSoft. The built-in ExamSoft calculator is not designed for extensive calculations, so some questions from Summer 2019 couldn't be used in the Fall 2020 assessment. The "AoL Questions Fall 2020" document shows which questions were added to replace questions not suitable for ExamSoft. (The new questions were of comparable difficulty to the ones they replaced.)

3. Desired Results

Desired results were as follows: 77.8%, or 7 out of 9 students, will answer 80% or more of the questions correctly for each objective. The 80% accuracy rate is higher than the 70% accuracy rate used in the Summer 2019 assessment; the accuracy rate was increased for this assessment since the minimum cumulative GPA for the graduate school is 3.0.

4. Actual Results – Percentage of students answering 80% or more of the questions correctly

Objective	2020	2019*
Objective 1 – Correctly classify costs	66.7%	83.3%
Objective 2 – Understand cost behaviors	55.5%	50.0%
Objective 3 – Perform cost-volume-profit (CVP) analysis	77.8%	66.7%
Objective 4 – Use differential analysis to make business decisions	88.9%	50.0%
Objective 5 – Use budgets for planning & performance management	55.5%	50.0%

**For comparative purposes, 2019 results were revised to show the percentage of students answering 80% or more of the questions correctly.*

5. Executive Summary of Findings

Desired results were achieved for objectives 3 and 4, but desired results were not achieved for the other three objectives. In the Summer 2019 assessment, desired results were achieved for just one objective (objective 1).

While desired results were not met, student performance improved for 4 of the 5 objectives (compared to the Summer 2019 assessment). After the Summer 2019 assessment, the instructor developed an additional cost behaviors practice sheet to address the significant objective 2 weakness. While results did improve for that objective, the improvement was very modest (55.5% vs. 50%). However, the instructor continued to review cost behaviors before each new unit, and students' improved understanding of those foundational concepts contributed to a modest improvement in objective 5 results and significant improvements in objective 3 and 4 results.

Another factor that potentially affected results was the pandemic; in the Summer 2019 assessment, students received in-person instruction, while in this assessment, all instruction was remote. In addition, several students were caring for children at home and experiencing a higher level of stress overall.

Despite the negative effects of the pandemic, changes in course scheduling for the 2020/22 cohort may have contributed to the improved results overall. The Summer 2019 class (with the previous cohort) took place in a compressed 6-week summer term, while the Fall 2020 class spanned 15 weeks. Therefore, students in the current cohort had more time to learn the course concepts. In addition, students in the current cohort took MBUS 628 immediately after taking MBUS 560 in the summer, which should have increased their retention of MBUS 560 concepts that carry through into MBUS 628.

6. Recommendations for Continuous Improvement

In the Fall 2020 assessment, students struggled the most with flexible/static budget questions (an objective 5 concept), so the instructor will develop an additional practice sheet to address that weakness. The instructor also noted that students struggled with understanding sunk and opportunity costs, which caused the decline in objective 1 results. The instructor will allocate more instructional time in the future to teaching those concepts. Finally, the instructor will continue to emphasize cost behaviors throughout the course to improve student performance on all objectives.

Attachments:

Rubric used for evaluation

Tabulated student scores and summary statistics

Student Samples (copies of exams for all 9 students)