

Accounting Assessment Plan

A. Review of Educational Goals for the Accounting Program:

The following are the goals and objectives of the accounting major program that were adopted in 2003, replacing the previous seven goals and objectives:

1. Graduating accounting students will take and successfully pass **professional accounting certification examinations** to demonstrate professional competency.
2. Graduating accounting students will be **employed as professional accountants** in business, government, and non-profit organizations.
3. Graduating accounting students will have **quantitative, analytical, and computer skills** that will allow them to analyze, interpret, and present the results of accounting/business, forecasts, proposals, and models in meaningful reports in a changing business environment.
4. Graduating accounting students will have received **individual advising** and tutoring assistance to enhance their academic achievements in accounting.
5. Graduating accounting students will have a strong background in the **functional areas of business**, including an **international** perspective.
6. Graduating accounting students will have awareness of **ethical** standards, sensitivity to **diverse** cultures, and social responsibility.
7. Graduating accounting students will have in depth knowledge of **financial accounting** at the intermediate and advanced levels.
8. Graduating accounting students will have in depth knowledge of **managerial accounting**.
9. Graduating accounting students will have in depth knowledge of **accounting systems and auditing**.
10. Graduating accounting students will have in depth knowledge of **taxation**.
11. Graduating accounting students will have in depth knowledge of the subject areas in their directed **electives in business or communication**.
12. Graduating accounting students will have **communication skills**.

In addition to the goals specific to the accounting program, the College of Business and Economics has the following goals for all of its students:

1. CBE business administration and accounting students will acquire core knowledge in accounting, business law, computer science, economics, finance, management, marketing, statistics, and strategy.
2. CBE business administration and accounting students will develop an awareness of ethical, global, political, social, legal, regulatory, environmental, technological, and diversity issues.
3. CBE business administration and accounting students will develop the ability to communicate effectively in written and oral form.
4. CBE business administration and accounting students will learn enhanced teamwork, information acquisition, and decision making skills.

The current goals are much more student-oriented and specific learning goal-oriented than the previous goals. The major trends in the field include an increasing emphasis on the understanding of business processes and the need for a strong and broad liberal arts foundation. Effective communication is an on-going priority. The profession has awoken to the fact that accounting skills alone are not enough, and a broad range of skills are necessary for success in the accounting field today. The program monitors its progress toward achieving its goals through the learning outcomes assessment discussed in Part C.

B. The Structure of the Curriculum:

The accounting major curriculum is designed to prepare students for successful careers in public accounting, corporate accounting, governmental accounting, and non-profit accounting. In addition, the curriculum develops accounting skills that will enable students to take and pass professional accounting certification examinations to demonstrate professional competency. The curriculum plan is intended to first impart the basics of the business functional areas, crucial perspectives and competencies, and accounting knowledge, and then move on to more in depth knowledge and skills preparation in these areas. The curriculum plan is developed by the accounting program faculty and CBE faculty and is reviewed annually.

The accounting program begins with introductory core courses typically taken in the sophomore year. Principles of Accounting I introduces the student to financial accounting concepts and legal and regulatory issues, and develops teamwork skills, information acquisition skills, and decision-making skills. The modes of inquiry and methodology of accounting are introduced in Principles of Accounting I. The statement of cash flows, managerial accounting concepts, legal and regulatory issues, oral communication skills, teamwork skills, information acquisition skills, and decision-making skills are emphasized in Principles of Accounting II. Computer Science and Information Systems (CSIS) 215 introduces students to computer analysis and information acquisition using technology including the internet, word processing, spreadsheets, and databases. Microeconomic principles and macroeconomic principles provide the students with basic economic concepts, and understanding of global issues, political issues, social issues, and environmental issues. An introductory statistics course

develops not only statistical analytical abilities, but also written communication skills, information acquisition skills, and decision-making skills.

In addition to the introductory core courses, an advanced composition, business writing, technical writing, or business and professional communication course must also be completed to further develop written and oral communication skills. Students receive an adequate mathematical background in either Calculus for Business and Social Science or Calculus I. Both Business Law I and II requirements provide students with an understanding of the legal and regulatory environment of business and accounting and develop decision-making skills.

Upper division business courses include Principles of Managerial Finance, Principles of Marketing, and Management and Organizational Behavior. These courses provide students with specific understanding of various functional areas of business. The Principles of Managerial Finance course focuses on technology issues and decision-making issues in a financial setting. The Principles of Marketing course provides students with basic marketing concepts along with ethical, global, and legal and regulatory issues. Students also gain experience in oral communication, information acquisition skills, and decision-making skills in the marketing course. Ethical issues, social issues, and the impact of diversity on organizations are discussed along with other organizational behavior concepts in Management and Organizational Behavior. Students also develop their written communication skills and decision-making skills in the management class. Students also take two electives from accounting, business, computer systems, economics, or select English courses to allow them to develop a specialized professional niche or gain experience through an internship. Internships and other means of gaining professional experience are highly encouraged.

Required upper-level accounting courses focus on financial, managerial, and tax accounting. Intermediate Accounting I and II concentrate on in-depth financial accounting principles and their application. Financial statements are examined in detail. In addition, Intermediate Accounting I focuses on ethical issues, technological issues, and information acquisition issues, while Intermediate Accounting II emphasizes ethical issues and legal and regulatory issues. Managerial Cost Accounting and Advanced Managerial Cost Accounting emphasize internal reporting and decision-making. Advanced Managerial Cost Accounting also encompasses technological issues and teamwork skills. Federal Income Tax I and II cover individual, corporate, partnership, and estate and trust income tax issues, discussing legal and regulatory issues and decision-making skills in detail. Accounting Systems introduces internal control concepts and discusses technological issues in detail, while developing oral communication skills and teamwork skills with weekly in-class presentations. Advanced Accounting discusses financial accounting for partnerships and multi-corporate financial statement consolidation methods, along with ethical issues, global issues, and technological issues.

Finally, Auditing, the writing intensive course, provides a capstone for the accounting major by teaching the theory and procedures of auditing. Four major case projects

emphasize student integration of ethical issues, political issues, social issues, legal and regulatory issues, and all of the business functional areas. The cases and homework problems also develop written communication skills, information acquisition skills, and decision-making skills. Student portfolios are also reviewed in the Auditing course to assure sufficient integrated skill in written communication, critical thinking, creative thinking, and problem-solving. The Auditing course utilizes integrated student knowledge of financial accounting, managerial accounting, and accounting systems and internal control.

C. Student Learning Outcomes and Assessment:

Since the accounting program is a major within the Business Administration Department, accounting faculty will meet each semester with other Business Administration faculty to review the measurable results of our assessment program. Department faculty also complete course-based assessment reports each semester, in which we indicate learning objectives and how each objective was satisfied. These course-based assessment results are reviewed by faculty and the department chair.

Goal 1: Graduating accounting students will take and successfully pass **professional accounting certification examinations** to demonstrate professional competency.

Goal 2: Graduating accounting students will be **employed as professional accountants** in business, government, and non-profit organizations

Assessment Techniques for Goals 1 & 2:

Direct:

Number of internships

Job placement percentages

The National Association of State Boards of Accountancy (NASBA) reported UWRP Certified Public Accounting (CPA) Exam results vs. national and regional averages

Exam questions from Intermediate Accounting I & II, and Auditing

Teamwork rubrics from Principles of Accounting I and Accounting Systems

Student Learning Portfolio: Written Communication

Indirect:

Alumni survey results

Employer/Organization survey results

Goal 3: Graduating accounting students will have **quantitative, analytical, and computer skills** that will allow them to analyze, interpret, and present the results of accounting/business, forecasts, proposals, and models in meaningful reports in a changing business environment.

Assessment Techniques for Goal 3:

Direct:

Successful completion of Introductory Statistics and CSIS 215
Auditing case written communication rubric
Student Learning Portfolio: Problem-Solving

Indirect:

Alumni survey results
Student survey results (EBI – Educational Benchmarking, Inc.)
Employer/Organization survey results

Goal 4: Graduating accounting students will have received **individual advising** and tutoring assistance to enhance their academic achievements in accounting.

Assessment Techniques for Goal 4:

Direct:

Number of accounting junior and senior students advised by accounting professors
Number of faculty office hours
Number of Academic Success Center tutors

Indirect:

Student survey results (EBI)

Goal 5: Graduating accounting students will have a strong background in the **functional areas of business**, including an **international** perspective.

Assessment Techniques for Goal 5:

Direct:

Successful completion of Business core courses, including global issue components
Successful completion of Global Perspectives university requirement
Number of accounting students participating in study abroad opportunities
Certified Public Accounting (CPA) exam Business section results

Indirect:

Alumni survey results
Student survey results (EBI)

Goal 6: Graduating accounting students will have awareness of **ethical** standards, sensitivity to **diverse** cultures, and social responsibility.

Assessment Techniques for Goal 6:

Direct:

Successful completion of the American Cultural Diversity university requirement and related components in other courses in the major.
Diversity of students and faculty.

Indirect:

Alumni survey results
Student survey results (EBI)

Goal 7: Graduating accounting students will have in depth knowledge of **financial accounting** at the intermediate and advanced levels.

Assessment Techniques for Goal 7:

Direct:

Successful completion of Intermediate Accounting I, Intermediate Accounting II, and Advanced Accounting

Certified Public Accounting (CPA) exam financial section results

Indirect:

Alumni survey results

Student survey results (EBI)

Goal 8: Graduating accounting students will have in depth knowledge of **managerial accounting**.

Assessment Techniques for Goal 8:

Direct:

Successful completion of Managerial Cost Accounting and Advanced Cost Accounting

Certified Public Accounting (CPA) exam Business section results

Indirect:

Alumni survey results

Student survey results (EBI)

Goal 9: Graduating accounting students will have in depth knowledge of **accounting systems and auditing**.

Assessment Techniques for Goal 9:

Direct:

Successful completion of Accounting Systems and Auditing

Certified Public Accounting (CPA) exam Business section and Auditing section results

Auditing Case Project rubrics

Teamwork rubrics from Accounting Systems

Indirect:

Alumni survey results

Student survey results (EBI)

Goal 10: Graduating accounting students will have in depth knowledge of **taxation**.

Assessment Techniques for Goal 10:

Direct:

Successful completion of Federal Income Tax I and II

Certified Public Accounting (CPA) exam Regulation section results

Indirect:

Alumni survey results
Student survey results (EBI)

Goal 11: Graduating accounting students will have in depth knowledge of the subject areas in their directed **electives in business or communication**.

Assessment Techniques for Goal 11:

Direct:

Successful completion of two accounting directed electives.

Indirect:

Alumni survey results
Student survey results (EBI)

Goal 12: Graduating accounting students will have **communication skills**.

Assessment Techniques for Goal 12:

Direct:

Successful completion of additional communication course beyond the General Education requirement and the directed elective requirement

Teamwork rubric: Accounting Systems

Written Communication rubric: Auditing

Student Learning Portfolio: Written Communication

Indirect:

Alumni survey results
Student survey results (EBI)
Employer/Organization survey results

All graduating CBE business administration and accounting students have also met the following four goals that are assessed at the college-level:

Goal 13: CBE business administration and accounting students will acquire **core knowledge** in accounting, business law, computer science, economics, finance, management, marketing, statistics, and strategy.

Assessment Techniques for Goal 13:

Direct:

Successful completion of business core and required upper-level courses in the accounting major

Certified Public Accounting (CPA) exam Business section results

Indirect:

Alumni survey results
Student survey results (EBI)

Goal 14: CBE business administration and accounting students will develop an awareness of **ethical, global, political, social, legal, regulatory, environmental, technological, and diversity issues.**

Assessment Techniques for Goal 14:

Direct:

Successful completion of business core and required upper-level courses in the accounting major

Indirect:

Alumni survey results
Student survey results (EBI)

Goal 15: CBE business administration and accounting students will develop the ability to **communicate effectively** in written and oral form.

Assessment Techniques for Goal 15:

Direct:

Successful completion of additional communication course beyond the General Education requirement and the directed elective requirement

Successful completion of business core and required upper-level courses in the accounting major

Student learning portfolio: written communication

Written communication rubrics from the Auditing projects

Indirect:

Alumni survey results
Student survey results (EBI)
Employer/Organization survey results

Goal 16: CBE business administration and accounting students will learn enhanced **teamwork, information acquisition, and decision making** skills.

Assessment Techniques for Goal 16:

Direct:

Successful completion of business core and required upper-level courses in the accounting major

Student learning portfolio: problem-solving (decision-making) skills

Teamwork rubrics from Principles of Accounting I and Accounting Systems

Indirect:

Alumni survey results
Student survey results (EBI)

Assessment for Accounting Students Summary Table

Learning Outcome	Direct Measures	Indirect Measures
Goal 1: Graduating	Certified Public Accounting	Alumni survey results

accounting students will take and successfully pass professional accounting certification examinations to demonstrate professional competency.	(CPA) Exam Results Course-based Assessment: ACCT 321, 322, 461 Student Learning Portfolio	Employer/Organization survey results
Goal 2: Graduating accounting students will be employed as professional accountants in business, government, and non-profit organizations.	Job placement percentages Course-based Assessment: ACCT 231 and 366 Student Learning Portfolio Number of internships	Alumni survey results Employer/Organization survey results
Goal 3: Graduating accounting students will have quantitative, analytical, and computer skills that will allow them to analyze, interpret, and present the results of accounting/business, forecasts, proposals, and models in meaningful reports in a changing business environment.	Course-based Assessment: ECON 226 and CSIS 215 Student Learning Portfolio	Alumni survey results Employer/Organization survey results Student survey results (EBI)
Goal 4: Graduating accounting students will have received individual advising and tutoring assistance to enhance their academic achievements in accounting.	Number of junior and senior accounting students advised by accounting faculty Total faculty office hours Number of Academic Success Center tutors	Alumni survey results Student survey results (EBI)
Goal 5: Graduating accounting students will have a strong background in the functional areas of business , including an international perspective.	Course-based Assessment: MNGT 300, MKTG 310, FINC 345, Global Perspectives course CPA Exam Business section results	Alumni survey results Employer/Organization survey results Student survey results (EBI)
Goal 6: Graduating accounting students will have awareness of ethical standards, sensitivity to diverse cultures, and social responsibility.	Course-based Assessment: ACCT 461 and American Cultural Diversity course Demographic diversity of faculty and students	Alumni survey results Employer/Organization survey results Student survey results (EBI)
Goal 7: Graduating accounting students will have in depth knowledge of	Course-based Assessment: ACCT 321, 322, 430 CPA Exam Financial	Alumni survey results Student survey results (EBI)

financial accounting at the intermediate and advanced levels.	section results	
Goal 8: Graduating accounting students will have in depth knowledge of managerial accounting .	Course-based Assessment: ACCT 356, 357 CPA Exam Business section results	Alumni survey results Student survey results (EBI)
Goal 9: Graduating accounting students will have in depth knowledge of accounting systems and auditing .	Course-based Assessment: ACCT 366, 461 CPA Exam Business and Auditing section results	Alumni survey results Student survey results (EBI)
Goal 10: Graduating accounting students will have in depth knowledge of taxation .	Course-based Assessment: ACCT 360, 361 CPA Exam Regulation section results	Alumni survey results Student survey results (EBI)
Goal 11: Graduating accounting students will have in depth knowledge of the subject areas in their directed electives in business or communication .	Course-based Assessment: upper-level business courses CPA Exam Business section results	Alumni survey results Student survey results (EBI)
Goal 12: Graduating accounting students will have communication skills .	Course-based Assessment: ACCT 366, 461 Student Learning Portfolio	Alumni survey results Employer/Organization survey results Student survey results (EBI)

Timetable: Course-based Assessment is completed and discussed by the Business Administration department each fall and spring semester. The Student Learning Portfolio is assessed in CBE 100, 200, 300, and ACCT 461 each year, and the outcomes become part of the course-based assessment for that course for discussion each fall and spring semester. CPA Exam results are distributed to the accounting faculty each year and discussed. The other demographic and numerical statistics are compiled annually by the department chair and the university. Alumni, employer, and student surveys are administered at least every two years and the results are shared with the college and discussed at a college meeting. Overall assessment outcomes are reviewed annually at the college and university levels, leading to suggestions for improvement, and the semester departmental discussions also lead to improvements. Improvement suggestions are explicitly part of the course-based assessment feedback form, and department members are held accountable for making improvement based on the suggestions.

The objectives of the accounting major are communicated to current and prospective student majors through the promotional fact sheet and the required coursework. Please

see Appendix Z, Accounting Major Program Curriculum Plan and Appendix Y, Accounting Assessment Grid for more details on course-based assessment. An overview of the overall CBE Curricular Assessment Plan is available in Appendix X. Assessment results are posted at www.uwrf.edu/~W1082888/Assessment/Assessment.htm to make them available to students and other constituencies. The Auditing Case Projects and the Student Learning Portfolios allow students to integrate many different skills and abilities, and the Student Learning Portfolios allow students to reflect on their progress in the program at the freshmen, sophomore, junior, and senior levels.

Appendix Z

Curriculum Content & Objectives for Broad Area Accounting Major Adopted December 2003

General Objectives of the Accounting Major:

1. Students majoring in accounting will develop accounting skills that will enable them to take and successfully pass professional accounting certification examinations to demonstrate professional competency.
2. Students majoring in accounting will develop accounting skills that will enable them to be employed as a professional accountant in business, government, or non-profit organizations.
3. Students majoring in accounting will develop quantitative, analytical, and computer skills that will allow them to analyze, interpret, and present the results of accounting/business, forecasts, proposals, and models in meaningful reports in a changing business environment.
4. Students majoring in accounting will receive individual advising and tutoring assistance to enhance their academic achievements in accounting.

To meet the general objectives of the accounting major, students must take 33 business core credits plus 36 credits specific to the accounting major program. Business core and major program requirement credits are listed in Tables Z1 and Z2 below.

Business Core Objectives of the Accounting Major:

5. Students majoring in accounting will develop a strong background in the functional areas of business that will include an international perspective.
6. Students majoring in accounting will develop an awareness of issues including ethical standards, sensitivity to culture, and social responsibility.

Business Core Requirements for the Accounting Major

The College of Business and Economics undergraduate curricula provide foundation knowledge for business in accounting, computer application, finance, economics, management, marketing, and mathematics and statistics. In addition to the general education requirements, each student completes 33 credit hours of business core courses. The main objective of the business core courses is to provide the student with a solid, broad foundation in all business disciplines and appropriate skills to prepare the student for areas of specialization. Table Z1 lists the business core courses that contain the foundation knowledge for the accounting major.

Table Z1
Accounting Major Required Lower and Upper Division Foundation
Core Courses (33 Credits)

Course Numbers	Course Title	Credit Hours
ECON 201, 202	Micro, Macro Economics	6
ACCT 231, 232	Financial, Managerial Acct	6
CSIS 215	IS for Business Management	3
ECON/MATH 226	Intro to Statistics	3
BLAW 265	Business Law I	3
MNGT 300	Prin. of Management & OB	3
MKTG 310	Principles of Marketing	3
FINC 345	Managerial Finance	3
One of: SCTA116 or ENGL 251 or ENGL 266 or ENGL 367	Business and Professional Communication or Advanced Composition or Business Writing or Technical Writing	3

Emphasized Skills & Knowledge:

1. Accounting majors will develop in depth knowledge of financial accounting at the intermediate and advanced levels.
2. Accounting majors will develop in depth knowledge of managerial accounting.
3. Accounting majors will develop in depth knowledge of accounting systems and auditing.
4. Accounting majors will develop in depth knowledge of taxation.
5. Accounting majors will develop additional in depth knowledge in the directed electives in business or communication subjects.
6. Accounting students will complete a communication class beyond the general education requirement to develop communication skills.

Table Z2
Accounting Major Required Courses (36 credits)

Course Code	Course Title	Credit Hours
Required Accounting Courses		
BLAW 266	Business Law II	3
ACCT 321	Intermediate Accounting I	3
ACCT 322	Intermediate Accounting II	3
ACCT 356	Managerial Cost Accounting	3
ACCT 357	Advanced Managerial Cost Accounting	3
ACCT 360	Federal Income Tax I	3
ACCT 361	Federal Income Tax II	3
ACCT 366	Accounting Systems	3
ACCT 430	Advanced Accounting	3
ACCT 461	Auditing	3
Directed Electives Select from Accounting (not ACCT 201), Management (not MNGT 100, 150, or 205), Finance (not FINC 210), Marketing (not MKTG 311), Economics (not ECON 100 or 205), Computer Science (not CSIS 105 or 151), ENGL 251 or ENGL 367. No 9000 level courses (transfer courses with no UW-RF equivalent) will apply as directed electives.	See catalog	6

Accounting Major Required Accounting Courses

Intermediate Accounting I (ACCT 321)

Description: This course is designed to provide an in-depth study of current financial accounting theory and concepts. Generally accepted accounting principles applicable to business income measurement, the related asset and equity valuations, and reporting and disclosure requirements are developed in the context of present day accounting practice.

Prerequisite: ACCT 232

Technological prerequisite: Basic knowledge of Windows operating systems and the Microsoft Office suite.

Schedule: Fall

Course Objectives:

1. Students will be able to identify and explain accounting theory and practice pertaining to the FASB's Conceptual Framework and the accounting information system for preparation of the income statement and the balance sheet.
2. Students will develop knowledge of accounting for income statement effects and balance sheet components including current assets, long term assets, and current liabilities.
3. Students will investigate companies' financial reports on the Internet.
4. Students will be able to understand the necessity of exercising professional judgment and the ethical issues inherent in financial reporting. Students should be able to identify, analyze, and articulate their own values and understand how their actions and decisions affect the behavior and economic well-being of others.

Intermediate Accounting II (ACCT 322)

Description: This course is a continuation of Accounting 321. The focus in this class is on accounting relating to business enterprises' decisions concerning financing, acquisitions, presentation of information in financial statements, and financial statement analysis. Areas studied include accounting theory and practice pertaining to bonds, stockholders' equity, including transactions regarding issuing stock, purchasing treasury stock, dividends, stock splits, and retained earnings, basic and fully diluted earnings per share and dilutive securities.

Prerequisite: ACCT 321

Technological prerequisite: Basic knowledge of Windows operating systems and the Microsoft Office suite.

Schedule: Spring

Course Objectives:

1. Students will be able to identify and explain accounting theory and practice for financial statement presentation pertaining to debt and equity financing and the statement of cash flows.
2. Students will develop a basic understanding of the regulatory requirements for methods of revenue recognition, income tax provisions, and leases.
3. Students will analyze companies' financial statements in a research project.
4. Students will be able to understand the necessity of exercising professional judgment and the ethical issues inherent in financial reporting. Students should be able to identify, analyze, and articulate their own values and understand how their actions and decisions affect the behavior and economic well-being of others.

Managerial Cost Accounting (ACCT 356)

Description: Concepts and techniques of reporting to internal users of financial information will be emphasized along with planning and control, product costing and special decisions.

Prerequisite: ACCT 232

Technological prerequisite: Basic knowledge of Windows operating systems and the Microsoft Office suite.

Schedule: Fall

Course Objectives:

1. Students will develop a basic understanding of traditional and modern cost accounting systems with the primary emphasis on cost accumulation and cost control involved in managerial decision making.
2. Students will develop analytical problem solving skills by completing assigned homework designed to enhance the understanding of cost accounting theory and require application of theory to realistic situations.
3. Students will work in groups using Excel Spreadsheets in order to complete case assignments covering the major managerial cost accounting theory discussed in class.

Advanced Managerial Cost Accounting (ACCT 357)

Description: This course is designed to use the case method to study management planning and control systems, product costing, standard costs, responsibility centers and decision making.

Prerequisite: ACCT 356

Technological prerequisite: Basic knowledge of Windows operating systems and the Microsoft Office suite.

Schedule: Spring

Course Objectives:

1. Students will develop a basic understanding of the traditional and modern cost accounting theory with the primary emphasis on cost accumulation and cost control involved in managerial decision making.
2. Students will develop and strengthen critical thinking, interpersonal, and computer literacy skills by working in groups using Excel Spreadsheets to complete case assignments covering the major managerial cost accounting theory discussed in class.
3. Students will develop analytical problem solving skills by completing assigned homework designed to enhance the understanding of cost accounting theory and require application of theory to realistic situations.

Federal Income Tax I (ACCT 360)

Description: Students will study the principles of federal income taxation with emphasis on individuals. Gross income, exclusions, deductions, exemptions, capital gains and property transactions are covered. Problems and legal research included.

Prerequisite: ACCT 231

Technological prerequisite: Basic knowledge of Windows operating systems and the Microsoft Office suite.

Schedule: Fall

Course Objectives:

1. Students will develop a basic understanding of the federal individual income tax laws.
2. Students will learn how to integrate individual income tax planning into the decision-making process.

Federal Income Tax II (ACCT 361)

Description: Principles of federal income tax related to corporations, partnerships, estates and trusts are covered. Emphasis on tax administration and tax research.

Prerequisite: ACCT 360

Technological prerequisite: Basic knowledge of Windows operating systems and the Microsoft Office suite.

Schedule: Spring

Course Objectives:

1. Students will develop a basic understanding of the federal corporate and partnership income tax laws.
2. Students will learn how to integrate corporate and partnership income tax planning into the decision-making process.

Accounting Systems (ACCT 366)

Description: Students will study the analysis and design of accounting information systems: including equipment, forms, flowcharts, records, internal control and both manual and electronic data processing.

Prerequisites: ACCT 321 and 356

Technological prerequisite: Basic knowledge of Windows operating systems and the Microsoft Office suite.

Schedule: Spring

Course Objectives:

1. Students will understand the basics of financial and managerial reporting in the manual environment, in the legacy system environment, in the database environment, in the REA environment, and in the Enterprise Resource Planning environment.
2. Students will acquire a basic understanding of low-level, mid-level, and high-level accounting software programs for financial and managerial accounting.
3. Students will develop their teamwork skills and oral communication skills by coordinating and reporting to the class the results of their homework cases in teams.

Advanced Accounting (ACCT 430)

Description: Theory and practice of financial accounting pertaining to business combinations and corporate consolidations using the cost and equity methods, partnerships, multinational enterprises, segment and interim reports, and not for profit accounting.

Prerequisites: ACCT 322

Technological prerequisite: Basic knowledge of Windows operating systems and the Microsoft Office suite.

Schedule: Fall

Course Objectives

1. Students will be able to identify and explain accounting theory and practice pertaining to business combinations and corporate consolidations, partnerships, and other advanced accounting topics.
2. Students will complete and analyze Excel templates in assigned homework problems.
3. Students will construct a consolidation worksheet for business combinations.
4. Students will be able to understand the necessity of exercising professional judgment and the ethical issues inherent in financial reporting. Students should be able to identify, analyze, and articulate their own values and understand how their actions and decisions affect the behavior and economic well-being of others.

Auditing (ACCT 461)

Description: This is the "writing intensive" course for Accounting majors. Philosophy and techniques of auditing, including work paper presentation and audit report writing will be emphasized.

Prerequisites: ACCT 322 and 366, grades of "C" or better in these courses are required.

Technological prerequisite: Basic knowledge of Windows operating systems and the Microsoft Office suite.

Schedule: Fall

Course Objectives:

1. Students will understand the legal and ethical components of financial statement auditing.
2. Students will gain familiarity with variations on the auditors' report.
3. Students will critically interpret the results of control tests and substantive tests.
4. Students will develop written communication skills while analyzing auditing cases and creating an audit plan for an organization.
5. Students will develop information acquisition skills while gathering the data necessary to develop their audit plan.

Appendix Y

Required major emphasis within the Accounting Major

Date: Dec. 12, 2003						BL266					Required C	
Perspectives	AC231	AC232	EC201	EC202	EC226	BL265	MG300	CS215	MK310	FI345	AC321	AC
Ethical Issues							x		x		x	
Global Issues				x					x			
Political Issues			x	x								
Social Issues			x				x					
Leg. & Reg. Issues	x	x				x			x			
Environ. Issues			x									
Tech. Issues								x		x	x	
Impact Divers Orgs.							x					
Competencies												
Written Comm. Skills					x		x					
Oral Comm. Skills		x							x			
Teamwork Skills	x	x										
Info. Acq. Skills	x	x			x			x	x		x	
Dec. Making Skills	x	x			x	x	x		x	x		
Emphasized Skills & Knowledge												
Financial Accounting at the intermediate and advanced levels											x	
Managerial Accounting, in depth knowledge												
Accounting systems, in depth knowledge												
Auditing, in depth knowledge												
Taxation, in depth knowledge												

x = Indicates major coverage - more than one week

Appendix X

Curricular Assessment Plan College of Business and Economics Adopted May 2003

Section One: Purpose of Outcome Assessment

Outcome assessment is the process of monitoring progress towards achieving educational objectives and assessing the outcome periodically to continuously improve objectives, curriculum, and pedagogical techniques. Assessment data may also be used to provide feedback to individual students and faculty members. Outcome assessment data is strictly formative in nature and may not be used for promotion, retention, and tenure decisions.

Section Two: The Assessment Process

I Mission

The primary mission of the College of Business and Economics is to meet the needs of its stakeholders with high quality undergraduate programs, a Masters of Management program, and business outreach services to the St. Croix Valley region. Our programs are grounded in the liberal arts tradition and include the application of business and economics knowledge through the integration of the classroom and the community.

II Overall CBE Objectives:

1. CBE business administration and accounting students will acquire core knowledge in accounting, business law, computer science, economics, finance, management, marketing, statistics, and strategy.
2. CBE business administration and accounting students will develop an awareness of ethical, global, political, social, legal, regulatory, environmental, technological, and diversity issues.
3. CBE business administration and accounting students will develop the ability to communicate effectively in written and oral form.
4. CBE business administration and accounting students will learn enhanced teamwork, information acquisition, and decision making skills.

III Assessment Methods

1. Course-based objectives: Each course in the business core has objectives that relate to the overall CBE objectives. These objectives are assessed at the course level. (See Appendix I) Course-based assessment will be conducted each semester by course instructors and the results reported to the Assessment

- Committee. The Assessment Committee will provide feedback to functional area faculty.
2. EBI surveys: EBI undergraduate exit surveys will be administered to graduating seniors in business administration and accounting at the end of Fall and Spring semesters. This survey encompasses feedback on overall CBE objectives in addition to affinity and satisfaction measures. The EBI surveys will be administered by the Dean's Office and the results reported to the Assessment Committee. The Assessment Committee will provide feedback to the College of Business and Economics.
 3. Alumni survey: An internally developed alumni survey will be administered to alumni one, five, and ten years after their graduation. This survey encompasses feedback on overall CBE objectives in addition to affinity and satisfaction measures, and includes an open-ended question. The alumni survey will be administered by the Dean's Office and the results reported to the Assessment Committee. The Assessment Committee will provide feedback to the College of Business and Economics.
 4. Organization survey: An internally developed organization survey will be administered to regional organizations every three years. This survey encompasses feedback on overall CBE objectives in addition to affinity and satisfaction measures, and includes an open-ended question. The organization survey will be administered by the Dean's Office and the results reported to the Assessment Committee. The Assessment Committee will provide feedback to the College of Business and Economics.
 5. Student portfolios: Students will construct portfolios consisting of representative work beginning from the time of admission to the College of Business and Economics. The portfolios will be evaluated in the Fall semester prior to graduation for Spring and Summer semester graduates and in the Spring semester prior to graduation for Fall and Winter semester graduates. Primary areas for assessment include critical thinking, creative thinking, and dealing with uncertainty in unstructured problem-solving. The portfolio evaluation will be administered by the Dean's Office and additional compensation will be provided to faculty members participating in the portfolio evaluation. Results of the assessment will be provided to the Assessment Committee. The Assessment Committee will provide feedback to the College of Business and Economics.
 6. Comprehensive Senior Exam: Seniors will be administered a comprehensive senior exam in the Senior Seminar or Auditing course. The exam will demonstrate that students have acquired core knowledge in accounting, business law, computer science, economics, finance, management, marketing, statistics, and strategy, and will include questions and topics from each functional area. Functional area faculty will grade each question and will be provided additional compensation for participating. The Dean's Office will be responsible for

coordinating the administration of the exam in each class each semester and reporting the results to the Assessment Committee. The Assessment Committee will provide feedback to the College of Business and Economics.

7. Additional Assessment Measures:

The Dean's Office will collect the following additional assessment measures and provide the results to the Assessment Committee. The Assessment Committee will provide feedback to the College of Business and Economics.

Internships

Number of internships
Feedback from employers

International Opportunities

Number of international opportunities
Percentage of international coverage in each course over time

Placement

Number of employers recruiting on campus
Percentage of recent alumni employed in their field

Teaching

Teaching awards
Number of published pedagogical research papers
Number of published case papers
Number of course web sites
Attendance at teaching workshops
Number of textbooks authored
Number of faculty discussions on teaching

Intellectual Contributions

Number of publications and presentations from the past 5 years.
Number of research grants written and received
Number of publications in Cabell journals

Service Contributions

Number of UWRF committees served on and chaired (University, Faculty Senate, College, etc.)
Number of professional committees served on and chaired
Number of community committees served on and chaired
Number of community presentations
Number of consulting engagements

Student Satisfaction

Number of students participating in student organizations

Faculty Satisfaction

Anonymous customized annual survey administered by an impartial third-party

Length of service

Leadership and interaction with student groups

Turnover

Number of sick days

Other

Number of Center for Economic Research and Center for Economic Education workshops and successful grants

The Assessment Committee can also judge the achievement of the continual improvement objective by monitoring the trends in the measures over the years. Assessment data are a portfolio of measures that complements other quality control programs such as program reviews and accreditation.