

**Department of Accounting & Finance
College of Business and Economics**

**Assurance of Learning Plan
Accounting Major
Spring 2010**

Students in the Accounting program earn a Bachelor of Science in Accounting degree. For Assurance of Learning (AoL), students selecting the **Accounting major** are assessed in measurement activities conducted in accounting required courses.

Accounting Program Learning Objectives

Accounting Program Learning Mission:

The mission of the Accounting Program is to help students learn about accounting to prepare them for a mix of accounting professional activities, including public accounting, governmental accounting and corporate accounting.

Quality undergraduate teaching and learning is the top priority of the accounting program. The program supports the missions of the College of Business and Economics (CBE, see Appendix E) and UWRF by contributing expertise in accounting.

Learning Outcomes of the Accounting Program:

The following are the learning outcomes of the accounting program:

- Graduating accounting students will be able to use financial statements to make decisions.
- Graduating accounting students will be able to help managers make decisions using internal and external information.
- Graduating accounting students will be able to evaluate accounting systems.
- Graduating accounting students will be able to file tax returns for individuals and businesses.
- Graduating accounting students will be able to communicate verbally and in writing.

Accounting faculty includes relevant program learning outcomes on course syllabi and assessment assignments. This helps students connect classroom assessment to program learning outcomes.

Direct Measurement of Accounting Program Knowledge, Skills, and Abilities:

The accounting program is a major within the Accounting and Finance Department. The department faculty review the measurable results of the AoL program every two years.

Multiple direct methods are used to measure students' knowledge, skills, and abilities in the accounting program. The direct measures are embedded in required course exams and professional exam results. Certified Public Accountant (CPA) exam section pass rates and trends are direct measures of student knowledge as assessed by an objective professional organization, the American Institute of Certified Public Accountants (AICPA). The accounting faculty reviews AICPA curriculum content guidelines every two years. Rubrics are used to measure students' performances in all accounting required courses that are relevant to lead to the program objectives (see Table ACCT1). The course based assessment measures includes exam results, projects, and papers. The direct measurement methods used by the faculty are presented in Appendix ACCT2.

Assessment occurs at a minimum in the first year of the two year cycle. Faculty teaching courses in which measurement takes place can elect to measure during both the fall and spring semesters if doing so more effectively manages the AoL measurement workload.

**Table ACCT1: Accounting Program Required/Elective
Accounting Courses and General Grade Rubric**

Acct Courses	Well Developed	Developed	Undeveloped
ACCT 231	100%-80%	79% -60%	59%-0%
ACCT 232	100%-80%	79% -60%	59%-0%
ACCT 321	100%-80%	79% -60%	59%-0%
ACCT 322	100%-80%	79% -60%	59%-0%
ACCT 324 (elect.)	100%-80%	79% -60%	59%-0%
ACCT 356	100%-80%	79% -60%	59%-0%
ACCT 357	100%-80%	79% -60%	59%-0%
ACCT 360	100%-80%	79% -60%	59%-0%
ACCT 361	100%-80%	79% -60%	59%-0%
ACCT 366	100%-80%	79% -60%	59%-0%
ACCT 430	100%-80%	79% -60%	59%-0%
ACCT 461	100%-80%	79% -60%	59%-0%

Rubrics for assessing program learning outcomes are developed by the faculty member teaching the course. Rubrics are shared with other accounting faculty members and students. The rubrics are broad enough to allow use with multiple papers/projects, but specific enough to measure the learning outcome. The rubrics are on LiveText and the instructors submit the results of these evaluations via LiveText. Rubrics associated with the learning outcomes in Table ACCT2 are shown in Appendix ACCT C.

When measuring knowledge, skills or perspectives related to CBE learning outcomes, faculty will use the common CBE rubrics developed by the college.

To support the development of the accounting program level learning outcome achievement, the accounting faculty has identified primary learning outcomes for each of the required and elective accounting courses. Appendix ACCT D matches the course

level learning outcomes to the program level learning outcomes they support. Only those contributing at least 75% to skill development are identified.

Indirect Measurement of Accounting Program Knowledge, Skills, and Abilities:

In addition to the direct measures identified above, the accounting program faculty members use several indirect measures. Table ACCT2 summarizes the mix of direct and indirect measures. How the feedback from the two measurement categories is used in curriculum revision and program enhancement is disproportional, with direct embedded measures having a weight of 80 percent.

Student e-Portfolios are used to show students' engagement in assessing their learning. Accounting faculty encourage students to select quality representative work and submit it to their e-Portfolios in LiveText. Students are encouraged to develop their own 'learning story' and include it in their e-Portfolio. Faculty may also recommend or require submissions that showcase work used to measure learning outcomes and reflection assignments. The accounting program's e-Portfolio is comprised of three assessment folders:

1. CBE Common Learning Outcomes – with a subfolder for each learning outcome, including the program's effective communication outcome.
2. Accounting Program Learning Outcomes – with a subfolder for each of the program's four content learning outcomes.
3. Personal Stories – a section for student to include any work or artifacts that they want to have in their e-Portfolio.

Table ACCT2: Assurance of Learning for accounting direct and indirect measures

Learning Outcome	Direct Measures	Indirect Measures
1	CPA Exam Financial Reporting section results Annual Report Project in ACCT 231 Annual Report Project in ACCT 321	Alumni survey results Student survey results (EBI)
2	CPA Exam Business Environment and Concepts section results Internal costing system question in ACCT 232 CVP question in ACCT 356	Alumni survey results Student survey results (EBI)
3	CPA Exam Business Environment and Concepts and Auditing & Attestation section results Internal Control Transaction Cycle paper in ACCT 366 Audit report question in ACCT 461	Alumni survey results Student survey results (EBI)
4	CPA Exam Regulation section results Passive income question in ACCT 360	Alumni survey results Student survey results (EBI)
5	Written Communication rubrics from Auditing cases in ACCT 461 and Systems internal control case in ACCT 366	Alumni survey results Student survey results (EBI)

Accounting Program Contribution to CBE Learning Outcome Assessment:

Ethics: Ethics in the context of the accounting profession is emphasized throughout the program and is assessed in ACCT 461, Auditing. The CBE Official Rubric-Ethical Awareness is used to measure this outcome.

Teams: Students participate in learning groups and assessment is completed in ACCT 366. The CBE Common Rubric-Teams [Engagement in] is used to measure student performance.

Legal and Regulatory Issues: Students master many legal and regulatory issues in the income tax courses and assessment is completed in ACCT 360.

Written Communication Skills: Students complete four papers in the writing-intensive ACCT 461. The Official Rubric-Professional Writing Skills is used to measure this outcome.

Assurance of Learning Process

The following AoL process has been adopted by the accounting faculty. Additional AoL activities may be added as needed. The process supports the two-year assessment process adopted by the College of Business and Economics.

1. The primary stakeholders for the Accounting program are accounting program students, the companies who employ the accounting graduates, Business Administration students, Accounting faculty, and the College of Business and Economics.

Secondary stakeholders for the Accounting program are the regional business community, regional governmental agencies, UWRF, and AACSB.

2. Accounting faculty members will review the common course learning outcomes [Appendix ACCT D] and how the course-level learning outcomes support the accounting program-level learning outcomes as part of the assessment reviews. Program level and course objective integration is included to show the linkage, not for direct program level assessment.

3. Accounting faculty members will develop an AoL report for each course/semester in which assessment of CBE or Program-level Learning Outcomes are measured. The report will summarize the assignment(s) used to measure the learning outcome, present findings, and make recommendations for enhancing student performance and/or the assessment process.

4. Accounting faculty will meet during the last week of August during the first year of the two year AoL process to 1) review and approve rubrics that will be used to measure performance on the program's five learning outcomes and 2) make any needed adjustments to the measurement process.

5. As needed, AoL activities will be included as part of the Accounting and Finance department's regular meetings. This will be documented in the department meeting minutes. As needed, the

Accounting faculty will meet separately from the department meeting. Minutes of Accounting and Finance faculty meetings will be maintained by the department chair and stored on the G: drive.

6. No later than October 30th of the second year of the two-year AoL cycle, the Accounting faculty will meet to discuss the measurement feedback collected during the first year of the two-year cycle. The information will be used to make changes to the accounting AoL process, curriculum, strategic plan feedback, and faculty development plans. If significant changes are made to the AoL process, a copy of the revised Accounting AoL plan will be submitted to the Chair of the CBE Assessment Committee. In addition to internally generated feedback, the program will consider feedback received from the CBE assessment committee, UWRF assessment committee, and/or accrediting bodies regarding the content of its AoL plan/report.

7. Minutes summarizing the review and recommended changes will be maintained by the department chair and stored on the G drive. Summary information will be shared at the first Accounting and Finance Department meeting following the finalization of the management review. Depending on the recommendations made, information from the review will be shared with the following CBE committees:

Undergraduate
Assessment
Faculty Development
Strategic Planning

8. Accounting faculty will meet no later than April 5th of each year to review AoL activities for the current academic year. Included, as part of this review, if not already done, will be feedback obtained from the indirect measures identified in Table ACCT2. The outcome from this meeting will be agreement on any needed changes to the AoL process, course curriculum, or faculty development strategies. Documentation will be through minutes maintained by the department chair and housed on the G drive.

9. No later than April 30th of each year the Accounting program will submit to the Chair of the CBE Assessment Committee the program's AoL report for the current academic year. The report will contain information consistent with the report requirements adopted by UWRF and those requested by the CBE Assessment Committee and/or administration. The full report will be housed on the Accounting AoL G Drive and on the UWRF assessment site. An executive summary of the report may also be posted to the AoL section of the CBE website.

10. Accounting faculty members are encouraged to include discussion of their participation in the AoL process as part of their professional reflections.

11. To the extent possible, all AoL plans, reports, minutes, and samples of student work are stored on the G Drive. The structure of G Drive follows:

Assurance of Learning
AoL Plan
Documentation of AoL Development Process
LiveText
Minutes of Department Meetings Regarding AoL
Reports – EBI

Reports – Faculty – Coding:

Year

Semester

Course Prefix and Number

Assessment Level

Program

CBE

12. Electronic samples of Student Work [Well Developed, Developed, Undeveloped]

Well Developed, Developed and Undeveloped examples

Miscellaneous Instructions

Appendix ACCT A: Assurance of Learning Scheduling Grid

Required	Fall	Spring
Acct 231	X	X
Acct 232	X	X
Acct 321	X	
Acct 322		X
Acct 356	X	
Acct 357		X
Acct 360	X	
Acct 361		X
Acct 366		X
Acct 430	X	
Acct 461	X	
Electives		
Acct 324	X	

The Fall/Spring timing is expected to remain consistent in future semesters, assuming there are no significant changes to the schedule.

Appendix ACCT B: Course-embedded Measurement of Accounting Learning Outcomes

LO/ACCT	231	232	321	322	324	356	357	360	361	366	430	461
1	x		x	y	y						y	
2		y				y	y					
3										z		y
4								x	x			
5										z		z

x=Annual Report Project – using financial statements and financial statement ratios to make business decisions.

y=Content Specific Exam Question

z=Content Specific Paper

Learning Outcome 1: Graduating accounting students will be able to use financial statements to make decisions.

This learning outcome relates directly to the results of the Financial Reporting section of the CPA Exam. Relatively stable or upwardly trending results by alumni indicate that the learning outcome is being met.

Students in ACCT 231, 321, and 322 complete annual report projects that involve using financial statements and ratios computed from these statements to make decisions.

Students using and interpreting these ratios correctly indicates that the learning outcome is being met.

Learning Outcome 2: Graduating accounting students will be able to help managers make decisions using internal and external information.

This learning outcome is related directly to the results of the Business Environment and Concepts section of the CPA Exam. Relatively stable or upwardly trending results by alumni indicate that the learning outcome is being met.

Students in ACCT 232 are tested in the use of the internal costing system to make decisions. Students in ACCT 356 are tested in the use of cost-volume-profit analysis to make decisions. Students who answer these questions correctly will be able to help managers make decisions.

Learning Outcome 3: Graduating accounting students will be able to evaluate accounting systems.

This learning outcome relates directly to the results of the CPA Exam Business Environment and Concepts and Auditing & Attestation sections. Relatively stable or upwardly trending results by alumni indicate that the learning outcome is being met.

Students in ACCT 366 complete an internal control analysis of an actual business transaction cycle paper, which measures their ability to evaluate internal control in accounting systems. Students in ACCT 366 also complete a flowchart interpretation on an exam, which focuses directly on evaluating accounting systems. Students in ACCT 461 are tested on their ability to correct an audit report, which also measures their ability to evaluate accounting systems.

Learning Outcome 4: Graduating accounting students will be able to file tax returns for individuals and businesses.

This learning outcome relates directly to the results of the Regulation section of the CPA Exam. Relatively stable or upwardly trending results by alumni indicate that the learning outcome is being met.

Students in ACCT 360 are tested on their ability to analyze passive income, which measures their ability to file tax returns for individuals.

Learning Outcome 5: Graduating accounting students will be able to communicate verbally and in writing.

CBE professional writing rubrics will be used to assess auditing cases in ACCT 461 and the internal control transaction cycle paper in ACCT 366.

Appendix ACCT C: Rubrics

Acct 231 – Principles of Accounting I

	Well Developed	Developed	Undeveloped
Financial Statement Inter-relationships	Demonstrates a full understanding of Financial Statement inter-relationships.	Demonstrates a reasonable understanding of Financial Statement inter-relationships.	Fails to demonstrate a basic understanding of Financial Statement inter-relationships.
Adjusting Entries: Preparation and Interpretation	Demonstrates a full understanding of Adjusting Entry preparation & interpretation.	Demonstrates a reasonable understanding of Adjusting Entry preparation & interpretation.	Fails to demonstrate a basic understanding of Adjusting Entry preparation & interpretation.
Key Financial Ratios: Calculation and Interpretation	Demonstrates a full understanding in calculating and interpreting key financial ratios.	Demonstrates a reasonable understanding in calculating and interpreting key financial ratios.	Fails to demonstrate a basic understanding in calculating and interpreting key financial ratios.

Acct 232 – Principles of Accounting II

	Well Developed	Developed	Undeveloped
Cost Systems: Demonstrate Appropriate Understanding	Demonstrates a full understanding of internal costing systems.	Demonstrates a reasonable understanding of internal cost systems.	Fails to demonstrate a basic understanding of internal cost systems.
Cash Flows Statement: Presentation and Interpretation	Demonstrates a full understanding of the Cash Flow Statement preparation and interpretation.	Demonstrates a reasonable understanding of the Cash Flow Statement preparation and interpretation.	Fails to demonstrate a basic understanding of the Cash Flow Statement preparation and interpretation.
C-V-P and Variable Costing: Problem solving and Group Work	Demonstrates a full understanding of CVP and Variable Costing by developing practical solutions.	Demonstrates a reasonable understanding of CVP and Variable Costing by developing practical solutions.	Fails to demonstrate a basic understanding of CVP and Variable Costing.
Managerial Accounting Topics: Analysis and Interpretation	Uses terms correctly and clearly and accurately interprets findings and communicates content.	Makes a few errors in interpreting findings and/or communication methods.	Frequently misuses terms, misinterprets findings and/or communication methods.

Acct 321 – Intermediate I

	Well Developed	Developed	Undeveloped
FASB's conceptual framework and accounting information system (Identifies all of FASB's conceptual framework and accounting information system.	Identifies most of the FASB's conceptual framework and accounting information system.	Barely able to identify the FASB's conceptual framework and accounting information system.
Financial statements	Solve problems involving financial statements.	Solve most problems involving financial statements.	Barely able to solve problems involving financial statements.
Time value of money	Is able to accurately solve all time value related problems.	Is able to accurately solve most of time value related problems.	Is barely able to accurately solve time value related problems.
Accounting for cash, receivables, and inventory	Is able to accurately perform all accounting for cash, receivables, and inventory.	Is able to accurately perform most accounting for cash, receivables, and inventory.	Is barely able to accurately perform accounting for cash, receivables, and inventory.
Accounting for property, plant and equipment, natural resources and intangible assets	Is able to accurately perform all accounting for property, plant and equipment, natural resources and intangible assets	Is able to accurately perform most accounting for property, plant and equipment, natural resources and intangible assets.	Is barely able to perform accounting for property, plant and equipment, natural resources and intangible assets.
Financial statements analysis to make decisions	Is able to accurately calculate all financial ratios and make decisions.	Is able to accurately calculate most financial ratios and make decisions.	Is barely able to accurately calculate financial ratios and make decisions.
Professional Judgment and ethical issues	Makes excellent professional judgments and understands ethical issues in accounting.	Makes good professional judgments and understands ethical issues in accounting.	Makes poor professional judgments and lacks understanding ethical issues in accounting.

Acct 322 – Intermediate Accounting II

	Well Developed	Developed	Undeveloped
Current liabilities & contingencies, long-term liabilities, stockholders equity	Is able to accurately perform all accounting for current liabilities & contingencies, long-term liabilities, stockholders' equity.	Is able to accurately perform most accounting for current liabilities & contingencies, long-term liabilities, stockholders' equity.	Is barely able to accurately perform all accounting for current liabilities & contingencies, long-term liabilities, stockholders' equity.
Dilutive securities & earnings per share, investments, revenue recognition	Is able to accurately perform all accounting for dilutive securities & earnings per share, investments, revenue recognition.	Is able to accurately perform most accounting for dilutive securities & earnings per share, investments, revenue recognition.	Is barely able to accurately perform all accounting for dilutive securities & earnings per share, investments, revenue recognition.
Income taxes, pensions and post-retirement benefits, leases	Is able to accurately perform all accounting for income taxes, pension & post-retirement benefits, leases.	Is able to accurately perform most accounting for income taxes, pension & post-retirement benefits, leases.	Is barely able to accurately perform accounting for income taxes, pension & post-retirement benefits, leases.
Changes & error analysis, statement of cash flows, full disclosure	Is able to accurately perform all accounting for changes & error analysis, statement of disclosure.	Is able to accurately perform most accounting for changes & error analysis, statement of disclosure.	Is barely able to accurately perform accounting for changes & error analysis, statement of disclosure.
Financial Statement analysis to make decisions	Is able to accurately calculate all ratios to make decision.	Is able to accurately calculate most ratios to make decision.	Is barely able to accurately calculate ratios to make decision.

Acct 324 – Government and Non-Profit

	Well Developed	Developed	Undeveloped
Accounting systems, legal and regulatory issues in governmental accounting	Understand accounting systems, legal and regulatory issues in governmental accounting.	Understand most of accounting systems, legal and regulatory issues in governmental accounting.	Barely understand accounting systems, legal and regulatory issues in governmental accounting.
Accounting, legal and regulatory issues involving non-profit organizations	Understand accounting systems, legal and regulatory issues in non-profit organizations.	Understand most of accounting systems, legal and regulatory issues in non-profit organizations.	Barely understand accounting systems, legal and regulatory issues in non-profit organizations.
Analyze financial statements to make decisions	Is able to accurately solve problems using financial statements.	Is able to accurately solve most problems using financial statements.	Is barely able to accurately solve problems using financial statements.

Acct 356 – Managerial Cost

	Well Developed	Developed	Undeveloped
Cost Accounting Systems: Appropriate Understanding	Student demonstrates a full understanding of Job-Order Costing.	Student demonstrates a reasonable understanding of Job-Order Costing and its application.	Student fails to demonstrate even a basic understanding of Job-Order Costing and its application.
C-V-P: Application and Interpretation	Student demonstrates a full understanding of C-V-P theory and its application.	Student demonstrates a reasonable understanding of C-V-P theory and its application.	Student fails to demonstrate even a basic understanding of C-V-P theory and its application.
Cost Behavior Analysis: Application and Interpretation	Student demonstrates a full understanding of Cost Behavior Analysis and its application.	Student demonstrates a reasonable understanding of Cost Behavior Analysis and its application.	Student fails to demonstrate even a basic understanding of Cost Behavior Analysis and its application.

Acct 357 – Advance Managerial Cost Accounting

	Well Developed	Developed	Undeveloped
Cost Accounting Systems: Appropriate Understanding	Demonstrates a full understanding of Process Costing and its applications.	Demonstrates a reasonable understanding of Process Costing and its applications.	Fails to demonstrate even a basic understanding of Process Costing and its applications.
Inventory Management: Application & Interpretation	Demonstrates a full understanding of Inventory Management theory & its application.	Demonstrates a reasonable understanding of Inventory Management theory & its application.	Fails to demonstrate even a basic understanding of Inventory Management theory & its application.
Contemporary Issues in Managerial Cost Accounting: Application & Interpretation	Demonstrates a full understanding of Contemporary Issues in Managerial Cost Accounting including application & interpretation.	Demonstrates a reasonable understanding of Contemporary Issues in Managerial Cost Accounting including application & interpretation.	Fails to demonstrate even a basic understanding of Contemporary Issues in Managerial Cost Accounting including application & interpretation.

Acct 360 – Federal Tax I

	Well Developed	Developed	Undeveloped
Student will be able to use appropriate technology to locate court case and understand issue the case resolves	Student can locate case without instructor's help and can understand the issue the case resolves.	Student can locate case but writing doesn't demonstrate adequate understanding of the case outcome.	Student can't locate case / doesn't understand the case outcome.
Students are able to discern capital gains and provide appropriate tax treatment.	Student can differentiate between ordinary and capital gain income, apply the netting process and chose correct tax rate.	Student can differentiate between ordinary and capital gain income, apply the netting process or chose correct tax rates.	Student can't differentiate between ordinary and capital gain income.
Student understands and can apply the tax formula for individuals.	Student can differentiate between income types and deductions for/from AGI.	Student can differentiate between income types but not deductions for/from AGI.	Student has difficulty determining components of income or deductions.
Student understands the concept of passive income and at risk capital	Student can differentiate between passive and other income types and apply the at risk capital and passive loss rules in proper order.	Student can differentiate between passive and other income types but doesn't apply the at risk capital and passive loss rules in proper order.	Student can't differentiate between passive and other income types and has no concept of at risk capital.

Acct 361 – Federal Tax II

	Well Developed	Developed	Undeveloped
Use appropriate technology to prepare a simple corporate return	Can prepare the return without help & understand relationship between inputs and return components.	Can prepare the return without help but doesn't understand relationship between inputs and return components.	Cannot prepare the turn without extensive help.
Determine gain/loss or lack thereof on transactions between corporation & shareholders	Understands a transfer produces a taxable event & amount of gain recognized.	Understands a taxable event has/has not occurred but can't compute gain, loss or basis.	Doesn't understand tax consequences.
Understand concept of entity pass-thru income & separately stated income & deductions.	Can differentiate between income types & related pass-thru approach.	Can differentiate between income types but cannot determine pass-thru approach.	Cannot differentiate between income types & has difficulty determining components of pass-thru income.
Understands the concept of estate taxation & estate income taxation.	Can differentiate between taxable estate & estate taxable income and manner of taxation.	Can differentiate between taxable estate & estate table income.	Cannot differentiate between taxable estate & estate taxable income.

Acct 366 – Evaluating Accounting Systems

	Well Developed	Developed	Undeveloped
Students will be able to evaluate internal control.	Student applies COSO framework correctly and understands COSO framework implications.	Student applies most of COSO framework.	Student does not apply COSO framework.
Students will be able to evaluate accounting systems.	Student is able to accurately interpret a flowchart.	Student is able to accurately interpret most of a flowchart.	Student is unable to accurately interpret a flowchart.

Acct 430 – Advanced Accounting

	Well Developed	Developed	Undeveloped
Is able to prepare the accounting for derivatives such as foreign currency hedging and transactions	Completes all entries correctly with the correct calculations of foreign currency gains and losses.	Completes most of the entries correctly with the correct calculations of foreign currency gains and losses.	Is barely able to complete any entries correctly with the correct calculations of foreign currency gains and losses.
Apply consolidation techniques using technology such as Excel to work out the financial statements	Shows a mastering of the techniques to prepare the financial statements.	Completes most of the eliminating entries correctly and completes the worksheet.	Is barely able to complete any calculations on the Excel worksheet.
Perform consolidation theory applications to the consolidated worksheet to prepare financial statements.	Correctly identifies the eliminating entries and the worksheet technique.	Completes most of the eliminating entries correctly and completes the worksheet.	Is barely able to complete any entries and is mostly blank on the financial statements.
Make an informed decision on what to do in an ethical accounting situation using an ethics framework	Is able to identify the ethical problem involved and its accounting implications and make a professional decision.	Identifies the ethical situation, but incorrectly, and applies the framework to make a professional decision.	Is barely able to identify any ethics situation and does not come up with a detailed and professional solution.

Acct 461 – Evaluating Accounting Systems

	Well Developed	Developed	Undeveloped
Evaluate internal control	Applies COSO framework correctly and understands COSO framework implications.	Applies most of COSO framework.	Does not apply COSO framework.
Design appropriate control tests	Designs and implements control tests correctly.	Designs control tests correctly for specific assertions.	Cannot design appropriate test of controls for a specific assertion.
Interpret substantive sampling tests	Draws insightful meaning from a sampling test.	Draws appropriate meaning from a sampling test.	Cannot interpret the results of a sampling test correctly.
Evaluate accounting systems	Accurately reconstruct an audit report.	Accurately reconstruct most of an audit report.	Unable to accurately reconstruct an audit report.

Appendix ACCT D
Accounting Course Learning Outcomes in Support of Program Level Learning Outcomes

Course	Common Course Learning Outcome	LO 1	LO 2	LO 3	LO 4	LO 5
231	1. Students will acquire, interpret, use, and evaluate information from the financial accounting system for decision making, primarily from an end-user perspective. 2. Students will apply, analyze, and evaluate accounting information in a financial statement analysis project.	X X				
232	1. Students will understand how the internal cost system operates & contributes to decision making within the firm.		X			
321	1. Students will analyze companies' annual reports on the internet.	X				
322	1. Students will be able to solve financing reporting problems by analyzing an annual report.	X				
324 elective	1. Students will analyze a Comprehensive Annual Financial Report (CAFR).	X				
356	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.		X			
357	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.		X			
360	1. Students will develop a basic understanding of the federal individual income tax laws.				X	
361	1. The student will understand the tax consequences of relationships and transactions between corporations, partnerships, trusts and estates and their owners/beneficiaries.				X	
366	Students will be able to evaluate an accounting system. Students will be able to evaluate internal control.			X X		X
430	1. Students will be able to understand the necessity of exercising professional judgment and the ethical issues inherent in financial reporting.	X				
461	1. Students will be able to evaluate accounting systems in writing.			X		X

Appendix E: College of Business and Economics Learning Objectives

The major trends in the accounting 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 business and communication skills are necessary for success.

Required major emphasis within the Accounting Major

Date: Feb. 20, 2008						BL266	Required Courses in Accounting													Electives	
Perspectives	AC231	AC232	EC201	EC202	EC226	BL265	MG300	CS215	MK310	FI345	AC321	AC322	AC356	AC357	AC360	AC361	AC366	AC430	AC461	AC324	AC455
Ethical Issues							x		x		x	x						x	x		
Global Issues				x					x									x			x
Political Issues			x	x															x		
Social Issues			x				x												x		
Leg. & Reg. Issues	x	x				x			x		x	x			x	x			x	x	x
Environ. Issues			x																		
Tech. Issues								x		x				x			x	x			
Impact Divers Orgs.							x														
Competencies																					
Written Comm. Skills					x		x												x		
Oral Comm. Skills		x							x								x				
Teamwork Skills	x	x												x			x				
Info. Acq. Skills	x	x			x			x	x		x								x		
Dec. Making Skills	x	x			x	x	x		x	x			x	x	x	x			x		x
Emphasized Skills & Knowledge																					
Use Financial Statements to Make Decisions											x	x						x		x	
Help Managers Make Decisions Using External and Internal Information													x	x							
Evaluate Accounting Systems																	x		x		
File Tax Returns for Individuals and Businesses															x	x					
Communicate Verbally and in Writing																	x		x		

x = Indicates major coverage - more than one week and assessment per assessment schedule

All students graduating from the College of Business & Economics (CBE) will:

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

Program Contribution to CBE Learning Outcome Assessment:

Ethics: Ethics in the context of the accounting profession is emphasized throughout the program and is assessed in ACCT 461, Auditing. The CBE Official Rubric-Ethical Awareness is used to measure this outcome.

Teams: Students participate in learning groups and assessment is completed in ACCT 366. The CBE Common Rubric-Teams [Engagement in] is used to measure student performance.

Legal and Regulatory Issues: Students master many legal and regulatory issues in the income tax courses and assessment is completed in ACCT 360.

Written Communication Skills: Students complete four papers in the writing-intensive ACCT 461. The Official Rubric-Professional Writing Skills is used to measure this outcome.

Required Upper Division Business Classes for Accounting Major

All accounting students take the upper division business administration courses shown below. The required lower division courses are not assessed in the AoL plan – though students must earn a 2.5 GPA in lower division courses to be admitted to the College.

Upper division business courses for accounting majors:

- MNGT 300: Management and Organizational Behavior
- MKTG 310: Principles of Marketing
- FINC 345: Managerial Finance

The **content** knowledge gained in the **upper division** core courses are assessed by faculty in those functional areas using in-class exams. This assessment will either be in terms of the average performance across all exams given in a course during the data collection semester[s] or on a comprehensive course final. To aggregate content knowledge performance in a course across semesters, the common exam grade allocation rubric shown below will be used in each of the courses.

Upper Division General Grade Rubric

	Well Developed	Developed	Developing	Undeveloped
MNGT & Organizational Behavior	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%
Principles of Marketing	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%
Managerial Finance	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%