

BBA-ACCOUNTING FALL 2011 ASSESSMENT REPORT

I. College of Business Mission Statement

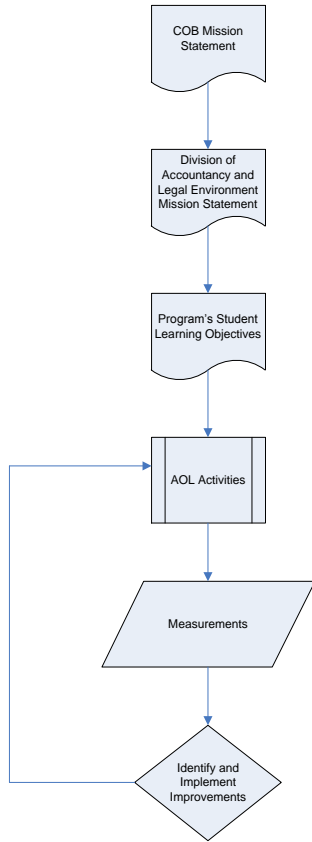
The Mission of the College of Business is to be the leading state institution for the education of business students, and a contributor to the region's economic development. The college is committed to an overall balance among teaching, scholarly activity, and services. The COB is dedicated to graduating individuals who possess the communications, critical thinking and problem solving skills necessary to meet the Tri State Area's needs for the demands of the global Marketplace

Division of Accountancy & Legal Environment Mission Statement

The mission of the Division of Accountancy and Legal Environment is to provide an education that will enable graduates to successfully enter the profession of accountancy, business and/or graduate study. The faculty is dedicated to providing students with the opportunity to develop a life-long ability to learn.

Consistent with the COB's mission, the faculty of the Division of Accountancy & Legal Environment is committed to an overall balance among teaching, research and service.

Assurance of Learning/ Assessment Process



**II. BBA - Accounting Program
Student Learning Outcomes and Definitions**

Student Learning Outcomes	Definitions
<p>Accounting Research: GAAP Research</p>	<p>The student will be able to use GAAP databases to find the appropriate authoritative support to solve an accounting research issue. This would include using the correct database, extracting the material, and referencing the material properly.</p>
<p>Technology Usage: Excel</p>	<p>The student will be able to use excel to present a professionally-formatted problem solution that uses formula, cell referencing, and functions to provide efficient and effective spreadsheets.</p>
<p>Core Knowledge:</p> <ul style="list-style-type: none"> a) ETS Major Field Tests b) Accounting Specific Assessments 	<ul style="list-style-type: none"> a) The student will acquire the general business knowledge required to understand the environment within which business operates. b) The student will acquire the specific accounting discipline knowledge to enter the accounting profession.
<p>Written Communications</p>	<p>The student will be able to prepare effective written communications appropriate to the accounting profession.</p>
<p>Oral Communications</p>	<p>The student will be able to communicate orally in an effective and professional manner.</p>
<p>Critical Thinking</p>	<p>The student will be able to develop a reasoned response to an issue using critical thinking.</p>
<p>Diversity</p>	<p>The student will develop an awareness of differences in cultural and social attributes of people of different races, religions, ages, genders, and sexual orientation and be able to work productively with diverse colleagues and clients.</p>

Student Learning Outcomes Mapping

Student Learning Outcomes	Definitions	ACC 311	ACC 312	ACC 318	ACC 341	ACC 348	ACC 414	ACC 429	ACC 499	LE 308
Accounting Research: GAAP Research	The student will be able to use FARS to find the appropriate authoritative support to solve an accounting research issue. This would include using the correct database, extracting the material, and referencing the material properly.	X	X			X	X	X		
Technology Usage: Excel	The student will be able to use excel to present a professionally-formatted problem solution that uses formula, cell referencing, and functions to provide efficient and effective spreadsheets.	X	X	X			X	X		
Core Knowledge: a) Major Field Tests b) Accounting Specific Assessments	a) The student will acquire the general business knowledge required to understand the environment within which business operates. b) The student will acquire the specific accounting discipline knowledge to enter the accounting profession.	X	X	X	X	X	X	X		X
Written Communications	The student will be able to prepare effective written communications appropriate to the accounting profession.	X	X		X	X	X	X	X	X
Oral Communications	The student will be able to communicate orally in an effective and professional manner.			X					X	
Critical Thinking	The student will be able to develop a reasoned response to an issue using critical thinking.		X	X	X	X	X	X	X	X
Diversity	The student will develop an awareness of differences in cultural and social attributes of people of different races, religions, ages, genders, and sexual orientation and be able to work productively with diverse colleagues and clients.					X	X	X	X	X

Revised November 2010

III. Assessment Activities

Marshall University Undergraduate Accounting Major AOL Program

Student Learning Outcomes	Measurements			Continuous Improvement	
	Type	Course(s)/Activity	Frequency	Review Data	Implement Change Starting
Accounting Research: GAAP Research	GAAP Research Assessment Rubric	ACC 414—Exam	Every Semester	Fall of Even Numbered Years	Spring of Odd Numbered Years
Technology Usage: Excel	Excel Assessment Rubrics	ACC 414—Exam for pre-formatted Quiz/Homework for unformatted	Every Semester	Fall of Even Numbered Years	Spring of Odd Numbered Years
Core Knowledge: a. General Business Knowledge b. Course Embedded Knowledge Assessment c. Program Content Assessment	a. ETS Major Field Test b. Rubrics developed for each required course* c. Gleim CPA Assessment Quiz	a. ACC 499—online exam b. Each Required Course*--Exam or project c. ACC 499—Multiple Choice Exam	a. Spring Semesters Odd numbered Years b. ACC 311 Fall ACC 312 Spring ACC 318 Fall ACC 341 Spring ACC 348 Fall ACC 414 Spring ACC 429 Fall c. ACC 311 Spring ACC 312 Spring ACC 318 Fall ACC 341 Fall ACC 348 Fall ACC 414 Spring ACC 429 Fall LE 308 Fall	Fall of Even Numbered Years	Spring of Odd Numbered Years

Written Communications	Written Communication Assessment Rubric and Annual Communication Proficiency Evaluation Form	All Required Accounting Courses# Assessing Written Communication	Every Semester	Fall of Odd Numbered Years	Spring of Even Numbered Years
Oral Communications	Oral Communication Assessment Rubric and Annual Communication Proficiency Evaluation Form	All Required Accounting Courses# Assessing Oral Communication	Every Semester	Fall of Odd Numbered Years	Spring of Even Numbered Years
Critical Thinking a. Critical Thinking Skills b. Applied Critical Thinking in an Accounting Context	a. Business Critical Thinking Skills Test b. Critical Thinking Grid	a. ACC 499— Online Exam b. ACC 429--Project	a. Fall Semesters b. Every Semester	Fall of Odd Numbered Years	Spring of Even Numbered Years
Diversity	a. Diversity Concepts Matrix b. Business Attitudes Inventory	a. All Required Courses* Evaluate Concepts Covered in Course b. ACC 499 Online Exam	a. Reviewed Each Fall Semester b. Spring Semester Even numbered Years	Fall of Odd Numbered Years	Spring of Even Numbered Years

*The required courses for the accounting major are ACC 311, ACC 312, ACC 318, ACC 341, ACC 348, ACC 414, ACC 429, LE 308

#Each of the required Accounting courses listed above and ACC 499 must have at least one written or oral assignment which is to be included in the communication portfolio each semester.

Revised Fall 2011

A & B: Assessment Measures & Benchmarks *for outcomes measured*

Written Communication Assessment Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	Excellent	Proficient	Needs Improvement	Unacceptable
Organization	Ideas are arranged logically to support the purpose. Ideas flow smoothly from one to another and are clearly linked to each other. Reader can follow the line of reasoning.	Ideas are arranged to support the writer's purpose, but order is sometimes questionable. Ideas are usually clearly linked to each other. Reader can usually follow line of reasoning.	Writing is not arranged logically. Frequently, ideas fail to make sense together and are not linked. By thinking hard, the reader can usually figure out the line of reasoning.	Writing lacks logical organization. Reader cannot identify a line of reasoning.
Appearance/Format	Follows standard format or prescribed format. Looks professional.	Some departures from standard or prescribed format. Looks professional.	Disregard for standard or prescribed format. Looks professional.	Disregard for standard or prescribed format. Unprofessional appearance.
Tone	Tone is consistently professional and appropriate for the selected audience and the purpose.	Tone is generally consistent, but may have a few lapses in fit or appropriateness to audience or purpose.	Tone is not consistently appropriate to audience or purpose.	Tone is not appropriate to audience and purpose.

Purpose	Writer's purpose is readily apparent to the selected audience and is clear.	Writing has a clear purpose, but may occasionally digress.	Purpose is not clear, nor is it easy to find an implied purpose.	Purpose is generally unclear and/or not even apparent.
Grammar and Mechanics	Sentences are well constructed. They vary in length and structure, and flow well. Writing is almost error free, and reads well.	Sentences are functional. Errors are present but do not distract from the meaning.	Confusing sentences. Numerous errors distract reader.	Sentence structure and grammar errors are so numerous that the reader stops reading. (WEPP policy violation)
Documentation	Appropriate and adequate documentation. Citations properly formatted and correct.	Appropriate documentation, but some missing references. Citations properly formatted and correct.	Inadequate or inappropriate documentation. Many missing references. Citations that exist are properly formatted and correct.	Virtually no documentation and citations, if any, not properly formatted.

Oral Communication Assessment Rubric

Teacher Name _____

Student Name _____

Category	Excellent	Proficient	Needs Improvement	Unacceptable
Clear Topic Coverage	The speaker presents a topic and a focus that are exceptionally appropriate for the purpose, time constraints, and audience.	The speaker presents a topic and a focus that are appropriate for the purpose, time constraints, and audience.	The speaker presents a topic or a focus that is inappropriate for the purpose, time constraints, or intended audience.	The speaker presents a topic and a focus that are inappropriate for the purpose, time constraints, or intended audience.
Organization	The speaker uses an exceptional introduction and conclusion and provides an exceptionally clear and logical progression within and between ideas.	The speaker uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas.	The structure of the presentation interferes with the clarity and logic of the ideas being presented.	The speaker fails to use an introduction or conclusion and fails to provide a reasonably clear and logical progression within and between ideas.
Audience Appropriateness	The speaker uses language that is exceptionally clear and appropriate for the intended audience.	The speaker uses language that is reasonably clear and appropriate for the intended audience.	The speaker uses some inappropriate language that would distract the intended audience.	The speaker uses unclear or inappropriate language that would result in substantial miscommunication with the intended audience.
Voice Quality	Delivery is clear, natural, conversational, and enhanced by good vocal variety. Vocal quality is used effectively to emphasize points and reinforce structure.	Delivery is mostly clear and natural. Limited instances where speaker could not be heard or understood. With few exceptions, voice quality is used to emphasize points.	Delivery contains significant instances where speaker could not be heard or understood. Voice quality is erratic.	Presenter mumbles or speaks too quietly for all audience members to hear. Delivery is forced with little or no vocal variety.

Category	Excellent	Proficient	Needs Improvement	Unacceptable
Grammar/Word Choice	Insignificant grammatical errors and appropriate word choice. Sentences flow together well.	Some grammatical errors; some incomplete sentences or run on sentences; some poor word choice.	Frequent grammatical errors, incomplete sentences, and run on sentences; Frequent poor word choice.	Listeners are distracted by grammatical errors. Inappropriate word choice. Sentences do not flow well.
Eye Contact	Body language and eye contact reflect comfort interacting with audience.	Body language and eye contact reflect some discomfort interacting with audience.	Body language and lack of eye contact reflect reluctance to interact with audience.	Distracting body language and lack of eye contact prevent effective communications with audience.
Communication Aids	Communication aids enhance presentation. Aids appear professional and important information is included.	Communication aids contribute overall but have errors, are difficult to read, or include too much or too little information.	Communication aids have numerous errors that interfere with effectiveness of presentation.	Communication aids distract or are used inappropriately, are difficult to read, and contain unimportant information.
Responsiveness	Highly effective interaction with audience. Consistently repeats important points. Answers questions appropriately. Summarizes effectively.	Effective interaction with audience. Generally responds to questions; occasionally misses opportunities to clarify.	Interactions with audience vary between clear and confusing. summary and responsiveness to questions insufficient	Ignores questions or fails to address questions adequately; no summary provided; important points not repeated.
Personal Appearance	Highly professional appearance.	Appropriate for audience and/or topic.	Questionable for audience and/or topic.	Inappropriate for audience and/or topic.

Critical Thinking—Critical Thinking Skills

Business Critical Thinking Skills Test given in ACC 499—online exam provided by Insight Assessments

Critical Thinking Grid

	4 - Exemplary If applicable, consistently does all or almost all of the following	3 - Satisfactory If applicable, consistently does most or many of the following	2- Below Satisfactory If applicable, consistently does most or many of the following	1 - Unsatisfactory If applicable, consistently does all or almost all of the following
Purpose	--Demonstrates a clear understanding of the assignment's purpose	--Demonstrates an understanding of the assignment's purpose	--Is not completely clear about the purpose of the assignment	--Does not clearly understand the purpose of the assignment
Key Question, Problem, or Issue	--Clearly defines the issue or problem; accurately identifies the core issues --Appreciates depth and breadth of problem --Demonstrates fair-mindedness toward problem	--Defines the issue; identifies the core issues, but may not fully explore their depth and breadth --Demonstrates fair-mindedness	--Defines the issue, but poorly (superficially, narrowly); may overlook some core issues --Has trouble maintaining a fair-minded approach toward the problem	--Fails to clearly define the issue or problem; does not recognize the core issues --Fails to maintain a fair-minded approach toward the problem
Point of View	--Identifies and evaluates relevant significant points of view --Is empathetic, fair in examining all relevant points of view	--Identifies and evaluates relevant points of view --Is fair in examining those views	--May identify other points of view but struggles with maintaining fairmindedness; may focus on irrelevant or insignificant points of view	--Ignores or superficially evaluates alternate points of view --Cannot separate own vested interests and feelings when evaluating other points of view
Information	--Gathers sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. --Includes information that opposes as well as supports the argued position --Distinguishes between information and inferences drawn from that information	--Gathers sufficient, credible, and relevant information --Includes some information from opposing views --Distinguishes between information and inferences drawn from it	--Gathers some credible information, but not enough; some information may be irrelevant --Omits significant information, including some strong counter-arguments --Sometimes confuses information and the inferences drawn from it	--Relies on insufficient, irrelevant, or unreliable information --Fails to identify or hastily dismisses strong, relevant counter-arguments --Confuses information and inferences drawn from that information
Concepts	--Identifies and accurately explains/uses the relevant key concepts	--Identifies and accurately explains and uses the key concepts, but not with the depth and precision of a "4"	--Identifies some (not all) key concepts, but use of concepts is superficial and inaccurate at times	--Misunderstands key concepts or ignores relevant key concepts altogether
Assumptions	--Accurately identifies assumptions (things taken for granted) --Makes assumptions that are consistent, reasonable, valid	--Identifies assumptions --Makes valid assumptions	--Fails to identify assumptions, or fails to explain them, or the assumptions identified are irrelevant, not clearly stated, and/or invalid	--Fails to identify assumptions --Makes invalid assumptions
Interpretations, Inferences	--Follows where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions --Makes deep rather than superficial inferences --Makes inferences that are consistent with one another	--Follows where evidence and reason lead to obtain justifiable, logical conclusions --Makes valid inferences, but not with the same depth and as a "4"	--Does follow some evidence to conclusions, but inferences are more often than not unclear, illogical, inconsistent, and/or superficial	--Uses superficial, simplistic, or irrelevant reasons and unjustifiable claims --Makes illogical, inconsistent inferences --Exhibits closed-mindedness or hostility to reason; regardless of the evidence, maintains or defends views based on self-interest
Implications, Consequences	--Identifies the most significant implications and consequences of the reasoning (whether positive and/or negative) --Distinguishes probable from improbable implications	--Identifies significant implications and consequences and distinguishes probable from improbable implications, but not with the same insight and precision as a "4"	--Has trouble identifying significant implications and consequences; identifies improbable implications	--Ignores significant implications and consequences of reasoning

- 4 = Thinking is exemplary, skilled, marked by excellence in clarity, accuracy, precision, relevance, depth, breadth, logicity, and fairness
 3 = Thinking is competent, effective, accurate and clear, but lacks the exemplary depth, precision, and insight of a 4
 2 = Thinking is inconsistent, ineffective; shows a lack of consistent competence: is often unclear, imprecise, inaccurate, and superficial
 1 = Thinking is unskilled and insufficient, marked by imprecision, lack of clarity, superficiality, illogicality, and inaccuracy, and unfairness

@Foundation for Critical Thinking, www.criticalthinking.org

Diversity Concepts in Marshall University Accounting Courses

Competency / Knowledge	ACC 311	ACC 312	ACC 318	ACC 341	ACC 348	ACC 414	ACC 429	ACC 499	LE 308
Differences in culturally-prescribed gender roles around the globe									
Impact of evolving gender roles on society and the workforce									
Economic and social impact of minority groups on business and society						X			
Legal issues relating to the interests of minority groups (e.g. Affirmative Action, etc.)									
Differences in business practices in a global environment	X	X	X		X	X		X	
Impact of globalization on business and the economy	X	X	X		X	X		X	
Opportunities to work productively with diverse colleagues.			X			X		X	

Reviewed November 18, 2009—no changes made.
 Reviewed November 19, 2010—no changes made.
 Reviewed October 7, 2011—number of eliminations made

C & D: Results and Planned Action

For the above four student learning outcomes, continuous improvement efforts agreed upon during the previous review were discussed, new results were reviewed from the rubrics or tests, and new continuous improvement steps were decided upon.

Written Communication

Continuous Improvement Fall 2009

The above results were discussed at a meeting on November 18, 2009. Grammar, documentation, and organizations were noted as issues. Tone was also considered a problem when letters were being written to clients. LCOB is requiring an additional English course. This course is to be a technical writing course for business majors. The course is supposed to address issues with LCOB student writing like grammar, organization, and tone. The faculty also agreed to focus assignments when possible on writing letters or memos to professionals/clients since these seem to be the problem areas for students. Faculty are also to provide feedback to students regarding ways to improve organization, tone, and documentation in professional communications. Faculty will evaluate this learning objective again Fall 2011 to see if the corrective action has improved performance.

Review of Continuous Improvement Fall 2009

English 204, the technical writing course, has been implemented, but only started in the Spring 2011 semester. It was also only two sections. Therefore, not many accounting students completing assignments in this assessment cycle were able to have this intervention. The assignment of letter and memos was increased from approximately 45% of written assignments in the previous assessment cycle to approximately 80% of writing assignments. The professional/client audience was also up for this assessment cycle to have students work on tone.

Results Review during 2011

Written Communication

		N		Organization	Appearance	Tone	Purpose	Grammar	WEEP 1st Violation	Documentation	N for Documentation
Overall Averages		624		1.76	1.76	1.66	1.68	1.83		2.15	277
Type of Writing	Research Papers	100	sums	159.00	173.00	181.00	212.00	209.00		132.00	59.00
			Average	1.59	1.73	1.81	2.12	2.09		2.24	
	Memo	232	sums	414.00	367.00	379.00	350.00	358.00		186.00	71.00
			Average	1.78	1.58	1.63	1.51	1.54		2.62	
	Directed Question/Problem Solution	24	sums	51.00	42.00	42.00	47.00	41.00		0.00	
			Average	2.13	1.75	1.75	1.96	1.71			
	Letter	268	sums	473.00	517.00	435.00	441.00	531.00		273.00	146.00
			Average	1.76	1.93	1.62	1.65	1.98		1.87	
Audience	Instructor	45	Sums	88.00	74.00	77.00	87.00	79.00		53.00	21.00
			Average	1.96	1.64	1.71	1.93	1.76		2.52	
	Professional	311	Sums	536.00	508.00	525.00	522.00	529.00		265.00	109.00
			Average	1.72	1.63	1.69	1.68	1.70		2.43	
	Client	233	Sums	422.00	430.00	380.00	392.00	444.00		209.00	111.00
			Average	1.81	1.85	1.63	1.68	1.91		1.88	
	Other	35	Sums	51.00	87.00	55.00	49.00	87.00		64.00	35.00
			Average	1.46	2.49	1.57	1.40	2.49		1.83	
WEEP		269							22.00		
									0.08		

Continuous Improvements Discussed Fall 2011 Based on Above Data

The slowness of ENG 204 to get started was discussed as well as the new ENG 201, which is supposed to be college specific as well. With these changes in general education English requirements affect on student writing yet to be determined, the faculty wanted to make few drastic actions within our division. Improvements in student tone and organization were noted. The biggest area of deficiency is with student documentation. It was noted that this is both general referencing and professional referencing. It was suggested that faculty provide examples and suggest student seek out resources available within the library to help them recognize when a reference is needed and how to reference. It was also suggested that students might benefit from having a sample excellent paper posted to MUOnline after papers have been graded so that they can learn what is expected of them better. Also, faculty were reminded to suggest students who have poor grammar to seek help at the writing center. Beyond these actions, it was decided to see how

the changes in English requirements affect results and reevaluate the objective in the Fall of 2013.

Oral Communications

Continuous Improvement Fall 2009

Faculty reviewed results November 18, 2009. After some discussion, the faculty concluded that they were generally pleased with the results. The learning objective will continue to be monitored and results reviewed again during Fall 2011. The lack of consistently submitted results for 300-level courses was discussed. Ray Keener agreed to add an oral assignment to LE 308.

Review of Continuous Improvement Fall 2009

The concern at the last review was that data being evaluated comes primarily from 400-level courses. Ray Keener was not present at the meeting when this was discussed, so no information was available concerning whether he has implemented oral assignments in LE 308.

Results Reviewed During Fall 2011

Oral Communication		Assessment Fall 2011											
			N	Clear	Organize	Appropriate	Voice	Grammar	EyeContact	Aids	Responsive	Appearance	
Overall Averages				1.78	1.68	1.78	1.61	1.26	1.76	1.37	1.36	1.53	
All Presentations Formal													
Audience	Instructor	47	Sum	79.00	64.00	76.00	82.00	61.00	88.00	64.00	67.00	73.00	
			Average	1.68	1.36	1.62	1.74	1.30	1.87	1.36	1.43	1.55	
Audience	Students	60	Sum	117.00	119.00	120.00	91.00	74.00	105.00	83.00	76.00	89.00	
			Average	1.95	1.98	2.00	1.52	1.23	1.75	1.38	1.27	1.48	
Audience	Clients	10	Sum	12.00	14.00	12.00	14.00	13.00	13.00	0.00	0.00	15.00	
			Average	1.20	1.40	1.20	1.40	1.30	1.30	0.00	0.00	1.50	

Continuous Improvement Discussed Fall 2011 Based on Above Data

Like during the last review, only about 1/3 of the observations under review were for 300-level courses. The results were again acceptable to the faculty as a whole. While the assessment rubric indicates proficient performance, faculty expressed concern that student's introduction and conclusion were weak. This was considered an area for improvement. This observation is inconsistent with the rubric results that show organization as proficient. Nancy Lankton indicated that she is having students make short, informal presentations in her course and starting next semester will use the oral rubric to

increase the sample of 300-level observations. This will give the faculty an opportunity to see if 300-level students need improvement or not. .

Bob Simpson, the ACC 499 instructor, and Marie Archambault attended the COB meeting for closing the loop on Oral communication. This meeting was for AOL directors and capstone faculty. Dr. Barbara Tartar from communications was also present. The meeting covered many aspects of how to make our students presentations better. After the meeting, all capstone faculty were to prepare a short memo of what they hoped to use from the meeting in their classes starting Spring 2012. Bob Simpson provided a memo and developed an Oral Presentation Guide to give to his students. He will implement the guide this semester since his presentations have not occurred yet. The memo and guide follow.

Critical Thinking

Continuous Improvement Fall 2009

Results were reviewed November 18, 2009. Inductive thinking noted as a potential weakness. Concluded to continue to monitor in future CBCT Tests. All faculty were asked to consider ways to add critical thinking assignments. Faculty also requested to provide feedback to students when returning critical thinking assignments about where flaws in logical/critical thinking occurred. Marshall University is redesigning the required general education courses to incorporate a critical thinking focus. Results will be monitored to determine if these initiatives make a difference. Next scheduled evaluation of results is Fall 2011.

Review of Continuous Improvement Fall 2009

Faculty were reminded to provide some documentation on how additional critical thinking assignments were added to courses between Spring 2010 and now. Amanda Thompson-Abbott, who is teaching in the First Year Seminar course, discussed during the Oct. 7, 2011 meeting some of the critical thinking aspects covered in the new general education curriculum and how they are supposed to be approached. She indicated that university assessments of the students who took the first year of the new general education courses did show improved critical thinking skills. The university initiatives will take two more years at a minimum to be in the test population for our critical thinking measures.

Results Reviewed During Fall 2011

Results from Business Critical Thinking Test

Assessment Fall 2011

Semester/Year	Induction	Deduction	Analysis	Inference	Evaluation	Total
Fall 2010						
Average	12.3571	7.92857	7.1429	8	5.142857	20.2857
National Percentile						
All Test Takers	37	61	52	66	48	55
National Percentile						

Number of Marshall Students Testing	High	Low	High %	Low %
Total	5	4	35.71%	28.57%
Analysis	12	0	85.71%	0.00%
Inference	14	0	100.00%	0.00%
Evaluation	7	2	50.00%	14.29%

Top Tier							Inductive	14	0	100.00%	0.00%
Business School	14	8	14	9	19	7	Deductive	8	0	57.14%	0.00%

Course Embedded Critical Thinking Assessment									
Results from Critical Thinking Grid									
	Purpose	Key Issue	View	Information	Concepts	Assumptions	Inference	Implications	
Average	2.67	2.67	2.51	2.51	2.41	2.61	2.41	2.35	

Continuous Improvement Discussed Fall 2011 Based on Above Data

On October 7, 2011, results on the course embedded critical thinking grid measures and business critical thinking test were reviewed. The course embedded results showed improvements in every measure except assumptions and implications. The concern was raised whether this was actual student improvement or change in faculty member and assignment used. Even with the improvement in scores, the faculty were not pleased with the results. The business critical thinking tests results did show a decline in student critical thinking ability. The faculty teaching upper level courses agreed that the current students seem to possess less critical thinking ability than the students in the program three years ago. Evaluation and deduction were again the weakest areas of critical thinking. The faculty discussed the students' desire to fit critical thinking material without a clear correct response into the mold of there must be a one right answer. Therefore, students are missing the often rich set of alternatives and issues involved in the more unstructured assignments. Faculty were again encouraged to provide more material that is unstructured so that students can expand their critical thinking activities. Also, the instructors in the more structured courses (financial and cost) were asked to provide more why and explain type questions on major assignments and tests so that students can get away from the "one right answer" idea and think about issues more broadly. This objective will be evaluated again in the Fall of 2013.

Diversity

The diversity matrix shown in part A&B above provides the revisions made based on the meeting held October 7, 2011. It was also decided to add a second measure of diversity. Students will be administered the Business Attitude Inventory online exam provided by Insight Assessments. One of the items measured is tolerance. This tolerance score will be used as a measure of acceptance of diversity. The first test will be given Spring 2012.

IV. Changes Implemented Based on Prior Year Results

Accounting Research

Because of changes in the data base students utilize for their research and changes in instructors for a short time, the data reviewed was considered less than useful. The improvement plan proposed during the Fall 2008 review was not completely implemented by the new faculty member teaching the course. This made evaluation of the improvement plan difficult. This faculty member is no longer at the university and the faculty currently teaching the courses are following the improvement plan. To assess the merit of the plan devised during the 2008 review, no additional actions were taken in response to the 2010 review of results.

Technology Usage

Faculty were pleased with the results for formatted assessment and no action was taken in that regard. When reviewing results for unformatted Excel usage, the faculty decided on a number of changes that were implemented in the Spring of 2011 or Fall of 2011. Students in ACC 216 are being provided Captivate demonstrations on how to complete an unformatted Excel problem. ACC 311 has added one or two unformatted Excel assignments where the focus will be entirely on getting the problem completed and using cell referencing. ACC 312 will have a minimum of six unformatted Excel assignment some using functions and requiring use of supporting tables. Also, MIS 200 was added as a prerequisite to ACC 312. ACC 414 will provide a minimum of nine Excel assignments. Besides cell referencing, formulas, and functions these problems will examine the student's use of page layout and flow of the solution. It was also decided to always use Chapter 13 for the assessment problem to try to make sure the assessment is of similar difficulty and type of problem to reduce variance in these issues in the evaluation of results.

Core Knowledge

a. General Business Knowledge

Scores were at or above national average, so no action was taken.

b. Course Embedded Knowledge

ACC 312

Accounting cycle completion skills were considered weak. In ACC 312, additional problems, quiz questions, and test questions will ask students to determine ending account balances and show statement presentation so that this skill is practiced more and students are held more accountable for learning this skill.

ACC 318

Based on reasonable results and the retirement of the faculty member who had been teaching this course, no action will be taken at this time.

ACC 341

Some changes to the rubric occurred because of faculty turnover. More emphasis was provided in the class through assignments on ER diagrams, which was considered a student weakness.

ACC 348

No unacceptable results noted. No action taken.

ACC 414

The assignment that had been used to assess the student knowledge was very difficult. It is believed that the difficulty of the assignment may be hampering student's ability to truly demonstrate their knowledge. The assessment was based on the first and second exam instead of a comprehensive problem that covered material from both exams starting with the Spring 2011 semester.

ACC 429

More emphasis has been placed on materiality issues in the course, which was identified as a student weakness.

V. Changes Based on Assessment Day Activities

An assessment day presentation was made to students on the Written Communication student learning outcome. Students were provided with areas of weakness and expectations with regard to each item in the written communication rubric were discussed. Students were provided with a web site that has good examples of format for the various types of assignments made in typical classes. Students were also reminded of the existence of the writing center. Two professionals, Rick Montgomery and Akia Rice talked to the students about how they use written communication in their typical work day. This was an effort to make students more aware of the importance of written communication after graduation. After making students aware of these resources, faculty were encouraged to place more emphasis on proper formatting in particular in evaluating student written communication submissions.

VI. Assistance

No assistance is needed from the Office of Assessment at this time.