

University of Northern Colorado Monfort College of Business



AACSB Continuous Improvement Report Accounting

2012 – 2017



MONFORT

COLLEGE of BUSINESS

University of Northern Colorado

Accounting Continuous Improvement Review Report

Prepared for
AACSB International

Address questions and inquiries to:

Lloyd "Pat" Seaton, Chair
Department of Accounting and Computer Information Systems
Kenneth W. Monfort College of Business
501 20th Street
Campus Box 128
University of Northern Colorado
Greeley, CO 80639

Spring 2017

TABLE OF CONTENTS

Section 1 : Engagement, Innovation, and Impact	1
Section 2 : Situational Analysis	6
Section 3 : Progress Update on Concerns from Previous Review	11
Section 4 : Strategic Management and Innovation	14
Section 5 : Participants—Students, Faculty, & Professional Staff.....	23
Section 6 : Learning and Teaching.....	25
Section 7 : Academic and Professional Engagement	40
Section 8 : Conclusion	43
Appendix A : Innovation Engagement and Impact.....	44
Appendix B : Systems Improvement Projects.....	52
Appendix B : UNC and MCB Mission Statements	53
Appendix D : SkyFactor Benchworks Undergraduate Business Assessment	54
Appendix E : Sample Accounting Course Syllabus	55
Appendix F : Expanded Staffing Plan.....	60
Appendix G : Table A2-1 Intellectual Contributions of the Accounting Academic Unit	62
Appendix I : Summaries of Selected Individual Research Programs	70
Appendix K : Table A9-1 Faculty Sufficiency and Qualifications.....	72
Appendix L : Table A9-2 Deployment of Faculty.....	75
Appendix M : Undergraduate Assessment Instruments.....	76
Appendix N : 2015 Undergraduate Assessment Summary.....	79
Appendix O : 2016 Undergraduate Assessment Summary	85
Appendix P : 2017 Undergraduate Assessment Summary.....	89
Appendix Q : Graduate Assessment Instruments.....	90
Appendix R : 2016 Graduate Assessment Summary	91
Appendix S : 2017 Graduate Assessment Summary.....	93
Appendix T : Quality Professional Engagements (QPEs) for Faculty.....	94

TABLES AND FIGURES

Table 1. Engagement, Innovation, and Impact Actions and Initiatives	1
Table 2. Accounting Enrollment	8
Table 3. Accounting Undergraduate program Scholarship History	16
Table 4. Accounting Program Learning Goals and Objectives.....	27
Table 5. Accounting Assurance of Learning—Undergraduate 2012 – 2017	29
Table 6. MAcc Learning Goals & Objectives	34
Table 7. Accounting Assurance—MAcc 2012 – 2017	36
Figure 1. The MCB Accounting Program’s General Assessment Process.....	26

SECTION 1 : ENGAGEMENT, INNOVATION, AND IMPACT

Engagement, innovation, and impact actions and initiatives have included the following. For additional details and action plans, see [Appendix A](#).

Table 1. Engagement, Innovation, and Impact Actions and Initiatives

Action/Initiative	Engagement	Innovation	Impact
Funding for McConnell chair authorized		Search for McConnell chair holder focusing on connections to practice	Search received enhanced visibility. Applicants: 18 Skype Interviews: 4 Campus Interviews: 3 Offers: 2 Successful = Shawn Tebben hire
Reorganized the Accounting Advisory Council	More formal connections with firms and regional organizations. Asking for minimum level of support for membership from for-profit organizations.	New mission statement and by-laws to move to a 'Firm-Level' representation with stated 3-year terms.	
Faculty leadership in professional and community activities	NASBA board member, COBOA appointed board member, CSCP Foundation Board, Greeley Foundation Board, COPAS Continuing Education Committee, FEI Chapter Board and Past President		Provided leadership in the profession and the community.
Held alumni happy hour events in Denver.	Number of Attendees: 2015: 40 2014: 15 2013: 35		Networking and outreach.
Sponsored Beta Alpha Psi (BAP) search-a-thon to reestablish contact with lost alumni	Sent confirming emails to those newly provided	Added LinkedIn and email contact information to current database	

Action/Initiative	Engagement	Innovation	Impact
Continued annual scholarship golf tournament.	Golfers participating: 2017: 76 2016: 58 2015: 84 2014: 104 2013: 92	Moved the event to The Ranch in Westminster (north Denver)	Funds raised for scholarships: 2017: \$9K 2016: \$7K 2015: \$8K 2014: \$7K 2013: \$7K
Established the Monfort Accounting Recruiting Team (MART) for outreach to area high school and community college students.	MART members given UNC Accounting polo shirts. Provided scholarships to cover travel expenses for three trips back home.	Used a more personal and active recruiting model	Connections with former instructors and potential students. Bringing them to campus for visits and providing personal connections to the program.
Streamlined MAcc admissions for our continuing undergraduates by providing automatic admission for those with at least a 3.0 undergraduate GPA.		Made enrollment in the MAcc a more attractive alternative for our undergrads.	Steady to increasing enrollment, as these students no longer have to take the GMAT.
Engaged in meetings with the American University of Central Asia (AUCA)		Bring in MAcc student cohort from AUCA	Potential for 4-6 students per year
Offered BAAC 220 Principles of Accounting I at Monarch High School		Extended Studies program offering college credit	
BAP sponsored 13th annual Meet the Firms event in September. Representatives from several firms and organizations attended for networking and recruiting.		Now organizing a spring event (expansion of our previous summer leadership programs event)	Great feedback from participants. Many comments about how polished and effective our students are in this setting.

Action/Initiative	Engagement	Innovation	Impact
BAP sponsored our first Meet the Local Firms event in November with 6 firms recruiting for part-time positions during busy season.	First time connecting smaller firms with students	First time connecting students with local practicing professionals	Expecting several part-time professional experiences
BAP meetings include career development programming from several public accounting firms and others, many of whom interview and hire our students. These include PWC, ACM, Crowe Horwath, EKS&H, Strategem.	Active connections with practicing professionals, many of them alumni	Weekly meetings must be rationed among firms.	Highly effective placement into leadership, internship and full-time opportunities, many of them while in their senior year (2 full years before their start dates)
BAP students volunteer annually to local not-for-profits and other campus organizations including the Bear Pantry, 9News Health Fair, the Colorado Railroad Museum, and the Weld Food Bank.	Outreach to the community		731 annual hours in the community
BAP Chapter Excellence		Superior Chapter, 16 out of the last 18 years. Gold chapter in 2014.	Opportunities to present at regional and national meetings
Provided consulting services to 59 not-for-profits as a part of BAAC 528 Contemporary Issues in Accounting Information Systems	Connecting students with clients.	Service learning incorporated into the MAcc program	Simulation of client contact activities in consulting and outreach. Increased awareness of community involvement.

Action/Initiative	Engagement	Innovation	Impact
Deloitte FanTAXtic Competitions	Student opportunity to present case proposals to Deloitte professionals. Two teams of 5 students each.	Used past year's team members as instructors and graduate student advisors	Won regional competitions in 2015 and 2014
Scholarship awards to students	Contributions from 84 organizations and individuals: 2016-17 \$73K 2015-16 \$89K 2014-15 \$52K 2013-14 \$56K 2012-13 \$66K		2016-17: 97 students 2015-16: 120 students 2014-15: 69 students 2013-14: 75 students 2012-13: 88 students
Scholarship renewals from firms	Scholarship renewals: EKSH in 2016		
Held advisory council meetings in Denver in addition to Greeley.	Connection with professionals	Outreach to Denver professionals	Expanded participation: Average attendance of 15 members each year.
Faculty publication incentive program		Evaluating the incentive program for scholarship to encourage quality over quantity.	
Faculty memberships in professional associations	AAA: 4 members CSCPA: 5 members AICPA: 3 members FEI: 1 member COPAS: 2 members IMA: 1 member		Expanded recognition for UNC in the professional community.
Faculty leadership in academic associations	AIS Educators' Board Member, Western Region AAA Committee Member		Expanded recognition for UNC in the academic community.
Participated in retirement receptions for Professor Ron Reed	Attended receptions in Greeley (MCB sponsored) and in Denver (alumni sponsored)	Used a local guest ranch / river setting. Invited several alumni to reinforce fundraising for the McConnell chair	

Action/Initiative	Engagement	Innovation	Impact
Participated in Graduate School Fairs	Sponsored booths at Western State University and UNC		
International faculty visitors used in MAcc program offerings		Brought in faculty from University of Trieste (Italy) and from VSE (Prague) to present modules of graduate classes on IFRS and cross- cultural communication, project planning, and negotiation.	Provided our students international awareness and connection
Sponsored MAcc graduation reception for graduates and families attending commencement at the UNC Alumni house.	Engaged families of our students in the program	Connection in an intimate setting before the bustle of commencement.	
Provided program information for UNC Graduate School outreach to Chinese Universities .		Bring in MAcc student cohort from China	Potential for 4-6 students per year

SECTION 2 : SITUATIONAL ANALYSIS

The Accounting program vision, mission, and values are:

VISION

- Enrich society and accounting practice by transforming students into exemplary citizens and professionals.

MISSION

- Provide excellent accounting education that prepares students for successful, meaningful careers and responsible global citizenship.
- Conduct and publish research that enriches accounting practice and education.
- Engage the accounting profession, our community, and other stakeholders through active involvement in both professional and community organizations.

VALUES

- Student connections with faculty
- Student placement and lifelong relationships - "Always a Bear!"
- Engagement with the profession and the community
- Ethical awareness and application
- Creative problem solving
- Independent and lifelong learning

The latest revision in these strategic documents occurred in Spring 2017 based on faculty deliberation and advisory council consultation. Connections to practice through faculty involvement and regular student contact with practicing professionals was seen as a major differentiator in our market. The other principal differentiator was connection with our students. We have small class sizes and regular interaction with students outside the classroom. This level of personal connection is often cited by our students and alumni as a defining characteristic of our program.

PROGRAM OVERVIEW

The University of Northern Colorado (UNC) is located in Greeley, Colorado, approximately one hour's drive from Denver, Rocky Mountain National Park, and Cheyenne, Wyoming. The university was chartered by the state of Colorado in 1889 as a two-year State Normal School to train public school teachers. In 1970, after several name changes, the state legislature renamed it the University of Northern Colorado, recognizing the full offering of 100 undergraduate and over 100 graduate programs offered in six colleges.

Currently, approximately 12,000 students attend UNC, coming from almost every state and 40 foreign countries.

The Monfort College of Business (MCB) was established as a separate college in 1968, growing to support undergraduate, masters, and Ph.D. programs over the next fifteen years.

In 1984, because of the fierce competition from the two largest Colorado public universities located within a 50-mile radius of UNC, the College decided to concentrate its efforts at the undergraduate level and discontinue all graduate programs. Continuing its now-formal 1968

strategy of high-touch, wide-tech, professional depth, and exceptional value enabled the college to become the first public university in Colorado to be accredited by The Association to Advance Collegiate Schools of Business (AACSB) in both business administration and accounting. The now 40-year old strategy again paid off for the college when it was recognized by the Colorado Commission on Higher Education as a Program of Excellence in 2000 and, then, with the *Malcolm Baldrige National Quality Award* in 2004, the first U.S. university business program to receive this award.

MCB now offers a Bachelor of Science in Business Administration (BSBA) with six emphasis areas and two master's degrees—Master of Accounting (MAcc) and Master of Business Administration (MBA). Undergraduate emphasis areas are Accounting, Computer Information Systems (CIS), Finance, General Business, Management, and Marketing. In addition, MCB participates in the joint offering of a Software Engineering major with the School of Mathematical Sciences. The Accounting program offers an emphasis in Accounting within the BSBA degree and the Master of Accounting (MAcc).

The Accounting program and the CIS program were combined into the School of Accounting and CIS in 2005, following consolidation efforts across the university. The School was administered by a director who was considered to be an administrator rather than faculty. In 2011, due to another administrative restructuring, the School of Accounting and CIS became the Department of Accounting and CIS administered by a chair who is considered to be faculty. For the department, the only change was the title and the designation of faculty rather than administrator of the director, now chair. The accounting chair remains on a ten-month contract with an additional stipend for that time.

The Accounting program is one of six emphasis areas MCB offers for its Bachelor of Science degree. Changes in Colorado's rules for CPA licensure provided opportunities for expanding and enhancing the Accounting program and its curriculum. In 2009, the Accounting faculty gathered market data on a MAcc program and developed the degree program following MCB and UNC processes. In late March 2010, the UNC's Board of Trustees approved the MAcc degree, and the program began admitting our first students for Fall 2010 classes. Beginning July 1, 2015, Colorado requires CPA applicants to have 150 hours of education for licensure. The MAcc has grown into a mature offering with admission and graduation of 15-20 students per year.

The Chair of the Department of Accounting and CIS manages the Accounting program with assistance from a 0.9 FTE administrative assistant and several part-time work-study students.

Permanent Accounting program committees include the Curriculum Committee, the Scholarship and Awards Committee, the Assurance of Learning Committee, and the Master of Accounting Committee. Ad hoc committees are appointed as needed to provide guidance to the program on a variety of matters, including faculty searches and recruiting. The Chair of the Department of Accounting and CIS represents the Accounting and CIS programs on the Dean's Administrative Council.

PROGRAM DEMOGRAPHICS

Currently, seven full-time faculty teach a five-year average of 217 accounting students a year. We also provide service courses—principles and survey classes (BAAC 220, 221, 301, MBA 510, and 610)—for business majors, minors, and the MBA program.

Students. Table 2 indicates declining enrollments over the last five years. This is attributable, at least partly, to the challenge of recruiting strong students to a discipline that now requires five years of preparation. (Something quite new in Colorado.) The proportion of students choosing accounting over other emphases in MCB has declined from 22% to 17%.

Table 2. Accounting Enrollment

	2012	2013	2014	2015	2016
Undergraduate	225	228	197	187	182
Graduate	13	9	17	12	15
TOTALS	238	237	214	199	197

Some of our students' accomplishments include:

- Accounting graduates consistently score very well on the Educational Testing Services's (ETS) field exam overall and on the accounting section of the exam. In the most recent year, 2016-2017, the accounting students scored in the 99th percentile.
- Our Deloitte FanTAXtic Case Competition teams have reached the finals in two of the last five years.
- Our Beta Alpha Psi chapter has achieved superior chapter status in 16 of the last 18 years, and received gold status in 2014.
- The 2016-2017 accounting alumni records show that 90% of the students were either employed or accepted to graduate school.

Faculty. The Accounting program is authorized for eight full-time faculty. Six are tenured or tenure-track. All full-time faculty teaching in 2016-2017 are scholarly academics or instructional practitioners. No classes are taught by graduate teaching assistants. Every effort is made to keep faculty loads to two preparations per semester and three per year.

Since our mission is teaching-focused, our faculties' efforts focus on effective teaching, applied and pedagogical research, and service to our students, the profession, and the community. Faculty are evaluated by the Chair of the Department of Accounting and CIS and the Administrative Council based on teaching, scholarship, and service as outlined in the MCB Faculty Handbook. Assistant professors typically apply for tenure and promotion in their fifth year of service. Promotion to full professor generally requires six years at the associate professor rank.

The Accounting program interacts regularly with its key constituent groups. These groups include members of the professional accounting community, the Accounting Program Advisory Council (APAC), firm recruiters, and past and present students. The Advisory Council consists of 21 members representing international, national, regional, and local CPA firms; industry; and

government and not-for-profit organizations. Other venues where the accounting faculty interact with the professional community and past students include on-campus lunch meetings with recruiters, visits to various firms, and professional meetings.

We are perceived as among the most professionally connected programs in the region. This is reflected in high praise for our graduates' ability to compete very effectively with those from other schools in the region and are therefore in high demand. Our students are seen as hard working and motivated.

Currently, the prosperity in the region has created a great demand for accounting graduates and many opportunities in this market for our students. The MCB professional experience requirement applies to each undergraduate accounting student (see MCB Report, pp 22). Many of our students use internships to meet this requirement and see the connections to practice as a normal component of their program. Regional employers value our students in this setting, and there is a great deal of competition among firms for our students.

Alumni have provided support for our program by funding the McConnell Chair in Accounting enabling us to hire the college's first Endowed Chair, Ms. Shawn Tebben. Ms. Tebben is an experienced professional that served as a partner at PwC, Protiviti Managing Director, and most recently as the VP of Internal Auditing for Vail Resorts. One of our advisory council members and alumni, Mr. Andy Hildebrand, was instrumental in establishing the connection with Ms. Tebben.

We have continued support from the university administration concerning hiring faculty. Currently, we have authorized a search to replace Professor Karen Turner due to her planned retirement in Spring 2018.

The college and our previous AACSB review team expressed concern with the quality of scholarship output of the faculty (see Response to Comments #2 below and the MCB report page 8). This concern resulted in a call for higher standards of research quality. The college's initial approach to this concern is to place an emphasis on discipline-based, academically-focused research. While we have faculty who have published in such outlets, the Accounting Program faculty have focused on connection to practice and have hired faculty on that basis. In our mission, we specifically state that our research "enriches accounting practice and education." While there are several high-quality, practice-oriented outlets for research activity, what is seen as high-impact is not going to be the same for accounting research as it is for other business disciplines.

A challenge to our program is that the accounting profession's choice to emphasize 150 hours of preparation for the CPA has put a damper on recruiting students into our emphasis. With the financial burden being placed more and more on students--often resulting in larger and larger student loans—many students have difficulty choosing a five-year program. This is particularly acute with first-generation students of which we have a high proportion.

With the expansion of analytic tools and interest in information quality in decision-making, we will continue to evaluate revisions in our curriculum, within existing courses, and participating in college and university offerings in this regard.

Additionally, we are evaluating the potential of expanding our curriculum to include Oil and Gas Accounting. A retiring Deloitte partner has approached us about offering such a course in Spring 2018 and beyond.

Outreach to foreign universities in Asia and Europe may prove successful in bringing their students into our MAcc program.

With planned expansion of the MBA program to an online offering, the opportunity to establish a potential accounting emphasis will likely expand our graduate offerings.

SECTION 3 : PROGRESS UPDATE ON CONCERNS FROM PREVIOUS REVIEW

There were four areas of concern in the previous accreditation cycle. Here are status updates on each of those.

1. Given the new Master of Accounting program, and in spite of existing budget challenges facing the university, the college should successfully complete the search to fill one essential Academically Qualified faculty position in accounting to ensure sufficient production of intellectual contributions and sufficient teaching resources to support the program.
(Standard 2: Intellectual Contributions, Standard 9: Faculty Sufficiency, Standard 10: Faculty Qualifications and Accounting, Standard 31: Accounting Mission Statement. New standards—A1: Mission, Impact, and Innovation, A4: Faculty Sufficiency and Deployment, and A9: Faculty Qualifications and Engagement/Professional Interactions.)

Assistant Professor Ryan Cahalan was hired in 2013. Professor Cahalan held a Master in Taxation and a Juris Doctorate. He had teaching and research responsibilities in the tax courses offered in the accounting emphasis and Master of Accounting program. His previous experience was with Deloitte in Seattle. Professor Cahalan had two peer reviewed journal publications over the next two years. Unfortunately, Professor Cahalan resigned in 2016 to take a position at Florida Southern University.

In 2014-15 and 2015-16, searches for an additional scholarly academic were conducted but were not successful.

In 2016-17 searches for two positions were carried out—one as a replacement for Professor Cahalan and one as a replacement for Professor Ron Reed's retirement. At the current time, we have hired Assistant Professor Jessica Weber. Professor Weber has her Ph.D. from the University of Colorado and is in the third year of her career at the University of Nevada, Reno. She has several practitioner publications and a "revise and resubmit" from *Advances in Accounting*.

In addition, we expanded the second search with funds available from the Allen McConnell Endowment. This search resulted in hiring Shawn Tebben. Consistent with our mission for outreach to the profession, this position is set up as an outreach position with established expectations for involvement with the accounting profession regionally, nationally, or internationally. Ms. Tebben's experience includes being a partner with PWC, a Managing Director at Protiviti, a consultant and most recently the Vice President of Internal Auditing for Vail Resorts.

To ensure quality offerings, we have utilized instructional and scholarly practitioner faculty hired on a contract basis. Lecturer Deborah Lacey has a master's degree, is a CPA with experience as a tax manager with a Big Four accounting firm, and has recent regional tax consulting experience. She has helped us as an adjunct instructor in the past and assisted full time for the 2016-17 academic year.

Monfort Executive Professor Gabe Dickey has come to us from Deloitte where he served as a senior manager in the Denver assurance practice and as a task force member for the international firm's talent development initiative. He is a CPA and is now pursuing a DBA

from the University of Dallas. He has completed his first year of a projected three-year program.

Lecturer Scot Justice is a CPA, has a DBA from Kennesaw State, and has years of experience in CPA practice including expertise in fraud examination. Dr. Justice will leave us after this Spring as he has accepted a position at Appalachian State University for the coming Fall.

2. With evidence of increased quantity of intellectual contributions among the faculty, the Accounting program should now place additional emphasis on the quality of peer reviewed journal publications (with more emphasis in accounting journals) and additional intellectual contributions beyond their existing level.

(Standard 10: Faculty Qualifications, Accounting Standard 31: Accounting Mission Statement. New Standard—A2: Intellectual Contributions' Impact and Alignment with Mission)

Publication quality has been a focus of the program and the college (see the CIR report for MCB). Our processes for identifying acceptable publication outlets have been revised to emphasize publication impact. Further incentives to publish in acceptable journals on the program's top 20 list are being considered. The journals included on the program's top 20 list were reviewed for consistency with our mission and revised accordingly. See the MCB report for additional information on proposals brought forward by our Tointon Professor regarding enhancements to quality incentives.

3. While evidence of curriculum improvements associated with the college's and Accounting program's Assurance of Learning program are apparent, they should continue to strengthen the overall process for the undergraduate and Masters of Accounting programs, including further "closing the loop" activities.

(Standards 15-20 and Accounting Standards 39, 40, & 42: Assurance of Learning. New Standard—A5: Curricula Management and Assurance of Learning.)

Additional development and refinement of the assurance of learning processes is ongoing. We are capturing more formal evidence of "closing the loop" activities including adjustments and alternative teaching methods implemented by faculty within courses (including active learning and flipped classrooms). In addition, curriculum changes focused on continuous improvement have been a priority. Particular concern over meeting ethics, critical thinking, and writing goals has initiated changes in undergraduate courses.

To enhance business students' spreadsheet skills, we revised the prerequisites for our introductory financial accounting course (BAAC 220) to include Business Computing (BACS 101).

In the MAcc, our emphasis has been on getting reliable measures in place to evaluate program goals. Based on feedback from alumni and our advisory council, we have refocused the MAcc program to include additional accounting coursework.

4. A process to better assess the success of the accounting graduates at an appropriate later time (5 or 10 years).

(Accounting Standard 33: Student Placement. New Standard—A1: Mission, Impact and Innovation.)

Two changes have been implemented to make routine processes for identifying the career paths of our graduates. In Spring 2016, students from our BAP chapter assisted with a search of social and business social media (Facebook and LinkedIn) to ascertain where recent graduates are now employed. We are in the process of comparing that data with information from the UNC development offices to determine the trajectory of our graduates. We are now capturing initial placement data from each of our graduates. We have found the statistics from UNC Career Services is not completely representative, so we have gone directly to students to capture that information before they complete their requirements for graduation.

SECTION 4 : STRATEGIC MANAGEMENT AND INNOVATION

The strategic improvement process is driven by our mission, vision, and objectives that are focused on teaching and application. Working within the larger confines of, and supporting, both the university's and MCB's overall missions, the Accounting program is accredited separately and thus develops its own vision and values statement along with strategic goals to accomplish its mission. Strategically, the accounting Chair and faculty continually seek ways to improve the program for students, alumni, and other stakeholders, including those who hire our graduates.

The Accounting program, as one of six emphasis areas within the college, supports both UNC and MCB in their responsibilities as designated by the Colorado Commission on Higher Education and in their respective missions as decided by faculty. In addition, because the program operates separately, the Accounting program puts forth the following vision, mission, and value statements to serve its stakeholders efficiently and effectively. (These statements are also available online at mcb.unco.edu/programs/business-administration/accounting.aspx.)

VISION

- Enrich society and accounting practice by transforming students into exemplary citizens and professionals.

MISSION

- Provide excellent accounting education that prepares students for successful, meaningful careers and responsible global citizenship.
- Conduct and publish research that enriches accounting practice and education.
- Engage the accounting profession, our community, and other stakeholders through active involvement in both professional and community organizations.

VALUES

- Student connections with faculty
- Student placement and lifelong relationships - "Always a Bear!"
- Engagement with the profession and the community
- Ethical awareness and application
- Creative problem solving
- Independent and lifelong learning

Additionally, the Accounting program revisited and affirmed the following five **Strategic Objectives** which are consistent with MCB's strategic objectives and enable the program to fulfill its mission effectively and efficiently.

1. Attract and retain high-quality students.
2. Enhance the quality and currency of our curriculum, thus allowing students to pursue a wide variety of accounting careers or enter graduate school.
3. Emphasize career advising and placement of students in entry-level positions in the accounting field.
4. Enhance the strength of our accounting faculty by hiring and retaining faculty dedicated to honorably serving students and the accounting profession through teaching, research, and service.
5. Build on the excellent foundation in place with accounting employers to expand and develop more professional and employment relationships within the accounting profession.

STRATEGIC MANAGEMENT PLANNING PROCESS

The accounting faculty—in consultation with the Accounting Program Advisory Council (APAC) and the MCB Dean—review the mission, vision, and values each year in the backdrop of the university's and the college's missions. A series of meetings during the Spring semester are devoted to discussing our strategy and considering changes in our plan. The most recent discussions took the form of answering the following questions individually and then discussing each as a group.

1. What should be our biggest goal?
2. Who are our competitors?
3. What is expected of a program such as ours—that is, what is basic?
4. How are we doing at the basics?
5. What could/should differentiate our program?

The answers to these questions prompted modifications to our vision, mission, values statements, and strategic goals in two categories: bringing the program up to expected levels of the basics and investing in the differentiators.

This process is repeated in large part with our advisory council in the spring meeting with the following questions:

1. What should be our biggest goal?
2. What is to be expected of a program such as ours—that is, what is basic?
3. How are we doing at the basics?
4. What could/should differentiate our program?

We then shared with the APAC the results from the faculty discussions and identified areas of consistency and areas of difference. For Spring 2017, the faculty's proposed vision, mission, and values statements were presented to the APAC.

CONGRUENCE OF MISSION WITH MCB AND UNC MISSIONS.

The mission statement of the Accounting program is entirely consistent with the mission statements of the university and college. The UNC mission statement describes a comprehensive array of programs. The MCB mission statement describes undergraduate and focused graduate business programs preparing students for successful careers and responsible citizenship. See Appendix C for a presentation of those mission statements.

STRATEGIC MANAGEMENT PLANNING OUTCOMES AND PLANS

The following presents the program's strategic objectives, a summary of the challenges and strengths, and a review of the program's progress towards achieving its objectives.

Objective 1: Attract and Retain High Quality Students. The Accounting Undergraduate program adheres to MCB's undergraduate admittance requirement of a 3.0 GPA for automatic admittance. Students with a GPA between 2.99 and 2.5 may be admitted provisionally and are tracked to ensure they are able to perform at the academic standards required. During Fall 2016, the average accounting student entered the university with a 3.54 high school GPA and an ACT-C score of 25.

Over the last five years, the undergraduates posted an average GPA of 2.79. The two-year average GPA for graduate students was 3.27. Ninety-eight percent were considered to be in “good standing.” Accounting seniors consistently score in the 95th percentile on the ETS field exam overall and on the accounting section of the exam. The 2016-17 exam showed the accounting seniors scoring in the 99th percentile. Although the faculty do not “teach to the exam,” the students pass the Uniform CPA Exam at rates comparable with nationwide pass rates. To encourage students to take the exam after appropriate preparation, the Accounting program awards students \$200 for each section passed within 12 months of graduation. Over the last three years, approximately \$13,200 has been awarded.

A major threat to attracting high quality students is the spiraling cost of higher education in Colorado. The program faculty are well aware of this threat and have moved to raise more scholarship dollars as detailed in the Financial Strategies section of this report. Although a threat to enrollment, the faculty also see this as an opportunity to provide more help to our students and to get even better acquainted with current and potential future donors. A major push over the next several years will be developing more generous sources for scholarships.

Table 3. Accounting Undergraduate program Scholarship History

	2012-13	2013-14	2014-15	2015-16	2016-17
Amounts Given	\$66,000	\$56,000	\$52,000	\$89,000	\$73,000
No. of Recipients	88	75	69	120	97

Additionally, the Accounting Program takes part in college-related efforts such as the Finley Scholarship program to attract high-achieving incoming freshmen to MCB and the Accounting program. Furthermore, every Fall semester Finley Scholarship and a matching Accounting program funded scholarship are awarded to two seniors or MAcc students who serve as accounting tutors during the academic year. These scholarships are highly sought after because students have found that those serving as tutors usually pass all four parts of the CPA exam on the first try.

For the MAcc program, the automatic admission requirements are a minimum GMAT score of 500 and an undergraduate GPA of 3.0. Continuing accounting undergraduate students with at least a 3.0 GPA are not required to take the GMAT. The admission process is subject to the approval of the Graduate Program Coordinator, the Accounting program Chair, and the Deans of MCB and UNC’s Graduate School. All students must maintain a 3.0 GPA during their graduate career. The average entering GPA is 3.2 with an average GMAT of 590. This year’s average graduate GPA was a 3.56.

The MAcc program’s scholarships are increasing. These funds are raised at the Annual Roland Waterman Golf Event. This source of funding is expected to continue over the next several years. Our most recent outing raised over \$9,000 for scholarships allocated to graduate students.

Based on the most recent SkyFactor Benchworks Undergraduate Business Assessment (formerly EBI Map-Works) data, accounting students are more than satisfied with a number of factors that the faculty believe help attract and retain high quality students including

Classmates, Facilities, and Co-Curricular Activities. These ratings are significantly higher than MCB's and, in all cases, are higher than our Carnegie Class comparative institutional group's. For details see [Appendix D](#).

Objective 2: Enhance the Quality and Currency of our Curriculum, Thus Allowing Students to Pursue a Wide Variety of Accounting Careers or Enter Graduate School.

Keeping pace with the changing business, accounting, and technological environment is a real challenge. Every area in accounting has seen an explosion in information and standards over the last five years. Additionally, Colorado's State Board of Accountancy implemented changes in requirements for state CPA licensure. The Accounting program's curriculum must work within Colorado's rule for delivering an undergraduate degree in 120 hours and, as with most other universities, with limited faculty. The accounting faculty have seen this as an opportunity to review the program's curriculum in order to make it more efficient and effective.

Each year the accounting faculty review the entire accounting curriculum. This process starts during the Fall semester and is completed to meet the university deadline for catalog changes in the Spring. Based on the information gained from our assurance of learning process, our APAC, discussions with recruiters, and current students, the faculty continually assesses accounting curriculum to maintain its currency.

At least two faculty review the course syllabus for each course. Suggested changes are brought before the entire accounting faculty for discussion concerning the course content and its fit with the curriculum as a whole. All major course content changes approved by the accounting faculty are then sent to the MCB Curriculum Committee for approval before being included in the university catalog and in the standard course outlines. Additionally, faculty meet semi-annually with the APAC to discuss curriculum and areas of faculty and council member concerns.

Our faculty are dedicated to curriculum currency. Efforts have focused on two issues: assuring that the curriculum is current and that the delivery methods and sequencing ensure the effective and efficient use of the course hours.

Some of the specific outcomes of this curriculum revision process are greater integration of technology, more emphasis on communication skills and critical thinking, inclusion of IGAAP in the financial courses, and accounting ethics as a stand-alone course.

Beginning in our last review period, a more integrated approach to curriculum development was initiated. Faculty, through course assessments and content area review, identified weak areas in courses that might be better supported by more emphasis on similar content in a prerequisite course. For example, a weak area in BAAC 421 Advanced Accounting was leases; therefore, in BAAC 321 Intermediate Accounting II more emphasis is placed on leases from the perspective of the lessee and the lessor simultaneously. After discussing this idea further, the financial faculty are in the process of attempting to structure their courses so that more time is spent studying a financial transaction from both sides simultaneously such as with lessees and lessors or sales and purchases. The intent is to make the delivery of content more efficient and effective.

More recently, the faculty have begun to meet in the latter part of the Fall semester to review the formal results of the ETS and the Spring Assurance of Learning results. Based on this information, the faculty members have time during the semester break to review their course content and make any necessary changes. The faculty then present those changes at a faculty meeting early in the Spring semester. They also follow up on how the previous Spring changes

affected the attainment of the respective objectives from any previous semester's curriculum changes.

Currently, in addition to the 60 hours of Liberal Arts Core (LAC) credits, an accounting student must complete 30 hours in Business Core credits and 24 hours in accounting and two business electives. The required accounting courses are:

BAAC 320	Intermediate Accounting I	BAAC 328	Accounting Systems
BAAC 321	Intermediate Accounting II	BAAC 421	Advanced Accounting
BAAC 323	Cost and Managerial Accounting I	BAAC 424	Accounting Ethics
BAAC 325	Income Tax I	BAAC 425	Auditing I

Accounting electives offered include BAAC 322 Fraud Examination, BAAC 427 Governmental and Institutional Accounting, and BAAC 429 Income Tax II. SkyFactor (EBI) results for *Aspects of Courses* and *Breadth of Curriculum* are significantly higher than ratings for MCB and Carnegie Class comparators.

A sample master syllabus for BAAC 320 Intermediate Accounting I is included in [Appendix E](#). For all Accounting Program Master Syllabi, see <http://mcb.unco.edu/programs/business-administration/accounting.aspx> and http://mcb.unco.edu/programs/macc/master_syllabi_for_macc.aspx.

Objective 3: Emphasize Career Advising and Placement of Students in Entry Level Positions in the Accounting Field. MCB has its own dedicated advising center directed by Rosa Law with support staff of one career counselor, one professional experience coordinator, and one administrative assistant. Currently, the advising center advises all freshmen and first semester sophomores. Second semester sophomores, juniors, and seniors are advised by a faculty in their emphasis area.

Advising students well is a point of pride for the Accounting program faculty. All accounting faculty now formally advise sophomore, junior, and senior students about accounting and business courses before and during semester registration. This is a large time commitment, and all faculty are updated regularly on university and college requirements by MCB Advising Center staff, in order to be as efficient as possible.

As students are admitted to the Accounting program, they may choose a particular accounting faculty advisor, or they may be randomly assigned. Traditionally, the faculty do much more than advise on class schedules. Students are often in faculty offices gathering information on accounting careers, job placement, international experiences, CPA exam requirements, and CPA licensure.

Accounting students' satisfaction with their advising experience is consistently at the top of the college and is also above Carnegie Class comparators.

Our accounting students have done very well in the job market. As reported earlier, our records indicate that over 90% of the students who graduated in the 2016-17 academic year either have jobs or have been accepted to graduate school. The vast majority of these are working in the accounting field.

During Fall 2016, 15 companies recruited our students through UNC Career Services, including

regional and local accounting firms, corporations, government agencies, and two of the Big Four accounting firms. Over 190 interviews were conducted on campus with others conducted off campus. Additionally, smaller firms and businesses contact individual faculty to announce job openings. These opening are sent to career services, to students, and are posted on the Jobs Board in the accounting office. Meet the Firms, sponsored by Beta Alpha Psi, consistently draws a large group of employers and students every fall. In Fall 2016, more than 23 local, regional, and national employers were represented and more than 80 students and alumni attended. Recruiter attendance has steadily increased over the last four years.

Student satisfaction with placement is very high: SkyFactor *Career Services* rating is significantly higher than any other emphasis in MCB and higher than Carnegie Class comparators .

Objective 4: Enhance the Strength of Our Accounting Faculty by Hiring and Retaining Faculty Dedicated to Honorably Serving Students and the Accounting Profession through Teaching, Research, and Service.

Faculty Turnover and Replacements

Over the past 5 years, the Accounting program has lost two full-time tenured/tenure-track faculty and has three in transition toward retirement.

Ryan Cahalan	Assistant Professor	Resigned Spring 2016
Ron Reed	Professor	Retired Summer 2016
Allen McConnell	Professor	Reassigned Fall 2016
Richard Newmark	Professor	Transitional Retirement Fall 2017
Karen Turner	Professor	Retirement Spring 2018

Searches to replace these valuable contributors were conducted over the last three years and have resulted in two new hires. Another search is underway to hire for Fall 2018 as well.

Jessica Weber will join us as an Assistant Professor in Fall 2017, after completing her third year on the faculty at the University of Nevada – Reno. She has a Ph.D. from the University of Colorado. Shawn Tebben will join us as the Allen McConnell Chair in Accounting after a distinguished career that includes partnership at PwC, Protiviti Managing Director, and most recently, VP of Internal Audit for Vail Resorts.

All full-time faculty engaged in teaching for academic year 2017-2018 are either scholarly academics or instructional practitioners based on the MCB guidelines. Since 2012, the accounting faculty has received \$23112 in financial support, awards, and recognition from the college's foundation funds.

The college and university support for the Accounting program has remained strong. Recent evidence of this commitment is approval to replace retiring and transitioning faculty for the 2018-19 academic year. An expanded staffing plan is included as Appendix F.

Although staying current and still having time for students and research is difficult, the SkyFactor results suggest that we are meeting the challenge. For example, accounting students indicated a factor score of 75.7 for *Quality of Instruction*, which is the second highest in MCB and higher than our external comparison groups.

Objective 5: Professional Relationships and Service. The Department of the Treasury's ACAP report and the Pathways Commission both called for a closer alliance between academia and the accounting profession. Strategically, the faculty considers our long-standing alliance with the professional community a defining characteristic of our Accounting program. These relationships help build our reputation and our development abilities.

The service opportunities are, of course, overwhelming. Internal and external committees and organizations with volunteer positions abound. However, again, because of class and research requirements, time is a factor, and often these volunteer opportunities include heavy responsibilities. Nevertheless, these service opportunities are an essential part of what distinguishes UNC's Accounting program from our competitors and are, therefore, highly valued and rewarded.

Tenured and tenure-track faculty must serve on a university and college committee after their first year of service. Accounting faculty serve on various program committees such as curriculum, scholarship, and search. The Accounting program also sponsors a very active student organization (Professional Accounting Association/Beta Alpha Psi), with Pat Seaton as faculty sponsor.

Additionally, service to the academic community is important for several reasons. Academically-focused service helps keep the faculty theoretically current in the classroom. Several faculty serve as reviewers for professional journals, and most are members of at least one academic organization such as AAA and AIS Educator Association.

The accounting faculty are encouraged and rewarded to be active in state and national professional organizations. For example, Allen McConnell has served on the Colorado Society of Certified Public Accountants (CSCPA) Education Committee, Careers Committee, and its Leadership Council, and is now on the CSCPA Foundation Board. Karen Turner served on the Colorado State Board of Accountancy and the Board of Directors of the National Association of State Boards of Accountancy (NASBA). Richard Newmark has served on the Board of the AIS Educator Association (a group founded by one of our now retired faculty), and William Wilcox is the director of CPE for the Colorado Petroleum Accountants. Additionally, faculty have offered several CPE courses for professional organizations in the region. More specific information about faculty activities can be found in the curriculum vitae presented in [Appendix G: Faculty Vitae](#).

Emphasis is placed on service for several reasons. For example, because it requires extensive networking with working accountants, including recruiters, we have a ready source of information about the most current educational needs in the profession. Additionally, this interaction often involves discussions of applied research opportunities. This interaction also allows for numerous opportunities for accounting students such as Meet the Firms recruiting night, speakers for the Professional Accounting Association and Beta Alpha Psi, and regional and national job opportunities.

FINANCIAL STRATEGIES

Generally, the Accounting program has two major financial needs—student scholarships and, more importantly, faculty recruitment and development. Even with the cut in state funding and many cost reductions, the university has authorized the search and hire of two new tenure-track faculty for the Accounting program.

The Accounting program is fortunate to have several sources of funding available for faculty development. For graduate faculty, funds are available through the Office of Sponsored Programs to offset the cost of presentation travel. Additional funds are available through the UNC Graduate School. A third source is MCB, and its support for faculty development remains strong. Since 2012, the accounting faculty has received approximately \$23,000 in financial support, awards, and recognition from the college foundation funds. Much of this funding is based on the foundation awards discussed previously.

Another source of funding is from private donations to the Accounting program designated for use as the faculty sees fit. Over the last five years, approximately \$92,000 has been donated. Faculty have used these monies to fund research, host employer recruiting events such as Meet the Firms, and host lunches with all recruiters that interview students through the UNC Career Services Office. These donations also fund our students' participation in Deloitte's Tax Competition and Beta Alpha Psi conferences.

The most ambitious fundraising effort has been the Allen McConnell Professorship announced at the MCB 40th Anniversary Party held in Denver in 2009. The Allen McConnell Endowment balance is approximately \$600,000, with over \$30,000 in remaining pledges. Former students created this professorship to recognize the countless contributions Allen McConnell has made over his nearly 50 years of service to UNC, MCB, and the Accounting Program as a faculty member and, often times, chair of the department. The professorship has been used to attract and retain an outstanding accounting professional who is as dedicated to the students and the profession as Professor McConnell.

Generally, student funding comes from three sources: the university, the college, and the Accounting program. See the MCB report for more background on pressures on Colorado Higher Education funding, UNC, and MCB. Despite these pressures, funding for the Accounting program has increased. However, because of the resulting tuition increases, efforts have been stepped up by the college and the Accounting program to fund more and larger scholarships. A subcommittee made up of APAC members have begun addressing this need through several fundraising projects such as the annual golf event which raised approximately \$9,000 this year, up from approximately \$3,500 the year before.

We have found that competition for graduate students is largely dependent on scholarships granted before admitted students will commit to enrolling in the graduate program. The UNC Graduate School awards a graduate research assistantship for each graduate program. The graduate assistant is assigned on a competitive basis to accounting graduate faculty to assist with academic research.

INTELLECTUAL CONTRIBUTIONS

The accounting faculty continue to maintain professional depth through research productivity and faculty development. Over the last five years, the faculty have published 14 peer-reviewed journal articles (PRJ) in a wide variety of journals. Following the program's mission, the majority of all accounting faculty intellectual contributions are educationally-oriented (54%) with contribution to practice (36%) and disciple-based (10%) research articles making up the other portions. Additionally, the faculty are active in presenting their research at conferences both nationally and regionally. In all, 47 papers were presented over the last five years, with other activities including papers written for professional organizations such as NASBA, a textbook and textbook support materials, research grants, working papers, and CPE seminars. Additionally, seven current faculty maintain their CPA certification. Table A2-1 is attached as Appendix G. MCB offers several incentives to encourage research. Foundation awards are made for

publications: \$1,200 for publication in a program's Top Twenty Journal, \$600 for publication in a journal that meets the college criteria (in a business discipline, double-blind refereed journals, ≤40% acceptance rate in Cabell's Directory) or those accepted by the program. For a listing of all undergraduate and graduate faculty research activities and a listing of journals, along with additional faculty information, please see [Appendix I](#): Faculty Qualifications.

Full-time tenured and tenure-track faculty receive funding to support professional development activities. All new faculty receive \$2,000 of MCB foundation funds and the option to use summer support funds for professional development. These funds may be used for any professional development activities including technology, subscriptions, membership fees, continuing professional education, and travel. Since 2012, the accounting faculty have received over \$23,000 in financial support, awards, and recognition from the college. The MCB Handbook describes activities eligible for college foundation funding.

Additionally, each year faculty are allocated \$1,200 annually in state-funded travel dollars.

RESEARCH QUALITY AND IMPACT

Consistent with our emphasis on teaching and practice-oriented research, our research portfolio is largely dominated by pedagogical and practice-focused work. The quality of our work in these areas is evidenced by best presentation/paper awards at professional meetings (Turner and Greiman) and consistent recognition of our work with the AIS Educator Association (Newmark).

The impact of pedagogical work is evidenced by our innovation in the classroom including flipped learning (Cahalan), meditative and other self-awareness practices (Newmark and Seaton), and online learning enhancements using the Quality Matters program offered through the UNC Center for Teaching and Learning (Newmark, Wilcox and Greiman). The practice-oriented research outlets selected reflect leadership in state and local taxation and business activities where there is clear conflict between US federal law and state regulation—e.g. marijuana.

Attached as [Appendix J](#) are summaries of selected individual research programs. Several of these papers have included co-authorships with undergraduate and graduate students (Wilcox, Turner and Greiman).

SECTION 5 : PARTICIPANTS—STUDENTS, FACULTY, & PROFESSIONAL STAFF

STUDENTS

Undergraduate enrollment has been in a slow decline from 200 students into the 180-student range. This trend, coupled with steady enrollments in MCB, has reflected a decline in our share of MCB students as well. Two factors are at play. First is the prospect for a five-year program. When visiting with prospective accounting majors, we emphasize that for a student seeking a career in public accounting, pursuing the CPA is important. For those seeking a CPA, students should plan for a 150-hour program, and we suggest our MAcc as one of the means to achieve that goal. When high school students (and parents) hear this as a central element, it often results in them considering other majors more strongly. Keep in mind, this change in CPA requirements was only implemented in Colorado in the past year. The growth in the Computer Information Systems emphasis and Software Engineering major may be related to this situation.

Although disconcerting, this trend may be unavoidable. We have placed several features into our recruiting and retention plans to address these issues. 1) We redesigned the advising plan for accounting majors to include information about the MAcc program as an optional fifth year. 2) We emphasize to our visitors and advisees that accounting careers are many and varied, and public accounting is not for everyone. 3) We are gathering video from students engaged in the professional experience requirement and internships to prepare summary video presentations for use in recruiting and on our website.

Diversity. Our students come from a mix of diverse backgrounds including many students of color and several international countries. Although most of our students come from the immediate region, the regions' increasingly Hispanic mix of residents has contributed to changes in the number of students from those backgrounds.

Advising. Freshmen admitted to MCB and initial transfer students get advising from the MCB Advising Center. Midway through their sophomore year, students receive academic advising as well as program and career advice from full-time faculty members within the emphasis area.

Tutoring—Finley Fellows. The college provides funding for a Finley Fellow—a student position that our program uses to hire a graduate student for tutoring. To expand the hours available, we internally fund an additional tutor. The BAP chapter has also made plans to provide additional tutoring support beginning in Fall 2017.

Professional Experience. Please refer to MCB Report (page 22).

International Experience. Please refer to MCB report (page 23).

FACULTY AND PROFESSIONAL STAFF

Faculty Staffing Planning. With expected and projected retirements on the horizon, we prepared a staffing plan that is attached as [Appendix F](#). This plan anticipates the conversion of Executive Professor Gabe Dickey's position to a tenure-track appointment in Fall 2019 and an additional tenure-track hire in Fall 2020. With anticipated sabbatical leaves, this plan also establishes a schedule of adjunct instructor opportunities for experimental and expanded offerings. We have shared this plan with the MCB dean and have received support for the concepts presented.

Recruiting. Faculty recruiting has proven a challenge. Our position in the academic labor market has been challenged by less than market offerings—both in salary and in auxiliary benefits. Our region's appeal offsets some of these factors, but having three faculty recruits withdraw commitments over the last two years suggests we are not entirely competitive. Inasmuch as we share this region with four or five research-oriented universities that pay significantly more, the regional appeal is largely offset.

We are working with the MCB dean and UNC administration relative to market expectations regarding initial teaching loads and are seeking additional sources of summer support. If successful, we hope to be more competitive in a very tight market for new tenure-track faculty.

Participating and Supporting (Table A9-1 and A9-2). Participating faculty offered 81.2% of classes in 2016 – 2017. This is the lowest proportion of participating faculty in the last ten years. This was due to retirements, leaves, and other transitional issues, but in no case have they fallen below the target levels. Participating faculty serve on program, department, college, and university committees and provide active connections to practice through recruiting lunches and our student recruiting efforts. Tables A9-1 (Appendix K) and A9-2 ([Appendix L](#)) are attached.

The faculty qualification target of SA, PA, SP and IP at no less than 90% was not achieved in the most recent academic year. We were at 88.4% due to two principal factors: 1) Three senior faculty were on reduced loads during this period. Professor Turner served several years as Interim Dean and was on leave following the appointment of Dean Bobrowski. Professor Allen McConnell has been on administrative leave and Professor Richard Newmark was on sick leave for one semester. 2) The course offerings were therefore covered by adjunct instructors, some of whom did not have the requisite experience to be considered instructional practitioners.

Staff Resources. Staff support is in the form of a 0.90 FTE administrative assistant, Ms. Anne Huerter. Ms. Huerter joined us from a position with the Colorado Department of Revenue in 2015 and has been an excellent source of support.

SECTION 6 : LEARNING AND TEACHING

ACCOUNTING PROGRAM'S ASSURANCE OF LEARNING PROCESS

The accounting Assurance of Learning (AOL) program continues to develop since our last maintenance of accreditation visit. The MAcc program is still only in its sixth year of existence, and it has undergone changes in the curriculum during that time in order to better meet the needs of our students and the employers that hire them. Due to those changes, a number of the AOL processes were focused on developing and testing appropriate measures and methods for the graduate degree program. For the undergraduate program, the number of curriculum changes has been considerably less. In both cases, the AOL processes are designed to evaluate our programs and ensure a sustainable process of continuous improvement. This section provides a process overview followed by specifics for the accounting undergraduate and graduate programs.

Process Overview. The Accounting Program AOL processes are an extension and operationalization of our strategic planning results. In particular, we start with the program's mission, vision, and values and from these foundations we take the following steps:

- Evaluate then adjust the program learning goals and objectives as necessary.
- Identify the best assessment processes for each learning objective.
- Select the appropriate venues and assessment method(s).
- Test and implement data gathering.
- Summarize data and discuss implications.
- Evaluate assessment findings.
- Revise program components and/or course objectives.
- Revise assessment processes, venues, and method(s).

The Accounting program has three levels of faculty-driven committees responsible for assurance of learning and curriculum design activities. These permanent committees are:

- Assurance of Learning Committee
- Content area curriculum committees
 - Financial—Karen Turner, Bill Wilcox, Jessica Weber
 - Tax—Janel Greiman and Rick Newmark
 - Audit—Lloyd Seaton and Gabe Dickey
 - Managerial—Deborah Lacey, Shawn Tebben, and Rick Newmark
 - Systems—Lloyd Seaton and Rick Newmark
 - Principles—Gabe Dickey, Lloyd Seaton, and Shawn Tebben
- Accounting Program Curriculum Committee

The Assurance of Learning committee is responsible for coordinating AOL assessment and keeping records of all assessment activities. Each content area within the program has a faculty-run curriculum committee made up of faculty teaching the course(s). These committees are responsible for the design of discipline-specific courses within the program and AOL direct assessment measures.

All Accounting program faculty are members of the Accounting program's Curriculum Committee. This latter group is responsible for overseeing coordination between the content

areas, final review of the AOL assessment measures and results, and the design of the accounting curriculum. Figure 1 presents an overview of the Accounting program's general assessment process.

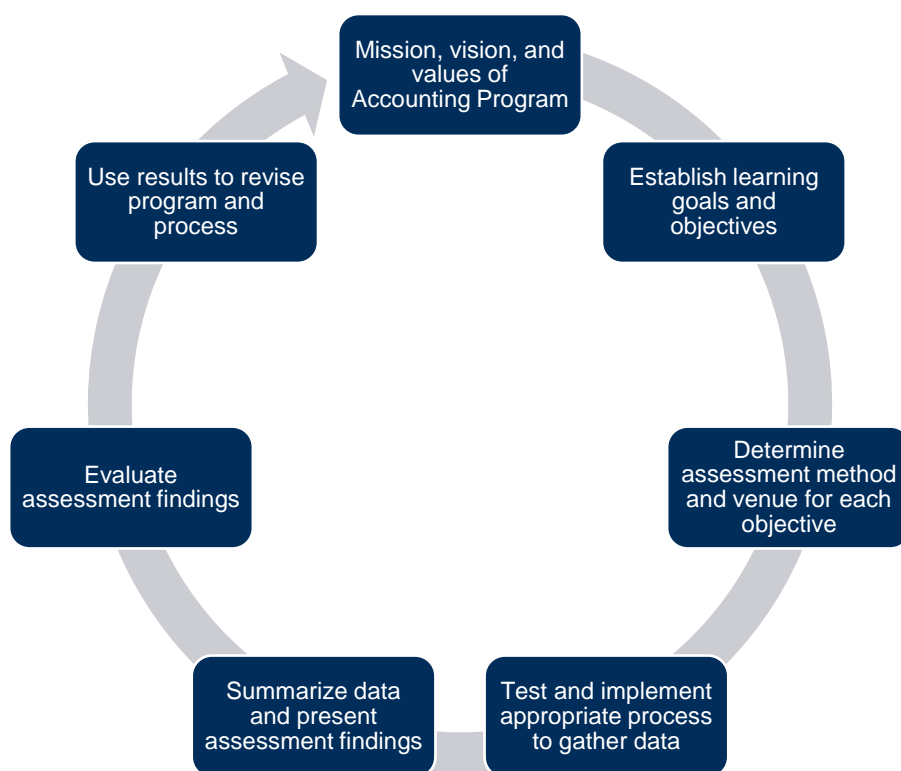


Figure 1. The MCB Accounting Program's General Assessment Process

Significant evaluations and adjustments of the process and its elements, including learning goals and objectives, are accomplished at program retreats or monthly program meetings. We revisit these items bi-annually or whenever adjustments to our mission, vision, and values are made, whichever is sooner. The most recent review of these items was at the October 2016 program meeting.

Undergraduate Assurance of Learning.

Development. The Accounting program first developed its unique set of undergraduate learning goals and objectives for the undergraduate program in 2006. Since that time, it has continued to evaluate the relevance of those goals on an annual basis. Since the last report, the number of learning goals and objectives has remained at six and nine, respectively. While those numbers have not changed, the Accounting program has added additional measures within some objectives to ensure that all aspects have been evaluated. For example, under technology, we have added an assessment of a general ledger software package to the measurements of that objective. Learning goals include general business knowledge, effective communication, conceptual and analytical skills, technology skills, accounting ethics, and a broad understanding of key accounting concepts. These learning goals and objectives are presented in Table 4.

Table 4. Accounting Program Learning Goals and Objectives

Learning Goals		Learning Objectives
1	Demonstrate knowledge of key concepts in major business disciplines	Students will score at the 80th percentile or higher on each section of the ETS Major Field Test.
2	Demonstrate effective communication skills	Students will demonstrate competency in preparing and delivering professional quality presentations on various accounting topics.
		Students will demonstrate competency in preparing professional accounting documents.
3	Demonstrate conceptual and analytical skills	Students will analyze accounting data/information to identify key accounting issues, generate and evaluate appropriate alternatives, and propose feasible accounting alternatives at a competent level.
4	Demonstrate technology skills	Students will demonstrate competence in business software packages to solve accounting problems.
		Students will demonstrate competency in the use of professional accounting software such as RIA's Checkpoint and a general ledger package.
5	Demonstrate knowledge of accounting ethics concepts	Students will demonstrate competency on course-embedded ethics and social responsibility assessments.
		Students will competently identify the ethical issues or problems in an accounting case based on the AICPA's Code of Professional Conduct and the Colorado State Board of Accountancy's Rules of Professional Conduct, analyze the consequences for various stakeholders, and develop an acceptable resolution.
6	Demonstrate knowledge of key accounting concepts	Students will demonstrate competency on test questions specifically tied to individual course objectives (as outlined on course syllabi).

We include these goals and objectives in UNC's undergraduate catalog every year and in all accounting course syllabi to bring attention to and increase awareness of the program's goals and objectives among current and prospective students and faculty. Furthermore, each accounting course syllabi indicates which learning goals or objectives will be emphasized or reinforced by the objectives of that particular course. It is important for both the students and faculty to see how the individual courses help meet the overall goals and objectives of the program. These learning goals and objectives, as well as the master syllabi, are also displayed on the MCB webpage so that our public stakeholders can see how important these are to the success of the accounting program.

Implementation. Since AoL's inception, Objective 1 (Business Knowledge) is assessed in MCB's senior capstone course, BAMG 456 Strategic Management, using the ETS Major Field Test. Assessment of Objectives 2 (Communications), 3 (Analytical Skills), and 5 (Ethics) are assessed in BAAC 424 Accounting Ethics. The assessment of Objective 4 (Technology) is conducted in two courses based on the application in those courses. Assessment of Objective 6

(Accounting Knowledge) has taken place annually in all content areas of accounting including financial, tax, audit, and cost with specified questions on either chapter or final exams.

Assessment Results. The majority of the objectives are assessed in the Spring with the exception of Objective 4 (Technology) which is assessed in the Fall and Objective 1 (Business Knowledge) which is assessed every semester (reporting is Spring, but Fall is also gathered for information monitoring only). For the more subjective assessments of Objectives 2, 3, and 5, the faculty developed rubrics to assess the student's written and oral communications skills, conceptual and analytical skills, and their identification and analysis of ethical issues. For Objective 4 (Technology), the faculty developed assessment projects. As indicated above, Objective 6 assessment is accomplished using objective type questions either in chapter exams or in final exams. For examples of the assessment instruments, please see Appendix M. Table 5 presents the results of our assessments by learning goals for the years 2012 – 2017 .

Percentile measures are used where scores are externally benchmarked (ETS). The MCB computer proficiency exams are required through prerequisites and have a minimum passing score of 80%. Where we use rubrics, acceptable levels of performance are tailored to the task, but predefined. For subject area exams, we used an average of 75% to coincide with the CPA exam passing score. For the technical accounting software use, we are using rubrics that have been pilot tested and used for RIA and more recently for Microsoft Dynamics (a general ledger software package). These instruments are better at demonstrating acquired knowledge and skills relative to objective test questions, given that the knowledge and skills are applied in nature.

Table 5. Accounting Assurance of Learning—Undergraduate 2012 – 2017

Accounting Undergraduate

Learning Goal	Learning Objective	Venue	Quantitative Objective	AY Results					
				16-17	15-16	14-15	13-14	12-13	11-12
Demonstrate knowledge of key concepts in major business disciplines	Students will score at the 80th percentile or higher on each section of the ETS Major Field Test.	BAMG 456	80th Percentile	99%	85%	99%	97%	94%	99%
Demonstrate effective communication skills	Students will demonstrate competency in preparing and delivering professional quality presentations on various accounting topics.	BAAC 424	75% of students	84%	75%	89%	No Data	No Data	81%
	Students will demonstrate competency in preparing professional accounting documents.	BAAC 424	75% of students	63%	33%	13%	24%	62	44%
Demonstrate conceptual and analytical skills	Students will analyze accounting data/information to identify key accounting issues, generate and evaluate appropriate alternatives, and propose feasible accounting alternatives at a competent level.	BAAC 424	75% of students	75%	33%	7%	3%	19%	34%
Demonstrate technology skills	Students will demonstrate competence in business software packages to solve accounting problems. (Microsoft Dynamics)	BAAC 321	75% of students	82%	87%	Piloted			
	Student will demonstrate competence in the use of professional accounting software such as Codification, ACL, RIA's Checkpoint and a general ledger package.	Varied	75% of students	RIA 86%	RIA 86%	RIA 90%	RIA 92%	RIA 81%	RIA 61%
Demonstrate knowledge of accounting ethics concepts	Students will demonstrate competence on course- embedded ethics and social responsibility assessments.	BAMG 456 BAMK 360	Score minimum of 75%	76%	80%	80%	74%	No Data	78%
	Students will competently identify the ethical issues or problems in an accounting case based on the AICPA's <i>Code of Professional Conduct</i> and the Colorado State Board of Accountancy's <i>Rules of Professional Conduct</i> , analyze the consequences for various stakeholders and develop an acceptable resolution.	BAAC 424	75% of students	75%	27%	26%	8%	10%	29%
Demonstrate knowledge of key accounting concepts	Students will demonstrate competence on test questions specifically tied to accounting core course objectives (as outlined on course syllabi).	Program Avg	Score an average of 75%	80%	78%	81%	80%	73%	78%

Less than goal

Much less than goal

Improvement – met goal

GOAL #1 GENERAL BUSINESS KNOWLEDGE

- (A) This goal has been met consistently, as measured by results on the ETS exams.
- (B) Problems or Concerns:
 - (i) There have been periods where scores have declined from a level that MCB has experienced on a historical basis.
 - (ii) Scores for other majors in the accounting area have declined, in some cases to below acceptable levels.
- (C) Closing the Loop Corrective Actions:
 - (i) A curriculum change was made to require BACS 101 Business Computing, an introduction to technology course, to be a pre-requisite to BAAC 220 Principles of Accounting I beginning in the 2014-2015 academic year. This will allow more effective use of technology in the classroom.
 - (ii) Through an analysis of ETS questions, it was determined that a significant reason for the decline in performance on the accounting portion of the ETS exam was questions related to the Indirect Method of Cash Flows. The current textbook primarily stresses the Direct Method.
 - a. Fall 2015, instructors of BAAC 220 Principles of Accounting I were instructed to explicitly focus on the Indirect Method, as it is used by over 95% of publicly reporting companies.
 - b. In 2014-2015, an accounting panopto video lecture was created for ETS exam review due to the amount of time from when the accounting courses were taken and when the ETS exam was given. The cash flow portion of the review was updated to properly emphasize the Indirect Method.

GOAL #2 COMMUNICATION—ORAL

- (A) The learning objective goal of 75% of students receiving competent scores or higher has been consistently met.
- (B) Problems or Concerns:
 - (i) While the scores have been consistently acceptable, there was a concern of rater bias while evaluating the performance.
- (C) Closing the Loop Corrective Actions:
 - (i) Beginning in 2014-2015, students have been given a copy of the rubric prior to the presentation to ensure that they are aware of what constitutes competent or excellent performance.
 - (ii) The Teaching Fellows, who are graduate teaching assistants from the UNC School of Communication, began to perform the oral assessments in the 2014-2015 academic year. These teaching assistants serve the School of Communication in the public speaking class and are trained in this area of communication. In addition to the numerical reports, they also provide written feedback to each participant.
 - (iii) The Teaching Fellows were invited to provide preliminary feedback in BAAC 424 Accounting Ethics. It has been discussed to have the Teaching Fellows create an online tool to provide suggestions for students to better prepare for an oral presentation.

GOAL #2 COMMUNICATION – WRITTEN

- (A) The learning objective goal of 75% of students receiving competent scores or higher has not been met consistently, but there was significant improvement in the most recent cycle. The program feels that the corrective actions we have taken have been instrumental in the improvement in recent assessment cycles.
- (B) Problems or Concerns:
- (i) The assessment instrument and instructions have been changed multiple times during this review cycle. The scores were considerably below the desired level during much of the assessment cycle.
- (C) Closing the Loop Corrective Actions:
- (i) We have been in contact with an external rater whose area of expertise is in written communication. She has provided us with additional guidance about the project used for assessment, as well as the instructions provided to the students (See [Appendix N](#)). In some situations, the project and/or instructions do not allow students the opportunity to demonstrate the traits in our rubric.
 - a. For example, Purpose & Audience can be very hard to demonstrate on an individual level when you write a single memo to a particular party.
 - b. Another design flaw was that there were too many alternatives to consider, resulting in case responses that would need to be excessively lengthy or difficult to sufficiently address all alternatives.
 - c. The rater did indicate an improvement in the 2015-2016 reports, but it was still low.
 - d. We have worked closely with the rater in the 2016-2017 year to better design our project and instructions so that students can have the opportunity to demonstrate the traits we are trying to assess ([Appendix O](#)). With the different adjustments, the results from Spring 2017 did show significant improvement, although we still did not achieve the desired level. (See [Appendix P](#)).
 - (ii) There are areas within writing in which the deficiencies cannot be entirely attributed to the project and the instructions. Beginning in the Spring of 2016, the program decided to make a more concerted effort to utilize the rubric as an integral part of the grading process whenever the course had a writing project.
 - a. In prior years, instructors that had writing assignments tended to grade the assignment primarily based on the content of the answer rather than fully utilizing the rubric or the parts of the rubric that were integral to the assignment. By emphasizing the importance of the traits in the writing rubric, and including that in the grading of the assignment, the program felt this would assist students in understanding the need for strong written communication skills in all accounting settings.

GOAL #3 CONCEPTUAL AND ANALYTICAL SKILLS

- (A) The learning objective goal of 75% of students receiving competent scores or higher has not been met consistently, but it was met in the most recent evaluation. The program feels that the corrective actions we have taken have been instrumental in the improvement in recent assessment cycles and the achievement of our goal in the most recent cycle.

(B) Problems or Concerns:

- (i) The assessment instrument and instructions have been changed multiple times during this review cycle. The scores were considerably below the desired level during much of the assessment cycle but did show improvement in the most recent iterations, including a satisfactory rating in the most recent year.

(C) Closing the Loop Corrective Actions:

- (i) The same external rater was used for this goal as the written communication objective. The rater has given us good advice about the assessment project and the instructions associated with it. One of the more telling pieces of advice was the importance of having a project that allowed the students the opportunity to demonstrate the traits. Because the case used in prior years had so many potential alternatives, students tended to do a more cursory analysis. If the project would minimize the number of alternatives, students could provide a more in-depth, critical analysis.
 - a. The most recent iteration (2016-2017 review cycle) showed considerable improvement with the suggestions of the rater. There were still some suggestions made that could help make the answers more concise. For example, the case calls for an analysis related to stakeholders. Some students wanted to identify all stakeholders, no matter how trivial that stakeholder's involvement might be, leading to excessive and exhaustive answers.
- (ii) The rater suggested that we review our traits to ensure that we are selecting the ones most appropriate for our program. We did review these traits as a program, and the conclusion was to keep the traits the same.

GOAL #4 TECHNOLOGY SKILLS

(A) The learning objective goal of 75% of students receiving competent scores or higher has been consistently met.

(B) Problems or Concerns:

- (i) There are two different technology components that are being assessed at this point: RIA Checkpoint for tax and Microsoft Dynamics for a general ledger software package. There should be other technology uses identified, pilot-tested, and assessed.

(C) Closing the Loop Corrective Actions:

- (i) RIA Checkpoint and Microsoft Dynamics were both pilot-tested during this accreditation review cycle. Both were adopted into the program's assurance of learning, and students have shown competent skills in these two applications.
 - a. Both of these were chosen based on feedback from our advisory council. The feeling was that UNC graduates should have a basic exposure to the use of technology in both the income tax regulations as well as a general ledger software package.
 - b. In the early years of the review cycle, accounting tried to utilize Peachtree software but had issues with site licenses and adequate exercises to utilize the software. Once Microsoft Dynamics was adopted, a rubric was developed to assess students' ability to conduct activities within the system.
- (ii) The Accounting program will continue to look at other technology applications that are deemed important, in an effort to pilot-test and adopt into the assurance of learning program.

GOAL #5 ETHICS

- (A) Regarding the learning objective associated with social responsibility that is assessed via objective questions, the goal of 75% has been consistently met. The learning objective goal of 75% of students receiving competent scores or higher on the identification and analysis of the ethical dilemma have not been met consistently, but it was met in the most recent evaluation. The program feels that the corrective actions we have taken have been instrumental in the improvement in recent assessment cycles and the achievement of our goal in the most recent cycle.
- (B) Problems or Concerns:
 - (i) The assessment instrument and instructions have been changed multiple times during this review cycle. The scores were consistently low throughout the assessment period.
- (C) Closing the Loop Corrective Actions:
 - (i) The same external rater was used for this goal as the written communication objective. The rater has given us good advice about the assessment project and the instructions associated with it. One of the more telling pieces of advice was the importance of having a project that allowed students the opportunity to demonstrate the traits. Because the case used in prior years had so many potential alternatives, students tended to do a more cursory analysis. If the project would minimize the number of alternatives, students could provide a more in-depth, critical analysis. A different case used in the 2016-2017 cycle was selected by the course instructor.
 - (ii) The rater suggested that we review our traits to ensure that we are selecting the ones most appropriate for our program. These have been reviewed by the program, and no changes were made.
 - (iii) The affiliation of the college with the Daniels Fund and the Center for Public Trust has also been a source of opportunity for trying to address the ethical aspect. BAAC 424 Accounting Ethics has teams compete in the Daniels' ethics competition each year, and the teams have been very successful in that competition.

GOAL #6 KEY ACCOUNTING CONCEPTS

- (A) The learning objective goal of 75% of students receiving competent scores or higher has been consistently met.
- (B) Problems or Concerns:
 - (i) There are some subject areas that are not as consistent with scores being at the competent level.
- (C) Closing the Loop Corrective Actions:
 - (i) As subject matters change, assessment questions need to be adjusted. For example, financial accounting changed the way that revenues are recognized. In that instance, the assessment questions need to be updated for that change.
 - (ii) As textbooks change, the subject matter covered by those books can change. In that instance, the assessment questions need to be changed to correlate with coverage in the learning materials.
 - (iii) Assessment questions need to be reviewed periodically by the different areas to ensure that the questions represent what the program expects its students to know.
 - (iv) All of these changes happen on a periodic basis with review by the different program curriculum areas.

Graduate Assurance of Learning.

Development. Beginning Fall 2011, the Accounting program accepted its first eight graduate students. These students began a thirty-hour master's program culminating in a Master of Accounting degree (MAcc). The accounting faculty spent four years developing the program in response to student needs of a 150-hour educational experience to meet new Colorado licensure requirements. This program also addressed the needs of the accounting firms for entering the profession with these same educational credentials to enable mobility among clients in other states. With the adoption of the MAcc, the Accounting program formulated goals and objectives that were appropriate for a graduate-level degree program in accounting. Since that time, we have continued to evaluate the relevance of those goals on a recurring basis. The number of learning goals and objectives has remained at five and six, respectively. These learning goals and objectives are presented in Table 6.

Table 6. MAcc Learning Goals & Objectives

MAcc Learning Goals	MAcc Learning Objectives
Demonstrate conceptual and analytical skills.	Students will analyze accounting data/information to identify key accounting issues, generate and evaluate appropriate alternatives, and propose feasible accounting alternatives at a proficient level.
Plan and conduct practice-oriented research to answer/solve accounting issues.	Students will demonstrate proficiency in conducting practice-oriented research.
Communicate complex accounting issues orally and in writing.	Students will demonstrate proficiency in preparing and delivering professional quality presentations on various accounting topics. Students will demonstrate proficiency in preparing professional accounting documents.
Appropriately use technology to gain knowledge of complex accounting information and apply that knowledge to new contexts and situations	Students will appropriately use the correct technology to solve complex accounting issues.
Recognize and analyze ethical issues in accounting and business practice, and develop a defensible solution based on applicable codes of conduct.	Students will proficiently identify the ethical issues or problems in an accounting case based on codes of professional conduct, analyze the consequences for various stakeholders, and develop a justifiable resolution.

Learning goals include conceptual and analytical skills, research skills, communication skills, technology skills, and accounting ethics. Learning objectives bridge the gap between the goals and what we expect of our students. These include analysis of accounting issues/problems, practice-oriented research, oral and written presentations on accounting topics, use of general and accounting software, and accounting ethics issues. These goals and objectives are closely aligned with undergraduate goals and objectives but emphasize proficiency rather than competency as our expectation. In addition, the practice-oriented research emphasizes the importance of advanced problem-solving that is reflective of graduate-level training.

We include these goals and objectives in UNC's graduate catalog every year and in all accounting course syllabi to bring attention to and increase awareness of the program's goals and objectives among current and prospective students and faculty. Furthermore, each course syllabi indicates which of the program's learning goals or objectives will be emphasized or reinforced by the objectives of that particular course. It is important for both the students and faculty to see how the individual courses help meet the overall goals and objectives of the program. These learning goals and objectives, as well as the master syllabi, are displayed on the MCB webpage so that our public stakeholders can see how important these are to the success of the Accounting program.

Implementation. Originally, the program considered assessing the majority of learning goals and objectives through the use of comprehensive exams. The expectation was that a panel of faculty would evaluate the comprehensive exams using various rubrics to assess performance on the different learning goals and objectives. However, these were found to be ineffective instruments on which to assess the many varied goals and objectives. The program then planned to utilize a portfolio of assignments approach, selecting works from each of the students to be evaluated with the different rubrics. Again, the process was found to be ineffective in having a consistent method of assessing the performance of the graduate students. Both of these attempts were not successful because of multiple reasons: (1) the lack of a consistent instrument from one period to the next, (2) the lack of structure to allow for consistent grading from one project to the next, and (3) the inability to effectively use external parties for review purposes. The program felt that we needed a structure similar to our undergraduate program for effective assessment.

The learning objective associated with oral communication has always been conducted in BAAC 525 Contemporary Issues in Auditing Topics. One of the primary advantages is the availability of alumni to serve as 3rd party reviewers (this is a summer course, so accounting alumni have more availability). The practice-oriented research goal is now conducted in BAAC 529 Contemporary Issues in Tax, with students being assessed in planning tax-oriented research. The technology learning goal is assessed in BAAC 528 Contemporary Issues in Accounting Information Systems, as students have been involved in developing software solutions for entities in the Greeley community. The other learning goals and objectives are assessed using a case study in BAAC 521 Contemporary Issues in Financial Reporting Topics, with an external party evaluating written communication, conceptual thinking and analysis, and ethical recognition and analysis.

Assessment Results. Because MAcc classes are typically only offered once a year, the assessment schedule is dictated by when a particular course is offered. The majority of the learning goals and objectives are being assessed on an annual basis, with the exception being the technology objective being every other year. For examples of the assessment rubrics, please see [Appendix Q](#). Table 7 presents the results of our assessments by learning goals for the years 2012-2017.

All of the assessments at the graduate level are done utilizing rubrics. Acceptable levels of performance are tailored to the task but predefined for each rubric. When assessing whether or not the program met the learning objective or goal, we used an average of 75% to coincide with the CPA exam passing score. For example, with oral communication, the objective of the program is to have 75% of its students achieve proficient performance according to the rubric. Performance below the 75% level would indicate a problem that would require the program to consider taking corrective actions.

Table 7. Accounting Assurance—MAcc 2012 – 2017

Accounting Graduate

		AY Results							
Learning Goal	Learning Objective	Venue	Quantitative Objective	16-17	15-16	14-15	13-14	12-13	11-12
Demonstrate conceptual and analytical skills.	Students will analyze accounting data/information to identify key accounting issues, generate and evaluate appropriate alternatives, and propose feasible accounting alternatives at a proficient level.	BAAC 521	75% of students	37.5%	28.6%				51.0%
Plan and conduct practice- oriented research to answer/solve accounting issues.	Students will demonstrate proficiency in conducting practice-oriented research.	BAAC 529	75% of students	79.8%	76.9%				
Communicate complex accounting issues orally and in writing.	Students will demonstrate proficiency in preparing and delivering professional quality presentations on various accounting topics.	BAAC 525	75% of students	98.0%	83.0%	86.0%	98.0%	97.0%	97.0%
	Students will demonstrate proficiency in preparing professional accounting documents.	BAAC 521	75% of students	43.8%	28.6%				51.0%
Appropriately use technology to gain knowledge of complex accounting information and apply that knowledge to new contexts and situations	Students will appropriately use the correct technology to solve complex accounting issues.	BAAC 528	75% of students	100%		100%		100%	
Recognize and analyze ethical issues in accounting and business practice, and develop a defensible solution based on applicable codes of conduct.	Students will proficiently identify the ethical issues or problems in an accounting case based on codes of professional conduct, analyze the consequences for various stakeholders and develop a justifiable resolution.	BAAC 521	75% of students	6.3%	7.1%				51.0%

Less than goal

Much Less than goal

Improvement—met goal

GOAL #1 DEMONSTRATE CONCEPTUAL AND ANALYTICAL SKILLS

(A) The learning objective goal of 75% of students receiving proficient scores or higher has NOT been met for the two years of testing with this format. The performance did improve in the most recent year, but it is not at a proficient level.

(B) Problems or Concerns:

- (i) While the scores and work did show improvement from 2016 to 2017, only one single trait (Background) had an average score that would be proficient. Three of the other traits were close to averaging a proficient score, but the final trait (Conclusion/Recommendation) was clearly the lowest.
 - a. One of the conclusions from an analysis is that the Conclusion/Recommendation trait was not the deciding factor in whether a student received a proficient score or not. It was the lowest rated trait (or tied for lowest) for every student.
- (ii) The instructions to the case left too much ambiguity.
- (iii) Even though the instructions were improved, the students still did not perform at the targeted level.

(C) Closing the Loop Corrective Actions:

- (i) After reading the rater's general comments following 2016 (See [Appendix R](#)), we worked with the external rater to evaluate the adequacy and instructions of the case. The case and solution were deemed sufficient to allow us to effectively evaluate the desired traits. However, the instructions were inadequate, so the external rater provided an improved set of instructions after the testing in 2016.
- (ii) Because the results for 2017 were still not at the desired level after making adjustments suggested by the rater, it is clear that more work needs to be done on a program-wide level. For MAcc classes that support the Conceptual and Analytical Skills goal, the instructors will need to use the rubric as an integral part of the grading process.

GOAL #2 PLAN AND CONDUCT PRACTICE-ORIENTED RESEARCH

(A) The learning objective goal of 75% of students receiving proficient scores or higher has been met for the two years of testing.

(B) Problems or Concerns:

- (i) We have only been formally testing this objective for two years. While both years have achieved the desired performance, there are parts of the performance that have been less than desirable.

(C) Closing the Loop Corrective Actions:

- (i) We will continue to test this on an annual basis in order to develop a longer horizon of results.
- (ii) The "Authorities" step in the rubric was unsatisfactory in the first year of testing. The instructor put more emphasis on the authority identification and format so that students would be more proficient on that step of the process. While that step was still not at the desired level in year two, it was improved over year one.

GOAL #3 COMMUNICATION – ORAL

(A) The learning objective goal of 75% of students receiving proficient scores or higher has been consistently met.

(B) Problems or Concerns: There have been no real problems or issues with this learning objective.

(C) Closing the Loop Corrective Actions:

- (i) We have consistently used accounting alumni as part of the rating process. This has the following benefits: (a) it allows our stakeholders to be actively involved in our processes, (b) it helps to promote the quality of our students to our stakeholders, and (c) it provides us with relevant feedback about performance on the traits needed to be successful in the accounting profession.

GOAL #3 COMMUNICATION – WRITTEN

(A) The learning objective goal of 75% of students receiving proficient scores or higher has NOT been met for the two years of testing with this format. The performance did improve in the most recent year, but it is not at a proficient level.

(B) Problems or Concerns:

- (i) While the scores and work did show improvement from 2016 to 2017, no single trait had an average score that would be proficient. Two traits, Audience and Logic, were close to an average proficiency level of performance.

There were no individual traits that caused a student to not meet proficiency.
Students who were not proficient tended to fail on multiple traits.

- (ii) The instructions to the case left too much ambiguity.
- (iii) Even though the instructions were improved, the students still did not perform at the targeted level.

(C) Closing the Loop Corrective Actions:

- (i) After reading the rater's general comments following 2016 (See [Appendix R](#)), we worked with the external rater to evaluate the adequacy and instructions of the case. The case and solution were deemed sufficient to allow us to effectively evaluate the desired traits. However, the instructions were inadequate, so the external rater provided an improved set of instructions after the testing in 2016.
- (ii) Because the results for 2017 were still not at the desired level after making adjustments suggested by the rater, it is clear that more work needs to be done on a program-wide level. For MAcc classes that support the Writing Skills learning objective, the instructors will need to use the rubric as an integral part of the grading process.

GOAL #4 APPROPRIATE USE OF TECHNOLOGY

(A) The learning objective goal of 75% of students receiving competent scores or higher has been consistently met.

(B) Problems or Concerns: While the goal has been consistently met, there are some concerns that need to be addressed:

- (i) While the goal was met, two traits were identified as weaknesses: Forms for data acquisition and Reports for data presentation.
- (ii) The current goal is being assessed on a team level and not on an individual level.

(C) Closing the Loop Corrective Actions:

- (i) The course instructor will put more time and emphasis on those traits identified as weaknesses in future courses in order to mitigate those weaknesses.
- (ii) The program will need to review the situation and determine a more effective way to assess the goal on an individual basis rather than a group one.
 - a. The course does have individuals contact entities in northern Colorado about problems that require a systems solution. However, to deliver a quality product to those entities, only a few projects are selected and a team of individuals work on the technology solution.
 - b. Given the importance of having a quality deliverable to those entities, the program needs to examine how we can effectively meet that objective while still being able to assess students on an individual basis.

GOAL #5 ETHICS

(A) The learning objective goal of 75% of students receiving proficient scores or higher has NOT been met for the two years of testing with this format.

(B) Problems or Concerns:

- (i) The scores were extremely low during both testing cycles. Many students did not address any ethical issues although the case did have “Ethics” in the title.
- (ii) The instructions to the case left too much ambiguity.
- (iii) Even though the instructions were improved, the students did not address the ethical aspects of the case.

(C) Closing the Loop Corrective Actions:

- (i) After reading the rater’s general comments following 2016 (See [Appendix R](#)), we worked with the external rater to evaluate the adequacy and instructions of the case. The case and solution were deemed sufficient to allow us to effectively evaluate the desired traits. However, the instructions were inadequate, so the external rater provided an improved set of instructions after the testing in 2016.
- (ii) The questions used for assessment purposes do not explicitly address ethics, although the case is entitled “Ethics.” Because ethical implications of a corporation are one part of the decision-making analysis, the rater suggested following 2017’s results that we consider creating a separate question directly relating to the ethical implications ([Appendix S](#)). The concern is that the students were so concerned with the analytical aspects of the decision-making process that the ethical implications were not a consideration.
- (iii) Because the results for 2017 were still not at the desired level after making adjustments suggested by the rater, it is clear that more work needs to be done on a program-wide level. For MAcc classes that support the Ethical learning goal, the instructors will need to use the rubric as an integral part of the grading process.

SECTION 7 : ACADEMIC AND PROFESSIONAL ENGAGEMENT

STUDENT ENGAGEMENT

Our student associations include a pre-professional association for freshmen, sophomores, and any upper classmen not qualifying or choosing to be involved in our Beta Alpha Psi chapter, Professional Accounting Association (PAA/BAP). Our BAP group has achieved superior status for the last 15 years and was recognized as a Gold Chapter in 2014.

This joint organization sponsors weekly meetings with most including professional presentations. Furthermore, they arrange for additional professional interactions for resume reviews and Meet the Firms events in the Fall and Spring semesters. These events are open to all accounting students.

This past year included a Meet the Local Firms event as well to introduce smaller regional firms to the students. Many of these firms provide part-time internship opportunities during spring busy season. The PAA/BAP chapter also engages in several community service activities during the academic year including Bear Pantry, Weld Food Bank, Cattle Baron's Ball, and others.

Our students are engaged in internships during all semesters including the summers. Some of them use the internships as for-credit opportunities. These count as business electives for undergraduates, whereas MAcc students can use the internship credits as part of their accounting electives. Several students end up with two internships across their academic careers. Accounting firms in this region have been expanding their hiring, so demand for student talent has increased and the demand for interns has as well.

Information about classroom guest speakers, the MCB Professional Experience requirement, MCB Career Week, and the MCB Daniels Fund Initiative Collegiate program and the Student Center for the Public Trust is included in the MCB report. Accounting students typically provide strong representation in each of these areas.

STRATEGIES SUPPORTING FACULTY ENGAGEMENT

Full-time tenured and tenure-track faculty receive funding to support professional development activities. All new faculty receive \$2,000 of MCB foundation funds and the option to use summer support funds for professional development. These funds may be used for any professional development activities, including technology, subscriptions, membership fees, continuing professional education, and travel. Since 2012, the accounting faculty has received over \$23,000 in financial support, awards, and recognition from the college. The MCB Handbook describes activities eligible for college foundation funding.

Additionally, each year faculty are allocated \$1,200 in state-funded travel dollars. Faculty are encouraged to become active in regional professional associations as well.

CRITERIA FOR FACULTY CLASSIFICATION

With the adoption of the 2013 AACSB Standards, MCB and the Accounting Program created the following definitions for faculty qualifications:

- **Scholarly Academics (SA)** must achieve and maintain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly-hired faculty who have earned a research doctorate or other terminal degree within the last five years prior to the review date. Subsequent to hiring, SA status is normally sustained with two quality journal articles (QJA) and two other intellectual contributions (OIC) in the most recent six-year period.
- **Practice Academics (PA)** must achieve and maintain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement, etc., based on the faculty member's earlier work as an SA. A faculty member must be a tenured associate professor—typically a tenured full professor—to transition from SA to PA. The threshold for meeting the experience requirement for PA status exceeds the requirement for Instructional Practitioners (IP). PA status is sustained through a minimum of one QJA and five quality professional engagement (QPE, see [Appendix T](#)) activities from a minimum of three categories during the most recent six-year period.
- **Scholarly Practitioners (SP)** must achieve and maintain currency and relevance through continued professional experience, engagement, interaction, and scholarship related to their professional background and experience. In order to qualify for SP, a faculty member would normally have a master's degree related to their field of teaching. SP faculty will typically have been hired as Instructional Practitioners (IP) but have engaged in scholarly activity such that they have two QJAs and one OIC in the most recent six-year period.
- **Instructional Practitioners (IP)** must achieve and maintain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. As with SPs, IPs will typically have a master's degree related to their area of teaching. Normally, IP status is granted to newly-hired faculty who join the college with significant and substantive professional experience as outlined below. The level of teaching assignment will be consistent with the breadth and depth of professional experience and training. IP status is sustained through a minimum of three QPEs from at least two categories during the most recent six-year period.

Tables A9-1 ([Appendix K](#)) and A9-2 ([Appendix L](#)) show the deployment of the accounting faculty for 2016-2017.

MCB has a well-documented biennial evaluation process for faculty workload. Faculty workload consists of instruction, professional activity, and service. The three areas are defined in the following manner:

- **Instruction** includes evaluation of classroom teaching, other student-related activities, course materials, instructional delivery, and curriculum/program development. Faculty are expected to maintain relevancy and currency within their area(s) of instruction. Generally, instruction counts for 45% of a faculty member's workload.
- **Professional activity** includes intellectual contributions and other professional activities including refereed publications, academic and professional presentations, publications in conference proceedings, and other forms of scholarly productivity. Professional activities also may include consulting, grant solicitation, and continuing education seminars. Generally, professional activity counts for 35% of a faculty member's workload.
- **Service** provides benefit to the academic and professional community. Academic service may be at the university, college, or program level and includes active membership or leadership on committees and taskforces as well as other activities deemed relevant to advancing the college mission. Academic service also includes student academic and professional advising. Service should include professional interaction and active membership or leadership in organizations tied to one's profession and the community. Generally, service counts for 20% of a faculty member's workload.

In each of the three areas of faculty workload, faculty activities are viewed by considering engagement, impact, and innovation. Detailed criteria have been developed to determine the level of faculty achievement for each area.

SECTION 8 : CONCLUSION

The MCB Accounting program is committed to excellence in teaching, research, and service. Our students are our top priority, and what is in their best interest guides our every decision. We are dedicated to providing high-quality students with a high-quality education by continually enhancing the currency and relevance of a curriculum taught by excellent instructors who are fully qualified through education and professional involvement. By achieving this goal, our students are assured of obtaining an entry-level professional position in the field of accounting and business that leads to a successful and rewarding professional career.

APPENDIX A : INNOVATION ENGAGEMENT AND IMPACT

Action/Initiative	Innovation	Engagement	Impact	Current Plans	Additional Information
Funding for McConnell Chair authorized	Search for McConnell chair holder focusing on connections to practice		Search received enhanced visibility. Applicants: 18; Skype Interviews: 4; Campus Interviews: 3; Offers: 2; Successful = Shawn Tebben Hire	Enhance Funding	
Reorganized the Accounting Advisory Council	New Mission Statement and By-Laws to move to a 'Firm-Level' representation with stated 3 year terms.	More formal connections with firms and regional organizations. Asking for minimum level of support for membership from for-profit organizations.		Establish Early Career Advisory Council	List of firms represented: 361 Svc, Anderson & Whitney, CO Office of State Auditor, EKS&H, Stratagem, Hewlett Packard, COCPA, MHP, Hein & Assoc., BKD, Deloitte, ACM

Faculty leadership in professional and community activities		NASBA board member; COBOA appointed board member; CSCPA Foundation Board; Greeley Foundation Board; COPAS Continuing Education Committee; FEI Chapter Board and Past President	Provided leadership in the profession and the community.	Continue broad engagement.	NASBA = National Association of State Boards of Accountancy; COCPA = Colorado Board of Accounting; CSCPA = Colorado Society of CPAs; COPAS = Colorado Petroleum Accountants Society; FEI = Financial Executives Institute
Held alumni happy hour events in Denver.		Number of Attendees: 2015: 40; 2014: 15; 2013: 35	Networking and outreach.	Continue to reach out to our Denver base.	
Sponsored BAP search-a-thon to reestablish contact with lost alumni	Added LinkedIn and email contact information to current database	Sent confirming emails to those newly provided		Ongoing work/study project.	
Continued annual scholarship golf tournament.	Moved the event to The Ranch in Westminster (north Denver)	Golfers participating: 2017: 76 2016: 58; 2015: 84; 2014: 104; 2013: 92	Funds raised for scholarships: 2017: \$9K 2016 \$7K, 2015 \$8K, 2014 \$7K, 2013 \$7K;	Continue the outing.	

Established the Monfort Accounting Recruiting Team (MART) for outreach to area high school and community college students.	Used a more personal and active recruiting model	MART members given UNC Accounting polo shirts. Provided scholarships to cover travel expenses for three trips back home.	Connections with former instructors and potential students. Bringing them to campus for visits and providing personal connections to the program.	Evaluate program and consider expanding to opportunities for mentoring	
Streamlined MAcc admissions for our continuing undergraduates by providing automatic admission for those with at least a 3.0 undergraduate GPA.	Made enrollment in the MAcc a more attractive alternative for our undergrads.		Steady to increasing enrollment, as these students no longer have to take the GMAT.	Consider expanding to partner universities.	Fall 2012 6 students Fall 2017 9 students
Engaged in meetings with the American University of Central Asia	Bring in MAcc student cohort from AUCA		Potential for 4-6 students per year	Continue discussions.	
Offered BAAC 220 Principles of Accounting I at Monarch High School	Extended studies program offering college credit			Now part of High School of Business connection.	14 students

BAP sponsored our annual Meet the Firms event in September. Representatives from several firms and organizations attended for networking and recruiting.	Now organizing a spring event (expansion of our previous leadership programs event)		Great feedback from participants - many comments about how polished and effective our students are in this setting.	Tie into McConnell Chair celebration. This year will have all of the Big 4 firms.	Average of 20 organizations in attendance. EKS&H, ACM, BKD, RLR, Deloitte, Stratagem, Hein, Rubin Brown, KPMG, Becker, Soukup Bush, Kcoe Isom, Anderson & Whitney, PWC, UNC Career Svc, SM Energy
BAP sponsored our first Meet the Local Firms event was held in November with 6 firms recruiting for part-time positions during busy season.	First time connecting students with local practicing professionals	First time connecting smaller firms with students	Expected several part time professional experiences	Support BAP officers in their choices of new activities.	Invited 14 firms from Greeley and Loveland. 6 attended.
BAP meetings include career development programming from several public accounting firms and others, many of whom also interview and hire our students. These include PWC, EY, Crowe Horwath, EKS&H, Strategem.	Weekly meetings must be rationed among firms.	Active connections with practicing professionals, many of them alumni	Highly effective placement into leadership, internship and full-time opportunities, many of them while in their senior years (2 full years before their start dates).	Expand the range of program contacts.	Program examples: EY: Essential Business Skills; Wiley: Information Session for Prospective CPAs; Deloitte: Office Hours; EKS&H: Mock Interviews.

BAP students volunteer an average of 731 hours annually to local not-for-profits and other campus organizations including the Bear Pantry, 9News Health Fair, the Colorado Railroad Museum, and the Weld Food Bank.		Outreach to the community	731 annual hours in the community	Support officers in their choices of activities.	Over 3,600 community service hours in last 5 years
BAP Chapter Excellence	Superior Chapter, 16 out of 18 years - Gold chapter in 2014.		Opportunities to present at regional and national meetings	Sustain involvement.	
Provided consulting services to 59 not-for-profits as a part of BAAC 528 – Contemporary Issues in Accounting Information Systems	Service Learning incorporated into the MAcc program	Connecting students with clients.	Simulation of client contact activities in consulting and outreach. Increased awareness of community involvement.	Continue the project approach.	59 Proposals and 17 delivered projects. See listing in Appendix B.
Deloitte FanTAXtic Competitions	Used past year's team members as Instructor and Graduate Student advisors	Student opportunity to present case proposals to Deloitte Professionals - Two teams of 5 students each.	Won a Regional competitions in 2015 and 2014	Sustain involvement.	

Scholarship awards to students		Contributions from 84 organizations and individuals: 2016-17 \$73K; 2015-16 \$89K; 2014-15 \$52K; 2013-14 \$56K; 2012-13 \$66K	Awards to Students: 2016-17 97 students; 2015-16 120 students; 2014-15 69 students; 2013-14 75 students; 2012-13 88 students.	Funding priority	
Scholarship renewals from firms		Scholarship renewals: EKSH in 2016		Funding priority	
Held advisory council meetings in Denver in addition to Greeley.	Outreach to Denver professionals	Connection with professionals	Expanded participation: Average attendance of 15 members each year.	Continue to reach out to our Denver base.	Attendance:12-13: 17 13-14:17 14-15:15 15-16:14 16-17:15
Faculty publication nominations and awards	Evaluating the incentive program for scholarship to encourage quality over quantity.			Go from 2-tiered program to 3 or more. Raise minimum standards for acceptable publications.	
Faculty memberships in professional associations		AAA: 4: CSCPA 5 members; AICPA 3 members; FEI 1 member; COPAS 2 members; IMA 1 member;	Expanded recognition for UNC in the professional community.	Continue broad engagement.	See above for definitions.

Faculty leadership in academic associations		AISE Board Member; Western Region AAA Committee Member;	Expanded recognition for UNC in the academic community.	Encourage expanded involvement.	
Participated in retirement receptions for Professor Reed	Used a local guest ranch / river setting. Invited several alumni to reinforce fundraising for the McConnell chair	Attended receptions in Greeley (MCB sponsored) and in Denver (alumni sponsored)		Recognize retiring faculty and their connections to alumni.	
Participated in Graduate School Fairs		Sponsored booths at Western State University and UNC		Consider expanding to other regional universities without graduate programs	
International faculty visitors used in Macc program offerings	Brought in faculty from University of Trieste in Italy and from VSE in Prague to present modules of graduate classes on IFRS and cross-cultural communication, project planning, and negotiation.		Provided our students international awareness and connection	Continue Use of International faculty.	Five modules since Fall 2013.

Sponsored MAcc graduation reception for graduates and families attending commencement at the UNC Alumni house.	Connection in an intimate setting before the bustle of commencement.	Engaged families of our students in the program		Continue to honor those graduating and connect with their families	
Provided program information for UNC Graduate School outreach to Chinese Universities.	Bring in MAcc student cohort from China		Potential for 4-6 students per year	Continue discussions.	

APPENDIX B : BAAC 528 CI IN ACCOUNTING INFORMATION SYSTEMS SYSTEM IMPROVEMENT PROJECT

*Projects Proposed/Projects Completed**

2017 Clients – 2/2

Greeley Stampede Beverages Committee *
UNC Conference Scheduling *

2016 Clients – 14/4

St Williams Catholic Church
Elderhaus
St Theresa's Catholic Church
One Colorado
Resource Center for Pregnancy & Personal Health
NJC Athletic Department
St Vrain State Park *
TurnAround Bikes *
Integrative Health
Colorado State Patrol District 3
Guadalupe Shelter
Bear Pantry *
St Anthony's Parish
St Peter's Catholic Church *

2015 Clients – 19/5

B.A.S.E. Camp *
Senior Center/Culture Parks and Recreation
Colorado Model Railroad Museum
Global Refugee Center
National Academy of Television Arts and Sciences
UNC Academic Support and Advising (ASA)
Rocky Mountain Cancer Rehabilitation Institute
Frontiers of Science Institute
Greeley Transitional House *
Disciple Mission Church of Denver
Junior League Career Closet
Crossroads Safe House *
Triangle Cross Ranch
CLEAR
Naya Life Foundation
Youth for Christ
The Greeley Dream Team *

Right to Read*
UNC Veterans Services

2014 Clients – 10/3

Islamic Center of Fort Collins *
Zac's Legacy Foundation
UNC Bears Athletics Business Office
Wild Animal Sanctuary
Guadalupe Shelter *
Weld County Humane Society
Right to Read
3hopefulhearts *
KUNC Community Radio
Rocky Mountain Indian Chamber of Commerce

2013 Clients – 14/3

Hospice of Northern Colorado
Union Colony Children's Music Academy
Tennis Association of Greeley
Greeley Evans Youth League
Colorado Horse Rescue
A Woman's Place *
Pregnancy Resource Center
St Nicholas Catholic Church
St. Peter's Catholic Church
UNC Foundation
Weld County Sherriff's Office
Arc Thrift Store *
Habitat for Humanity *
Senior Resource Services *

Total for 2013-2017

59 proposals

17 delivered projects

Service Learning through consulting and application of system improvement skills.

APPENDIX C : UNC AND MCB MISSION STATEMENTS

MONFORT COLLEGE OF BUSINESS MISSION STATEMENT

To provide excellent primarily undergraduate and focused graduate business programs and related learning opportunities that prepare individuals for successful careers and responsible citizenship in a global society. We accomplish this by focusing our efforts in teaching, research, and service to benefit student learning.

UNIVERSITY OF NORTHERN COLORADO MISSION STATEMENT

The University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The university shall offer a comprehensive array of baccalaureate programs and master's and doctoral degrees primarily in the field of education. The University of Northern Colorado has statewide authority to offer graduate programs for the preparation of educational personnel.

APPENDIX D : SKYFACTOR BENCHMARKS UNDERGRADUATE BUSINESS ASSESSMENT (FORMERLY EBI MAP-WORKS)

FACTOR	DESCRIPTION	Accounting %	↑↔↓	MCB Overall %	Carnegie Class %
1	Satisfaction: Quality of Instruction	75.7	↑	71.3	72.0
2	Satisfaction: Aspects of Courses	80.7	↑	71.8	68.5
3	Satisfaction: Breadth of Curriculum	69.0	↑	66.3	63.0
4	Satisfaction: Co-Curricular Activities	80.5	↑	70.7	67.3
5	Satisfaction: Advisor	85.5	↑	70.2	70.8
6	Satisfaction: Facilities	84.8	↑	84.3	77.2
7	Satisfaction: Classmates	76.7	↑	73.7	72.7
8	Satisfaction: Career Services	67.8	↑	53.5	64.0
9	Learning: Practical Competencies	76.8	↑	76.0	73.7
10	Learning: Cognitive Complexity	81.0	↑	80.5	79.8
11	Learning: Ethical & Legal Responsibilities	84.2	↑	83.0	79.2
12	Learning: Financial Information	79.0	↑	75.0	70.5
13	Learning: Data-Driven Decision-Making	75.7	↓	76.0	74.0
14	Learning: Organizational Behaviors	78.2	↔	78.2	76.7
15	Learning: Multicultural & Diversity	69.5	↓	68.0	70.8
16	Learning: Domestic & Global Economies	73.8	↑	73.5	72.7
17	Learning: Use & Manage Technology	74.8	↑	72.7	72.7
18	Learning: Supply Chain	74.2	↑	68.8	71.3
19	Overall Satisfaction	90.2	↑	86.2	81.7
20	Overall Learning	83.3	↑	81.7	78.2
21	Overall Program Effectiveness	84.8	↑	82.2	77.8
	Source: 2015-16 SkyFactor Benchmarks Undergraduate Business Assessments				

APPENDIX E : SAMPLE ACCOUNTING COURSE SYLLABUS

For all Accounting Program Master Syllabi, see
<http://mcb.unco.edu/programs/business-administration/accounting.aspx> and
http://mcb.unco.edu/programs/macc/master_syllabi_for_macc.aspx

Monfort College of Business Semester Course Syllabus

(2017-2018)

COURSE PREFIX/TITLE: BAAC 320 – Intermediate Accounting I

Sem. Hrs. 3
Ed. Cap: 40

CATALOG DESCRIPTION: Prerequisite: BAAC 221 with a minimum grade of “C-“. Business majors only. Juniors or above. An activity course stressing the conceptual framework of accounting, a review of the accounting process, statement presentations of current assets, property, plant, equipment and intangible assets.

PREREQUISITES: BAAC 221 with a minimum grade of “C-“. Business majors only. Juniors or above.

COURSE OBJECTIVES:

1. To examine the conceptual framework and standards of financial reporting.
2. To know the purpose of the financial statements and understand the concepts involved in the presentation of each statement.
3. To understand the principle of the time value of money concept.
4. To understand the principles and concepts involved in presentation of current assets.
5. To understand various concepts and methods of recording and reporting on property, plant and equipment.
6. To expose students to ethical situations confronting accountants.
7. To expose students to the international accounting standards.

MCB ACCOUNTING ASSURANCE OF LEARNING GOALS AND OBJECTIVES:

Learning Goal	Learning Objective	Course Coverage
Demonstrate knowledge of key concepts in major business disciplines	Students will score at the 80 th percentile or higher on each section of the ETS Major Field Test.	Objectives 2, 3, 4, 5
Demonstrate effective communication skills	Students will demonstrate competency in preparing and delivering professional quality presentations on various accounting topics.	
	Students will demonstrate competency in preparing professional accounting documents.	Objective 2
Demonstrate conceptual and analytical skills	Students will analyze accounting data/information to identify key accounting issues, generate and evaluate appropriate alternatives, and propose feasible accounting alternatives at a competent level.	Objectives 1, 2, 3, 4, 5
Demonstrate technology skills	Students will demonstrate competence in business software packages to solve accounting problems.	Objective 2
	Students will demonstrate competency in the use of professional accounting software such as ACS, ACL, RIA's Checkpoint and a general ledger package.	

Demonstrate knowledge of accounting ethics concepts	Students will demonstrate competency on course-embedded ethics and social responsibility assessments.	
	Students will competently identify the ethical issues or problems in an accounting case based on the AICPA's Code of Professional Conduct and the Colorado State Board of Accountancy's Rules of Professional Conduct, analyze the consequences for various stakeholders and develop an acceptable resolution.	Objective 6
Demonstrate knowledge of key accounting concepts	Students will demonstrate competency on test questions specifically tied to individual course objectives (as outlined on course syllabi).	Objectives 1, 2, 3, 4, 5

COURSE TOPICS:

Approx.
50 Min.

<u>Periods</u>	<u>Topics Covered</u>	<u>Description</u>
2	The Environment of Financial Reporting	Accounting information, establishment of accounting standards, creative and critical thinking in accounting.
3	Financial Reporting: Its Conceptual Framework	FASB conceptual framework, objectives of financial reporting, useful accounting information, assumptions and principles, GAAP and financial statements.
2	Ethical Responsibilities	Integrity of the financial reporting process, professional judgment, and personal choices.
5	Review of a Company's Accounting System	The accounting system, accounting cycle, worksheets, reversing Entries, worksheets, subsidiary ledgers, special journals, and cash basis accounting.
8	Basic Financial Statements: Income Statement, Balance Sheet, Statement of Retained Earnings, and Statement of Cash Flows.	Purposed, elements, and characteristics of financial statements and relationships between financial statements.
3	Accounting and the Time Value of Money	Application of present value and future value concepts, and practical applications to accounting and business situations.

5	Cash and Receivables	Composition of and control over cash, measuring and valuing accounts and notes receivable, use of receivables to generate cash.
7	Inventories and Selected Global	Inventory classifications, systems, cost flow assumptions, lower of cost or market, inventory errors.
Approx. 50 Min.		
<u>Periods</u>	<u>Topics Covered</u>	<u>Description</u>
7	Property, Plant and Equipment, the Depreciation Process, and Selected Global Accounting Standards	Acquisitions and dispositions of property, depreciation methods, and natural resources and depletion.
3	Intangible Assets	Accounting for identifiable and research and development.
45	Total	

COURSE REQUIREMENTS: A minimum of two exams and a final examination will be required and homework assignments.

TYPE OF GRADING: Letter

SUGGESTED TEXT AND/OR SUPPLEMENTS: (Note: These books are only suggested. Prior to purchasing books and other materials, students need to check with the class instructor for their book and class material choices.)

Kieso, D. E., Weygandt, J. J., & Warfield, T. D. (2011), *Intermediate accounting*, (14th ed.). Hoboken: Wiley Publishing.

Arens & Ward (2008), *Systems understanding aid*, (7th ed.). Okemos: Armond Dalton Publishers, Inc.

ASSESSMENT STATEMENT: The Monfort College of Business may collect data in this course that will be used to assess student progress toward our program learning goals and objectives. Individual student performance information will be kept confidential; however, this data may be disseminated in an aggregate form to professional groups and through research publications. If you do not wish your performance in this class to be included in research about overall student performance (beyond the accreditation process), please inform your instructor in writing of this intent.

COMPUTER UTILIZATION: Students are encouraged to use the College's computing facilities to complete their assignments. The student computer labs in Kepner Hall provide support for word processors, spreadsheets, databases, writing-style checkers, and presentation graphics. Internet and e-mail access are available in the labs. Student consultants are on duty at the labs to assist with these applications.

LIBRARY UTILIZATION: Students are encouraged to use the Michener Library collections and online subscription information resources to supplement readings and to complete assignments. Library databases are available at <http://libguides.unco.edu/business>.

GLOBAL DIMENSION COVERAGE: As appropriate, students are encouraged to consider global dimensions as they complete their outside readings and assignments. Class time is spent discussing differences between Global Accounting Standards and U.S. Financial Accounting Standards.

ETHICAL DIMENSION COVERAGE: The course topics often lead to discussions concerning use of judgment. In many cases, judgment must be used in reporting various transactions on the financial statements. Choices between accounting alternatives are discussed from the standpoint of which will present the company in the fairest possible light and the accountant's ethical obligations to report these alternatives. As appropriate, students are encouraged to consider the ethical dimension as they complete their outside readings and assignments.

STUDENTS WITH DISABILITIES: Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

CLASSROOM TECHNOLOGY GUIDELINES: Each student is required to review and become familiar with the following classroom technology guidelines:
<http://mcb.unco.edu/pdf/Classroom-Technology-Guidelines.pdf>

FOOD AND BEVERAGE GUIDELINE: Food is not allowed in classrooms. Only drinks in a container with a screw top lid are allowed.

KENNETH W. MONFORT COLLEGE OF BUSINESS STATEMENT

The Kenneth W. Monfort College of Business students are expected to conduct themselves in accordance with the highest standards of academic honesty. Cheating, plagiarism, illegitimate possession and disposition of examinations, alteration, forgery, or falsification of official records and documents, and similar acts or the attempt to engage in such acts are grounds for disciplinary action. This action can include the following in addition to any University disciplinary action:

1. A failing grade for a particular assignment.
2. A failing grade for a particular course.
3. Suspension from the College of Business Administration.
4. Expulsion from the College of Business Administration.

Students are expected to complete all prerequisites for a business class prior to the first day of class. Students may not concurrently enroll in a class and its prerequisite(s) unless it is expressly stated in the bulletin that the class is a co-requisite. Any exception to this policy must be approved by the Chair of the School offering the class.

Students must submit original works for assignments required in this class. This includes term papers, cases and other course requirements. A student who submits a work that was previously submitted to another class without prior approval from the instructor is in violation of this policy. A student who violates this policy may receive a failing grade for the assignment, a failing grade for the class, and face termination of his/her business degree program.

Additionally, the Dean of Students Office may be notified in writing of all violations of academic honesty in this class.

MONFORT COLLEGE OF BUSINESS STUDENT CODE OF PROFESSIONAL CODUCT

Monfort College of Business students represent the professional and academic interests of the entire MCB & UNC communities. Accordingly, MCB expects all students to behave in a professional manner and adhere to high ethical standards in every business class and in every activity connected with the Monfort College of Business. This professional behavior is required not only in the classroom but also in all MCB-related interactions such as e-mails, conferences and use of technology.

MCB students should exhibit respectful behavior in classes. This behavior includes arriving on time to class, staying in class until the lecture ends, having the discipline to stay engaged in class, turning-off or silencing cell phones and pagers while in class, refraining from text-messaging, and avoiding coming to class wearing clothing that is unduly provocative or has written messages that are rude, insensitive or obscene. MCB students should engage in respectful behavior in all activities where they act directly or indirectly as a representative of the MCB. Respectful behavior creates a more desirable, civilized, and productive learning environment, and it models behavior that is both productive and pleasant when students transition from the classroom to the workplace.

MCB students should master and apply the fundamental skill of preparing and sending class or university related e-mails that are properly written, show professionalism and communicate a clear message. E-mails containing profanity, spelling mistakes, punctuation errors, or poor composition evidence sloppiness and show disrespect to the recipient. MCB students should use proper forms of address when communicating orally or in writing with faculty or staff (i.e., Dr. Smith, Professor Jones, Ms. Abbot, etc.). If a student does not know how to address a faculty member, he or she should ask.

This code of professional conduct complements, but does not replace, the Honor Code of the Monfort College of Business or the Honor Code of the University.

APPENDIX F : EXPANDED STAFFING PLAN

Accounting Staffing Plan																	
Updated August 2017																	
	2017	2018	2019	2020	2021	2022	2023	2024	2025								
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Allen																	
Rick	2	2	2	2	Retire												
Karen	3	2	Retire														
Bill	Sab	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Sab	3
Pat	2	2	2	Sab	3	3	3	3	3	3	3	3	3	3	3	3	Retire
Janel	3	3	3	3	3	Sab	3	3	3	3	3	3	3	3	3	3	3
Jessica	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Sab	3	3
Gabe	3	3	3	3	3	2	3	2	3	3	3	Sab	3	3	3	3	3
Shawn	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Sab
New 2			3	2	3	2	3	3	3	3	3	3	3	3	3	3	3
New 3															3	2	3
Adjuncts	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Less: Chair				-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
Total	24	24	25	21	23	18	23	22	23	23	23	20	23	23	23	22	20
Needs	24	22	25	22	24	22	25	22	24	22	25	22	24	22	25	22	24
Short (lon	0	-2	0	1	1	4	2	0	1	-1	2	2	1	-1	2	0	4
	H New 2 Gabe DBA													H New 3			
	T/T new hires on 3/2 first 2 yrs																

APPENDIX G : TABLE A2-1 INTELLECTUAL CONTRIBUTIONS OF THE ACCOUNTING ACADEMIC UNIT

Part A: Five-Year Summary of Intellectual Contributions

Aggregate and summarize data to reflect the organizational structure of the unit's faculty (e.g., research groups). Do not list by individual faculty member.	Portfolio of Intellectual Contributions			Type of Intellectual Contributions								Percentage of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integrative/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Academic/Professional Meeting Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Type Selected by the Accounting Academic Unit	Percent of Participating Faculty Producing ICs	Percentage of total FTE faculty producing ICs
ACCOUNTING FACULTY													
Professor	0	7 ⁽³⁾	27	2	0	27	0	1	0	0	4	66.67%	68.18%
Associate Professor	6 ⁽¹⁾	16	14	12	0	15	5	0	0	4	0	100%	100%
Lecturer	2	4	0	2	0	4	0	0	0	0	0	0%	62.5%
Adjunct Faculty	0	0	0	0	0	0	0	0	0	0	0		0%
Visiting Faculty	0	0	0	0	0	0	0	0	0	0	0		0%
Executive Professor	0	3 ⁽³⁾	1 ⁽¹⁾	1	1	2	0	0	0	0	0	100%	100%
TOTAL ACCOUNTING	8 ⁽¹⁾	30 ⁽¹¹⁾	42 ⁽⁷⁾	17 ⁽¹¹⁾	1 ⁽¹⁾	48 ⁽⁶⁾	5 ⁽¹⁾	1	0	4	4	75%	77.33%
Note: Subscripts indicate intellectual contributions where more than one individual on your campus was a collaborator. If the other collaborators are also included on this report, the contribution will be counted once for each individual on the report.													

Part B: Alignment with Mission, Expected Outcomes, and Strategy

Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the accounting academic unit

Following the Program's mission, the majority of all accounting faculty intellectual contributions are educationally oriented (54%) with contribution to practice (36%) and disciple-based (10%) research articles making up the other portions. Additionally, the faculty are active in presenting their research at conferences both nationally and regionally. In all, 47 papers were presented over the last five years, with other activities including papers written for professional organizations such as NASBA, a textbook and textbook support materials, research grants, working papers, and CPE seminars.

Part C: Quality of the Five-Year Portfolio of Intellectual Contributions

Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Accounting academic units are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.

Consistent with our emphasis on teaching and practice-oriented research, our research portfolio is largely dominated by pedagogical and practice focused work. The quality of our work in these areas is evidenced by best presentation/paper awards at professional meetings (Turner and Greiman) and consistent recognition of our work with the AIS Educators Association (Newmark). Improvements in quality are expected from the removal of so-called 'predatory journals' from our lists of acceptable outlets.

Part D: Impact of Intellectual Contributions

Provide evidence demonstrating that the unit's intellectual contributions have had an impact on the theory, practice, and/or teaching of accounting, business, and management. To demonstrate impact, whenever possible, the accounting academic unit is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.

The impact of pedagogical work is evidenced by our innovation in the classroom – including flipped learning (Cahalan), meditative and other self-awareness practices (Newmark and Seaton), use of the ETS business major field exam (Wilcox) and online learning enhancements using the Quality Matters program offered through the UNC Center for Teaching and Learning (Newmark, Wilcox and Greiman). The practice-oriented research outlets selected reflect leadership in state and local taxation, and business activities where there is clear conflict between US federal law and state regulation – e.g. Marijuana. Several of these papers have included co-authorships with undergraduate and graduate students (Wilcox, Turner and Greiman). Attached as Appendix J are summaries of selected individual research programs. For the current faculty Google Scholar citation counts were: Professors: 73, Associate Professors: 231, Total: 304.

APPENDIX H: – ACCOUNTING INTELLECTUAL CONTRIBUTIONS

September 1, 2011 - July 18, 2017

Greiman, Janel (Associate Professor)

Refereed Journal Articles

Journal Article (Published)

Greiman, J. (2017). Cannabis and Taxation No Longer a Novelty Combination. *Journal of MultiState Taxation and Incentives*, 27(1), 10. tax.thomsonreuter.com/Checkpoint.Journals

Journal Article (Published)

Greiman, J., Ramirez, J. (2015). Update on Serving the Pot Culture. *Journal of MultiState Taxation and Incentives*, 25(8), 14-21. tax.thomsonreuter.com/Checkpoint.Journals

Journal Article (Published)

Greiman, J., Slaughter, S. E., Cahalan, J. R. (2014). Did Windsor Create Uniformity in Tax Filing for Same-Sex Couples? *Practical Tax Strategies*, 92(4), 160-170. tax.thomsonreuter.com/Checkpoint.Journals

Journal Article (Published)

Greiman, J., Slaughter, S. E., Cahalan, J. R. (2014). Did Windsor Create Uniformity in Tax Filing for Same-Sex Couples? *Practical Tax Strategies*, 92(4), 160-170. tax.thomsonreuter.com/Checkpoint.Journals

Journal Article (Published)

Greiman, J., Slaughter, S. E. (2014). Marijuana, State Taxation, and the Risks to Practitioners Serving the Pot Culture. *Journal of MultiState Taxation and Incentives*, 24(5), 24-35.

Journal Article (Published)

Greiman, J. (2013). Did Averting Fiscal Cliff Allow C Corporations to Overtake Passthroughs? *Practical Tax Strategies*, 91(2), 60-68.

Journal Article (Published)

Turner, K. F., Reed, R. O., Greiman, J. (2011). Accounting Education in Crisis. *American Journal of Business Education*, 4(12), 39-44.

Journal Article (Published)

Greiman, J. (2011). For 2010 Death and Taxes are not a Sure Thing. *Practical Tax Strategies*, 87(1), 4-10.

Other Intellectual Contributions

Study Guide (Published)

Greiman, J. (2015). Federal Taxation of Individuals. In Pearl Zeller (Ed.), *The Exam Matrix CPA exam Review 2015*. Littleton, CO: ExamMatrix. text and on-line

Study Guide (Published)

Greiman, J. (2014). Federal Taxation of Individuals. In Pearl Zeller (Ed.), *The Exam Matrix CPA exam Review 2014*. Littleton, CO: ExamMatrix. text and on-line

Study Guide (Published)

Greiman, J. (2013). Federal Taxation of Individuals. In Pearl Zeller (Ed.), *The Exam Matrix CPA exam Review 2013*. Littleton, CO: ExamMatrix. text and on-line

Study Guide (Published)

Greiman, J. (2012). Federal Taxation of Individuals. In Pearl Zeller (Ed.), *The Exam Matrix CPA Exam Review 2012*. Littleton, CO: ExamMatrix. text and on-line

Justice, Scot E. (Lecturer)

Refereed Journal Articles

Journal Article (Accepted)

Justice, S. E., Wilkins, A., DeZoort, T. (in press). The Effect of SME Reporting Framework and Credit Risk on Lenders' Judgments and Decisions. *Journal of Accounting and Public Policy*.

Journal Article (Accepted)

Justice, S. E., Hermanson, D. R., Ramamoorti, S. A., Riley, R. R. (in press). Unique Characteristics of Predator Frauds. *Journal of Forensic Accounting Research*.

Journal Article (Revising to Resubmit)

Justice, S. E., Hermanson, D. R., Cohen, J. R. Tolerating Star Employees' Anti- Company Unethical Acts. *Behavioral Research in Accounting*.

Newmark, Richard I. (Professor)

Refereed Journal Articles

Journal Article (Published)

Newmark, R. I., Krahne, K., Seaton, L. P. (2013). Incorporating Mindfulness Meditation in the Classroom. *Journal of Academy of Business and Economics*.

Journal Article (Published)

Newmark, R. I., Seaton, L. P., Stallings, M. (2011). Student Response System Technology in Accounting Information Systems Course. *Accounting Information Systems Educator Journal*.

Journal Article (Submitted)

Newmark, R. I., Dickey, G., Wilcox, W. Could Scrum Improve the Audit Process? *Accounting Horizons*.

Other Intellectual Contributions

Supplement (Published)

Newmark, R. I. (2013). PowerPoint Slides for Prentice Hall Federal taxation 2014: Corporations. In Christina Rumbaugh (Ed.), *Prentice Hall Federal taxation 2013: Corporations*. Upper Saddle, NJ: Prentice Hall.

Supplement (Published)

Newmark, R. I. (2013). PowerPoint Slides for Prentice Hall Federal taxation 2014: Individuals. In Christina Rumbaugh (Ed.), *Prentice Hall Federal taxation 2014: Individuals*. Upper Saddle, NJ: Prentice Hall.

Supplement (Published)

Newmark, R. I. (2012). PowerPoint Slides for Prentice Hall Federal taxation 2013: Corporations. In Christina Rumbaugh (Ed.), *Prentice Hall Federal taxation 2013: Corporations*. Upper Saddle, NJ: Prentice Hall.

Supplement (Published)

Newmark, R. I. (2012). PowerPoint Slides for Prentice Hall Federal taxation 2013: Individuals. In Christina Rumbaugh (Ed.), *Prentice Hall Federal taxation 2013: Individuals*. Upper Saddle, NJ: Prentice Hall.

Textbook (Published)

Perry, J. T., Newmark, R. I. (2011). In Senior Acquisitions Editor: Matt Filimonov; Developmental Editor: Ted Knight (Ed.), *Building Accounting Systems Using Access 2010* (pp. 640). 5191 Natorp Boulevard, Mason, OH 45040: South-Western Cengage Learning.

Supplement (Published)

Newmark, R. I. (2011). PowerPoint Slides for Prentice Hall Federal taxation 2012: Corporations. In Christina Rumbaugh (Ed.), *Prentice Hall Federal taxation 2012: Corporations*. Upper Saddle, NJ: Prentice Hall.

Supplement (Published)

Newmark, R. I. (2011). PowerPoint Slides for Prentice Hall Federal taxation 2012: Individuals. In Christina Rumbaugh (Ed.), *Prentice Hall Federal taxation 2012: Individuals*. Upper Saddle, NJ: Prentice Hall.

Textbook (Published)

Perry, J. T., Newmark, R. I. (in press). *Building Accounting Systems Using Access 2013* (9th ed.). Mason, Ohio: Cengage.

Reed, Ronald O. (Emeritus)

Refereed Journal Articles

Journal Article (Published)

Turner, K. F., Reed, R. O., Greiman, J. (2011). Accounting Education in Crisis. *American Journal of Business Education*, 4(12), 39 - 43.
<http://www.cluteinstitute.com/ojs/index.php/AJBE/article/view/6612/6688>

Other Intellectual Contributions

Conference (Full Paper) Proceeding (Published)

Turner, K., Reed, R. O., Greiman, J. (2011). *Accounting Education in Crisis*. Mountain Plains Management Conference.

Book Review

Reed, R. O. (2011). *2011 Textbook review*.

Book Review

Reed, R. O. 2013 Textbook Review.

Working Paper

Reed, R. O., Seaton, P., Turner, K. Internal Controls: What Every Commercial Lender Should Know.

Seaton III, Lloyd (Associate Professor)

Refereed Journal Articles

Journal Article (Published)

Newmark, R. I., Krahne, K., Seaton, L. P. (2013). Incorporating Mindfulness Meditation in the Classroom. *Journal of Academy of Business and Economics*.

Journal Article (Published)

Newmark, R. I., Seaton, L. P., Stallings, M. (2011). Student Response System Technology in Accounting Information Systems Course. *Accounting Information Systems Educator Journal*.

Other Intellectual Contributions

Working Paper

Seaton, L. P. *Auditor Reputation: No News is Good News?*. Auditing: A Journal of Practice and Theory.

Working Paper

Seaton, L. P. Establishing and Maintaining a Strong Alumni Network. *Advances in Accounting Education*.

Working Paper

Newmark, R., Seaton, L. ". Conceptualizing the Support Business Process: Where the Rubber Meets the Road in the REA Enterprise Ontology. *Journal of Information Systems*.

Turner, Karen F. (Professor)

Refereed Journal Articles

Journal Article (Published)

Gudmundson, D., Thomas, D. F., Suhr, D., Turner, K. F. (2014). Business Plan Competitions and Their Impact on New Ventures' Business Models. *Journal of Strategic Innovation and Sustainability*, 10(1), 34-48.

Journal Article (Published)

Turner, K. F., Greiman, J., Reed, R. Accounting Education in Crisis. *American Journal of Business Education*.

Other Intellectual Contributions

Conference (Full Paper) Proceeding (Published)

Turner, K. F., Greiman, J., Reed, R. (2011). *Accounting Education in Crisis - Best Paper Award*. Mountain Plains Management Conference.

Working Paper (Submitted)

Turner, K. F., Dent, S. H. Teaching Accounting Communications: A Rhetorically-Based Approach. Issues in Accounting Education.

Wilcox, William E. (Associate Professor)

Refereed Journal Articles

Journal Article (Published)

Wilcox, W., Wilcox, M. V., Jares, T. E. (2014). Does Being Green Result in Improved Financial Performance? *Journal of Business and Behavioral Sciences*, 26(1), 155-167.

Journal Article (Published)

Jares, T. E., Wilcox, W., Allen, G., Lynch, R. (2014). Correlates of the ETS Field Test in Business-Grades and Choice of Major. *International Journal of Education Research*.

Journal Article (Published)

Wilcox, W., Park, Y., Berry, K. (2011). Does Conservatism Affect the Value Relevance of Discretionary Accounting Disclosures. *Journal of Business and Accounting*, 4.

Journal Article (Accepted)

Wilcox, W., Cahalan, J. R., Dickey, G., Bedsaul, T. (in press). Treasury Regulation 385: Its History, Purpose, and Impact on Multinational Corporations. *Journal of Taxation and Regulation of Financial Institutions*.

Journal Article (Accepted)

Wilcox, W., Cahalan, J. R., Bedsaul, T. (in press). How the "385" Treasury Regulations are Impacting Multinational Corporation's Treasury Function. *The CPA Journal*.

Journal Article (Accepted)

Wilcox, W. E., Cahalan, R., Wilcox, M. V. (in press). IRS Notice 2014-7: Issues for Home Healthcare Agencies. *Practical Tax Strategies*.

Journal Article (Submitted)

Newmark, R. I., Dickey, G., Wilcox, W. Could Scrum Improve the Audit Process? *Accounting Horizons*.

Other Intellectual Contributions

Conference (Full Paper) Proceeding (Published)

Park, Y., Wilcox, W., Berry, K. (2011). *Does Conservatism Affect the Value of Discretionary Accounting Disclosures*. American Society of Business & Behavioral Sciences.

APPENDIX I : SUMMARIES OF SELECTED INDIVIDUAL RESEARCH PROGRAMS

Professor Janel Greiman:

My primary research umbrella deals with new tax laws and how practitioners need to deal with the changes.

One specific area is laws that have conflicting state and federal application. A specific example of this is getting timely information out to practitioners on same sex marriage where the specifics of filing had many processes within states. For example, in some states, same sex couples were required to file as single at the federal level while married at the state level. Since most state returns begin with federal return information, some taxpayers were required to complete a pro- forma return of federal tax to begin their state tax returns. This effectively would require a same- sex couple to complete three tax returns in order to have the needed information to complete the required correct information. The mechanics of the law was in a state of constant flux until same-sex marriage became recognized at the federal level.

Currently, the main area of conflict between state and federal laws that requires attention to keep practitioners up to date is the marijuana laws. This is changing yearly. My research is aimed at keeping practitioners up to date on dealing with the marijuana industry.

Another change that practitioners needed guidance was to be able to dissect the law when the estate tax filing requirement was not in effect for a year. When this happened, estates could chose to file, or not. The tax effects to the estate and to the beneficiaries was in some cases quite significant. I provided a tool for practitioners to use in making this decision.

Another example of a change was when the highest individual tax rates became higher than the highest corporate tax rates. I published guidance to help with the decision of entity type for businesses.

Professor William Wilcox:

While historically I have primarily focused on basic academic research, I have recently made a shift towards more practice-based research. Most of my prior articles had been in lower level, low circulation academic journals; by switching to practice-based publications, I can increase both my visibility as well as UNC's. In addition, I believe that my current approach is more beneficial in enhancing my classroom activities.

The primary theme of my research is evaluating regulatory changes and highlighting the changes those on impacted parties (which coincides with what I teach at the graduate level). For example, the IRS changed how it taxed payments made under its Medicaid-waiver programs, directly affecting my wife's business. My co-authors and I wrote a paper detailing how small healthcare businesses would be impacted by that regulatory change. Another example was the IRS changing its requirements for intra-entity loans for multinational corporations. Just as I teach in my graduate class, while regulations have a direct impact, many consequences may be unintended. My co-authors and I wrote two articles highlighting the consequences on two different impacted groups: the banking industry and the multinational corporations.

In addition, I also maintain activity in pedagogical research. One publication examined the characteristics that were influential in ETS scores at UNC. A current project is examining the impact that adaptive learning programs have on student learning. As a institution that prides itself on its teaching, this type of research is also beneficial for our long-term success.

Professor Richard Newmark:

My research largely focuses on innovation in the classroom and in practice, as well as identifying areas that are under researched.

My record of pedagogical innovation began early in my career. In the late 1990s, I created a researcher-reviewer pedagogy for my distance-learning tax research course using discussion boards that provided students with opportunities to professionally comment on classmates' research memos. I introduced clicker technology to UNC and MCB in the mid-2000s. I brought mindfulness meditation to the classroom in 2012 and studied its effects on stress and exam scores. I have also developed critical-thinking case-based exams that require students to perform quantitative business analysis using Excel (Cost Accounting) or Tableau (Information Systems) and make recommendations to a hypothetical client based on the analysis. This research is still in progress. I also began experimenting using Scrum Agile project management methods for group projects. This research is also in progress.

My practitioner-oriented research started in my early career when I primarily taught tax courses. I identified areas with a dearth of guidance or conflicting law, including the deductibility of deficiency interest for Schedule C businesses, HOA taxation, and taxation of negative mortgage points. There is so little written about HOA taxation that I still get half-dozen emails per year from CPAs for an article that I wrote in 2003.

Since moving into the AIS area, I have focused on improving the design if AISs. I worked with Tod Sedbrook to develop a proof-of-concept to implement policy-level specifications with a semantic web application that is based on the REA enterprise ontology. I am also engaging in research to extend the REA-EO to include a support business process to facilitate implementation of REA-EO based accounting systems.

My AIS research also has a more direct connection to CPA firms. I am working with my colleague Gabe Dickey, who recently left Deloitte as a senior audit manager, in bringing the Scrum Agile project management methodology to external audits. Instead of focusing on what audit firms have done in the past, we are charting a path for the future of the audit profession.

APPENDIX K : TABLE A9-1 FACULTY SUFFICIENCY AND QUALIFICATIONS

FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING COURSES TAUGHT (RE: Standards A4 and A9)

Date Range: September 1, 2016 - May 31, 2017

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Professor											
Allen McConnell	September 1, 1968	MS, 1966	0		SER					50.0	Practice Experience
Richard Newmark	August 1, 2001	PhD, 1996	6		UT, MT, RES and SER	100.0					Terminal Degree and Subsequent Publications
Karen Turner	September 2005	PhD, 1995	2		UT, MT, RES and SER	50.0					Terminal Degree and Subsequent Publications
Total Professor			8	0		150.0 (75.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	50.0 (25.0%)	
Associate Professor											
Janel Greiman	August 2012	MTax, 2007	12		UT, MT, RES, ED and SER	100.0					Terminal degree and subsequent publications.
Lloyd Seaton	September 2009	PhD, 1991	12		UT, MT, ADM, RES and SER	100.0					Terminal Degree and Subsequent Publications
William Wilcox	August 16, 2009	PhD, 1997	10		UT, MT, RES and SER	100.0					Terminal Degree and Subsequent Publications
Total Associate Professor			34	0		300.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
Lecturer											
Scot Justice	August 2016	DBA, 2015		6	UT	100.0					Terminal degree and

											subsequent publications.
Deborah Lacey	September 2011	MST, 1994	8		UT and SER				100.0		Masters Degree and Practice Experience
Total Lecturer			8	6		100.0 (50.0%)	0.0 (0.0%)	0.0 (0.0%)	100.0 (50.0%)	0.0 (0.0%)	
Adjunct Faculty											
Kaja Goetzel	August 2015	MAcc, 2012		4	UT					40.0	Masters Degree
Samuel Hauschulz	August 2016	MAcc, 2016		1	UT					10.0	Academic experience
Total Adjunct Faculty			0	5		0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	50.0 (100.0%)	
Visiting Faculty											
Michele Bertoni	2013	PhD, 2001		1	MT	5.0					Terminal degree and subsequent publications.
Bruno De Rosa	2015	PhD, 1996		1	UT and MT	5.0					Terminal degree and subsequent publications.
Total Visiting Faculty			0	2		10.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
Executive Professor											
Gabriel Dickey	August 25, 2014	BA, 1998	6		UT				100.0		Current experience in the field.
Total Executive Professor			6	0		0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	100.0 (100.0%)	0.0 (0.0%)	

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Grand Total											
Grand Total			56	13		560.0 (65.1%)	0.0 (0.0%)	0.0 (0.0%)	200.0 (23.3%)	100.0 (11.6%)	
			>= 75% requirement for P for AACSB met (81.2%)			Minimum SA: >= 40% requirement for AACSB met (65.1%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (65.1%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (88.4%)					
Faculty Sufficiency Indicators: ●Overall: P/(P+S) >= 75% ●By discipline, location, delivery mode, or program: P/(P+S) >= 60%						Faculty Qualification Indicators: Minimum SA: (SA)/(SA + PA + SP + IP + O) >= 40% Minimum SA + PA + SP: (SA + PA + SP)/(SA + PA + SP + IP + O) >= 60% Minimum SA + PA + SP + IP: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) >= 90%					

APPENDIX L : TABLE A9-2 DEPLOYMENT OF FACULTY

DEPLOYMENT OF PARTICIPATING AND SUPPORTING FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED ACADEMIC YEAR

	Percent of teaching by degree program (Indicate metric used, credit hours, contact hours, courses taught, or another metric appropriate to the accounting academic unit) ¹					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelor's	60%			28.89%	11.11%	100%
MBA	100%					100%
Specialized Master's	100%					100%

1. Provide information for the most recently completed normal academic year. Each cell represents the percent of total teaching (whether measured by credit hours, contact hours, courses taught or another metric appropriate to the school) for each degree program at each level by faculty qualifications status. Peer review teams may also request faculty deployment by program location and/or delivery mode. The sum across each row should total 100 percent. Provide a brief analysis that explains the deployment of faculty as noted above to mission, expected outcomes, and strategies.

APPENDIX M : UNDERGRADUATE ASSESSMENT INSTRUMENTS

Accounting Ethics Assessment Rubric

TRAIT	Unacceptable (0 pts)	Marginal (1 pt.)	Acceptable (2 pts.)	Exceptional (3 pts.)	Score
Identification of the problem	Problem is not defined or incorrectly defined	Problem is not clearly defined or some part is incorrectly defined	Problem is defined, but the nuances of the problem are missing.	Problem is clearly and completely defined.	
Relevant facts	Few facts are included to clearly understand the whole situation, or the facts are incorrectly given.	Some facts are omitted or incorrectly given.	All important facts are presented, but some details are missing.	All relevant facts are clearly presented.	
Issues	Few issues (ethical questions) are identified or the issues are incorrect.	Some issues (ethical questions) are presented, but are not clearly stated or are incorrectly presented.	Major issues are presented clearly.	All relevant issues are clearly presented.	
Affected parties	Few relevant affected parties are identified or incorrectly identified. Little detail is given concerning the effects	Major relevant parties are identified. Some important indirectly affected parties are omitted. Some detail is given concerning the	Major relevant parties are identified. One or two important indirectly affected parties are omitted. Sufficient detail is given concerning the	All directly and indirectly affected parties are clearly identified. The effects to each are discussed.	
Available alternatives	Important alternatives are omitted or identified incorrectly. Sources are inadequate. Source documentation is insufficient or missing. Objectivity is missing.	Most important alternatives are given and sources are adequate. Some alternatives do not apply or are missing. Source documentation is insufficient. Discussion is not always objective.	Important alternatives are given and sources are adequate and authoritative. One or two missing alternatives. Some source documentation is insufficient or incorrect. Objective discussion.	All relevant alternatives are given and research is complete and clearly reviewed. Documentation of sources is adequate and correct. Objective discussion.	
Likely consequences	Few consequences of applying the alternatives are given or are incorrectly identified.	Some consequences of applying the alternatives are given or are incorrectly identified.	Major consequences of applying the alternatives are given. One or two are missing or incorrectly identified.	All relevant consequences of applying the alternatives are given and clearly explained.	
Decision	No decision is given or the decision given does not follow from the discussion. No action proposal.	Decision is given, but doesn't seem to follow from the discussion. The actual proposed action is unclear or missing.	Decision is logically tied to the previous discussion. One or two logical digressions. The proposed action is defined.	Decision clearly follows from the discussion. The proposed action is clearly defined.	

Critical Thinking Assessment Rubric

TRAIT	Not Competent (1 pt.)	Competent (2 pts.)	Exceptional (3 pts.)	Score
Background (Information & Understanding)	Background information is insufficient to understand the issue(s). Much of the information is incorrect.	Background information is adequate. Shows basic understanding of the situation.	Background thoroughly explains the accounting situation. Gives complete information to evaluate issues with evidence.	
Issues (Analysis)	Major issues have not been identified and/or are not stated clearly.	The major issues are identified, but some questions may still arise as to the details.	All relevant issues are identified and clearly stated.	
Alternatives, Evidence/Research	Only some alternatives are identified, or incorrect alternatives have been included. Very little evidence. Most existing evidence is from non-authoritative sources or not properly documented.	Relevant alternatives are identified but are not fully explained. Evidence is from the most authoritative sources and properly documented.	Relevant alternatives are explained fully. Evidence is from most authoritative sources and properly documented.	
Application (Synthesis)	Application(s) of alternatives to the issues is illogical or incomplete. Few, if any, consequences of alternatives are explored. If required, calculations are incorrect or insufficient.	Applications of alternatives are logical and clear. However, analysis misses some details. If required, calculations are correct.	Application of the alternatives to the issues is logical, clear and complete. If required, calculations are correct and audience appropriate.	
Conclusion or Recommendations (Evaluation)	Conclusions or recommendations are missing or unsupported by a fully developed rationale.	Conclusions or recommendations logically follow from the analysis. Rationale behind them is incomplete.	Conclusions or recommendations are fully supported and presented clearly.	

Undergraduate Writing Assessment Rubric

TRAIT	Not Competent (0 pt.)	Competent (1 pt.)	Exceptional (2 pts.)	Score
Purpose & Audience	The focus, organization, style, and content sometimes don't support the writer's or the audience's purpose.	Good focus, organization, style, and content. Achieves the purpose for the given audience.	Clear focus, organization, style, and content. Defines and fulfills the purpose for the given audience.	
Logic & Organization (Cohesive & Coherent)	Unfocused introduction. Some logical organization but relationships between ideas and paragraphs are sometimes unclear. Numerous reference, transition and/or modifier problems. The conclusion doesn't follow from the paper's information.	Good introduction. Relationships and/or transitions between ideas within and between paragraphs are generally clear and logical. Clear overall organization. Conclusion/recommendations flow logically from the information presented.	Interesting, clear, specific introduction. All ideas are logically connected with clear transitions. Logical conclusion/recommendation that follows from the information presented.	
Language (Clarity)	Unclear or sometimes confusing or vague language. Illogical sentence structure. Some incorrect words. Language only generally suited to the audience level. Errors cause confusion.	Word choice is correct; sentence structure is effective. Presence of few errors not distracting. Language and sentence structure suitable to the audience.	Precise, descriptive word choice, leading to concise, clear sentences. Varies sentence structure to effectively emphasize and deemphasize information. Language well suited to the audience.	
Spelling, Grammar, and Proper Documentation (Correctness)	Frequent errors in spelling and grammar interfere with comprehension. Only quoted material is documented. No bibliography is included. Some incorrect information.	Minor errors. Follows normal conventions of spelling and grammar. Has been carefully proofread. Most resources properly documented and a bibliography exists. Correct information.	Spelling and grammar essential error-free errors. Properly documented sources; complete bibliography which follows an established format. Correct information.	
Development of Ideas (Completeness & Conciseness)	Underdeveloped Little or inconsistent support for ideas, or support is all one-sided; some distinctions need clarification, reasoning unclear. Some missing information. Many of the sentences are long and/or complicated. Wordy.	Effective support for most ideas through references, details and calculations. Logically presented objective support. The most necessary information is included. Sentence structure is usually concise and audience appropriate.	Explores ideas vigorously; supports points fully using a balance of subjective and objective evidence. All necessary information is included. Sentence structure is concise and audience appropriate	

APPENDIX N : 2015 UNDERGRADUATE ASSESSMENT SUMMARY

6250 Chantilly Place
Colorado Springs, CO 80922

September 12, 2016

William Wilcox, Ph.D., C.P.A.
Associate Professor of Accounting
Department of Accounting & Computer Information Systems
Monfort College of Business
University of Northern Colorado
Kepner Hall 2090
Greeley, CO 80639

RE: AoL assessments

Dear Professor Wilcox:

Here are the results of the 2015 Accounting Ethics assessments. In general, what I saw was that the students, by and large, seem to be making a good effort to identify ethical mistakes and misdeeds that occurred in the case they were given and to research the appropriate standards, guidelines and laws that pertain to the specifics of the case. They did well in explaining *why* some of the events described in the case were unethical and applying the appropriate authorities to defend their evaluations.

It is admirable that the Monfort College of Business makes the effort to ensure their graduates are prepared for the workplace in the important areas of written communication skills, ethical behavior and strong critical thinking ability. It is my pleasure to participate in this effort.

LIMITATIONS OF MY ASSESSMENT

One of the most important parts of a successful comprehensive assessment, or perhaps even *the* most important part, is the design of the assessment instrument—in this case, the case itself and the instructions given for completing the assignment. Unless those items are specifically crafted and directed toward producing student work that displays the skills that will be assessed on the rubrics, as the assessor I may not be able to determine how prepared for the workplace the students are in some of the assessed topic areas. Furthermore, a well-designed assessment instrument coupled with instructions that clearly define the requirements and expectations for completing the assignment will allow the students to perform at their highest level and therefore improve their overall scores—a winning scenario for everyone. Assignments that are intended for classroom use rather than this type of assessment often do not work well when used contrary to the usual classroom application, and this particular assignment was not very well suited to eliciting the students' best work as regards the rubrics in use; perhaps it would have been better to reserve it for a classroom assignment and use a different case and set of instructions for the kind of assessment I am doing. I will identify ways that the assessment instrument can perhaps be improved as I break down student performance on each item of each of the rubrics.

WRITING SKILLS ASSESSMENT

Audience and Purpose: These are the two most crucial items that should be clearly defined for the students. All people say the same things in different ways, depending on whom they are addressing.

We address our peers one way, supervisory personnel in a workplace another way, and high authorities, such as government agencies, in yet another way. Without knowing whom they are addressing, students cannot possibly adopt an appropriate tone, level of technical language, and approach for their comments.

Also, clearly defining what the writer wants the document to accomplish as well as what use(s) the reader will make of the information—the document’s Purposes—will tell the students which specific information the reader needs to know, what order the information should be presented in, and how the conclusions and recommendations should be directed.

The third variable that the assignment should define is Occasion. The surrounding circumstances/context/setting for the document will help the students figure out how to write the document to match the occasion. A departmental meeting is a more formal setting to discuss a project than a quickly jotted memo between co-workers/team members for that project, even if the content is essentially the same. Although both settings are used by peers to discuss the same matters, the increased formality of “department-meeting report” language is usually inappropriate when used in a 5-minute memo intended to be deleted soon and *vice versa*.

The copy of the assignment that I received does not provide much direction for the students regarding Audience or Purpose. In fact, I was given two different assignments for Audience: the written assignment says, *“For ‘To’ – refer to the class slides of how to report issues ‘up the chain’ and identify the ‘WHO’ to whom you will address your Memo.”* Since the assignment requires the students to select a minimum of six issues from the case to address in their completed report, I initially expected that the WHO would vary based on which issues the student chose to analyze. The email of explanation you received from Professor Lacy and forwarded, on the other hand, says, *“Please note that the “audience” can be either the Board of Directors OR the Partner-in-Charge who was communicating with the BOD.”* Does this mean that the students *should* have selected one of these two audiences based on how they had learned to report issues up the chain of command? Nonetheless, about 2/3 of the students addressed their memos to “Professor Deborah Lacy” rather than to either of the two audiences cited above (or any other person or group identified within the case). I’m not sure they fully understood what they should do.

**Note: if the report is intended as a memo-to-file for record-keeping purposes only and the opportunity for action has irrevocably passed, the report will not need detailed applications of alternatives, nor will it include recommendations for the best courses of action. However, selecting “File” as the intended audience and “Record-keeping” as the purpose will result in documents that don’t include examples of all the skills that you have chosen for evaluation on your rubrics. The rubrics will need to be revised, and the critical thinking component will be reduced to near elimination with those changes.*

In terms of Purpose, neither the writer’s purpose in making the report nor the audience’s purpose in using it is clearly stated. Both of these need to be firmly established to produce a useful report. The assignment reads, *“Imagining yourself as an outside ethical consultant with an accounting background in identifying technical accounting issues as well as ethical dilemmas, use the in- class decision making model discussed in class in conjunction with Class Discussions, Posted Course Resources, and the Brooks & Dunn textbook to identify and resolve the ethical and technical dilemmas.”*

- *Steps 1-8: Identify Dilemma 2. Gather Critical Facts 3. Identify Stakeholders 4. Identify ALL POSSIBLE courses of action 5. Analyze effects of possible courses of action 6. Consider Comfort Level 7. Consider Rules, Regulations, and Laws 8. Select Best Course (s)*
- *Steps 9-10: 9. Document (This memo is your documentation) 10. Reflect and Evaluate your outcome – not relevant this stage as this is done more in future.*

In other words, the assigned purpose seems to be making recommendations to the Board of Directors detailing specific courses of action comprising specific steps to resolve ethical and technical issues going forward. Again, I'm not sure the students fully understood this. Only a couple of the students addressed future courses of action at all, and neither of them in much detail. Almost all of the students simply reported on what had happened in the past with little thought to answering the question, "Now what?"

I will not question the legitimacy of this assignment for a final research project for graduating senior students in Accounting. That is not my area of expertise, and only each professor can decide how best to test student achievement in the courses they teach. For the purposes of this assessment and measurement of achievement in the three areas being assessed, however, the scope is much too broad.

First of all, the students were asked to select a minimum of six dilemmas to discuss: at least four ethical dilemmas, and at least two technical dilemmas—or even more if they wanted.

Nevertheless, since these assessments for AACSB do not include reporting on technical issues, including technical issues in this document only serves to distract both the students and the assessor from the skills being evaluated and force the students to divide their time between the items that will be assessed and those that won't.

Secondly, as cited above, the assignment asks for an eight-step analysis of six different topical issues, and each of the steps requires considerable analysis and critical thought to fully research, analyze, find alternatives, apply alternatives, determine potential consequences of each alternative, make decisions regarding "best" alternatives, make recommendations and then justify the choices recommended. That makes a total of 48 detailed sections to include in the memo if each is done thoughtfully and completely. No student even attempted all of these steps in the papers I received. One young lady produced a 22-page report, and she still didn't get it done.

I recommend that for an assessment of this type, the assignment should follow the "inch-wide, mile-deep" model: a case that maintains a narrow, focused scope and places the burden of deep critical thinking and excruciatingly detailed analysis, based on mind-numbing research, on the students. I was surprised to learn that the kind of catch-all report represented here, in which the writer chooses the topic(s) to cover and whom it should be addressed to, is the norm in the professional accounting world, as the memo of August 22 from Professor Lacy suggests: *"It was meant to be 'practice oriented' accounting/business Research Memo Communication and NOT an academic paper (that you would see from an 'English' major -- just FYI)." Again, that is not my field of expertise, and I accept your word for it that this assignment is an example of the kind of writing that professional accountants do on the job. Unfortunately, however, it does not provide student samples that can be adequately assessed according to the rubrics you provided or show your students' achievements in their most favorable light for this assessment's purposes.*

Logic and Organization: This, too, suffers from the lack of focus. First of all, only 3 or 4 students were selective in citing the "Relevant Facts" for their report. The remainder of the students simply copied and pasted the entire case, about 4 pages, as their introduction rather than excluding the facts that were irrelevant to the specific issues they chose to address. The word "relevant" is important because including irrelevant information only serves to muddy the waters and confuse the reader, who understandably wonders why the information is provided if it has no bearing on the content of the report. Since each student chose different issues to address, the Relevant Facts sections should be different for each report. I did not try to assess the introduction sections, which set the stage for the rest of the report, for any of the students who copied and pasted. How can I assess their skills in setting up their report by writing introductory information if they didn't write the introduction they provided in their report? Also, the fact that they were asked to respond to six different situations makes assessing their ability to

transition from idea to idea and organize complex information within a single directed document very difficult. In short, they produced mostly six short documents instead of one unified document.

Language: This was an area of strength for the most part. Most of the students scored a 1 (Competent), with a couple of 2's (Exceptional). I wish I had a mid-score between "competent" and "exceptional," so at times I add a plus or minus. There were a few who made enough errors with homophones and word choice errors to drop their scores to 0 (Not competent). One student consistently substituted the word "curtsey" for "cursory," for example, which was at the very least, distracting and at the best, entertaining.

Spelling, Grammar and Proper Documentation: There are some who classify the abovementioned problems with homophones as spelling errors, so that must be included here as well. I saw some signs of second-language errors in the grammar, but that is to be expected.

Most of the mechanical errors were in use of punctuation, especially comma splices; overuse of or omission of apostrophes; the spelling of plural word forms; some verb form and agreement issues; and in one case a student interchangeably used both masculine and feminine pronouns for a female character in the case—sometimes in the same sentence. All in all, though, these skills were generally acceptable.

Documentation was better in this set than in the past 2 or 3 years' sets that I assessed, but there were still instances of no bibliography and instances of no internal citations to sources or internal citations only for direct quotes. Some of the bibliographies had insufficient information to use in looking up the source. These skills may need a little more classroom emphasis.

Development of Ideas: This was one of the weaker areas. Perhaps because of the wide scope of the assignment, basically none of the students did an adequate job of identifying alternatives, applying them to the given situation, analyzing those alternatives regarding potential consequences in that situation, and then using logic to determine the best alternative for a given issue. Or if the students went through those steps, I couldn't tell that they did because they did not document them in the report. At any rate, the fact that those steps were not included in the report memo makes it appear that the conclusions or recommendations, if included, were without foundation. Some reached conclusions, some didn't, and some concluded something but did not recommend any courses of action to resolve the issues.

Strangely, a large number of the students' recommendations detailed what someone should have done in the past, not what should be done going forward. Some of them also included potential alternatives that someone in the case *could* or even *should* have considered before doing whatever misdeed he/she did. This is not an especially useful activity because the past cannot be changed. While studying errors of the past is useful in setting up safeguards to keep the company from making the same mistakes again and might possibly help in determining which alternative of those available would be the best, understanding past errors can be used only as a launching pad to find solutions in the present or future that can be implemented to resolve the problems they have caused. Most students just rehashed the ethical errors of the past and stopped there.

ACCOUNTING ETHICS ASSESSMENT RUBRIC

Identification of the Problem and Relevant Facts: I am addressing these together because only a handful could be assessed, and in the ones that could be assessed, I didn't find any patterns of performance that would be useful to you. As mentioned in the previous section, the remainder of the students simply copied and pasted the case onto their reports without comment or focus, and I can only assess the work that the students themselves did.

Issues: What I look for in Issues are probative questions that cut to the core of the dilemma and whose answers will direct the investigation of evidence to help determine the course(s) of action that will best inform the solution(s). I don't want to see superficial yes/no questions or questions that (1) cannot even be answered (one student asked, "Will ASET violate the Age Discrimination in Employment Act by laying off workers over the age of 40?"), or (2) questions whose answers, even if found, will shed little or no light on the resolution of the dilemma. Several students asked, "Is it ethical for ASET to lay off workers older than 40?" This is not a useful question. Instead, I want to see questions like, "What steps to reduce costs can ASET take that will not violate any laws or ethical standards and will cause the least damage to both the company and its employees?"

In terms of the questions offered by these students in Issues, the quality varied from the very weak to the very good. They will be further discussed in the Critical Thinking section, as being able to frame probative questions is an early step in the critical thinking process and is essential to problem solving.

Affected Parties: In some papers, few if any affected parties were mentioned at all, and I don't think any student identified all affected parties for all of the six dilemmas he/she selected to discuss. Some students did not include the effects on even the most important of the affected parties.

Available Alternatives and Likely Consequences: These were disappointing. If more than one alternative was mentioned by a student, it was not vigorously explored or assessed for consequences or feasibility. In many, the only alternative mentioned for a dilemma was presented as the solution in the Conclusions/Recommendations part without any evidence or analysis to support it.

Decision: Some students didn't offer a decision, just discussion, and many did not include a course of action going forward. The decisions were often not well supported by the information included in earlier sections.

CRITICAL THINKING ASSESSMENT

Background (Information & Understanding): Again, most of the students just copied the case in its entirety onto their memos. Why does this matter? The ability to separate out the facts that matter from the wealth of available information in any situation is a strong indicator of critical thinking skills. Strong thinkers can separate what matters from what doesn't so that they won't be distracted from their purpose by non-essential information. By including the entire case in their reports, these students are implying that even the information not connected to the dilemmas they selected is important. The only background information that should be included is that which has direct bearing on the dilemmas that will be addressed in the Issues section and the evidence sections. As such, each student's background section should be different unless more than one student selected the exact same dilemmas. As an assessor, I could not tell whether the students are able to identify the difference between what matters and what doesn't.

Issues: In assessing Issues for critical thinking, I am looking not only for probative questions, but also to match them to the background information cited, the evidence researched, and the framing of the solution. I also look to see if the Issues are sufficient for the student, after researching the answers, to have sufficiently covered the topic in enough detail to draw valid conclusions and make solid recommendations. For the most part, these students asked one question per dilemma rather than digging out all of the questions that would have to be answered for a good solution to be found for any one of the dilemmas. A narrower scope for the assignment would help with this problem. Learning how to dig to the bottom of a problem so that a fully informed decision can be made takes time and practice, and I don't know if these students can do that.

Alternatives and Applications of Alternatives: Again, the students failed to dig as deeply as they needed to. Most of them found only one alternative, which likely means that other, equally valid ones have been ignored. Without deeper research and reasoning, it is probable that feasible alternatives have been overlooked and perhaps the perfect solution will never even be considered. The application of the alternatives, if included at all, is equally haphazard. Everyone has heard of the Law of Unintended Consequences; this application and analysis are the parts of critical thinking that reduce the chances of unpleasant, unintended consequences from cropping up after a decision has been made.

Conclusion and/or Recommendations: These have already been discussed. To recap, Conclusions will pull together the results of the alternatives as they apply to the dilemma(s), and Recommendations will state specifically what course of action appears to be the best solution.

ONE MORE THING

At the risk of overstepping my boundaries, I would like to make a few suggestions that I believe will improve your outcomes and make keeping up with your students' achievements easier.

1. Spend some time reviewing your rubrics to make sure that the skills you value most are being assessed and in a manner that is consistent with your established standards of excellence.
2. Establish and/or adapt a case study to address the matters you want to assess. You can use an old one, develop a new one, or tweak one that doesn't quite hit the mark, but use your rubrics to make sure that the case includes all of the matters you want to address and that the assignment sets up the students with a clear, appropriate, well defined instructions and parameters so that the writing instructions will elicit examples of the skills you are assessing. This will give your students their best opportunity to shine.
3. I think it is a good idea, once you have the assignment set up the way you want it, to use the same case each year for several years (with minor tweaks to correct any problems you may find in the way it is set up. Sometimes it takes a couple of tries to get it just right.) This will give you longitudinal empirical results that compare apples to apples, and you will be able to see from year to year how your students are progressing. You can also use those assessment results to make changes to course content, course focus, the order in which the course topics are addressed, or even to select the textbook that is best matched to the learning values you assess.

Thank you very much for your assistance and support in getting these done. It is a pleasure to work with you on these, something I enjoy doing every year.

Sincerely,

Sharon Dent

APPENDIX O : 2016 UNDERGRADUATE ASSESSMENT SUMMARY

6250 Chantilly Place
Colorado Springs, CO 80922

September 12, 2016

William Wilcox, Ph.D., C.P.A.
Associate Professor of Accounting
Department of Accounting & Computer Information Systems
Monfort College of Business
University of Northern Colorado
Kepner Hall 2090
Greeley, CO 80639

RE: AoL assessments

Dear Professor Wilcox:

These are the results of the Accounting Ethics assessments for 2016. I am happy to report that these results show a marked improvement from the outcomes of the past few years. You have every right to take pride in the work that your students are doing.

While these outcomes, as a whole, are positive, there are still some things that students can improve. Following are some observations and suggestions that you may find useful as you continue preparing your students for the workplace.

WRITING SKILLS ASSESSMENT

Purpose and Audience: There was some confusion about this part of the assignment based on alterations that had been made over time to the original version of the case that was written about 10 years ago. Setting up the audience, purpose and occasion for the report is crucial to everything else: content, tone, organization, language. Once a writer knows *who* will be reading the report and then *how* that reader will be using the report to make *which* decisions, it is much easier to direct the written document to that user's needs. It also can—and should—include adaptation for secondary readers who may also need and use information stored in the document.

As regards Purpose, the lack of a stated purpose is probably why many of the students focused exclusively on the past in producing this report. Many, probably most, of the verbs in the reports were past tense, even in the recommendations sections. How is this useful to the reader, presumably an administrator in some capacity? Is it enough to rehash problems and mistakes of the past and recommend courses of action that were not taken if that information is not used to benefit the company in some way going forward? A statement that says, “The Managing Partner will use this information to review and revise [fill in the blank] to ensure that [fill in the blank]” can help the students keep their eyes on the desired result.

**Note: if the report is intended as a memo-to-file for record-keeping purposes only and the opportunity for action has irrevocably passed, the report will not need detailed applications of alternatives, nor will it include recommendations for the best courses of action. However, selecting “File” as the intended*

audience and “Record-keeping” as the purpose will result in documents that don’t include examples of all the skills that you have chosen for evaluation on your rubrics. The rubrics will need to be revised, and the critical thinking component will be reduced to near elimination with those changes.

The written assignment that appears at the bottom of the written case that was handed out to the students identifies the course professor as the intended audience, but the slide presentation that the students were shown maintains the original corporate setting and audience. Purpose is not strongly stated in either version. In this set of reports, some students directed their memos to Professor Greiman, and others followed the instructions given in the slide presentation.

Nevertheless, the audience confusion is a problem that can be easily remedied if this continues to be the case used for the assessments; Professor Turner has the original version of the instructions and has said she will be happy to provide it.

Logic and Organization: The introduction of a document is used to establish the subject and purpose of the document as well as give an indication about the organization of the document. Having an idea of what will be discussed and why, along with an overview of how the topic will be approached, allows the reader to follow along more easily and helps eliminate re-reading and reader confusion. In this set of reports, most students began with a bulleted list of Relevant Facts—with mixed results. Some of the students included enough background statements to make the list understandable independent of a prior thorough understanding of the case itself. The list, for others, was disjointed and did not present a clear picture of what was going on. An inadequate background/introduction statement establishes an initial coherence problem that may continue throughout the document.

“Audience” is key in making the decision to include or not include a brief background statement prior to writing the list of relevant facts: how much has been told to the intended audience, presumably an administrator who oversees other issues, about this specific situation prior to his/her receiving this report? When were the previous discussions about this situation held? (In other words, how much might the audience have already forgotten—or never known—about this situation?) Is this report going to be used to document a decision for the record that may re-arise at a later date, when a future reader may know absolutely nothing about the situation? If that is the case, is adequate background information included to make the report comprehensible?

Certainly the introduction should not follow the English 1301 models that students have been taught; this is a business writing application, and that is a very different context. However, a more expanded introduction may be needed for the report. It’s a judgment call.

The slide presentation set up a clear and logical order of information that should work for most reports of this kind, and it was effective for the student reports I assessed.

Language: The level of technicality that the students used for the reports was appropriate to the context. There were some problems with word choices; sometimes students used a word incorrectly or in a few cases, students substituted a homophone for the correct word. Some wordiness could be eliminated with more precise word choices, but as a whole, the language was appropriate.

Spelling, Grammar and Proper Documentation: This was a strength in the reports. I especially appreciated the care with which the students documented the authoritative sources they used.

Development of Ideas: Again, explanations and reasoning were usually adequate to provide a clear picture for the reader. The only suggestion I can make is that at times students did not dig deeply enough into alternatives or consequences. This analytical skill is slow to develop, but students need to be

challenged to learn how to see around corners and anticipate unexpected outcomes that may accompany some alternatives.

ACCOUNTING ETHICS RUBRIC

Identification of the Problem: There were some issues with incorrect reporting of facts; for example, some students assumed that Machine International files with the SEC and therefore will have its financial statements reviewed by that agency, when the case clearly states that it does not file with the SEC. A couple of students assumed that Frank Dorrance accepted the engagement partner's offer of a letter accepting responsibility for the questionable revenue reporting, but the case doesn't say that.

Misunderstandings of facts such as these led those students to errors in identifying alternatives, applications of alternatives, and choosing a course of action. Probably these errors are due to carelessness and hurried reading rather than being a sign of weak analytical skills, but the end result is that the students could not reach a legitimate solution based on factual errors.

Relevant Facts: This area was mostly acceptable. A few students included irrelevant information such as Frank Dorrance's spending in anticipation of being promoted to partner which should not have any bearing on his ethical choices. One or two others failed to include adequate detail about the engagement partner's ethical violations.

Issues: This part was among the weaker sections of the reports. I would have liked to see the students use the issues questions as tools for delving more deeply into the ethical problem(s). Superficial questions such as, "Is it ethical to threaten Frank's promotion because he disagrees?" can be answered with a simple yes or no, but they don't necessarily help in directing research or uncovering potential solutions. I'd prefer to see more substantive questions such as, "How can Frank best respond to the veiled threat issued by the partner?" (More about this in Critical Thinking.)

Affected Parties: The affected parties were clearly organized and displayed in chart format in most cases. This format was effective. The only problem I saw—but a big one—was that not all students were using the same numerical ranking system for showing the parties' level of involvement. Some used a scale with the higher number designating the more affected parties, and some used the exact opposite. This needs to be clarified. Also, some students overlooked minor or indirectly affected parties. Some included whether or not the affected party had a legal interest in the outcome, and some didn't. One student identified multiple affected parties, but reported that none had a legal interest in the outcome. I had to wonder who, if not any of the major affected parties, would then have a legal interest in the case.

Available Alternatives and Likely Consequences: While these steps were included in the reports, some students did not dig very deeply into uncovering all of the options or all of the consequences, especially adverse consequences, of each alternative. Failure to uncover either of these items can lead to bad decisions that can either (1) overlook alternatives that could end up being the best choice, or (2) set the stage for adverse or catastrophic consequences that should have been anticipated.

Decision: This will be discussed with Conclusion or Recommendations on the Critical Thinking Rubric.

CRITICAL THINKING RUBRIC

Background: This was discussed with the outcomes of the Writing Skills rubric. It should be complete and coherent so that the reader isn't left behind from the beginning.

Issues: In critical thinking theory, the questions are used to direct research efforts and application of the research. Yes or No questions are not useful in this effort. Usually it is a sign of not fully understanding the problem when the questions are not probative. When students are able to ask probative questions that will guide both the research and the evaluation of alternatives to be considered in devising a future course of action, the overall quality of their work improves dramatically. I could make the argument that the hardest part of critical thinking is framing the guiding questions that will lead to useful applications. I would have liked to see more probing questions from these students.

Alternatives, Evidence/Research: The development of feasible alternatives is another challenging skill that students need time to master. Some of the students appeared to be satisfied when they had found either *an* alternative or even *some* alternatives, but not *all* alternatives. The quality of research of authorities and the appropriate documentation of those authorities were strong. Other students focused on the alternatives that were available in the past that could have been employed, but weren't. Unless those alternatives are still available and viable, this information has little or no value.

Application: The students did a good job of applying the alternatives they uncovered, but they didn't always uncover all the alternatives. This makes the application process also incomplete.

Conclusion or Recommendations: These items were the weakest parts of the reports. The students focused heavily on past events, and while analyzing past events can deepen understanding of a problem, there is no value to recommending what someone should have done in the past. The past cannot be changed, and the report should be looking forward to what course(s) of action should be adopted for the future to either resolve past errors or prevent the recurrence of those errors. "He should have..." needs to be followed by "Now he should...."

Recommendations should also be written persuasively. The idea is to find the best course of action and sell it to the reader in a manner that will influence the reader to accept that judgment and/or implement the suggested actions. This need not add length; it can be done just by changing the manner in which it is presented.

This set of reports reveals marked improvement in student skills, and I want to congratulate you on the progress that has been made. I look forward to seeing where you go from here.

Sincerely,

Sharon Dent

APPENDIX P : 2017 UNDERGRAUATE ASSESSMENT SUMMARY

From: Wilcox, William
Sent: Thursday, August 3, 2017 1:54 PM
To: MCBBAAC; Awmcconn@aol.com
Subject: FW: Transmittal email and Invoice

Dear Bill:

I have completed the evaluation of the undergraduate students' assessment for Spring 2017. This report summarizes the results for the 16 students who completed the assignment. After having worked through the process I have provided some suggestions for improving the assessment process in future semesters. Although the purpose of this assessment did not include a search for plagiarism, I did not find any evidence of obvious collaboration among the students.

On average, the students performed very well and I classified several of their answers as "Exceptional." Almost all of them could have benefited from a more careful proofreading of their work. For a few students, the responses were difficult to interpret because their writing was incomprehensible.

There are 48 PDF files, organized by rubric category, with 16 files in each group. The scores for each Rubric Assessment Trait are listed in the right-hand column for all three rubrics. "XXX" has been inserted in the Decision Trait for most students as the instructions required alternatives and recommendations, but not a decision. For each rubric that contained sticky note comments, I printed the PDF files with those comments at the end of each file.

In the future, I would recommend that the instructions include a page limit. The case guidelines suggested that the quality of the paper should be high enough to be included in a portfolio for a job interview, yet most of the responses were too lengthy to be considered for that purpose. Specific instructions to proofread the document would also be beneficial.

It also might be helpful to rephrase the instruction, "*Identify stakeholders. All stakeholders*" to "*Identify all relevant stakeholders*." Some students were so concerned they might leave out a stakeholder that they included virtually every individual, agency and organization that might be remotely connected with the subject Company. Two students listed over 20 stakeholders—by the time they addressed how each stakeholder was affected by each issue in the Supporting Analysis section, their response became voluminous.

If you have any questions about my approach or process, please contact me. Also, if you are unable to open the compressed files, let me know and I will find another method to get them to you. I look forward to working with you in the future.

TERRYANN GLANDON, PH.D.
CERTIFIED PUBLIC ACCOUNTANT (RET.)
DEPARTMENT OF ACCOUNTING & INFORMATION SYSTEMS
THE UNIVERSITY OF TEXAS AT EL PASO

APPENDIX Q : GRADUATE ASSESSMENT INSTRUMENTS

Practice Oriented Research

	1 Unacceptable	2 Less than Competent	3 Competent	4 Excellent	Points
Fact and Issue Identification	Misses relevant fact(s). Irrelevant facts create off-topic issue identification.	Mises some relevant fact and irrelevant facts. Issue is not precisely on point.	Most relevant facts listed or some irrelevant facts listed. Issue well-articulated, but could be clearer or more succinct	Clearly lists all relevant facts. Irrelevant facts are not listed. Issue well-articulated in appropriate prescribed format.	
Conclusion	No conclusions or purpose for gathering data.	Conclusions incorrect.	Conclusions mostly correct.	Concludes with correct succinct answer to each research issue.	
Authorities	Authorities missing or do not address issue.	Misses some critical authorities and/or citations incorrectly formatted.	Mostly correct authorities from IRC, Treasury Regulations and at least three court cases. Does not include an appropriate dissenting court case.	Cites correct and on-point authorities from IRC, Treasury Regulations, at least three appropriate court cases including a dissenting case	
Reasoning and Analysis	Authority analysis misses the point of the issue and/or analysis disagrees with authority meaning.	Authority analysis not well-reasoned and/or disconnected from issue	Could analyze authorities more conclusively and/or authorities not always in correct order.	Well-reasoned argument for conclusions. Lists authorities in correct order.	
Total					

APPENDIX R : 2016 GRADUATE ASSESSMENT SUMMARY

From: Glandon, Terry [<mailto:tglandon@utep.edu>]
Sent: Monday, December 26, 2016 1:13 PM
To: Wilcox, William <William.Wilcox@unco.edu>
Subject: Evaluation of Assessment - Spring 2016 (Macc)

Dear Bill:

I have completed the evaluation of the Spring 2016 MAcc assessment. This report will summarize the findings, followed by a detailed explanation of how to read the PDF rubric files.

As you review the files, you will see that, with the exception of Sam Hauschulz, the students' performance is probably not what you expected. In fact, I suspect that they did not perform at the same level as they did while taking courses. For the most part, I attribute their lackluster performance (probably) to the absence of explicit instructions. Assuming that the department continues to use a similar format—an academic case from a journal—I urge the assessment coordinators to create clear instructions and direct the students to answer specific issues, reminding them that some questions have multiple parts. In this instance Question 3 contained four parts, yet over half the students did not answer part 3 and/or part 4.

Given the title of the case and the numerous references to ethics throughout the case, I was surprised that only one or two students seemed to recognize SABMiller's ethical responsibilities. Is this a result of when they take their ethics course in the sequence of courses or the result of incomplete instructions?

There did not seem to be any evidence of collaboration among students. Two of them answered five questions instead of the two assigned questions. One of them seemed to suffer fatigue, especially as he answered the final question. Again, a more complete set of instructions would likely reduce that type of problem.

The attached 45 PDF files are organized by rubric category, with 15 files in each group. The scores for each question are listed in the right-hand column for all three rubrics. For example, Q3:1 and Q5:1 illustrate that a student earned a score of "1" for both questions, for one assessment item on the Critical Thinking rubric or the Writing rubric.

I included multiple comments for almost all the students. In particular, if a student earned a score of "0" I explained that either the student did not answer a part of the question, or I paraphrased their responses so you could see my reasoning for the score. In several instances, I applied a score of "1" to their responses to the two parts of a 4-part question. The instruments are subject to carryover effects, biased towards penalizing the students.

For the Ethics rubric, I used a different approach. The format of the document left insufficient room on the right-hand side to add comments. Also, as you see when you look at the scores, very few students responded to the ethics portion of the assignment, so most of the scores are "0." I added a text box at the bottom of the Ethics rubric, with most of the comments, "No ethics addressed."

I have thoroughly enjoyed this evaluation assignment although I seriously underestimated the time it would take to complete the project. If you have any questions about my approach or process, please let

me know. Also, if you are unable to open the compressed files, let me know and I will find another method to get them to you. I look forward to working with you in the future.

Terry

TerryAnn Glandon, Ph.D.

Certified Public Accountant (ret.)

University of Texas at El Paso

El Paso, TX 79968-0542

APPENDIX S : 2017 GRADUATE ASSESSMENT SUMMARY

From: Glandon, Terry [<mailto:tglandon@utep.edu>]

Sent: Tuesday, April 11, 2017 9:38 AM

To: Wilcox, William <William.Wilcox@unco.edu>; Bill Wilcox <williame.wilcox@icloud.com>

Subject: Spring 2017 MAcc Report / Invoice Dear Bill:

I've completed the evaluation of the Spring 2017 MAcc students' assessment. This report will summarize the findings for 16 students, and will also explain how to read the accompanying PDF rubric files.

Overall, students performed at a higher level this year. With one or two exceptions, all students answered each part of Questions 3 and 5. That is a substantial improvement over last year; I think it is reasonable to say this can be attributed to the improved instructions. Also, three students performed at the highest level (for critical thinking and writing) this year, compared to only one student last time.

It is difficult to compare work at the other end of the performance scale. This time, three students seemed to expend little effort or energy. Last year, over half the students did not answer part 3 and/or part 4 of Question 3, but it is impossible to know whether they simply did not see those parts, or if they chose to ignore them.

As with last year, few students discussed SABMiller's ethical responsibilities. The course in which this project is embedded specifically states that ethics is studied: *Additionally, the course will address the ethical issues related to accurately communicating accounting and business information.* As part of the continuing improvement of courses to satisfy the AACSB, I suggest the coordinating committee add a question specifically directing the students to consider the ethical implications.

The attached 48 PDF files are organized by rubric category, with 16 files in each group. The scores for each question are listed in the right-hand column for all three rubrics. For example, Q3:1 and Q5:1 illustrate that a student earned a score of "1" for both questions, for one assessment item.

There are comments on all the student rubrics and I have printed the PDF files so you can easily read the comments at the end of each file. As before, I paraphrased some of their responses or retyped them verbatim so you could see my reasoning for the score.

As with last year, I did not find any evidence of collaboration among students. I enjoyed evaluating your students' work and it was gratifying to see that the new instructions made a difference in their responses. Once more, I encourage you to add instructions to direct the students to consider the company's ethical behavior.

If you have any questions about my approach or process, please let me know. Also, if you are unable to open the compressed files, let me know and I will find another method to get them to you. I look forward to working with you in the future.

TerryAnn Glandon, Ph.D.
Certified Public Accountant (Ret.)
Department of Accounting & Information Systems
The University of Texas at El Paso

APPENDIX T : QUALITY PROFESSIONAL ENGAGEMENTS (QPES) FOR FACULTY

A quality professional engagement is an activity or accomplishment that is considered to add value to an independent third-party while increasing faculty currency and relevance. Qualifying QPEs must be significant and relevant to the faculty member's teaching field.

QPE Categories

Examples of quality professional engagement experiences include, but are not limited to, the following categories:

1. Consulting activities that are material and substantial in terms of time and substance
2. Utilization of professional competence in legal proceedings
3. Faculty internships
4. Service on corporate or non-profit boards with significant responsibilities
5. Developing and presenting professional seminars or executive education programs
6. Service on an accreditation peer review team
7. Earning/maintaining professional certifications
8. Invited professional public speaking
9. Consultation or research for policy or economic development agencies
10. Leadership participation in professional events
11. Significant participation in business professional associations
12. Sustained professional work relevant to teaching area
13. QJA or OIC as defined above.

Faculty are responsible for providing documentation of these QPEs to the program chair and dean through the annual/biennial review process or as a separate memorandum in non-review years if requested by the program chair or thought necessary by the faculty member.