

Accounting BBA

Functional Competencies For Entry Into The Accounting Profession

Goal Description:

Each student graduating with a BBA in Accounting will be proficient in the AICPA Functional Competencies of Decision Modeling, Risk Analysis, Measurement, Reporting, and Leveraging Technology.

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

Decision Modeling Competency

Learning Objective Description:

Individuals preparing to enter the accounting profession must be able to use strategic and critical approaches to decision-making. They must objectively consider issues, identify alternatives, and choose and implement solution approaches in order to deliver services and provide value.

Examples include:

- Identifies problems and potential solution approaches
- Uses quantitative techniques to determine relative importance and likelihood of alternative scenarios
- Employs model-building to quantify problems or test solutions
- Evaluates the cost/benefit of alternative solutions
- Organizes and evaluates information, alternatives, cost/benefits, risks and rewards
- Links data, knowledge, and insights together for decision-making purposes
- Objectively identifies strengths, weaknesses, opportunities, and threats associated with a specific scenario, case, or business activity

RELATED ITEM LEVEL 2

Course Embedded Measures Of Decision Modeling

Indicator Description:

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the Decision Modeling competency. The mix depends on the course in which the assessment is being made and the instructor’s choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description:

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the Decision Modeling competency.

Once the assessment of Decision Modeling is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes and 70% for senior-level classes.

Findings Description:

Junior (3000-level)

Successes	521
Attempts	699

Success Ratio	74.5%
Number of Students	163

Minimum Acceptable Rate 60%

Yearly Trend

2013 2014 2015 3-Year Average

78% 74% 75% 76%

RELATED ITEM LEVEL 3

Decision Modeling Competency Action

Action Description:

Decision Modeling Competency Action

The success ratio of 75% exceeds the minimum acceptable level of 60% by 15 percentage points. The faculty teaching courses where Decision Modeling is an objective will continue to place emphasis on this competency.

RELATED ITEM LEVEL 1

Leveraging Technology To Develop And Enhance Functional Competencies

Learning Objective Description:

Technology is pervasive in the accounting profession. Individuals entering the accounting profession must acquire the necessary skills to use technology tools effectively and efficiently. These technology tools can be used both to develop and apply other functional competencies.

Examples include:

- Accesses appropriate electronic databases to obtain decision-supporting information
- Assesses the risk of technology and automated business processes
- Uses technology assisted tools to assess and control risk and document work performed
- Builds appropriate models and simulations using electronic spreadsheets and other software

RELATED ITEM LEVEL 2

Course Embedded Measures Of Leveraging Technology To Develop And Enhance Functional Competencies

Indicator Description:

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected sub-objectives of the Leveraging Technology competency. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected sub-objectives. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description:

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and / or problem assignments) used to assess students' achievement on selected sub-objectives of the Leveraging Technology competency.

Once the assessment of Leveraging Technology is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

Findings Description:

Leveraging Technology Competency Finding

Junior (3000-level)	Senior (4000-level)
Successes 83	Successes 55
Attempts 90	Attempts 67
Success Ratio 92.2%	Success Ratio 82.1%
Number of Students 90	Number of Students 67
	Percent Success by Students 82.1%
Minimum Acceptable Rate 60%	Minimum Acceptable Rate 70%
Yearly Trend	Yearly Trend
2013 2014 2015 3-Year Average	2013 2014 2015 3-Year Average
90% 90% 92% 91%	91% 98% 82% 90%

RELATED ITEM LEVEL 3

Leveraging Technology Competency Action
Action Description:
Leveraging Technology Competency Action

The success ratio of 92% for Juniors exceeds the minimum acceptable level of 60% by 32 percentage points. The success ratio of 82% for Seniors exceeds the minimum acceptable level of 70% by 12 percentage points. The faculty teaching courses where Leveraging Technology is an objective will continue to place emphasis on this competency.

RELATED ITEM LEVEL 1

Measurement Competency
Learning Objective Description:

Measures used should be both relevant (that is, bear on the decision to be made) and reliable (consistently measure what they purport to measure). Various measurement and disclosure criteria used by accounting professionals - such as GAAP, OCBOA (Other Comprehensive Basis of Accounting) and tax reporting - have been codified to some degree. Other performance measures (such as Economic Value Added) or stated criteria (for example, investment performance) are used for special purposes. Some measurement criteria (such as effectiveness of internal control) are measured qualitatively, rather than quantitatively.

Examples include:

- Identifies what needs to be measured
- Determines an appropriate, relevant and reliable measure for the intended use
- Measures items using appropriate methods of measurement
- Presents the measurement results objectively using applicable standards of disclosure or reporting
- Resolves ambiguities when estimates are required

RELATED ITEM LEVEL 2

Course Embedded Measures Of Measurement Competency
Indicator Description:

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected sub-objectives of the Measurement competency. The mix depends on the course in which the assessment is being made and the instructor’s choice of instrument and selected sub-objectives. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description:

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and / or problem assignments) used to assess students' achievement on selected sub-objectives of the Measurement competency.

Once the assessment of Measurement is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

Findings Description:
Measurement Competency Finding

Junior (3000-level)	Senior (4000-level)
Successes 909	Successes 1,142
Attempts 1,240	Attempts 1,571
Success Ratio 73.3%	Success Ratio 72.7%
Number of Students 408	Number of Students 178
	Percent Success by Students 72.6%
Minimum Acceptable Rate 60%	Minimum Acceptable Rate 70%
Yearly Trend	Yearly Trend
2013 2014 2015 3-Year Average	2013 2014 2015 3-Year Average
70% 63% 73% 69%	80% 71% 73% 75%

RELATED ITEM LEVEL 3

Measurement Competency Action
Action Description:

Measurement Competency Action

The success ratio of 73% for Juniors exceeds the minimum acceptable level of 60% by thirteen percentage points. The success ratio of 73% for Seniors exceeds the minimum acceptable level of 70% by three percentage points. The faculty teaching Junior level courses where Measurement is an objective will continue to place emphasis on this competency. The faculty teaching Senior level courses where Measurement is an objective will place additional emphasis on this competency.

ACCT 3313

Increase lecture content and in-class assignments that deal with measuring the components of net income; additional assignment comparing inventory methods.

ACCT 3314

Additional in-class assignment calculating bond discount amortization using an amortization table; extra in-class assignment on the measurement of assets under capital leases.

ACCT 3324

Reinforce the accurate entry of transaction data into SAP assignment exercises, thereby having accurate measurement of results.

ACCT 3347

An in-class activity will be completed in a group setting to reinforce the measurement of contribution margin and breakeven point in CVP analysis.

ACCT 3353

Additional in-class assignment(s) on measuring net taxable income; require students to complete an out-of-class assignment to reinforce the importance of identifying and measuring losses for determining AGI and then to identify/measure the tax benefit attributable to said loss deduction in order to determine reportable income in subsequent year of recovery.

ACCT 4315

In order to give students more practice, the number of assigned problems will increase in an effort to improve student comprehension and functional competency results. In addition, as a result of questions received in class, LLCs will be covered in more detail. LLCs are becoming a popular form of business organization in the United States.

RELATED ITEM LEVEL 1

Reporting Competency

Learning Objective Description:

Communicating the scope of work and findings or recommendations is an integral part of a professional service. An accounting professional in public practice might issue an audit or attestation report, recommendations for improved services, or tax or financial planning advice. An accounting professional in business, industry, or government might analyze operations or provide communications to the board of directors. Communicating clearly and objectively the work done and the resulting findings is critical to the value of the professional service. Some forms of communication are governed by professional standards (such as the form and content of the standard auditor's report or the required communications to audit committees) or law. Others are based on the service applied and the needs of those to whom the accounting

professional reports.

Examples include:

- Prepares reports with objectivity, conciseness and clarity
- Describes work performed and conclusions reached in a manner that enhances the reports' usefulness
- Employs appropriate media in report preparation and presentation

RELATED ITEM LEVEL 2

Course Embedded Measures Of Reporting Competency

Indicator Description:

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected sub-objectives of the Reporting competency. The mix depends on the course in which the assessment is being made and the instructor’s choice of instrument and selected sub-objectives. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description:

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and / or problem assignments) used to assess students' achievement on selected sub-objectives of the Reporting competency.

Once the assessment of Reporting is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

Findings Description:

Reporting Competency Finding

Junior (3000-level)	Senior (4000-level)
Successes 557	Successes 1,077
Attempts 769	Attempts 1,284
Success Ratio 72.4%	Success Ratio 83.9%
Number of Students 335	Number of Students 259
	Percent Success by Students 74.0%
Minimum Acceptable Rate 60%	Minimum Acceptable Rate 70%
Yearly Trend	Yearly Trend
2013 2014 2015 3-Year Average	2013 2014 2015 3-Year Average
65% 58% 72% 65%	71% 73% 84% 76%

RELATED ITEM LEVEL 3

Reporting Competency Action

Action Description:

Reporting Competency Action

The success ratio of 72% for Juniors exceeds the minimum acceptable level of 60% by 12 percentage points. The success ratio of 84% for Seniors exceeds the minimum acceptable level of 70% by 14 percentage points. The faculty teaching Junior level courses where Reporting is an objective will continue to place emphasis on this competency. The faculty teaching Senior level courses where Reporting is an objective will place additional emphasis on this competency.

ACCT 3313

Increase lecture content and in-class assignments that deal with financial statement reporting; give one or two extra quizzes on where accounts are reported in the financial statements.

ACCT 3314

Additional in-class assignment on how capital leases are reported on the financial statements; reinforce the lecture on reporting “intraperiod tax allocation” by requiring students to complete an additional in-class assignment to prepare an income statement that includes this topic.

ACCT 3324

Reinforce the accurate reporting of production planning activities in SAP assignment exercises, thereby having accurate reporting of results.

ACCT 3347

An in-class activity will be completed in a group setting to reinforce the income statement reporting under absorption and variable costing methods.

ACCT 3353

Additional in-class assignment to reinforce the importance of the Income Tax Formula, which organizes information into the various components of income, exclusions, gross income, deductions, taxable income, tax liability, and tax due (refund); to reinforce the grading of the income tax project, students will be provided a rubric that details how the project will be graded, which should place a greater emphasis on accuracy and thereby motivating students’ performance on the project.

ACCT 4315

Students will be presented with an actual situation and asked to write a report to their “supervisor” stating their recommendation on whether the transaction and/or disclosures were properly handled.

ACCT 4372

Will post all lectures, including the Reporting Unit, online so that students can review applicable portions of the lectures as needed; students will also have multiple assignments related to the correct format and substance of financial statement audit reports, as well as reports for audits of internal control over financial reporting – at least one of these assignments will be structured using the new document Review Simulation (DRS) type of questioning that is being introduced in the summer of 2016 on the Uniform CPA Exam.

RELATED ITEM LEVEL 1

Risk Analysis Competency

Learning Objective Description:

Risk analysis and control is fundamental to professional service delivery. The identification and management of audit risk (that is, the risk that the auditor will fail to detect a misstatement, caused by inadvertent error or fraud, that is material to financial statements) is the basis for the conduct of a GAAS audit. The understanding of business risk (that is, the risk that an entity - either a client or the prospective accounting professionals employer - will fail to achieve its objectives) affects how business strategy is created and implemented.

Examples include:

- Identifies risks of negative outcomes (including fraud)
- Evaluates controls that mitigate risk of negative outcomes through prevention or detection and correction
- Assesses and controls unmitigated risks through, for example, designing and applying tests
- Communicates the impact of identified risks and recommends corrective action

RELATED ITEM LEVEL 2

Course Embedded Measures Of Risk Analysis Competency

Indicator Description:

A mix of exam questions, projects, cases, and / or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected sub-objectives of the Risk Analysis competency. The mix depends on the course in which the assessment is being made and the instructor’s choice of instrument and selected sub-objectives. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description:

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and / or problem assignments) used to assess students' achievement on selected sub-objectives of the Risk Analysis competency.

Once the assessment of Risk Analysis is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Departmental Assessment Committee will then compile the reports into an aggregated report that will show the success percentage by classification (junior, senior, and graduate). The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes, 70% for senior-level classes, and 75% for graduate-level classes.

Findings Description:

Risk Analysis Competency Finding

Junior (3000-level)	Senior (4000-level)
Successes 83	Successes 136
Attempts 92	Attempts 158
Success Ratio 90.2%	Success Ratio 86.1%
Number of Students 92	Number of Students 79
	Percent Success by Students 86.1%
Minimum Acceptable Rate 60%	Minimum Acceptable Rate 70%
Yearly Trend	Yearly Trend
2013 2014 2015 3-Year Average	2013 2014 2015 3-Year Average
79% 83% 90% 84%	85% 93% 86% 88%

RELATED ITEM LEVEL 3

Risk Analysis Competency Action

Action Description:

Risk Analysis Competency Action

The success ratio of 90% for Juniors exceeds the minimum acceptable level of 60% by 30 percentage points. The success ratio of 86% for Seniors exceeds the minimum acceptable level of 70% by 16 percentage points. The faculty teaching courses where Risk Analysis is an objective will continue to place emphasis on this competency.

ACCT 4372 Additional critical thinking assignments will be assigned that will require students to fundamentally assess the risk from various auditing scenarios; the AICPA announce that higher level thinking skills, including analysis, will be test significantly; at least one of the risk assessment will be structured using the new Document Review Simulation (DRS) type of questioning that is being introduced summer of 2016 on the Uniform CPA Exam.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Based on review of recent assessment findings, for those competencies below, at, or marginally above (i.e., two percentage points or less) the minimum acceptable rate, faculty will place additional emphasis on them, i.e., the Measurement competency (Senior level courses) and the Reporting competency (Junior level courses). See Plan attachments.

Based on that same review of recent assessment findings, for those competencies three percentage points or higher above the minimum acceptable rate, faculty will continue to place emphasis on them, i.e., the Decision Modeling competency, the Risk Analysis competency, the Leveraging Technology competency, the Measurement competency (Junior level courses), and the Reporting competency (Senior level courses).

Three Year FINDINGS - Trends - BBA:

	3-Yr.			
3000 Level Courses	2012	2013	2014	Avg.
C=60%				
* Decision Modeling	74%	78%	76%	76%
* Risk Analysis	60%	79%	83%	76%
* Measurement	67%	70%	63%	67%
* Reporting	69%	65%	58%	64%
* Leveraging Tech	88%	90%	90%	89%

	3-Yr.			
4000 Level Courses	2012	2013	2014	Avg.
C=70%				
* Decision Modeling				
* Risk Analysis	80%	85%	93%	86%
* Measurement	67%	80%	71%	73%
* Reporting	63%	71%	73%	69%
* Leveraging Tech	94%	91%	98%	94%

Update of Progress to the Previous Cycle's PCI:

As shown below, the assessment findings indicate that the minimum acceptable level is being met for each competency. Each instructor, however, has indicated how they might improve on their instruction. The faculty plans to place additional emphasis on the measurement and reporting competencies for the coming academic year. The specific actions by the faculty are shown in the appropriate action items.

Three Year Finding - Trends - BBA:

3-Yr. 3000 Level Courses	2013	2014	2015	Avg.	C=60%
* Decision Modeling	78%	74%	75%	76%	
* Risk Analysis	79%	83%	90%	84%	
* Measurement	70%	63%	73%	69%	
* Reporting	65%	58%	72%	65%	
* Leveraging Tech	90%	90%	92%	91%	

3-Yr. 4000 Level Courses	2013	2014	2015	Avg.	C=70%
* Decision Modeling					

* Risk Analysis 85% 93% 86% 88%

* Measurement 80% 71% 73% 75%

* Reporting 71% 73% 84% 76%

* Leveraging Tech 91% 98% 82% 90%

Plan for Continuous Improvement

Closing Summary:

The Department of Accounting will make modifications on how the courses are assessed in the following ways. (1) The competency of research will be added to the assessment process. (2) In the past, some courses were being assessed on a student by student basis, while other courses on the number of successful questions answered verses the number of questions attempted. The Department will now assess on a student by student bases. (3) The mapping of the competencies to the courses has slightly changed, in part, to accommodate the assessing of the research competency. The new mapping is shown below.

Mapping Goals to BBA Accounting Courses

		DM	RA	RPT	LT	M	RES
ACCT	3313					*	
ACCT	3314					*	
ACCT	3324	*	*		*		
ACCT	3347	*				*	
ACCT	3353			*		*	
ACCT	4315			*		*	
ACCT	4316			*	*	*	
ACCT	4372		*	*			*

DM	Decision Modeling	LT	Leveraging Technology
RA	Risk Analysis	M	Measurement
RPT	Reporting	RES	Research