

CBE AOL Closing the Loop Form

Program: MS in Accountancy Date: 10/9/2020

Learning Goal: 4. Students who graduate will be able to communicate effectively and professionally.

Learning Objective: 4A: Build written communication skills to create professional accounting reports.

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Closing-the-Loop

1. Review Learning Objective (LO) assessment data in the current Assessment Report.
2. Review previous LO assessment data and improvement actions taken since then in the AOL Summary Report.
3. Document below the effectiveness of past improvement actions in improving student learning or the AOL process (this is what is known as "closing-the-loop").

The MSA assessment for LO4A in Summer 2016 indicates that 92% of the overall rubric scores met expectations. The results are 86% for Trait 1 (Thesis/Opening), 92% for Trait 2 (Organization and Logic), 94% for Trait 3 (Spelling, grammar, Writing Errors), 91% for Trait 4 (Sentence and Structure), and 95% for Trait 5 (Purpose).

- a. We implemented the improvement action recommended for 2019/2019 to create a new course, ACCT 672 Business Communications and Professional Development II, to improve students' written communication skills.
- b. The second recommended improvement action on using instruments from auditing or capstone courses is no longer needed since the writing developed in ACCT 672 will be more representative of written communication skills.
- c. The third recommendation for improvement is to have two assessments, one at the beginning of the program and one at the end of the program, will not be needed. Students come to the ACCT 672 course with different levels of accomplishments that grant them the admission to the program. Informal assessment was done at the beginning of the course, then formally assessed at the end of the course.
- d. For the fourth recommended improvement action, it is not applicable because there is a modification in admission requirement of GMAT/GRE. Students who meet GPA of 3 and above are no longer required to submit GMAT/GRE test results.

With the improvements incorporated into ACCT 672, this course was very effective in improving students' written communications including students' critical thinking, organization, mechanics, grammar, structure, clarity and coherence in writing. 96% of students' overall rubric scores met or exceeded expectations.

4. Document below your evaluation of current LO assessment data compared to the benchmark and the need for new improvement actions. Consider not just the overall average LO score but also score on individual traits shown in the Assessment Report and derived from the LO rubric.

ACCT 672 follows ACCT 671 to help students in re-enforcing the development of communication and presentation skills. The Fall 2019 assessment results for ACCT 672 show that 96% of the students overall score met or exceeded expectations. In terms of individual traits, students did very well in Trait 1 (Thesis/Opening Statement), Trait 2 (Organization and Logic), and Trait 5 (Purpose); 100% of students met or exceeded expectations and no students scored "0-2" (below expectation). As a comparison, 90% of students met or exceeded expectations for Trait 3 (Spelling, Grammar, Writing Errors) and Trait 4 (Sentence Structure). Furthermore, 10% of students scored "0-2" (below expectation) for these two traits. Students need to work more on their spelling, grammar and sentence structure and to reduce writing errors. The instructor for ACCT 671 suggested that students also need to work more on mechanics in presenting persuasive arguments.

5. Record below a list of recommended course-level or programmatic actions to improve student learning or the AOL process.
 - a. Sort the list from most recommended to least.
 - b. Given our mature AOL system, ideas should not be limited to just AOL system improvements.
 - c. For each improvement action proposal, list the project leader, timeline to completion, required resources, expected ease of implementation (hard, medium, easy), and expected impact on student learning (low, medium, high).
 - d. You may use ease of implementation and impact on student learning to rank improvements.
 - e. There is no guarantee that improvement ideas will be approved. They need to be reviewed by the program director, curriculum committee and dean.

Faculty recommended the following improvement actions for the next assessment:

- 1) The program will recommend this course to fulfill the writing requirements when there is a course to substitute for the WST exam in the future.
- 2) In order to provide adequate feedback and individualized attention, this course needs to have a teaching assistant who understands business writing. One English department graduate student may be suitable. It is estimated that grading and commenting on one assignment a week takes approximately 8 hours a week.
- 3) Instructor for ACCT 672 on written communication skill will integrate concepts and ideas from ACCT 671 on oral communication skill: revisit these concepts and ideas in written communications.
- 4) Invite a speaker, for example accounting professional, to do class presentation on written communication topics and their importance for the business profession.