# Master of Science in Accountancy

## Assessment Plan

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| 1. To understand and apply accounting processes and principles in the preparation and interpretation of financial reports within the context of a complex business environment. | • To understand business operations and environment and the related accounting rules and issues.  
• Ability to apply the accounting rules in the preparation and interpretation of the financial reports of businesses. | Practice sets, financial statement assignments, and examination questions administered in BUS220E, *Financial Reporting and Analysis II*. | 2005-06 and every three years. **Due 2008-09.** |
| 2. To understand and apply basic rules of the federal income tax law. | • To recognize and apply basic income tax rules applicable to business taxpayers.  
• To recognize and apply basic income tax rules applicable to investment transactions. | Examination questions in BUS220G, *Tax Factors of Business and Investment Decisions* | 2007-08 and every three years. Next cycle 2010-11. |
| 3. To understand information technology and internal control processes and their role in financial and managerial reporting. | • Understand how to apply system controls in designing and implementing accounting information systems.  
4. To develop conceptual and analytical skills with real world applications.

- Demonstrate proficiency in critical analytical thinking, including analysis, interpretation, evaluation, inference, and explanation of data.
- Communicate analysis clearly and concisely in both oral and written form.


2005-06 and every three years. Due 2008-09.

5. To learn tax research skills that will assist in exploring both familiar and novel areas of the tax law and communicate the findings in clear terms.

- Conduct research to address a tax issue of a given fact pattern and prepare a memo to the client file and a letter to the client that provides the solution and that demonstrates proper research skills and citation format.

Examination questions and tax research project administered in BUS220P, Taxation of Individuals and Pass Through Entities.

2007-08 and every three years. Next cycle is due 2010-11.

6. To understand the legal and ethical implications of accounting practice perspectives as well as the need to address legal discourse and the particulars of legal requirements, restraints, and uncertainty.

- To assess accounting problems from a legal and ethical standpoint.
- To gain a basic understanding of ethical and legal discourse to improve analysis of accounting problems.
- To devise alternative ethical solutions to accounting problems and formulate strategies for selecting an ethical course of action.

Case analysis, examination questions, and oral presentations incorporating debate and drama administered in BUS220L, Legal and Ethical Environment of Accounting.

2006-07 and every three years. Due in 2009-10.

**Comments:**

1. Reduced the number of Outcomes (or goals) to 6 and the number of objectives to 1-2 per Outcome. I followed the MST (best practice) as the guide.
2. The earlier class in fundamental accounting has been taken out as it relates to content rather than general ‘overarching goals of a program’. The first ‘course’ assessment is in intermediate
financial accounting II (220E) with the notion that students will have an understanding of the ‘big picture’ by that point. Could be moved to Advanced Accounting (220S) – sort of a mid-program review.

3. My take is that the general overarching program is an understanding of accounting, tax, and AIS to make good decisions based on knowledge in those areas – with that in mind, the #1–#3 outcomes (or goals) relates to the 3 general areas.

4. Outcome #4 addresses analytical reasoning and its application to the real world.

5. Outcome #5 addresses research skills and an ability to clearly communicate.

6. Outcome #6 relates to ethnics and legal issues and an ability to assimilate it into their accounting decision-making.

Discussion with each faculty teaching these courses will ensure that the objectives and assessment tools that are listed are indeed utilized. I have bold typed areas in the objectives that I am unsure of – that is, whether instructors teaching the course actually incorporate objectives in #4 and #5. This may need some work.

As soon as we (Rob, Annette, Mallory, and I) agree on the 6 outcomes, my suggestion is that we meet with the MSA faculty, then circle back to the COB Assessment Committee.

BY meeting with the MSA faculty we can ensure that the are willing to cover the objectives & use the assessment tools. What do you think??