

**MSU Departmental Assessment Plan
2011-2013**

Department: College of Business

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Degrees/Majors/Options Offered by Department

1. B.S. in Business with Options in
 - Accounting
 - Finance
 - Management
 - Marketing

2. Master of Professional Accountancy

Assessment Plan 2011-2013
August 2011

I. Description of Program

The College of Business is accredited by AACSB International, the Association to Advance Collegiate Schools of Business (AACSB). AACSB's standards are rigorous and the College is one of only 15% of schools internationally which are accredited by the association. In order to maintain accredited status, the College performs ongoing and regular assessment of learning and is committed to continuous improvement. In compliance with AACSB standards, assessment is performed at the College level.

The College of Business (CoB) faculty articulates its vision and mission as a guide for establishing the College's priorities, goals and use of resources. The faculty revisits its vision and mission every few years to ensure that it continues to represent the will of the faculty, and writes a strategic plan approximately every five years. The vision and mission are as follows:

Vision Statement: The College of Business at Montana State University will provide a locally revered and nationally recognized business education for undergraduate students and in selected areas of graduate study. The programs of study will be distinguished by the personalized attention accorded to students, an integrated and contemporary curriculum, and the dedication of the faculty to creating an extraordinary classroom environment and facilitating career opportunities for graduates.

Mission Statement: The mission of the College of Business is to provide excellence in undergraduate and select graduate business education. To accomplish this, the College:

- Fosters an integrated, experiential, and personalized learning environment.
- Encourages critical thinking, quantitative reasoning, effective communication, ethical decision-making and social responsibility, and life-long learning.

The College is committed to the teacher-scholar model in which faculty members are simultaneously engaged in teaching and research. The College provides service and outreach to its stakeholders in keeping with this aspect of the University's land-grant mission.

The College offers two degrees: a Bachelor of Science in Business (B.S.) and a Master of Professional Accountancy (MPAc). The College also offers minors in Entrepreneurship and Small Business Management; International Business; Management of Information Technology; Accounting; and for non-business majors, Business Administration. All courses are offered at the Bozeman campus. The College has approximately 1,000 undergraduates and 50 Master of Professional Accountancy students. For the Fall of 2011, The College's faculty consisted of 25 tenure track faculty members, 3 visiting assistant professors, and 28 adjunct faculty members.

Undergraduate Program

The College offers one undergraduate degree, a Bachelor of Science in Business. Within this one degree, students select from among four options: accounting, finance, management or marketing. The undergraduate program operates as a single, integrated whole and there are no departments in the College. All business students, regardless of option, must complete the Business Pre-Core courses prior to formal admission to the College which typically occurs at the beginning of the junior year. A student who has been formally admitted to the College must complete all Business Core courses and required option courses in order to graduate.

The College of Business Pre-Core (freshman and sophomore years) consists of 10 courses totaling 31 credits, while the Business Core (junior and senior year) requires an additional 8 courses totaling 23 credits. Students then also take between 21 and 27 credits of upper level option courses specific to their selected option.

Because the College offers only one undergraduate degree that requires all business students regardless of option to take a common set of 18 courses totaling 54 credits, the College uses just one assessment of learning process for its undergraduate program.

Master of Professional Accountancy (MPAc) Program

The College offers one graduate degree, a Master of Professional Accountancy. Approximately 50 students are enrolled in the program during any one semester. The MPAC program's mission, vision and values statements are as follows as follows:

Vision Statement

To be regionally valued and nationally recognized as a professional learning community that improves accounting and business practice and knowledge by:

- Continuously advancing the undergraduate and graduate accounting programs to ensure the highest levels of knowledge and competencies for professional accounting and business career success
- Establishing an environment that supports research and contributions to practice and education
- Fostering a spirit of service among faculty and students to the university, profession, and society

Mission Statement

The mission of the Montana State University-Bozeman accounting program is to achieve excellence by:

1. Educating students in accounting theory and practice and developing the skills for lifelong learning
2. Advancing the profession of accounting through research and publications
3. Building strong relationships with students and other stakeholders
4. Contributing to the achievement of the mission of the MSU College of Business as a whole

Values Statement

- Continuous improvement and recognition of excellence in teaching, research, and service
- Recognition of the diverse perspective of students, employers, and society as accounting program stakeholders
- Appreciation of professional certifications and core competencies needed for long-term professional success
- Responsiveness to changes in organizations and society
- A shared sense of community and collegiality among faculty, students, administrators, and other stakeholders

The MPAC program requires a minimum of 30 semester hours of course work beyond a bachelor's degree, including 18 credits of required accounting courses and 12 credits of approved electives in accounting and business. Students with a degree in accounting generally complete their course work in one full year (two or three semesters).

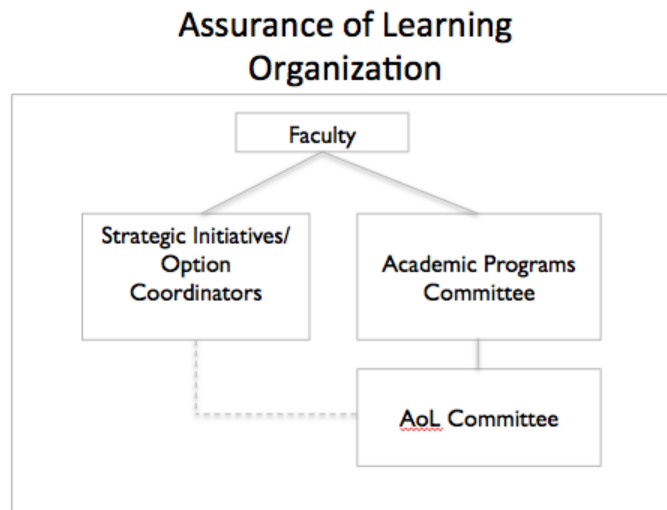
Because the MPAC program offers only one degree, there is just one assessment of learning process for the program.

II. Assessment Management Structure (Undergraduate Program)

The College created the Strategic Initiatives Committee (SIC) in Spring 2004 to develop, direct, coordinate, and oversee the ongoing strategic planning process and initiatives in support of the College's mission, vision, and goals. Accordingly, the SIC created an assessment of learning structure, which included identifying the College's learning goals, and developing a preliminary plan for assessment of learning according to those learning goals. The SIC, now merged with the Option Coordinators, consists of one faculty representative of each of the College's four options (accounting, finance, management, marketing), a representative of the adjunct faculty, the Assistant Dean of the College, and both Associate Deans.

In April 2007, at the recommendation of the SIC, the faculty created an Assurance of Learning (AoL) Committee to continue the assessment of learning process, allowing the SIC to focus on other strategic planning matters. The members of the AoL Committee are all volunteers with no set terms. New members join as they express an interest in participating. The AoL Committee consistently has around 9 members, four to five tenure track, two to three adjuncts, the coordinator of the Bracken Business Communication Clinic, and the Associate Dean for Academic Affairs.

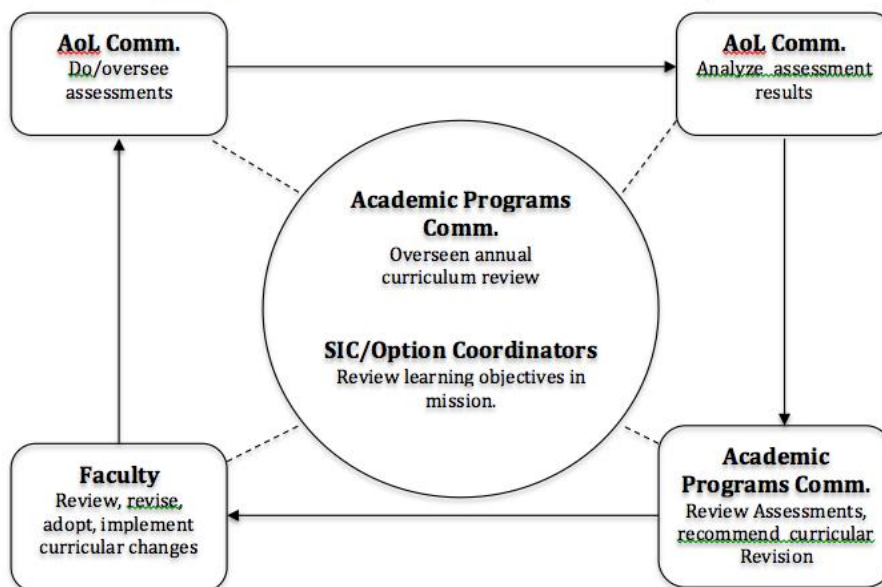
The AoL Committee reports to the College’s Academic Programs Committee and indirectly to the SIC/Option Coordinators to the extent its activities relate to strategic planning:



The AoL Committee manages the assessment of learning process by: identifying, developing and revising assessment methodologies; administering the assessment tools; reporting to the Academic Programs Committee. The Academic Programs Committee in turn analyzes the AoL results and makes recommendations to the faculty.

Concurrently with the AoL Committee’s assessment of learning activities, the SIC/Option Coordinators conducts its strategic management activities, including reviewing the learning goals in the College’s mission, and the Academic Programs Committee pursues its systematic review of the College’s curriculum.

AoL Process: Who Does What



The AoL Committee generally meets weekly and minutes are sent to all members and posted on the College's pcccommon accessible to all College faculty and staff but not to others. Depending on the work to be done, the committee either works as a committee of the whole, or breaks into sub-committees to accomplish the work. For example, subcommittees were created to develop rubrics for the assessment of critical thinking, writing, oral communication and ethical decision-making. These same sub-committees then tested the rubrics and conducted the assessment of student learning using the rubrics. Management and analysis of the results of the Major Field Test in Business (see more in Section IV.C below) is delegated to Dr. F. William Brown who as coordinated BUS 474 in which the test has been administered. The AoL Committee reports the results of its activities at faculty meetings twice per year, and often at a faculty retreat in the fall or spring. Minutes of these faculty meetings are also posted on the College's pcccommon.

III. Assessment Process: Measures of Student Learning (Undergraduate Program)

The College has established the following learning outcomes, goals and objectives for each of the learning goals listed in its mission statement:

Mission-Driven Learning Outcomes	Goals & Objectives
<p>Knowledge of Business Students shall acquire a common body of knowledge and vocabulary of business. As articulated in course syllabi, students shall gain knowledge of the theory and practices used in management of organizations, operations, and human resources; accounting; corporate finance; marketing; information systems and technology; and law. As they specialize further in their respective option(s), students shall demonstrate their ability to integrate this knowledge in solving business problems.</p>	<p><i>Goal & Objectives</i> Students will have strong working knowledge of fundamental concepts in accounting, finance, management, marketing, information technology, strategy and law.</p> <p>The College's institutional mean on the Major Field Test will regularly fall in the top quartile.</p>
<p>Critical Thinking Critical thinking is the process of purposeful, self-regulatory judgment.* Critical thinking is defined as the ability to structure and synthesize ambiguous information, to sort relevant from irrelevant information, to apply technical knowledge to new problem settings, to analyze and summarize information and to interpret the results of analysis. Critical thinking makes use of the higher cognitive objectives: application, analysis, synthesis, and evaluation.</p> <p><small>*The American Philosophical Association. (1990) <i>Critical Thinking: A Statement Of Expert Consensus For Purposes Of Educational Assessment And Instruction</i>, ("the Delphi Report"). ERIC Doc. No. ED 315-423, pp. 80</small></p>	<p><i>Goal</i> Students will be able to engage in critical thinking to solve business problems.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Students will be able to: <ol style="list-style-type: none"> a. Assimilate and interpret disparate and conflicting information correctly; b. Evaluate, clarify and classify information to determine its relevance to solving an issue or problem; c. Use general principles to create reasonable solutions and/or predictions; and d. Make a decision based on evidence and prior evaluation. 2. 75% of seniors will meet or exceed expectations on each element of the rubric.

Mission-Driven Learning Outcomes	Goals & Objectives
<p>Quantitative Reasoning Quantitative reasoning is the ability to use mathematical concepts to understand and interpret data, make sound inferences, draw logical conclusions and make well-supported decisions. Quantitative reasoning, as a component of critical thinking, requires the use of application, analysis, synthesis and evaluation.</p>	<p><i>Goal</i> Students will be able to employ quantitative reasoning as a tool for solving business problems.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Students will be able to: <ol style="list-style-type: none"> a. Interpret mathematical models such as formulas, graphs and tables and draw inferences from them; b. Represent quantitative information symbolically, visually, numerically and verbally; c. Evaluate quantitative information while recognizing its limitations; d. Integrate quantitative information into decisions and recommendations. 2. 75% of seniors will meet or exceed expectations on each element of the rubric. <p>Based on Mathematics Association of America, <i>Quantitative Reasoning for College Graduates: A Complement to the Standards, Part II: Quantitative Literacy: Goals</i> (1998), available at http://www.maa.org/past/ql/ql_part2.html</p>
<p>Effective Written Communication Effective written communication demonstrates professionalism and the use of standard business English. Such writing is direct, courteous, grammatically correct, and not overly casual. A student’s writing must demonstrate appropriate sentence structure, mechanics, grammar, word usage, tone and word choice, organization and focus, and development of ideas.</p>	<p><i>Goal</i> Students will be able to communicate effectively and professionally in writing.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Students will: <ol style="list-style-type: none"> a. Organize and develop ideas effectively; b. Employ correct spelling and punctuation; c. Employ correct grammar, sentence and paragraph structure; and d. Correctly cite sources for facts, quotations and ideas. 2. 75% of seniors will meet or exceed expectations on each element of the rubric. 3. In order to be formally admitted to the College, students must achieve a score of at least 3 on the WorkKeys Test of Business Writing.
<p>Effective Oral Communication Effective oral communication requires facility with standard oral presentational forms including</p>	<p><i>Goal</i> Students will be able to communicate effectively and professionally in oral presentations.</p>

Mission-Driven Learning Outcomes	Goals & Objectives
<p>impromptu, extemporaneous, informational, and persuasive speaking.</p>	<p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Students will: <ol style="list-style-type: none"> a. Organize and develop ideas effectively; b. Employ technology effectively in support of the message; c. Speak extemporaneously with minimal hesitations and fillers; d. Adopt an appropriate tone; e. Use appropriate vocabulary; f. Employ correct grammar and sentence structure; and g. Use appropriately the time allotted for the presentation. 2. 75% of seniors will meet or exceed expectations on each element of the rubric.
<p>Ethical Decision-Making & Social Responsibility Rational and ethical decision-making deals with issues of human conduct and the rules that should govern human action. It is characterized by respect for others, an awareness of justice, and sensitivity to the universal application of rules of conduct. Rational and ethical decision-making focuses explicitly on two critical questions: What is right or wrong? and What is good or bad? A graduate of the COB will be competent in rational and ethical decision-making when s/he is able to assess critically her/his actions and the actions of others with respect to these two questions.</p>	<p><i>Goal</i> Students will appreciate the ethical and social responsibility dimensions of business decision-making.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Students will be able to: <ol style="list-style-type: none"> a. Recognize the ethical and societal implications of proposed actions; b. Demonstrate knowledge of ethical decision-making tools; c. Effectively evaluate the ethical and societal effects of a variety of options; and c. Make a sound decision in accordance with the analysis and evaluation of options. 2. 75% of seniors will meet or exceed expectations on each element of the rubric.
<p>Life-Long Learning Following the work of Knowles (1990), the COB defines lifelong, self-directed learning as the process by which "individuals take a lifelong initiative, with or without the help of others, to diagnose their own learning needs, formulating their own learning goals, identifying human and material resources for their own learning, choosing and implementing appropriate learning strategies, and evaluating their own learning outcomes."</p>	<p><i>Goal</i> Students will experience a learning environment that promotes the skills needed for life-long learning. Because life-long learning is a difficult concept to operationalize and resistant to measurement, the objectives for this learning goal refer primarily to the learning opportunities provided to students by the College.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Learning will take place in the context of authentic and complex business problems

Mission-Driven Learning Outcomes	Goals & Objectives
	2. Students will have extensive opportunities to learn in team settings and to develop effective team skills 3. Students will have the opportunity to develop the ability effectively to research information in furtherance of learning 4. Students will demonstrate effective critical thinking skills

IV. Assessment Process: Methods and Methodologies (Undergraduate Program)

The College’s assessment of learning process consists of three components: required performance levels within the undergraduate program, curriculum review by faculty, and direct assessment of student learning.

A. Required Performance Levels

In order to be formally admitted to the College of Business, typically after the sophomore year, a business student must meet certain performance levels. Any student may declare a business major upon admission to MSU. These students are coded as “pre-business.” In order to be formally admitted to the College of Business and thus proceed on to upper-level business courses, a pre-business student must have:

- completed 60 credits
- completed the Business Pre-Core (10 courses) with no grade less than a C-
- achieved a score of 3 or higher on the ACT WorkKeys Test of Business Writing; and
- earned a 3.0 MSU cumulative GPA for priority admission (students with GPAs lower than 3.0 will be admitted only as space permits; applications for formal admission from students with a GPA of less than 2.5 are not considered).

No changes to these requirements are planned for 2011-13.

The WorkKeys Test of Business Writing is administered every semester in BUS 201, Managerial Communications, a required course in the Business Pre-Core. The test is scored on a scale of 1-5, and the College requires a score of at least a 3 for formal admission to the College. Students scoring less than a 3 may retake the test the following semester. The College in 2007 established an appeals process for students who twice score less than a 3, which requires students to submit a portfolio of writing as well as to write a timed memo in longhand explaining why their writing does in fact meet the standards for a score of 3 on the WorkKeys Test. Between fall 2005 and spring 2008, 80-83% of business students taking the WorkKeys writing test for the first time achieved a score of 3 or better. In 2010, 98% of students scored a 3 or better (279/283 students) while in 2011 92% of students scored a 3 or better (277/301) on the WorkKeys test.

B. Curriculum Review

In April 2007 the faculty adopted a policy according to which each year the College's Academic Programs Committee leads the faculty in a review of specific components of the College's undergraduate curriculum. The objective of the policy is to codify a process that:

- a) establishes a regular cycle of curriculum review
- b) assesses the curriculum's consistency with the COB's mission
- c) evaluates the adequacy of current course offerings
- d) reviews the (cross-sectional and sequential) relationships across courses
- e) ensures curriculum's relevancy to business practice
- f) reviews and revises the curriculum in response to assessment of learning results

The schedule for review of the curriculum is as follows:

Curriculum Groupings	Review Responsibility	Frequency projecting a 4-year cycle, with years 2 and 4 coinciding with university catalog updates	Broad Guidelines
Non-Business Pre-Core (Math, Econ, Stat, CS)	Option Coordinators	Year 1	<ul style="list-style-type: none"> • Relevancy of content to skill development needed for business core
Business Pre-Core (100-200)	COB Curriculum Committee + Associate Deans + BUS 101 and 201 coordinators	Year 1	<ul style="list-style-type: none"> • Adequacy of content (comparable to other universities' courses?) • Rigor (sufficient preparation for subsequent courses?) • Feedback from instructors (current 100-200 instructors and upper-division instructors)
Business Core (300-400 level)	BUS Course Coordinators	Year 3	<ul style="list-style-type: none"> • Course mix right? • Overlap? (with other BUS courses? with option electives?) • Relevance to current business environments • Feedback from upper-division instructors (current 300-400 instructors)
Option courses (200-300-400)	Options	Years 2 and 4	<ul style="list-style-type: none"> • Do courses meet option objectives? • Feedback from advisory council, recruiters, and alumni
Minors (Ent, MIT, IB)	(appointment of) Minor Coordinators	Year 4	<ul style="list-style-type: none"> • Do courses meet minor objectives? • Are course options clearly communicated?

The policy requires reviewers to provide written recommendations to the Strategic Initiatives and Academic Programs committees and College administration for changing courses, course content, course mix, etc. For each recommendation, the reviewers will provide their rationale, a

description of how needs were assessed, and the sources used for information and input. The policy does not require that reviewers recommend changes to the curriculum, only that the curriculum in fact be reviewed according to the above schedule.

In addition, the Curriculum Committee oversees the faculty's review of the College's curriculum every other year in conjunction with the MSU catalog revision process.

In previous years, these curriculum review processes have led to three significant changes in the College's curriculum in the 2008-10 catalog. No major changes to course requirements are currently planned for the 2012-14 catalog, although the College does intend to adjust prerequisites and modify some course content.

C. Direct Assessment of Student Learning

The College, under the leadership of the AoL Committee, has adopted or created the following methods for directly assessing student learning with respect to the learning goals stated in the College's mission. Please note that results are discussed in Section V below. All assessment is conducted in BUS 474, Senior Seminar, because it is a required course for all seniors in the College of Business.

1. Knowledge of Business

The College has administered the Major Field Test in Business to every graduating senior from summer of 2005 through spring 2009 (a total of 885 students) and again to 2011 graduates (an additional 190 students.) This 2-hour, 120 question multiple choice test was developed by Educational Testing Service and measures a student's knowledge of accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems and international issues. The results are now normed against 181,488 business seniors taking the instrument at 685 institutions from 2003 – 2010. Overall, MSU's CoB students have scored, on average, above the 90th percentile although the 2011 graduates scored only in the 83rd percentile.

With fairly consistently high levels of performance on the MFT and in consideration of the \$5,500 annual cost of the MFT, the AoL Committee has decided that it is not necessary to administer the MFT every year. Therefore, we have no MFT scores for 2010 graduates nor do we plan to administer it to seniors graduating in 2012. A frequency of every other year is sufficient to enable the College to assess student learning frequently enough to ensure adequate monitoring of students' performance. The next scheduled administration of the MFT is 2013.

2. Critical Thinking

The AoL Committee created a rubric for assessing students' critical thinking skills and has employed a 3-person subcommittee of the AoL Committee to evaluate a representative sample of case studies submitted by graduating seniors in BUS 474, Senior Seminar. The rubric, based on published critical thinking research, has been included in previous Assessment Plans and Reports. Results of the fall 2007 assessment led to recommendations to the Academic Programs committee concerning improvements to the teaching of the critical thinking process.

3. Quantitative Reasoning

The Major Field Test contains a quantitative business analysis section which the College has used as its assessment tool for quantitative reasoning skills. The AoL Committee has determined that the MFT is not a sufficient measure of student quantitative reasoning skills and is in the process of developing an alternative approach.

4. Effective Written Communication

The AoL Committee created and tested a rubric for assessing students' writing skills which has been applied by a 3-person subcommittee of the AoL Committee to a representative sample of case studies submitted by graduating seniors in BUS 474, Senior Seminar, first during the fall 2007 semester and again in 2010. Following the 2007 assessment, curricular improvements were put in place. The 2010 assessment showed a dramatic decrease in the proportion of students who failed to meet expectations. Now over 75% of students meet or exceed expectations in each area measured by the writing rubric. However there is still substantial room to continue to improve students' writing.

5. Effective Oral Communication

The AoL Committee created and tested a rubric for assessing students' oral communication skills which was applied by BUS 474 instructors to a representative sample of student presentations in BUS 474, Senior Seminar, during the spring 2009 semester. The rubric was applied again in 2010 to students (mostly seniors) in BUS 302. Although the two groups assessed are not identical, there was a marked reduction in the proportions of students failing to meet expectations.

6. Ethical Decision-Making and Social Responsibility

The AoL Committee created and tested a rubric for assessing students' ethical decision-making skills (see attached), which was applied by a 3-person subcommittee of the AoL Committee to a representative sample of case studies submitted by graduating seniors in BUS 474, Senior Seminar, during the fall 2007 semester. Based on the results of the fall 2007 assessment the AoL Committee has developed recommendations to the Curriculum Committee concerning improvements to the teaching of the ethical decision-making process. Dr. Mary Gentile, the author of *Giving Voice to Values*, presented her approach to ethics instruction at the Spring 2011 CoB retreat.

Spring 2011 another set of case studies was collected from graduating seniors in BUS 474 to be used to again assess students' ethical decision-making skills. These papers have not yet been reviewed by 3-person subcommittee.

7. Life Long Learning

Given the nature of life-long learning, the assessment approach must necessarily represent the development of potential, rather than the affirmation of capacity. Therefore, the objectives for assessing life-long learning focus primarily on providing to students opportunities to learn the skills necessary for life-long learning. The College's 2008 Assessment Update contains further information about the ways in which the College is meeting these objectives. No further assessment of life-long learning is planned.

D. Methods and Methodology Action Items 2011-2013

The College plans to accomplish the following during 2011-13 with respect to assessment methods and methodology:

AoL Committee

- Complete new approach to assessing students’ quantitative reasoning skills. (2011-2012)
- Complete evaluations of Ethical Decision-Making cases. (2011-2013)
- Re-assess students’ critical thinking skills to determine the effectiveness of changes to course content. (2011-2012)
- Re-assess students’ writing skills after implementation of changes to course. (2012-2013)
- Re-assess students’ oral skills after implementation of changes to course. (2012-2013)
- Report assessment results to Academic Programs Committee on the above as appropriate

Academic Programs Committee/Faculty

- Review entire curriculum in conjunction with MSU catalog update process (2011-12)
- Review Option courses (2011-2012)
- Review Minors (2011- 2012)
- Review Business Core curriculum (2012-13)
- Review AoL results and determine appropriate curricular response.

V. Action Plan for 2011-13

MSU COLLEGE OF BUSINESS ASSURANCE OF LEARNING TIMELINE 2011-2013		
Date	Item	Responsibility
Fall 2011	Complete Assessment Tool for assessing Quantitative Reasoning.	AoL Committee
	Take Quantitative Reasoning assessment tool to faculty for comment & approval.	AoL Committee
	Complete Assessment on Ethical Decision-Making cases. Report assessment to faculty and Academic Programs Committee.	AoL Committee
Spring 2012	Plan and Conduct initial assessment using new Quantitative Reasoning tool. Report to faculty and Academic Programs Committee.	AoL Committee
	Re-Assess Critical Thinking Skills. Report to faculty and Academic Programs Committee.	AoL Committee
Fall 2012/ Spring 2013	Re-Assess Writing Skills. Report to faculty and Academic Programs Committee.	AoL Committee
Fall 2012/ Spring 2013	Re-Assess Oral Communication Skills. Report to faculty and Academic Programs Committee.	AoL Committee

VI. Master of Professional Accountancy Program Assessment of Learning Plan

The MPAc program is a selective program with between 50 and 60 openings available to qualified students. The MPAc Advisory Council will admit those students whose previous academic performance and/or work experience indicate a desire and ability to excel.¹

The MPAc program's Learning Outcomes:

The following learning outcomes have been defined, with goals and objectives specified.

1. Critical Thinking
2. Technical Competency
 - a. Financial Reporting
 - b. Audit services
 - c. Taxation
 - d. Business Environment
3. Professionalism
4. Ethical Decision-Making
5. Written Communication
6. Oral Communication

MASTER OF PROFESSIONAL ACCOUNTANCY ASSURANCE OF LEARNING TIMELINE 2011-2013		
Date	Item	Responsibility
Fall 2011	Review adequacy of using questions embedded in graduate courses to assess technical competencies.	MPAc faculty
	Finalize Critical Thinking rubric	MPAc faculty
	Evaluate adequacy of "Professionalism Bootcamp" for assurance of learning in the area of Professionalism.	MPAc faculty
	Complete and test rubrics for <ol style="list-style-type: none"> 1. Ethical Decision-Making 2. Written Communication 3. Oral Communication 	MPAc faculty
Spring 2012	Perform initial assessment of technical competencies.	MPAc faculty
	Perform Critical Thinking assessment	MPAc faculty

¹ The admission requirements for applicants to the MPAc program are:

- Four-year baccalaureate degree from an accredited institution
- Demonstrated potential for graduate study
- A "B" average (3.0 on a 4.0 scale) or better for undergraduate cumulative GPA
- Submission of GRE or GMAT test scores
- Submission of TOEFL or IELTS scores (international students only)
 - minimum computer-based TOEFL – 213
 - minimum paper-based TOEFL – 550
 - minimum internet-based TOEFL – 80
 - minimum IELTS – 7.0
- Financial certificate (international students only)

**MASTER OF PROFESSIONAL ACCOUNTANCY
ASSURANCE OF LEARNING TIMELINE
2011-2013**

Date	Item	Responsibility
	Determine methodology for assessing students' ethical decision-making and communication skills.	MPAc faculty
Fall 2012	Perform Ethical Decision-Making assessment	MPAc faculty
	Perform Written Communication assessment	MPAc faculty
	Perform Oral Communication assessment	MPAc faculty