

**School of Accountancy
Teaching and Learning Goals
Course-Embedded Assessment Learning Form**

Course Name: Financial Auditing Course # 6510 Section # 1

Instructor's Name: Nathaniel M. Stephens Enrollment 10 Semester Fall Year 2011

Program Goal: Each student will demonstrate mastery in professional skills that include the ability to use oral and written communication in the context of accounting-related matters.

Learning Outcome Objective #1: Students will demonstrate high quality <u>written</u> communication skills in the context of accounting matters.								
Learning Activities	Assessment Methods / Rubric	Student Performance						
<ul style="list-style-type: none"> Writing assignments relating to the Trueblood cases 	Methods: <ul style="list-style-type: none"> Trueblood cases graded for writing quality as well as content 	Goal: 100% of students will demonstrate improvement in scores relating to Trueblood case write-ups. Actual Performance: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th># Students (Total)</th> <th># Meeting Expectation</th> <th># ~ Meeting Expectation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	# Students (Total)	# Meeting Expectation	# ~ Meeting Expectation	10	10	0
# Students (Total)	# Meeting Expectation	# ~ Meeting Expectation						
10	10	0						

Learning Outcome Objective #2: Students will demonstrate high quality <u>oral</u> communication skills in the context of accounting matters.								
Learning Activities	Assessment Methods / Rubric	Student Performance						
<ul style="list-style-type: none"> Team presentation of one Trueblood case Individual presentation of one BBGP case in class 	Methods: <ul style="list-style-type: none"> Presentations graded by the professor using a grading rubric. Peer evaluation also considered in grading of presentations. Rubric: <ul style="list-style-type: none"> Final score for Trueblood and BBGP case presentations 	Goal: 70% of all students will receive at least 90% of the points possible on these two presentations combined. Actual Performance: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th># Students (Total)</th> <th>% Meeting Expectation</th> <th>% ~ Meeting Expectation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table>	# Students (Total)	% Meeting Expectation	% ~ Meeting Expectation	10	80%	20%
# Students (Total)	% Meeting Expectation	% ~ Meeting Expectation						
10	80%	20%						

Analysis and Recommendations: After completing this first semester of Accounting 6510, I have a few ideas for improvement with regards to increasing student learning and performance relating to oral and written communication. First, I would like to have an expert grade the writing assignments for writing quality. The department plans to hire a graduate student from the English department in the future to serve as a teaching assistant. I plan to use his/her services to assist with the grading of the writing assignments so students can get expert feedback on their writing quality. In addition to the feedback, I plan to request that the expert provide a short lesson on writing quality near the beginning of the semester so that students can be better equipped to perform well from the beginning. For oral presentations, I also plan to find some resources to better prepare students for their presentations. In addition, I will modify my existing grading rubric to encourage peer graders to be more critical rather than automatically assigning full or near-full credit.