

**SAINT LOUIS UNIVERSITY
JOHN COOK SCHOOL OF BUSINESS
DEPARTMENT OF ACCOUNTING
ASSESSMENT PLAN¹**

Overview

The Department of Accounting seeks to develop and maintain programs at the forefront of accounting education. The department's educational mission is delivered by way of two paths: an undergraduate accounting concentration and a graduate accounting program, each with distinct but complementary goals. The undergraduate accounting concentration emphasizes fundamental technical competency, professional knowledge and skills designed to prepare students for careers in accounting, business, or graduate school. The overarching goal of the graduate (MACC) program is to further develop students' professional knowledge, competency, skills and values for a career in accountancy. New advanced content is also introduced in the graduate program. However, the focus is on enhancing students' technical competency, and critical thinking, interpersonal, communication, and judgment skills.

In keeping with the strategic thrust of Saint Louis University, the undergraduate and graduate accounting paths together seek to engage its students in five interrelated dimensions contributing to the development of the whole person: scholarship and knowledge, intellectual inquiry and communication, community building, spirituality and values, and leadership and service. A mapping of four of these five dimensions into the MACC program and its learning goals (delineated below) is as follows: (1) technical competency and professional knowledge reflects the scholarship and knowledge dimension of the Saint Louis University experience, (2) critical thinking skills including the ability to gather, evaluate, analyze and apply relevant information to complex accounting-related issues and communicate the results effectively reflect the intellectual inquiry and communication dimension of the Saint Louis University experience, (3) the ability to work effectively in diverse teams and employment settings, and communicate effectively with others in solving complex problems reflects the community building dimension of the Saint Louis University experience, and (4) the spirituality and values dimension of the Saint Louis University experience is embedded in the expectation that our graduates will demonstrate understanding of appropriate professional conduct and ethical behavior. The fifth dimension of the Saint Louis University experience, leadership and service, is captured primarily in the undergraduate program by school-wide initiatives such as the Service Leadership Program.

¹This assessment plan was drafted by Ananth Seetharaman, and finalized and unanimously approved by the Department of Accounting at its September 3, 2008 meeting.

Master of Accounting (MACC) Learning Goals

Consistent with the overarching goal of the MACC program, learning for MACC students will be at an appropriate, advanced level, designed to enhance the student's undergraduate accounting preparation.

A. Technical Competency and Professional Knowledge

SLU MACC graduates will demonstrate technical competency and possess appropriate professional knowledge. Each student will:

- Apply knowledge of relevant professional standards and the regulatory environment to resolve financial reporting issues of U.S. business (including not-for-profit) entities.
- Apply knowledge of tax laws for planning (including financial planning) and compliance purposes.
- Recognize and evaluate areas of potential legal concern in the business environment and demonstrate understanding of the role of legal issues in risk assessment.
- Recognize and evaluate areas of potential risk in an entity's business processes and information technology environment.

B. Critical Thinking and Communication Skills

SLU MACC graduates will demonstrate problem solving and critical thinking skills. Each student will:

- Gather, interpret, evaluate, analyze and apply relevant professional standards to complex accounting-related issues, and come to well-reasoned conclusions.
- Apply analytical and quantitative techniques to analyze financial statements within the context of risk assessment and firm valuation.
- Communicate complex ideas and thought effectively both orally and in writing.

C. Interpersonal and Communication Skills

SLU MACC graduates will demonstrate interpersonal skills. Each student will:

- Work effectively in diverse teams and employment settings toward a common goal.

D. Professional Values and Ethics

SLU MACC graduates will demonstrate the ability to recognize and appropriately respond to ethical issues in the practice of accounting. Each student will:

- Identify ethical issues and decision alternatives by incorporating appropriate professional codes of conduct and social responsibility.
- Demonstrate professional conduct and demeanor in business settings.

Learning Goals Assessment by Course

Embedded assessment tools are employed in individual courses where the most intensive coverage occurs to assess the learning objectives that purport to meet the related program learning goals. However, because each student's program of study reflects his or her career goals (i.e., some graduate accounting courses are taken only by some MACC students), learning objectives tied to program goals are, to the extent possible, spread across several courses (see

Table 1). Table 2 outlines the master measurement calendar and responsibility by faculty member. Note that supplementary measures of program effectiveness including performance evaluation of interns, placement statistics, feedback from members of the advisory board, and performance on CPA examinations are also employed.

A. Technical Competency and Professional Knowledge

1. Each student will apply knowledge of relevant professional standards and the regulatory environment to resolve financial reporting issues of U.S. business (including not-for-profit) entities.

| | |
|----------|----------------------------------|
| ACCT 611 | Financial Reporting III |
| ACCT 603 | Contemporary Financial Reporting |
| ACCT 616 | International Accounting |

2. Each student will apply knowledge of tax laws for planning (including financial planning) and compliance purposes.

| | |
|----------|---|
| ACCT 632 | Federal Income Taxation – Flow-through Entities |
| ACCT 634 | Advanced Corporate Income Taxation |
| ACCT 635 | State and Local Taxation |
| ACCT 638 | Wealth Planning |
| ACCT 639 | International Taxation |

3. Each student will recognize and evaluate areas of potential legal concern in the business environment and demonstrate understanding of the role of legal issues in risk assessment.

| | |
|---------|--|
| MGT 428 | Advanced Legal Environment of Business |
|---------|--|

4. Each student will recognize and evaluate areas of potential risk in an entity's business processes and information technology environment.

| | |
|----------|----------|
| ACCT 640 | IT Audit |
|----------|----------|

B. Critical Thinking and Communication Skills

1. Each student will gather, interpret, evaluate, analyze and apply relevant professional standards to complex accounting-related issues, and come to well-reasoned conclusions.

| | |
|----------|----------------------------------|
| ACCT 603 | Contemporary Financial Reporting |
| ACCT 611 | Financial Reporting III |

2. Each student will apply analytical and quantitative techniques to evaluate financial statements within the context of risk assessment and firm valuation.

ACCT 616 International Accounting
ACCT 619 Financial Statement Analysis

3. Each student will communicate complex ideas and thought effectively both orally and in writing.

ACCT 611 Financial Reporting III
ACCT 638 Wealth Planning
ACCT 603 Contemporary Financial Reporting
ACCT 614 Seminar in Accounting and Society

C. Interpersonal and Communication Skills

1. Each student will work effectively in diverse teams and employment settings toward a common goal.

ACCT 581 Graduate Internship in Accounting
ACCT 614 Seminar in Accounting and Society
ACCT 616 International Accounting

D. Professional Values and Ethics

1. Each student will identify ethical issues and decision alternatives by incorporating appropriate professional codes of conduct and social responsibility.

ACCT 614 Seminar in Accounting and Society

2. Each student will demonstrate professional conduct and demeanor in business settings.

ACCT 581 Graduate Internship in Accounting

**Table 1 (Contd.)
Deployment of Learning Objectives by Course**

| | | ACCT 581 (FS) | ACCT 603 (F) | ACCT 611 (F) | ACCT 614 (S) | ACCT 616 (S) | ACCT 619 (S) | ACCT 632 (S) | ACCT 634 (FS) | ACCT 635 (S) | ACCT 638 (Su) | ACCT 639 (S) | ACCT 640 (S) | MGT 428 (FS) |
|----------|--|---------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| B | <u>Critical Thinking and Communication Skills</u> | | | | | | | | | | | | | |
| 1 | Research and resolve accounting issues and come to well-reasoned conclusions | | X | X | | | | | | | | | | |
| 2 | Analyze financial statements | | | | | X | X | | | | | | | |
| 3 | Communicate complex ideas orally and in writing | | X | X | X | | | | | | | | | |
| C | <u>Interpersonal and Communication Skills</u> | | | | | | | | | | | | | |
| 1 | Work effectively in diverse teams and employment settings | X | | | X | X | | | | | | | | |

**Table 1 (Contd.)
Deployment of Learning Objectives by Course**

| | | ACCT 581 (FS) | ACCT 603 (F) | ACCT 611 (F) | ACCT 614 (S) | ACCT 616 (S) | ACCT 619 (S) | ACCT 632 (S) | ACCT 634 (FS) | ACCT 635 (S) | ACCT 638 (Su) | ACCT 639 (S) | ACCT 640 (S) | MGT 428 (FS) |
|----------|---|---------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| D | <u>Professional Values and Ethics</u> | | | | | | | | | | | | | |
| 1 | Resolve ethical issues and incorporate codes of conduct | | | | X | | | | X | | | | | |
| 2 | Demonstrate professional conduct | X | | | | | | | | | | | | |

Legend: F = Fall semester; S = Spring semester; Su = Summer semester; ACCT 581 = Graduate Internship; ACCT 603 = Contemporary financial reporting; ACCT 611 = Financial reporting III; ACCT 614 = Seminar in accounting and society; ACCT 616 = International accounting; ACCT 619 = Financial statement analysis; ACCT 632 = Taxation of flow-through entities; ACCT 635 = State and local taxation; ACCT 638 = Wealth (Estate and Gift) taxation; ACCT 639 = International taxation; ACCT 640 = IT Audit (Audit II); MGT 428 = Advanced legal environment of business.

**TABLE 2
MEASUREMENT CALENDAR AND RESPONSIBILITY BY FACULTY MEMBER**

Keeping in mind that the MACC program admits students in the fall and spring semesters, the four overall MACC program goals will be assessed over a two-year academic cycle beginning fall 2008, according to the following calendar:

Academic Year 2008-2009

A. Learning Goal: Critical Thinking & Communication Skills

| | Research and resolve accounting issues and come to well-reasoned conclusions | Analyze financial statements | Communicate complex ideas orally and in writing |
|----------------|--|------------------------------|---|
| John Keithley | Fall 2008 (ACCT 611) | | Spring 2009 (ACCT 614) |
| Jack Kissinger | Fall 2008 (ACCT 603) | | Fall 2008 (ACCT 603) |
| Frank Wang | | Spring 2009 (ACCT 619) | |
| John McGowan | | Spring 2009 (ACCT 616) | |

B. Learning Goal: Interpersonal & Communication Skills

| | Work effectively in diverse teams and employment settings |
|---------------------|---|
| John Keithley | Spring 2009 (ACCT 614) |
| John McGowan | Spring 2009 (ACCT 616) |
| Ananth Seetharaman* | Fall 2008 (ACCT 581) and Spring 2009 (ACCT 581) |

*Responsible for collecting and maintaining documentation of employer surveys of interns.

TABLE 2 (Contd.)

MEASUREMENT CALENDAR AND ASSESSMENT RESPONSIBILITY BY FACULTY MEMBER

Academic Year 2009-2010

C. Learning Goal: Technical Competency and Professional Knowledge

| | Apply professional standards to resolve FR issues | Apply tax laws for planning and compliance | Recognize legal concerns and assess risk | Evaluate business processes and IT environment and assess risk |
|------------------------|---|--|--|--|
| John Keithley | Fall 2009 (ACCT 611) | | | |
| Jack Kissinger | Fall 2009 (ACCT 603) | | | |
| John McGowan | | Fall 2009 (ACCT632) | | |
| Bill Kaiser | | Fall 2009 (ACCT 634) | | |
| Laurel Boone | | | Spring 2010 (MGT 428) | |
| Alan Kerwin/John Saric | | | | Spring 2010 (ACCT 640) |

D. Learning Goal: Professional Values and Ethics

| | Resolve ethical issues incorporate codes of conduct | Demonstrate professional conduct |
|--------------------|---|--------------------------------------|
| John Keithley | Spring 2010 (ACCT 614) | |
| Ananth Seetharaman | | Fall 2009 and Spring 2010 (ACCT 581) |

While analysis and corrective feedback will be an ongoing activity, spring 2010 will mark the time for a formal analysis of all assessment results, dissemination of assessment results to principal stakeholders, corrective action, and closure of feedback loop. To the extent possible, the instructor of a course will not be given responsibility to also conduct assessment in that same course.

ACC 603
Fall 2013
Writing Rubric Components

- **Readability (20 pts):** Readability refers to the clarity of the paper itself. Readability is influenced by the use of proper style, but readability also relates to the clear expression of ideas. In a highly readable paper, ideas flow smoothly from sentence to sentence, without the need to re-read passages to understand the author's intent; errors in grammar, punctuation, and spelling do not distract the reader.
- **Support, Analysis, and Critical Thinking (25pts):** All papers serve a particular purpose. Elaborating on the objective, purpose, or thesis statement requires the writer to provide examples or evidence to support that objective, purpose, or thesis statement. Examples and evidence demonstrate that the writer can think critically about the paper topic. When outside resources are required, the paper will provide appropriate documentation, typically using APA style.
- **Organization (10pts):** An organized paper has a clear progression of ideas. The writer does not move from idea to idea in a haphazard way. The writer also transitions effectively from one topic to another. In addition, for a given topic or class, a paper will be effectively organized if it logically structures all of the key sections required for the assignment.
- **Completeness and Depth (20pts):** Providing too little information leaves the reader guessing as to the details. A complete paper addresses all of the elements of the assignment (i.e., answers all of the questions posed). In addition, a complete paper provides appropriate depth so that the reader clearly understands that the writer knows how to apply key concepts. A complete paper will also have thoroughly researched the topics and demonstrate an understanding of the researched materials.

Presentation Rubric Components

- **Engagement/Polish (15 pts):** The presentation should be of significant quality to present to others outside of the classroom. The presenters should be engaging and well-rehearsed. Transitions between group members should be seamless. The presentation should also be time appropriate.
- **Response to Questions (10pts):** During (following) the presentation the presenters should be able to effectively answer questions regarding their research topic. Additionally, the presenters should be able to adjust the presentation accordingly with the wants/demands of the audience.

ACC 603 – Fall 2013
Writing Rubric
SPS Writing Rubric

| Points | 20-18 | 17-15 | 14-12 | 11-10 | <9 |
|--|--|---|---|---|---|
| Readability (Total Points: 20) | Text is easy to read; the reader can understand sentences clearly when reading at a normal pace and does not have to reread any passages. The reader isn't distracted by any problems with grammar, spelling, and/or punctuation. | Text is easy to read in most places; reader understands sentences clearly when reading at normal pace; seldom has to reread any passages. Isolated problems with grammar, spelling, and/or punctuation distract reader in a few places. | Text is easy to read in some places; reader can understand some sentences clearly when reading at a normal pace, though may have to reread several passages. Recurring problems with grammar, spelling, and/or punctuation distract the reader in several places. | The reader has consistent difficulty understanding sentences when reading at a normal pace; the reader consistently has to reread passages. Recurring problems with grammar, spelling, and/or punctuation distract the reader repeatedly. | Recurring problems with grammar, spelling, and/or punctuation interfere with the reader's ability to understand the text's lines of reasoning. |
| Points | 10-9 | 8-7 | 6 | 5 | <5 |
| Organization (Total Points: 10) | The paper is structured in a way that sections, and paragraphs within sections, flow easily and naturally; the organization of the paper is clear and logical; paper is clearly structured in a manner consistent with the assignment. | The paper is generally structured logically and clearly; paper is generally structured in a manner consistent with assignment requirements; however, some paragraphs within sections may not flow smoothly or naturally, or some ideas may seem out of place in a given | There may be greater organization issues; there may be several instances of poor transition from one idea or section to another; use of headings to separate sections may not be easily identifiable; still contains all of the sections required. | Substantial organizational issues exist; use of headings to separate sections may be non-existent; paper may not be organized according to assignment specifications; major transition problems may be observed. | Major organizational issues exist; paper may lack several sections required by the assignment; there appears to be little flow among sections; headings typically not used. |

| | | section. | | | |
|--|--|--|--|---|--|
| Points | 25-22 | 21-19 | 18-16 | 15-13 | <13 |
| Support, Analysis, & Critical Thinking (Total Points: 25) | Uses evidence (e.g., course material/outside sources) and examples fairly and accurately. Incorporates the number and type of sources and examples consistent with audience expectations. The reader can move effortlessly into and out of sections that offer evidence or examples and can easily identify the attribution of the source. When appropriate, examines evidence critically. | Uses evidence (e.g., course material/outside sources) and examples fairly and accurately, though the number and type of sources or examples may be somewhat inconsistent with audience expectations in a few cases. The reader can move effortlessly into and out of most sections that offer evidence or examples and can easily identify the attribution of most sources. When appropriate, examines most evidence critically. | Uses evidence (e.g., course material/outside sources) and examples, though some ambiguity may exist as to what that how evidence or examples fit with the objective or thesis statement. There may be a few sections of the paper in which more evidence or examples were needed. The project may use a few inappropriate sources. When appropriate, examines some of the evidence critically. | Evidence or examples are insufficient in number and type to support the objective or thesis. Reader has difficulty throughout paper of understanding how the evidence or examples support the objective or thesis. Even when appropriate, may neglect to question any underlying assumptions or the methodology used to derive conclusions. | Evidence or examples are absent. |
| Points | 20-18 | 17-15 | 14-12 | 11-10 | <9 |
| Completeness & Depth (Total Points: 20) | Fully answers in sufficient depth all the questions the assignment poses using proper sources | Answers all the questions the assignment poses, most in sufficient depth using proper sources. | Answers all the questions the assignment poses, some in sufficient depth using mostly proper sources. | Does not respond coherently to some of the questions the assignment poses. A significant number of sources are either missing or improper. | Does not respond coherently to most of the questions the assignment poses. Also, the sources are improper or inadequate. |

**ACC 603 – Fall 2013
Presentation Rubric**

| Points | 15-14 | 13-11 | 10-9 | 8-7 | <7 |
|---|---|--|--|--|--|
| Engagement and Polish (Total Points: 15) | The presentation is well organized, transitions between speakers are seamless, the presentation is time appropriate. The presenters are well-prepared and rarely utilize notes. Slides are free from error and provide the appropriate level of detail. | The presentation is generally well organized, transitions between speakers are appropriate, and the presentation is time appropriate. Presenters are well-prepared and utilize notes minimally. Slides are relatively free from error and generally provide the appropriate level of detail. | The presentation has minor organization issues, transitions between speakers are unbalanced, and the presentation is slightly too long or too short (10% margin of error). Presenters over utilize note cards and/or directly read from slides. Slides contain several errors and/or have too much/little detail. Presentation is slightly repetitive. | The presentation has significant organization issues, transitions between speakers are forced, and the presentation is slightly too long or too short (15% margin of error). Presenters heavily rely on note cards and/or directly read from slides. Slides contain significant errors and/or have too much/little detail. | The presentation is unorganized with significant errors throughout the presentation. Presentation is not time appropriate and presenters are not adequately prepared. Slides contain significant errors and have too much/little detail. |
| Points | 10-9 | 8-7 | 6 | 5 | <5 |
| Response to Questions (Total Points: 10) | Presenters are able to provide accurate information in response to questions and navigate through the presentation in a dynamic fashion by responding to audience interest. Answers to questions are complete and contain references. | Presenters are able to provide mostly accurate information in response to questions and navigate through the presentation in a dynamic fashion by responding to audience interest. Answers to questions are relatively complete and contain references. | Presenters are unsure of the questions being asked and are evasive in answering. The group member who presented the information <i>requires</i> another members help to answer the question (assistance is fine). The presentation is mildly dynamic and answers to questions are not well sourced but complete. | Presenters are unable to provide accurate information in response to questions. The presentation is static and unresponsive to the audience. Answers to questions are incomplete, wrong, and contain little to no documentation . | Presenters are unable to provide accurate information in response to basic questions. The presentation is static and unresponsive to the audience. Answers to questions are incomplete and inaccurate. |

**ACC 611 Assessment
Written Communication Rubric
Fall 2013**

| Points | 9 - 10 | 7 - 8 | 5 - 6 | < 5 |
|---|--|--|--|--|
| Organization (10 Points) | Answers are structured appropriately in terms of paragraph and sentence structure. Answers align with the content of the assignment and flow smoothly. | Paragraph and sentence structure are generally correct. Alignment of answers to the assignment is acceptable. | Answers are loosely aligned to assignment with significant issues relating to paragraph and sentence structure. | Answers are poorly aligned with assignment content, and paragraph and sentence structure are poor for graduate students. |
| Spelling and Grammar (10 Points) | Spelling and grammar have been verified and zero or minor mistakes exist. | Several grammatical or spelling errors exist. | Significant spelling or grammatical errors exist. | Answers have clearly not been reviewed and is unacceptable for graduate students. |
| Readability (10 Points) | Answers are easy to read and appropriate for graduate level students. Answers are easily understandable and are not required to be reread. | Answers are overall presented well and are appropriate for graduate level students. Minor issues in understanding may exist. | Answers are not consistent with graduate level students and require additional analysis for comprehension. | Answers are poorly presented and extremely difficult to understand. |
| Proper Development of Ideas (10 Points) | All points required by the assignment are addressed in a thorough and accurate manner. | Some points within the assignment are not fully developed, but overall assignment is accurate and complete. | Significant issues exist in addressing assignment. Major points are excluded from analysis. | Represents an overall lack of knowledge, or lack of addressing points outlined within the assignment. |
| Clear Expression of Thoughts (10 Points) | Technical aspects of solution are properly expressed in lay and technical terms such that solution is clear to an informed reader. | Technical aspects of solution are overall correct in terms of presentation. Minor issues exist in explanation of topic. | Technical aspects of solution contain significant errors in terms of presentation. Major issues exist in explanation of topic. | Solution is poorly presented and lacks clear guidance in terms of explaining the topic. |

**ACC 611 Assessment
Verbal Communication Rubric
Fall 2013**

| Points | 9 - 10 | 7 - 8 | 5 - 6 | < 5 |
|---|--|--|---|--|
| Organization (10 Points) | Answers are completed in their entirety and are presented in proper order. Answers segue appropriately. | Minor pieces of answers may be missing, or order and segue of presentation is not entirely appropriate. | Significant pieces of answers are missing, or order and segue of presentation is generally not appropriate. | Major pieces of answers are missing, or order and segue of presentation is poor. |
| Presentation Skills (10 Points) | Student shows extreme confidence and professionalism in their presentation of the assignment. Strong verbal presentation, with little or no pauses. | Student shows overall confidence and professionalism in their presentation of the assignment. Somewhat strong verbal presentation, with some pauses in presentation. | Student shows a general lack in confidence and / or professionalism in their presentation of the assignment. Generally a weak presentation with constant pauses or interruptions. | Poor presentation skills not acceptable for graduate students. Lack of confidence / professionalism, overall difficulty in presenting. |
| Non-Verbal Communication (10 Points) | Posture, eye contact, hand motion, and other non-verbal communication techniques are appropriate. | Minor issue exists with posture, eye contact, hand motion, or other non-verbal communication techniques. | Significant issues exist with posture, eye contact, hand motion, and other non-verbal communication techniques. | Represents overall poor communication skills represented by poor posture, eye contact, etc. |
| Clear Expression of Thoughts (10 Points) | Student clearly develops and presents answers to assignment. All points are addressed and proper attention is paid to explaining details in an appropriate manner. | Answers are developed and presented appropriately, but some points lack proper attention to detail. | Answers lack significant development and presentation of detail is overall considered weak. | Overall complete lack of development of ideas, with poor or no attention to detail. |

**ACC 611 Assessment
Accuracy Rubric
Fall 2013**

| Points | 9 - 10 | 7 - 8 | 5 - 6 | < 5 |
|--|--|--|--|---|
| Accuracy of Responses (10 Points) | Answers are correct with respect to numerical calculations, account and fund titles, and explanation of theory. | Answers contain minor errors with respect to numerical calculations, account and fund titles, and explanation of theory. | Answers contain significant errors with respect to numerical calculations, account and fund titles, and explanation of theory. | Answers contain major errors or are essentially incomplete. |
| Completeness of Responses (10 Points) | Answers are completed in their entirety and are presented in proper order. | Answers are missing some minor portions of the assignment requirements. | Answers are missing significant portions of the assignment requirements. | Answers are overall incomplete with respect to the assignment requirements. |
| Clarity of Explanation (10 Points) | Technical aspects of solution are properly expressed in lay and technical terms such that solution is clear to an informed reader. | Technical aspects of solution are overall correct in terms of presentation. Minor issues exist in explanation of topic. | Technical aspects of solution contain significant errors in terms of presentation. Major issues exist in explanation of topic. | Solution is poorly presented and lacks clear guidance in terms of explaining the topic. |

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Spring 2014

GROUP EVALUATION FORM

YOUR NAME Dr. Keithley

Evaluation guidelines

COURSE & SECTION _____

Date _____ Team _____ Assignment _____

Evaluate the team using the following scale (1/2 points are acceptable):

5 = excellent

4 = good (expected)

3 = review skills in certain areas

2 = needs significant improvement

1 = weak (perhaps unprepared)

Presentation skills:

Guidelines

| | | |
|-------------------------------|-------|--|
| Professional appearance | _____ | Assume "business professional" unless otherwise notified |
| Communication skills | _____ | Use of "conversational" style without reading - appropriate volume by speakers - confident and poised delivery |
| Visual aids | _____ | Slides/handouts are professional quality with clear layout - slides are used effectively (displayed when discussed) - visual aids enhance the overall presentation |
| Team involvement/coordination | _____ | Overall presentation is effectively coordinated throughout the ENTIRE team - all team members make significant contributions - smooth transitions between presenters |

Content:

| | | |
|------------------------------|-------|--|
| Organization of material | _____ | Presentation is well structured and proceeds in a logical manner which is easy to follow |
| Introduction and integration | _____ | Gains attention of audience - establishes objective of presentation - previews organizational structure |
| Logical analysis | _____ | Addresses specific assignment areas - covers key points in an organized fashion using recognized analytical techniques and reasoning methods - conclusions are appropriate |
| Clarity of explanations | _____ | Analysis and conclusions are presented in an effective manner - appropriate support is presented - emphasis is given to key areas |
| Conclusion | _____ | Summarizes main points - connects to introduction - ends with a final statement |

Strengths of presentation:

Suggestions for improvements:

Overall evaluation (not a numerical score):



Emphasis on overall presentation - providing objective but constructive summaries

TEAM SCORE =

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Peer Review Guidelines

This information will also be used to determine part of your presentation grade. Please carefully complete the peer review forms. Your feedback will be very helpful.

You are required to complete performance summaries for all group members, excluding yourself. Score must be between 1 and 5 (use **one-half points where appropriate**). It should represent your assessment of this individual's overall performance on the assignment. Performance should be evaluated using the performance indicators shown in the chart below:

| Performance Score | Definitions |
|-------------------|--|
| 5 | Greatly exceeds expectations on challenging work |
| 4 | Consistently accomplishes far more than expected |
| 3 | Performs to expectations, meets minimum requirements |
| 2 | Sometimes meets minimum but requires improvement |
| 1 | Unsatisfactory performance, deficiencies |

Justifications for your scores and additional specific examples or comments are an extremely important part of your evaluation!

Performance Summary of Group Members *(do not evaluate yourself)*

| Group Member | 1 | 2 | 3 | 4 | 5 | Justification |
|--------------|---|---|---|---|---|---------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Any additional comments? Cite specific examples.

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Appendix 3: Writing and presentation rubrics

Writing Rubric Components

- **Readability (20 pts):** Readability refers to the clarity of the paper itself. Readability is influenced by the use of proper style, but readability also relates to the clear expression of ideas. In a highly readable paper, ideas flow smoothly from sentence to sentence, without the need to re-read passages to understand the author's intent; errors in grammar, punctuation, and spelling do not distract the reader.
- **Support, Analysis, and Critical Thinking (25pts):** All papers serve a particular purpose. Elaborating on the objective, purpose, or thesis statement requires the writer to provide examples or evidence to support that objective, purpose, or thesis statement. Examples and evidence demonstrate that the writer can think critically about the paper topic. When outside resources are required, the paper will provide appropriate documentation, typically using APA style.
- **Organization (10pts):** An organized paper has a clear progression of ideas. The writer does not move from idea to idea in a haphazard way. The writer also transitions effectively from one topic to another. In addition, for a given topic or class, a paper will be effectively organized if it logically structures all of the key sections required for the assignment.
- **Completeness and Depth (20pts):** Providing too little information leaves the reader guessing as to the details. A complete paper addresses all of the elements of the assignment (i.e., answers all of the questions posed). In addition, a complete paper provides appropriate depth so that the reader clearly understands that the writer knows how to apply key concepts. A complete paper will also have thoroughly researched the topics and demonstrate an understanding of the researched materials.

Presentation Rubric Components

- **Engagement/Polish (15 pts):** The presentation should be of significant quality to present to others outside of the classroom. The presenters should be engaging and well-rehearsed. Transitions between group members should be seamless. The presentation should also be time appropriate.
- **Response to Questions (10pts):** During (following) the presentation the presenters should be able to effectively answer questions regarding their research topic. Additionally, the presenters should be able to adjust the presentation accordingly with the wants/demands of the audience.

**ACC 619 – Fall 2014
Writing Rubric**

| Points | 20-18 | 17-15 | 14-12 | 11-10 | <9 |
|--|--|--|---|---|---|
| Readability (Total Points: 20) | Text is easy to read; the reader can understand sentences clearly when reading at a normal pace and does not have to reread any passages. The reader isn't distracted by any problems with grammar, spelling, and/or punctuation. | Text is easy to read in most places; reader understands sentences clearly when reading at normal pace; seldom has to reread any passages. Isolated problems with grammar, spelling, and/or punctuation distract reader in a few places. | Text is easy to read in some places; reader can understand some sentences clearly when reading at a normal pace, though may have to reread several passages. Recurring problems with grammar, spelling, and/or punctuation distract the reader in several places. | The reader has consistent difficulty understanding sentences when reading at a normal pace; the reader consistently has to reread passages. Recurring problems with grammar, spelling, and/or punctuation distract the reader repeatedly. | Recurring problems with grammar, spelling, and/or punctuation interfere with the reader's ability to understand the text's lines of reasoning. |
| Points | 10-9 | 8-7 | 6 | 5 | <5 |
| Organization (Total Points: 10) | The paper is structured in a way that sections, and paragraphs within sections, flow easily and naturally; the organization of the paper is clear and logical; paper is clearly structured in a manner consistent with the assignment. | The paper is generally structured logically and clearly; paper is generally structured in a manner consistent with assignment requirements; however, some paragraphs within sections may not flow smoothly or naturally, or some ideas may seem out of place in a given section. | There may be greater organization issues; there may be several instances of poor transition from one idea or section to another; use of headings to separate sections may not be easily identifiable; still contains all of the sections required. | Substantial organizational issues exist; use of headings to separate sections may be non-existent; paper may not be organized according to assignment specifications; major transition problems may be observed. | Major organizational issues exist; paper may lack several sections required by the assignment; there appears to be little flow among sections; headings typically not used. |

| Points | 25-22 | 21-19 | 18-16 | 15-13 | <13 |
|--|--|--|--|---|--|
| Support, Analysis, & Critical Thinking (Total Points: 25) | Uses evidence (e.g., course material/outside sources) and examples fairly and accurately. Incorporates the number and type of sources and examples consistent with audience expectations. The reader can move effortlessly into and out of sections that offer evidence or examples and can easily identify the attribution of the source. When appropriate, examines evidence critically. | Uses evidence (e.g., course material/outside sources) and examples fairly and accurately, though the number and type of sources or examples may be somewhat inconsistent with audience expectations in a few cases. The reader can move effortlessly into and out of most sections that offer evidence or examples and can easily identify the attribution of most sources. When appropriate, examines most evidence critically. | Uses evidence (e.g., course material/outside sources) and examples, though some ambiguity may exist as to what that how evidence or examples fit with the objective or thesis statement. There may be a few sections of the paper in which more evidence or examples were needed. The project may use a few inappropriate sources. When appropriate, examines some of the evidence critically. | Evidence or examples are insufficient in number and type to support the objective or thesis. Reader has difficulty throughout paper of understanding how the evidence or examples support the objective or thesis. Even when appropriate, may neglect to question any underlying assumptions or the methodology used to derive conclusions. | Evidence or examples are absent. |
| Points | 20-18 | 17-15 | 14-12 | 11-10 | <9 |
| Completeness & Depth (Total Points: 20) | Fully answers in sufficient depth all the questions the assignment poses using proper sources | Answers all the questions the assignment poses, most in sufficient depth using proper sources. | Answers all the questions the assignment poses, some in sufficient depth using mostly proper sources. | Does not respond coherently to some of the questions the assignment poses. A significant number of sources are either missing or improper. | Does not respond coherently to most of the questions the assignment poses. Also, the sources are improper or inadequate. |

**ACC 619 – Fall 2014
Presentation Rubric**

| Points | 15-14 | 13-11 | 10-9 | 8-7 | <7 |
|---|---|--|--|--|--|
| Engagement and Polish (Total Points: 15) | The presentation is well organized, transitions between speakers are seamless, the presentation is time appropriate. The presenters are well-prepared and rarely utilize notes. Slides are free from error and provide the appropriate level of detail. | The presentation is generally well organized, transitions between speakers are appropriate, and the presentation is time appropriate. Presenters are well-prepared and utilize notes minimally. Slides are relatively free from error and generally provide the appropriate level of detail. | The presentation has minor organization issues, transitions between speakers are unbalanced, and the presentation is slightly too long or too short (10% margin of error). Presenters over utilize note cards and/or directly read from slides. Slides contain several errors and/or have too much/little detail. Presentation is slightly repetitive. | The presentation has significant organization issues, transitions between speakers are forced, and the presentation is slightly too long or too short (15% margin of error). Presenters heavily rely on note cards and/or directly read from slides. Slides contain significant errors and/or have too much/little detail. | The presentation is unorganized with significant errors throughout the presentation. Presentation is not time appropriate and presenters are not adequately prepared. Slides contain significant errors and have too much/little detail. |
| Points | 10-9 | 8-7 | 6 | 5 | <5 |
| Response to Questions (Total Points: 10) | Presenters are able to provide accurate information in response to questions and navigate through the presentation in a dynamic fashion by responding to audience interest. Answers to questions are complete and contain references. | Presenters are able to provide mostly accurate information in response to questions and navigate through the presentation in a dynamic fashion by responding to audience interest. Answers to questions are relatively complete and contain references. | Presenters are unsure of the questions being asked and are evasive in answering. The group member who presented the information requires another members help to answer the question (assistance is fine). The presentation is mildly dynamic and answers to questions are not well sourced but complete. | Presenters are unable to provide accurate information in response to questions. The presentation is static and unresponsive to the audience. Answers to questions are incomplete, wrong, and contain little to no documentation. | Presenters are unable to provide accurate information in response to basic questions. The presentation is static and unresponsive to the audience. Answers to questions are incomplete and inaccurate. |

**ACC 634 Assessment
Accuracy Rubric
Fall 2014**

| Points | 90 - 100 | 70 - 80 | 50 - 60 | < 50 |
|----------------------------------|---|---|---|---|
| Accuracy of Responses | Answers are correct with respect to numerical calculations, explanation of theory, and analysis of ethical situations. | Answers contain minor errors with respect to numerical calculations, explanation of theory, and ethical situations. | Answers contain significant errors with respect to numerical calculations, explanation of theory, and ethical situations. | Answers contain major errors or are essentially incomplete. |
| Completeness of Responses | Answers are completed in their entirety. This includes assessed problems and simulated tax returns, as well as written analyses of theory and ethical situations. | Answers are missing some minor portions of the assignment requirements. | Answers are missing significant portions of the assignment requirements. | Answers are overall incomplete with respect to the assignment requirements. |

**ACC 640 Assessment
Risk Assessment Map Rubric
Spring 2015**

| Points | 9 - 10 | 7 - 8 | 5 - 6 | < 5 |
|-------------------------------|--|---|---|--|
| Risks Identified | Both IT and business process risks were identified and the likelihood and impact of these risks and how significant these risks were logically based on the likelihood and impact. | Only one type of risk (IT or business) was identified and the likelihood and impact of these risks and how significant these risks were logically based on the likelihood and impact. | Risks identified were not clearly supported and were only based on either likelihood or impact. | Risks identified were not correct and there was no consideration for likelihood or impact. |
| Presentation | Student shows extreme confidence and professionalism in their presentation of the assignment. Strong verbal presentation, with little or no pauses. | Student shows overall confidence and professionalism in their presentation of the assignment. Somewhat strong verbal presentation, with some pauses in presentation. | Student shows a general lack in confidence and / or professionalism in their presentation of the assignment. Generally a weak presentation with constant pauses or interruptions. | Poor presentation skills not acceptable for graduate students. Lack of confidence / professionalism, overall difficulty in presenting. |
| Completeness and Depth | The risks identified were well support during the presentation. The student clearly thought about the risks and the likelihood and impact to the company. | The student had some rationale for the risks identified but it was clear that they didn't fully understand the risks the likelihood or impact to the company. | Very little thought was given to the risks identified and there was not a good understanding when the students were questioned. | Student didn't understand the company and risks identified were incorrect and could not be supported. |

ACC 640 Assessment
Written Communication Rubric
Spring 2015

| Points | 9 - 10 | 7 - 8 | 5 - 6 | < 5 |
|---|---|--|---|---|
| Readability | Answers are easy to read and appropriate for graduate level students. Answers are easily understandable and are not required to be reread. | Answers are overall presented well and are appropriate for graduate level students. Minor issues in understanding may exist. | Answers are not consistent with graduate level students and require additional analysis for comprehension. | Answers are poorly presented and extremely difficult to understand. |
| Support, Analysis, and Critical Thinking | The cloud computing provider selected was active in the market and appropriately identified a company that could use the services. Rationale for selection was sound. | A cloud computing provider was selected but the rationale for selecting the company was not very in-depth. | A cloud computing provider was selected but there was not a company clearly identified that could use the services. | It was unclear whether the students understood what a cloud computing provider was and how a company could benefit from services. |
| Organization and Professionalism | Answers are structured appropriately in terms of paragraph and sentence structure. Answers align with the content of the assignment and flow smoothly. | Paragraph and sentence structure are generally correct. Alignment of answers to the assignment is acceptable. | Answers are loosely aligned to assignment with significant issues relating to paragraph and sentence structure. | Answers are poorly aligned with assignment content, and paragraph and sentence structure are poor for graduate students. |
| Completeness and Depth | Student acted as an IT Audit representative at the company and memo to management about the use of the cloud computing provider was drafted and clear risks were outlined about engaging with the service provider. | Student acted as an IT Audit representative but memo did not provide a sufficient level of risks about using the service provider. | Student acted as an IT Audit representative but memo was unorganized and there were no clear risks identified. | Student did not act as an IT audit representative and did not identify risks. |

Writing Rubric Components
Accounting 645
Fall 2013

- **Issue Definition/Analysis/Critical Thinking:** The ability to define the issue or the problem, demonstrate fair-mindedness toward the problem, to identify and interpret key accounting rules and guidance that address the issue or problem; the ability to apply the evidence to obtain defensible, thoughtful, and logical conclusions and to defend the position with authoritative sources.

- **Flow:** The ability to present the analysis in an organized and logical manner that allows the reader to readily follow the thought process and supporting evidence with clarity and without grammatical, punctuation or spelling errors.

**Writing Rubric
Accounting 645
Fall 2013**

| Points | 5 | 3-4 | 1-2 |
|--|---|---|---|
| Issue Definition/ Analysis/ Critical Thinking | All issues are identified and clearly defined; proper accounting rules and guidance are identified; accounting rules and guidance are properly applied to the issues and logical, defensible conclusions are reached. | Some issues are identified or those identified are not clear; proper accounting rules identified but not properly applied to the issues; gaps or holes in thought process create a vulnerability opposing viewpoints. | Issues are missed or not understood; incorrect accounting rules utilized; accounting rules not properly applied; conclusion is incorrect or indefensible. |
| Flow | The paper is well organized such that the reader can simply nod his/her head as issues are defined, accounting rules and guidance are identified, and thought process is explained and understood. | The paper is generally well organized but contains sections where it does not flow naturally, certain issues are not addressed, accounting rules are improperly applied or the conclusions contain weaknesses that may not be defensible. | The paper is not well organized, fails to address key issues, identifies or improperly applies accounting rules and guidance, is not well thought out and indefensible due to errors. |

Presentation Rubric Components
Accounting 645
Fall 2013

- **Inflection:** The ability to inject variety and modulation into the tonal quality of the presentation.
- **Command of the Room:** The ability to hold sway over the listeners, to demand and control the attention of the audience.

**Presentation Rubric
Accounting 645
Fall 2013**

| Points | 5 | 3-4 | 1-2 |
|------------------------|---|--|---|
| Inflection | Student's tonal quality creates interest, exhibits emotion, is strong and tells a story. | Student's tonal quality is generally good but occasionally weakens or infers approval rather than remaining steady throughout. | Student's projection is weak, infers lack of confidence, or is generally boring. |
| Command of Room | Student's voice, posture, logic and demeanor are authoritative, interesting, and compelling such that the audience listens with rapt attention. | Student's voice, posture, logic and demeanor are good but are not compelling. | Student's voice, posture, logic and demeanor are weak, non-authoritative, hesitant, and unsure. |

Intern Performance Evaluation

Student Name Internship Site

Faculty Site Visit Completed Yes No Hours Completed to Date

Directions for Site Supervisor: Please evaluate your intern based on the following criteria and utilizing the following rating:

- Exemplary (5)** Represents professional and excellent work. There are no major areas of needed improvement and the student/intern exhibits an exceptional degree of responsibility, accuracy, motivation, and overall maturity.
- Proficient (4)** Represents professional work, but there are minor areas of improvement needed. The intern exhibits an above-average degree of responsibility, accuracy, and overall maturity.
- Average (3)** Represents competent but average work. The intern exhibits an acceptable degree of motivation and does what they are asked to do. Communication skills, responsibility and accuracy are average and can be developed.
- Developing (2)** Represents below-average work. The intern lacks motivation, responsibility, and accuracy. Communication skills are lacking and the intern's work has to be continually double-checked and redone.
- Unacceptable (1)** Represents failure to meet the supervisor's minimum expectations in every area.

| Section A: Performance Criteria | Mid-Semester | Final Semester |
|---|--------------|----------------|
| Honesty/Integrity | | |
| Trustworthy and credible | Mid-Term | Final |
| Motivation/Initiative | Mid-Term | Final |
| Communication Skills (written and verbal) | | |
| Delivers information effectively in written form | Mid-Term | Final |
| Effectively delivers information when speaking with others | Mid-Term | Final |
| Self Confidence | Mid-Term | Final |
| Flexibility/Adaptability | | |
| Open to new ideas, problems and suggestion | Mid-Term | Final |
| Ability to successfully alter activities to cope with demands of new situations | Mid-Term | Final |
| Ability to adapt to organizational environment | Mid-Term | Final |
| Interpersonal Skills | | |
| Relates to people in open, friendly manner | Mid-Term | Final |
| Work Ethic | | |
| Demonstrates reliability | Mid-Term | Final |
| Adheres to assigned work schedule | Mid-Term | Final |
| Teamwork Skills | | |
| Displays collaborative efforts | Mid-Term | Final |
| Leadership Skills | | |
| Demonstrates leadership abilities | Mid-Term | Final |
| Enthusiasm | | |
| Maintains positive outlook | Mid-Term | Final |
| Displays eagerness | Mid-Term | Final |
| Technical Proficiency | | |
| Demonstrates understanding of job | Mid-Term | Final |
| Possesses the appropriate skills to complete assigned tasks | Mid-Term | Final |
| Feedback | | |
| Solicits feedback | Mid-Term | Final |
| Uses past experience to understand new situations | Mid-Term | Final |

Section B: Overall Performance of Assignments

Please provide feedback regarding your student intern's performance. Your feedback will assist in the professional development and growth of the student and should include both positive attributes and suggestions for improvement. The Career Resources Center encourages you to sit down with your intern, review the evaluation and discuss the internship.

Mid-term Evaluation

Student Signature

Supervisor Signature

Final Evaluation

Student Signature

Supervisor Signature