

MSA Goal 1:

Our graduates will have the skills necessary for critical thinking, professional research, and continuous learning.

(Updated November 2010)

Critical Thinking Assessment

July 2009 Update

MSA 518 Critical Thinking Assessments

Criterion	Score	Spring 2008 (N=20)	Spring 2009 (N=20)
Understanding the Issue	0	0.0%	0.0%
	2	15.0%	10.0%
	4	85.0%	90.0%
Formulates Clear and Concise Perspective Considering Tradeoffs	0	0.0%	0.0%
	2	50.0%	50.0%
	4	50.0%	50.0%
Identify and Evaluate ALL important evidence offered	0	5.0%	0.0%
	2	85.0%	85.0%
	4	10.0%	15.0%

Action Taken:

Professional Research Assessment

Spring 2010 Update

Criteria	Fall 2008 Avg. (N=12)	Spring 2010 Avg. (N=12)
Researcher(s) identified the critical technical issues presented by the case.	4.00	5.00
Researcher(s) employed appropriate strategies to identify and access relevant authoritative and professional literature bearing on the technical issues presented by the case.	3.75	4.92
Researcher(s) correctly interpreted and applied relevant authoritative and professional literature and identified alternatives consistent with generally accepted accounting principles and other governing authorities.	3.25	4.83
Researcher(s) identified and expressed resolutions to the primary issues raised in the case.	3.50	4.83
Researcher(s) supported the above resolutions by reference to appropriate authoritative and professional literature and provided appropriate documentation and attribution.	3.25	4.42

Researcher(s) prepared a professional quality document evidencing both a solid command of the mechanical aspects of technical writing, and the ability to communicate complex constructs in a clear, concise manner.	3.33	5.00
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Action Taken:

***Continuous Learning Assessment
July 2009 Update***

Continuous learning was assessed in MSA 534 and 535 via the following questions in the exit survey administered in Summer 1. The Likert scale ranged from 1 for *strongly disagree* to 5 for *strongly agree*.

	Average (N = 48)
1. I was encouraged and taught how to learn new material and find information on my own.	4.15
2. I was encouraged to participate in professional society activities and events. (Beta Alpha Psi)	4.06
3. I became aware that to stay current in today's world, I must continue my education by attending short courses, workshops, seminars, conferences and/or graduate school.	3.98
4. The curriculum has increased my ability to access information from a variety of sources.	4
5. The curriculum has increased my ability to read critically and assess the quality of information available	4
6. The curriculum has increased my ability to analyze new content by breaking it down, asking key questions, comparing and contrasting,	4.08
7. I plan to write the CPA exam (or have already started).	4.48
8. I plan to write other professional exams (CMA, CFE, etc)	2.5
9. I plan to join the AICPA or other professional societies.	4.17

Another measure of continuous learning was Beta Alpha Psi attendance. For the 14 technical meetings during the 2007-2008 academic year, on average 5.36 MSA students attended each meeting (high of 12 and a low of 1). This constitutes 22.39% of the average attendance for each meeting (23.93 students). Six MSA students were inducted into BAP. This constitutes 24% of all new student inductees (25 students).

Actions Taken:

Goal 1 seeks to ensure that students engage in activities at the undergraduate level to ensure continuous learning that will instill and develop lifelong professional habits and dedication. All students are required to attend several professional association meetings but most importantly meetings of Beta Alpha Psi, the national scholastic honor society

and professional accounting fraternity. Data from assessment time reports indicated that attendance was low. Based on this data, the MSA faculty determined that the following actions should be taken:

1. All faculty teaching in the program should encourage attendance on their syllabi.
2. Attendance should be incorporated in the grading process either through bonus points or the participation grade.

For the spring 2010 semester, faculty syllabi reflected the committee's recommendations.