

2012-2013 Achievement Summary Profile

As of: 9/17/2013 07:47 AM EST

Accounting, B.S.

Not Met

Measure 1: Summarize business transactions exam questions

Outcome/Objective 1: Identify, measure, and summarize financial info

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions.

Finding: Of 25 students answering the embedded AOL questions on the final (or other exam) exam [or currently enrolled in the class if a project, presentation, or research paper assignment], the total number of students achieving a satisfactory score was 14. Thus, 56% of students achieved a satisfactory score of 60% on the embedded questions, research paper, project, or presentation administered in ACC/TAX 3341 during the fall 2012 semester. TAX 3361: Of 33 students answering the embedded AOL questions on the examinations, the total number of students achieving a satisfactory score of 60% was 18. Thus, 55 percent of students achieved a satisfactory score of 60% on the embedded questions administered in TAX 3361 during the Spring 2013 semester. The target assessment criteria was 75%. Since the target assessment criteria has not been met, an action plan must be generated by the faculty who teach TAX 3361.

Measure 2: Methods of Measurement exam questions

Outcome/Objective 1: Identify, measure, and summarize financial info

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions.

Finding: Of the 8 students answering the embedded AOL questions on the exam for ACC 3342, the total number of students achieving a satisfactory score of 60 percent or higher was 2, or 25 percent. Thus, less than 60 percent of students achieved a satisfactory score of 60 percent on the embedded question administered in ACC 3342 during the Fall 2012 semester. The target assessment criteria was that 75% or more of the students enrolled in ACC 3342 to receive a grade of at least 60% on the embedded examination question.

Measure 3: Problems & Solutions exam questions

Outcome/Objective 2: Model data for decision making

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions.

Finding: Spring 2013: Of 43 (include total number) students answering the embedded AOL questions on the final (or other exam) exam [or currently enrolled in the class if a project, presentation, or research paper assignment], the total number of students achieving a satisfactory score was 31. Thus, 72% of students achieved a satisfactory score of 60% on the embedded questions, research paper, project, or presentation administered in ACC/TAX 3345 during the spring 2013 semester.

Met

Measure 5: Technology & Process Risk exam questions

Outcome/Objective 4: Leverage technology

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of the 46 students answering the embedded AOL questions on the final exam, the total number of students achieving a satisfactory score was 32. Thus, 70% of students achieved a satisfactory score of 75% on the embedded questions, research paper, project, or presentation administered in ACC 3354 during the

Spring 2012 semester.

Measure 6: Participation in service-learning projects

Outcome/Objective 5: Recognize appropriate professional behavior

Goals:

1: Apply the competencies of the discipline

Target: 25% of students participate in a service learning project or are employed in an internship in the field or as a part-time employee in an accounting or tax position.

Finding: During the Spring 2013 semester, 74 students volunteers generated-(income tax refunds amount not yet tabulated) at the University's Bread and Life in Brooklyn and the locations in Jackson Heights and Jamaica, Queens.

Targets Without Findings

Measure 4: Individual Tax Reporting

Outcome/Objective 3: Communicate and report findings

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions.

Controllership, M.B.A.

Targets Without Findings

Measure 2: Identify Risks & Controls exam questions

Outcome/Objective 2: Analyze exposures and risks

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 3: Identify Problems & Solutions exam questions

Outcome/Objective 3: Model data for decision making

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 4: Link Data, Knowledge & Insight exam questions

Outcome/Objective 3: Model data for decision making

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 5: Relevant Research Skills exam questions

Outcome/Objective 4: Research technical issues

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 6: Electronic Database exam questions

Outcome/Objective 5: Leverage technology

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Graduate Accountancy

Not Met

Measure 3: Business Entities & Combinations exam questions

Outcome/Objective 1: Identify, measure & summarize financial info

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of the 65 students answering the embedded AOL questions on the final (or other exam) exam [or currently enrolled in the class if a project, presentation, or research paper assignment], the total number of students achieving a satisfactory score* was 46. Thus, 70.8 percent of students achieved a satisfactory score of at least 70% on the embedded questions, research paper, project, or presentation administered in ACC 638 during the fall 2012 semester.

Met

Measure 1: Financial Reporting exam questions

Outcome/Objective 1: Identify, measure & summarize financial info

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of 18 students answering the embedded AOL questions on the final (or other exam) exam [or currently enrolled in the class if a project, presentation, or research paper assignment], the total number of students achieving a satisfactory score* was 14. Thus, 77.8% of students achieved a satisfactory score of 70% on the embedded questions, research paper, project, or presentation administered in ACC 515 during the spring 2013 semester. The target assessment criteria was 75%.

Measure 2: Financial Reporting Topics exam questions

Outcome/Objective 1: Identify, measure & summarize financial info

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of the 23 students answering the embedded AOL questions on the final exam, the total number of students achieving a satisfactory score was 16. Thus, 70% of students achieved a satisfactory score of 70% on the embedded questions, research paper, project, or presentation administered in ACC 630 during the Fall 2012 semester.

Measure 4: IT Auditing Risks & Controls Practice Set

Outcome/Objective 2: Analyze exposures and risks

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of 17 ACC 624, Information Technology Auditing, students who handled in the information technology audit practice set during the Fall 2012 semester, 14 students correctly identified the risks of fraud and other negative outcomes, and evaluated those general and application controls that mitigated the risks through prevention, detection, or correction. The percentage of students who achieved a satisfactory score was 82.3%.

Measure 5: Risk Identification & Correction Practice Set

Outcome/Objective 2: Analyze exposures and risks

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of 68 (include total number) students answering the embedded AOL questions on the final (or other exam) exam [or currently enrolled in the class if a project, presentation, or research paper assignment], the total number of students achieving a satisfactory score* was 63. Thus, 93% percent of students achieved a satisfactory score of 70% on the embedded questions, research paper, project, or presentation administered in ACC 623 during the spring 2013 semester. Matching 3-1 (20 points) For each of the following actions by a member CPA, indicate (1) the rule of conduct that is applicable and (2) whether the actions does (yes) or does not (no) violate the rule. You may identify the rule by number on your answer sheet. Your selections can be made from the following list: RULE 101 — Independence 302 — Contingent Fees 102 — Integrity and Objectivity 501 — Acts Discreditable 201 — General Standards 502 — Advertising and Other Forms of Solicitation 202 — Compliance with Standards 503 — Commissions and Referral Fees 203 — Accounting Principles 505 — Form of Organization and Name 301 — Confidential Client Information 1. Transfers working papers, with the client's permission, to the client's new auditors. 2. Subordinates her judgment in favor of the client in tax practice when there is little support for the client's position. 3. Indicates the number of partners, CPAs and offices in his or her firm in an advertisement. 4. States that the fee in a tax case will be based on the amount of tax saving realized. 5. Fails to conform to a recently issued audit standard, which has an immaterial effect on the financial statements. 6. A personnel manager in the office doing the audit of a client has a financial interest in the client. 7. Fails to adequately plan and supervise a Management Consulting Service engagement. 8. Agrees to serve as an honorary director of a charitable foundation. 9. Knowingly misrepresents facts in an engagement. 10. Discriminates in employment. 11. Makes recommendations but not the decisions in a Management Consulting Service engagement for a non-public client. 12. Permits a non-CPA to be the chairman of the board of a CPA firm organized as a professional corporation. 13. Fails to make inquiries in a review of interim financial information. 14. Accepts a commission from a vendor, with the permission of the audit client, for recommending the vendor's product. 15. Indicates that he will perform the audit of a city's united fund charity for a nominal fee. 16. A client leases part of an office building from the CPA, resulting in a material indirect financial interest to the CPA 17. Presents client confidential information to third party as a result of summons enforceable by a court order 18. Uses the designation "and company" in the firm title even though CPA is the sole shareholder in a professional accountancy corporation 19. Retained as the auditor of a cooperative apartment house in which she owns an apartment and is not part of the management 20. Accepts a commission for recommending a product to an audit client GRADING RUBRIC 1. 301 No 2. 102 Yes 3. 502 No 4. 302 Yes 5. 202 No 6. 101 Yes 7. 201/202 Yes 8. 101 No 9. 102 Yes 10. 501 Yes 11. 101 No 12. 505 Yes 13. 201/202 Yes 14. 503 No 15. 302 No 16. 101 Yes 17. 301 No 18. 505 Yes 19. 101 No 20. 503 Yes

Measure 6: Cost Administration exam questions

Outcome/Objective 3: Model data for decision making

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of the 40 students answering the embedded AOL questions on the final exam, the total number of students achieving a satisfactory score was 31. Thus, 78% of students achieved a satisfactory score of 70% on the embedded questions, research paper, project, or presentation administered in ACC/TAX during the Fall 2012 semester.

Measure 8: Business Tax Planning exam questions

Outcome/Objective 3: Model data for decision making

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of 76 students answering the embedded AOL questions on the final exam, the total number of students achieving a satisfactory score was 66. Thus, 87% of students achieved a satisfactory score of 70% on the embedded questions, research paper, project, or presentation administered in TAX 635 during the spring, 2013 semester. The target assessment criteria were 75%.

Measure 10: Research Skills exam questions

Outcome/Objective 5: Research technical issues

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of 93 students solving the AOL written communication assignment, the total number of students achieving a satisfactory score was 81. Thus, 87 percent of students achieved a satisfactory score of 70% on the written communication assignment administered in ACC/TAX 632 during the Fall 2012 semester. The target assessment criterion was 80%.

Measure 13: Technology & Process Risk Practice Set

Outcome/Objective 6: Leverage technology

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of 17 ACC 624, Information Technology Auditing, students who handled in the information technology audit practice set during the Fall 2012 semester, 14 students correctly assess the risks of technological and automated business processes, and used technology assisted tools effectively and efficiently. The percentage of students who achieved a satisfactory score was 82.3%.

Measure 15: Professional Examination

Outcome/Objective 7: Recognize appropriate professional behavior

Goals:

1: Apply the competencies of the discipline

Target: Average score for the exam overall should be 75% or above. In addition, 50% or more of events attempted should be passed.

Finding: In 2012, of 91 students/alumni taking 149 parts of the Uniform Certified Public Accountant (CPA) Examination for the first time within one year of graduation, the average score was 68.1 and the pass rate was 47.0%. The average scores and pass rates by part were: Auditing and Attestation (AUD): 65.7 and 41.0%; Business Environment and Concepts (BEC): 72.8 and 58.1%; Financial Accounting and Reporting (FAR): 63.3 and 42.3% and Regulation (REG): 68.5 and 43.9%.

Targets Without Findings

Measure 9: Government Financial Statement project

Outcome/Objective 4: Communicate and report findings

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 12: Electronic ACC & TAX Database exam questions

Outcome/Objective 6: Leverage technology

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 14: Professional Ethics/Responsibility exam questions

Outcome/Objective 7: Recognize appropriate professional behavior

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 16: Managerial case presentations

Outcome/Objective 7: Recognize appropriate professional behavior

Goals:

1: Apply the competencies of the discipline

Target: 80% of students demonstrate satisfactory skills as determined in rubric during case presentations

Graduate Taxation

Met

Measure 1: Tax database research project

Outcome/Objective 1: Utilize and leverage technology in tax research and compliance

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of 33 students currently enrolled in the class submitting a research paper assignment, the total number of students achieving a satisfactory score was 33. Thus, 100% of students achieved a satisfactory score of 80% on the embedded questions, research paper, project or presentation administered in TAX 600 during the Fall 2012 semester.

Measure 3: Estate and gift tax exam questions

Outcome/Objective 2: Analyze and summarize tax data for decision making

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of 48 students answering the embedded AOL questions on the midterm exam, the total number of students achieving a satisfactory score of 70% was 47. Thus, 98 percent of students achieved a satisfactory score of 70% on the embedded questions administered in TAX 621 during the Spring 2013 semester. Since the target assessment criteria has been met, no further action is necessary.

Measure 5: Partnership tax issues exam questions

Outcome/Objective 3: Identify and measure tax consequences of actions taken

Goals:

1: Apply the competencies of the discipline

Target: 75% of students must demonstrate satisfactory understanding of the concepts embedded exam questions.

Finding: Out of 15 student who answered the AOL tax return problem, the total number of students receiving a satisfactory score was 13. Thus 86% of students demonstrated satisfactory understanding of the concepts in the partnership project.

Measure 6: Tax research project

Outcome/Objective 4: Communicate and report tax findings

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of 12 students submitting a research paper, the total number of students achieving a satisfactory score was 11. Thus, 92% of students achieved a satisfactory score of 80% on the research paper administered in TAX 691 during the spring 2013 semester. The target assessment criteria were 75%. DESCRIPTION/ GRADE MASTERFUL 9-10 SKILLED 7-8 COMPETENT 5-6 DEVELOPING 3-4 BEGINNING 1-2 UNACCEPTABLE 0 MAIN IDEA AND FOCUS _____ · Writer fully understands all areas of the topic; · Topic is concisely well developed and deeply explored in all areas; · All ideas are evident and well articulated. · Writer understands almost all areas of the topic; · Topic is well developed and explored in almost all areas; · Almost all ideas are evident and intelligible. · Writer understands most areas of the topic; · Topic is developed and explored in most areas; · Most ideas are evident and intelligible. · Writer understands some areas of the topic; · Some of the topic is evident; · Some ideas are evident. · Writer shows minimal understanding of the topic; · Topic is implicit; · Ideas are implicit. · Writer is confused and does not grasp the topic; · Topic is not evident; · Ideas are not evident. OVERALL ORGANIZATION _____ · Paper is logically organized and sequentially develops the topic with little or no digressions, ambiguities, or irrelevant information; · All ideas are

connected and interrelated to clearly build upon one another to reach and support a conclusion; · Paper is extremely easy to follow in all areas. · Paper is logically organized with few digressions, ambiguities, and hardly any irrelevant information; · Almost all ideas are connected; · Paper is easily followed in almost all areas. · Paper is organized with limited digressions, ambiguities, and little irrelevant information; · Most ideas are connected; · Paper can be followed in most areas. · Paper is organized with many digressions, ambiguities, and some irrelevant information; · Some ideas are connected; · Paper is less difficult to follow with few areas of incoherency. · Paper is minimally organized with too many digressions, ambiguities, and excessive irrelevant information; · Ideas are implicitly connected; · Paper is difficult to follow with some areas of incoherency. · Paper shows no organization and contains an exorbitant amount of digressions, ambiguities, and irrelevant information; · Ideas are unconnected; · Paper is incoherent. MASTERFUL SKILLED COMPETENT DEVELOPING BEGINNING UNACCEPTABLE SUPPORT AND DEVELOPMENT: TITLE, ABSTRACT _____ · Title fully defines and develops the topic and catches the reader's attention with a clear tie-in to the topic; · Abstract concisely and thoroughly develops the main idea, all ancillary ideas, and all the reasoning supporting them, coupled with the purpose of the topic and practical applications of the research findings. · Title defines and develops the topic or catches reader's attention with a clear tie-in to the topic; · Abstract develops the main idea, almost all ancillary ideas, with concise reasoning supporting the main idea and almost all ancillary ideas. · Title defines the topic or catches reader's attention; · Abstract states the main idea, most ancillary ideas, and reasoning supporting them is mostly complete with regard to the main idea and most ancillary ideas. · Title reveals the topic but does not adequately define it or catch reader's attention; · Abstract implicitly states the main idea but not the ancillary ideas, and the reasoning supporting it is partially complete. · Title hints at topic and does not catch reader's attention; · Abstract minimally states the main idea, but not the ancillary ideas and the reasoning supporting them. · Title is not reflective of topic and does not catch reader's attention; · Abstract does not state the main idea, ancillary ideas, and reasoning supporting them. SUPPORT AND DEVELOPMENT: INTRODUCTION _____ · Introduction captures the reader's attention by tying the topic to a currently relevant area, introduces the main idea and all the ancillary ideas, and establishes the framework for the main idea and all the ancillary ideas. · Introduction captures the reader's attention in a way tied to the topic, introduces the main idea and almost all the ancillary ideas, and establishes the framework for the main idea and almost all the ancillary ideas. · Introduction captures the reader's attention, introduces the main idea and most of the ancillary ideas, and establishes the framework for the main idea and most of the ancillary ideas. · Introduction attempts to capture the reader's attention, to introduce the main idea and some of the ancillary ideas, and to establish the framework for the main idea and some of the ancillary ideas. · Introduction implicitly attempts to capture the reader's attention, to introduce the main idea but not the ancillary ideas, and to establish the framework only for the main idea. · Introduction fails to capture the reader's attention, to introduce the main idea and ancillary ideas, and to establish the framework for the main ideas and ancillary ideas. MASTERFUL SKILLED COMPETENT DEVELOPING BEGINNING UNACCEPTABLE SUPPORT AND DEVELOPMENT: FOUNDATION OF THE LAW _____ · The writer concisely and thoroughly establishes all of the foundation of all the law; · All of the key statutes, cases, and/or legislative materials are established and thoroughly explained with examples where appropriate, including all key quotes and emphasizing all key words or phrases. · The writer establishes almost all of the foundation of the law; · Almost all of the key statutes, cases, and/or legislative materials are established and thoroughly explained, including almost all key quotes and emphasizing almost all key words or phrases. · The writer establishes most of the foundation of the law; · Most of the key statutes, cases, and/or legislative materials are established and explained, including most key quotes and emphasizing most key words or phrases. · The writer establishes some of the foundation of the law; · Some of the key statutes, cases, and/or legislative materials are established and explained, including some key quotes and emphasizing some key words or phrases. · The writer establishes a minimal portion of the foundation of the law; · A minimal portion of the key statutes, cases, and/or legislative materials are established and/or explained. · The writer fails to establish the foundation of the law; · All or almost all of the key statutes, cases, and/or legislative materials are missing and/or not explained. SUPPORT AND DEVELOPMENT: ANALYSIS OF THE RESEARCH _____ · The writer includes all of the relevant research, with concise and thorough analysis, and utilizes key quotes from the research with all quotes explained, and with examples where appropriate. · The writer includes almost all of the relevant research, analysis of the research, and key quotes from the research with almost all quotes explained. · The writer includes most of the relevant research, analysis of the research, and key quotes from the research with most quotes explained. · The writer includes some of the relevant research, analysis of the research, and key quotes from the research with some explanations. · The writer includes a minimal amount of the relevant research, analysis of the research, and key quotes from the research with minimal explanations. · The writer fails to include and/or analyze all or almost all of the relevant research, and fails to use key quotes from the research. MASTERFUL SKILLED COMPETENT DEVELOPING BEGINNING UNACCEPTABLE SUPPORT AND DEVELOPMENT: CONCLUSION _____ · Conclusion concisely and thoroughly restates the main idea and all ancillary ideas and all of the reasoning supporting them; · Paper provides all of the practical applications and explores all the implications with examples where appropriate. · Conclusion restates the main idea and almost all of the ancillary ideas and almost all of the reasoning supporting them; · Paper includes almost all of the practical applications and explores almost all of the implications. · Conclusion restates the main idea and most of the ancillary ideas and most of the reasoning supporting them; · Paper includes most of the practical applications and explores most of the implications. · Conclusion restates the main idea and some of the ancillary ideas and some of the reasoning supporting them; · Paper includes some practical applications and explores some of the implications. · Conclusion minimally restates the main idea and addresses a minimal amount of the ancillary ideas and minimal reasoning supporting them; · Paper includes a minimal amount of practical applications and minimally explores the implications. · Conclusion is nonexistent or fails to restate the main idea and ancillary ideas, and any of the reasoning supporting them; · Paper fails to include practical applications and/or explore the implications. SUPPORT AND DEVELOPMENT: REFERENCES _____ ·

Paper contains a references section with all of the relevant sources; · All of the sources have proper citation form. · Paper contains a references section with almost all of the relevant sources; · Almost all of the sources have proper citation form. · Paper contains a references section with most of the relevant sources; · Most of the sources have proper citation form. · Paper contains a references section with some of the relevant sources; · Some of the sources have proper citation form. · Paper contains a references section containing a minimal amount of the relevant sources; · A minimal number of the sources have proper citation form. · Paper lacks a references section or lacks almost all of the relevant sources; · All or almost all of the sources lack proper citation form. MASTERFUL SKILLED COMPETENT DEVELOPING BEGINNING UNACCEPTABLE CONVENTIONS _____ · Paper contains little or no errors related to sentence structure, grammar, spelling, and punctuation; · Paper is easily readable in all areas. · Paper contains almost no errors related to sentence structure, grammar, spelling, and punctuation; · Paper is easily readable in almost all areas. · Paper contains few errors related to sentence structure, grammar, spelling, and punctuation; · Paper is readable in most areas. · Paper contains some serious errors related to sentence structure, grammar, spelling, and punctuation; · Paper is difficult to read. · Paper contains numerous serious errors related to sentence structure, grammar, spelling, and punctuation; · Paper is almost unreadable. · Paper is rife with serious errors related to sentence structure, grammar, spelling, and punctuation; · Paper is unreadable. FOLLOWING PAPER GUIDELINES _____ · The writer satisfies all of the paper guidelines and class instructions; · All materials in the paper are properly credited to other sources where necessary. · The writer satisfies almost all of the paper guidelines and class instructions; · Almost all materials in the paper are properly credited to other sources where necessary. · The writer satisfies most of the paper guidelines and class instructions; · Most materials in the paper are properly credited to other sources where necessary. · The writer satisfies some of the paper guidelines and class instructions; · Some materials in the paper are not properly credited to other sources where necessary. · The writer satisfies a minimal portion of the paper guidelines and class instructions; · A minimal amount of materials in the paper are properly credited to other sources where necessary. · The writer fails to follow the paper guidelines and class instructions; such as improper headings, citation form, identification of statutes/cases, redundancies, placement of information in improper headings, and/or plagiarism; · All or almost all materials in the paper are not properly credited to other sources where necessary.

Measure 7: Case presentation assignment

Outcome/Objective 4: Communicate and report tax findings

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the presentation or embedded exam questions.

Finding: Of 12 students making a case presentation, the total number of students achieving a satisfactory score was 12. Thus, 100% of students achieved a satisfactory score of 80% on the presentation administered in TAX 691 during the spring 2013 semester. The target assessment criteria were 75%. DESCRIPTION/ GRADE MASTERFUL 17-20 SKILLED 13-16 COMPETENT 9-12 DEVELOPING 5-8 BEGINNING 1-4 UNACCEPTABLE 0 FOCUS _____ · The topic is concisely and thoroughly stated; · The topic is defined in depth; · The specific audience has been considered, with opportunity for questions throughout. · The topic is clear; · The topic is defined; · The specific audience has been considered, with limited opportunity for questions. · The topic is mostly clear; · The topic is mostly limited; · The specific audience has mostly been considered. · The topic is partially clear; · The topic is partially limited; · The specific audience has been minimally considered. · The topic is implicitly clear; · The topic is minimally limited; · The specific audience is implicitly considered. · The topic is unclear; · The topic is not limited; · The specific audience has not been considered. ORGANIZATION _____ · Skillfully and concisely organized with a thoroughly developed abstract, introduction, foundation of the law, analysis, conclusion, and fluidity. · Well organized with a well-developed abstract, introduction, foundation of the law, analysis, conclusion, and fluidity. · Mostly organized with a mostly effective abstract, introduction, foundation of the law, analysis, conclusion, and fluid presentation. · Partially organized, with a partially effective abstract, introduction, foundation of the law, analysis, conclusion, and fluid presentation. · Minimally organized, with a minimally effective abstract, introduction, foundation of the law, analysis, conclusion, and fluid presentation. · Little or no organization, without an effective abstract, introduction, foundation of the law, analysis, conclusion, and fluid presentation. MASTERFUL SKILLED COMPETENT DEVELOPING BEGINNING UNACCEPTABLE DEVELOPMENT _____ · The presentation concisely and thoroughly states the main idea, all ancillary ideas, and all the reasoning supporting them; · Demonstrates expert understanding of the topic and skillfully and thoroughly makes connections among all ideas. · The presentation develops the main idea, almost all ancillary ideas, with concise reasoning supporting the main idea and almost all ancillary ideas; · Demonstrates understanding of almost all of the topic and easily makes connections among almost all ideas. · The presentation states the main idea, most ancillary ideas, and the reasoning supporting them is mostly complete with regard to the main idea and most ancillary ideas; · Demonstrates understanding of most of the topic and makes connections among most ideas. · The presentation implicitly states the main idea but not the ancillary ideas, and the reasoning supporting it is partially complete; · Demonstrates some understanding of the topic and connects some ideas. · The presentation minimally states the main idea, but not the ancillary ideas and the reasoning supporting them; · Demonstrates a minimal understanding of the topic and minimally connects ideas. · The presentation does not state the main idea and ancillary ideas and the reasoning supporting them; · Demonstrates little or no understanding of the topic. MASTERFUL SKILLED COMPETENT DEVELOPING BEGINNING UNACCEPTABLE CONCLUSION _____ · Conclusion concisely and thoroughly restates the main idea and all ancillary ideas and all of the reasoning supporting them; · Presentation provides all of the practical

applications and explores all the implications with examples where appropriate. · Conclusion restates the main idea and almost all of the ancillary ideas and almost all of the reasoning supporting them; · Presentation includes almost all of the practical applications and explores almost all of the implications. · Conclusion restates the main idea and most of the ancillary ideas and most of the reasoning supporting them; · Presentation includes most of the practical applications and explores most of the implications. · Conclusion restates the main idea and some of the ancillary ideas and some of the reasoning supporting them; · Presentation includes some practical applications and explores some of the implications. · Conclusion minimally restates the main idea and addresses a minimal amount of the ancillary ideas and minimal reasoning supporting them; · Presentation includes a minimal amount of practical applications and minimally explores the implications. · Conclusion is nonexistent or fails to restate the main idea and ancillary ideas, and any of the reasoning supporting them; · Presentation fails to include practical applications and/or explore the implications.

STYLE AND DELIVERY _____ · Language usage is exemplary and always clear and intelligible; · Presenter is not reading the materials and shows and creates enthusiasm for the topic. · Language is almost always accurate, clear, and intelligible; · Presenter is rarely reading the materials and shows enthusiasm for the topic. · Language is mostly accurate, clear, and intelligible; · Presenter is not reading most of the materials and shows interest in the topic. · Language is sometimes accurate, confusing, and/or unintelligible; · Presenter is reading some of the materials and shows some interest in the topic. · Language is minimally accurate, confusing, and/or unintelligible; · Presenter is reading most of the materials and shows minimal interest in the topic. · Language is mostly inaccurate, confusing, and/or unintelligible; · Presenter is blatantly reading the materials and shows no interest in the topic.

Measure 9: Assessing source material project / exam questions

Outcome/Objective 5: Research technical tax issues

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the research project or embedded exam questions

Finding: Of 33 students submitting a research paper, the total number of students achieving a satisfactory score was 33. Thus, 100% of students achieved a satisfactory score of 80% on the embedded questions, research paper, project or presentation administered in TAX 600 during the Fall 2012 semester.

Targets Without Findings

Measure 1: Tax database research project

Outcome/Objective 1: Utilize and leverage technology in tax research and compliance

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the research project or embedded exam questions

Finding: Of 33 students currently enrolled in the class submitting a research paper assignment, the total number of students achieving a satisfactory score was 33. Thus, 100% of students achieved a satisfactory score of 80% on the embedded questions, research paper, project or presentation administered in TAX 600 during the Fall 2012 semester.

Measure 2: Entity selection & tax issues exam questions

Outcome/Objective 2: Analyze and summarize tax data for decision making

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 4: Identify & measure tax consequences exam questions

Outcome/Objective 3: Identify and measure tax consequences of actions taken

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 4: Identify & measure tax consequences exam questions

Outcome/Objective 3: Identify and measure tax consequences of actions taken

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 8: Partnerships and partners tax return project

Outcome/Objective 4: Communicate and report tax findings

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded project

Measure 9: Assessing source material project / exam questions

Outcome/Objective 5: Research technical tax issues

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of 33 students submitting a research paper, the total number of students achieving a satisfactory score was 33. Thus, 100% of students achieved a satisfactory score of 80% on the embedded questions, research paper, project or presentation administered in TAX 600 during the Fall 2012 semester.

Measure 10: Professional responsibility exam questions

Outcome/Objective 6: Recognize appropriate professional behavior

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 11: Ethical dilemma case

Outcome/Objective 6: Recognize appropriate professional behavior

Goals:

1: Apply the competencies of the discipline

Target: 80% of students demonstrate satisfactory understanding of the concepts in the ethics case

Taxation, M.B.A.

Met

Measure 1: Measure Tax Consequences exam questions

Outcome/Objective 1: Identify & measure tax consequences of actions

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Finding: Of 80 students answering the embedded AOL questions on the final exam, the total number of students achieving a satisfactory score* was 60. Thus, 75% of students achieved a satisfactory score of 75% on the embedded questions, research paper, project, or presentation administered in TAX 610 during the fall 2012 semester. The target assessment criteria was 75%(generally, it is 75% for an examination question).

Targets Without Findings

Measure 3: Report on Tax Consequences exam questions

Outcome/Objective 3: Communicate and report tax findings

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 4: Research Rules & Regs project or exam questions

Outcome/Objective 4: Research technical tax issues

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 5: Research Technical Tax Issues project

Outcome/Objective 4: Research technical tax issues

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded research project

Measure 6: Electronic Database exam questions / Res Project

Outcome/Objective 5: Utilize & leverage tech. in tax research & prep.

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions or required research project

Measure 7: Professional Responsibilities exam questions

Outcome/Objective 6: Recognize appropriate professional behavior

Goals:

1: Apply the competencies of the discipline

Target: 75% of students demonstrate satisfactory understanding of the concepts in the embedded exam questions

Measure 8: Placement Data Listing Employment

Outcome/Objective 6: Recognize appropriate professional behavior

Goals:

1: Apply the competencies of the discipline

Target: 90% of students obtain employment in their field within 6 months of graduation

St. John's University

As of: 9/17/2013 07:52 AM EST

2012-2013 Data Entry Status Overview

This report shows Data Entry Status based on Draft/In-Progress vs. Final status determined by users. To get a more complete picture of remaining work, also run Audit reports for the sections of interest.

Status Overview for Academic Entities

	Final	In-Progress	None
Mission / Purpose	5 (100%)	0 (0%)	0 (0%)
Goal (if used)	5 (100%)	0 (0%)	0 (0%)
Outcome/Objective	5 (100%)	0 (0%)	0 (0%)
Measure	5 (100%)	0 (0%)	0 (0%)
Target	4 (80%)	1 (20%)	0 (0%)
Finding	0 (0%)	4 (80%)	1 (20%)
Action Plan	3 (60%)	2 (40%)	0 (0%)
Analysis Question	0 (0%)	0 (0%)	5 (100%)
Annual Report Section	0 (0%)	0 (0%)	5 (100%)