

(2) Please summarize your assessment results with reference to the three specific learning goals you articulated in each of the three areas including (a) knowledge and conceptual understanding; (b) thinking and other skills; and (c) attitudes, values, dispositions and habits of mind.

My QR goals were:

(a) knowledge and conceptual understanding (Part B, question B2)

Understand the basic elements (e.g. the difference between expenses and cost of goods sold, the difference between accrual and cost accounting) of financial statements and how they are bound together through the accounting equation ($A=L+SE$).

The assessment instrument stayed short of directly measuring the improvement of students' understanding of basic elements.

This could be improved relatively easy as the questions to assess this can be included by doing a conceptual pre-test before the lecture and comparing this to a very similar post-test (exam questions).

(b) thinking and other skills (part A)

Create an income statement, balance sheet and cash flow statement for a very simple business.

The assessment instrument focused more on the "thinking and other skills" element of the QR goals.

Students built financial statements for a very simple business like a lemonade or ice cream stand.

A major improvement was seen by this hands-on exercise. Before instruction, students scored an average of 13%. After instruction, the average score became 70%.

(c) attitudes, values, dispositions and habits of mind (Part B, question B1.3)

Critically evaluate erroneous financial statements by pointing out errors and discussing them e.g., point out what might be wrong with a balance statement which doesn't balance and justify suggested changes.

This was assessed by a separate question (B1.3). Unfortunately students showed no improvement.

The students were not able to critically evaluate where the mistake on the balance sheet might have originated from.

(3) Do you feel that the assessment instrument(s) you used adequately measured whether or not your instructional activities were effective? Why or why not? Please also indicate how you will use these assessment results to improve your instruction.

I felt that learning goal B (thinking and other skills) was adequately measured, but improvement of the measurement of learning goals A and C is necessary.

Only indirect measurement of learning goal A through the assessment of learning goal B was possible, which is not ideal.

In addition, the measurement for learning goal C showed no improvement.

Either instruction failed to deliver what was needed to result in improvement or the question asked was too difficult to actually measure improvement.

(4) Please post your reflections on incorporating the instructional and assessment materials you developed/adapted as a result of NICHE. Do you feel they were helpful and/or effective? How did your students respond to them?

Will you continue to use them (both instructional and assessment materials) in the future?

NICHE has been very beneficial to me in terms of better understanding how to use assessment in general and assessment of QR specifically. Accounting is not a popular topic among management students, but by making it accessible to them, I feel that a quantitative topic like financial statements can be very exciting to students. I will continue to use these instructional and assessment materials in the future, although assessment will probably not be performed every semester.