

*The Community Classroom:  
Leveraging the Community for  
Learning & Assessment*

The 2009 Assessment Institute  
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Community-based activities for Learning  
and Assessment

- ▶ 4 Specific activities
- ▶ Framework for community-based learning and assessment
- ▶ Assessing Community-Based Activities
- ▶ Next Steps

1. Budgetary Cycle Interview  
Upper Division

**Learning Goal (Human Dimension)**

- ▶ Appreciate how various stakeholders impact GNP budgetary process

**Learning Activities:**

- ▶ Identify suitable public official and arrange interview
- ▶ Report on budgetary cycle for the specific entity
- ▶ Reflect on experience

2. Financial Statement Interview  
Lower Division

**Learning Goals (Human Dimension)**

- ▶ Understand value of external financial statements to business professionals
- ▶ Appreciate career opportunities in accounting and related fields

**Learning Activities:**

- ▶ Identify suitable professional in corporate or private practice and arrange interview
- ▶ Reflect on experience

3. Internal Controls Exercise  
Lower Division

**Learning Goals (Application and Integration)**

- ▶ Describe the phases of the COSO Internal Controls Model
- ▶ Apply the COSO model to solving an internal control weakness at work

**Learning Activities:**

- ▶ Identify internal control weakness in place of work
- ▶ Apply COSO model to diagnose control weakness
- ▶ Draft a plan to improve internal controls

4. Interpret Financial Statements  
Lower Division

**Learning Goals (Learning to learn & Integration)**

- ▶ Retrieve financial statements from public sources (SEC)
- ▶ Describe purpose of internal control over financial reporting
- ▶ Analyze and interpret financial statements
- ▶ Assess economic status of firm by calculating ratios

**Learning Activities:**

- ▶ Retrieve financial statements of a public firm chosen by friend
- ▶ Interpret statements to friend; calculate and explain at least one financial ratio
- ▶ FRIEND completes feedback form

## Framework for Community-Based Learning and Assessment

Author	Reference
L. Dee Fink	Significant Learning Taxonomy
J. S. Brown	Minds on Fire
AECC – Accounting Education Change Commission	Assessment for the New Curriculum
Albrecht & Sack	Accounting Education: Charting the Course through a Perilous Future
IUPUI	Principles of Undergraduate Education

## “From Implicit to Explicit”

### Fink

- ▶ Assessment as bridge to further learning
- ▶ Involves self-assessment
- ▶ Anchored in authentic tasks
- ▶ Value of Applause

### J.S. Brown

- ▶ Understanding is socially constructed through conversations about content
- ▶ *Acquiring practices and norms* includes teaching others, esp. situations where students can take on the role of teacher
- ▶ *Learning happens inside and outside classroom; we must facilitate both*

### Accounting Education Change Commission

- ▶ Assessment includes external constituents
- ▶ Inform key constituencies about program effectiveness
- ▶ Learning to learn requires attitude of inquiry and comfort with uncertainty
- ▶ Need for *professional orientation: values, attitudes, and behaviors that reflect respect for the accounting profession*

### Albrecht & Sack

- ▶ Sins of Omission
- ▶ *Do not use enough real world examples*
- ▶ *Do not use enough out-of-class experiences*

*“We are too bound by our class time and do not require enough student contact with business.”*

## Slide 9

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**TW1** For lower division students, the recently acquired knowledge is language. I create a situation where they use the language and concepts they learned in class.

Technical Work, 10/24/2009

## Principles of Undergraduate Learning

- ▶ **Core Communication and Quantitative Skills**
  - ▶ Communicate effectively in a range of settings
  - ▶ Comprehend, interpret, and analyze ideas and facts
- ▶ **Intellectual Depth, Breadth, and Adaptiveness**
  - ▶ Modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

## 1. Budget Cycle Interview Link to Framework

Fink	Brown	AECC	Albrecht & Sack
Authenticity via real-world contexts and references	From classroom to social networking	Promote attitude of inquiry and comfort with uncertainty	Real world examples and out-of-class experiences
Self-assessment as bridge to further learning	Construct Understanding through conversations about content	Modify one's approach to issue or problem based on context	

## Construct Understanding through Conversations

“That there is more to consider than just what your department wants and needs, the processes involve more people and departments than one would anticipate.”

## Construct Understanding through Conversations

“Some unexpected things that I learned...is that sometimes those who approve the budget might be behind in their work and not even have a certain year approved before it is over.”

## Promote Attitude of Inquiry and Comfort with Uncertainty

“As much as I hate interviews, this was quite enjoyable and I think that it had a lot to do with ----- being able to make me feel welcome and comfortable.”

## 2. Financial Statement Interview Link to Framework

Fink	Brown	AECC	Albrecht & Sack
Authenticity via real-world contexts and references	Enculturate into practice via legitimate peripheral participation	Promote attitude of inquiry and comfort with uncertainty	Real world examples and out-of-class experiences
Self-assessment as bridge to further learning	Construct Understanding through conversations about content	Acquire professional orientation Inform key constituencies about program effectiveness	

### AECC: Acquire Professional Orientation

“My value of financial statements has risen greatly after the interview because it provided me with a great example of how what we discuss in class is an actual tool in the business world being used everyday by millions of people worldwide.”

“Another thing that I learned was that the business world is and needs to be very precise.”

### Albrecht & Sack: Real World Examples

“Like I said the biggest thing was she actually puts to work what we have been learning since day one in this class. It (is) just amazing to see it working.”

### Fink: Self-Assessment as Bridge to Further Learning

“The interview made me realize that I need to make school my number one priority right now no matter what. If I don't contribute as much time as I would like to school I need to at least review material a little bit better.”

### AECC: Inform Key Constituencies about Program Effectiveness

“He shared with us how much he loved the fact that the “world of academia” was requiring we head out into the business world and get a real life understanding of accounting.”

### 3. Internal Control Exercise Link to Framework

Fink	Brown	AECC	Albrecht & Sack
Anchored in authentic problem or context that the students might well face in the future	Engage in productive enquiry	Promote attitude of inquiry and comfort with uncertainty	Real world examples and out of class experiences

### Real-World Contexts

- ▶ Controlled substances in a veterinary clinic
- ▶ Customer service in retail
- ▶ Control of cash at a fitness center
- ▶ Sanitation at a cookie package manufacturer
- ▶ Sanitation at an ice making plant
- ▶ Counting and safeguarding cash at a movie theater
- ▶ Poor inventory control at a manufacturing center
- ▶ Poor inventory control at a carpet store

## 4. Interpret Financial Statements Link to Framework

Fink	Brown	AECC	PULs
Use recently acquired knowledge and skills anchored in authentic tasks	Include teaching others, esp. situations where students can take on the role of teacher	Assessment Includes External Constituents	Express and interpret information, perform quantitative analysis, and use information resources and technology
Value of Applause		Inform key constituencies about program effectiveness	

## Assessing the Community-Based Interventions

Intervention	Assessment Method
1. Budget Cycle Interview	Brief Report, Knowledge Survey, Reflection
2. Financial Statement Interview	Knowledge Survey, Reflection
3. Internal Controls Exercise	Report, Knowledge Survey
4. Interpret Financial Statements	Third-Party Assessment

## Knowledge Survey Rubric

1	2	3	4
Never heard of this.	Heard of it but do not know what it means.	Have some idea of what this means.	Have a good idea of meaning and can explain to others.

Source: M. Huber and D. Dennis, Otterbein College

## 1. Budget Cycle Interview Knowledge Survey

**Learning Goal:** Appreciate how the interests of various stakeholders impact a government's budgetary process

**Knowledge Survey:** Level of comprehension of the role of budgets and the budgetary process in government.

Pre-Survey – 2.5	Post-Survey – 3.8
Heard of it but do not know what it means.	Have a good idea of meaning and can explain to others.
Have some idea of what this means.	

N = 13

## 2. Financial Statement Interview Knowledge Survey

**Learning Goal:** Understand the value of external financial statements to business professionals

**Knowledge Survey:** Level of comprehension of how financial statements are used

Pre-Survey – 2.9	Post-Survey – 3.9
Have some idea of what this means.	Have a good idea of meaning and can explain to others.

N = 41

## 2. Financial Statement Interview Knowledge Survey

**Learning Goal:** Appreciate career opportunities in accounting and related fields

**Knowledge Survey:** Level of comprehension of career opportunities in accounting

Pre-Survey – 3.0	Post-Survey – 3.8
"Have some idea of what this means"	"Have a good idea of meaning and can explain to others"

N = 41

### 3. Internal Controls Exercise Knowledge Survey

**Learning Goals:** Describe the phases of the COSO Internal Controls Model; Apply the COSO model in analyzing an internal control situation at work

**Knowledge Survey:** Level of comprehension of internal control framework

Pre-Survey – 1.9	Post-Survey – 3.7
"Heard of it but do not know what it means"	"Have a good idea of meaning and can explain to others"

N = 41

### 4. Interpret Financial Statements Observations

**Relationship to student:**

- 8 Friend
- 9 Family

**Reason friend selected the company**

- 10 - Company produces product or service I use
- 4 - Know someone who works / did work for company
- 1 - Company is important to local or regional economy
- 1 - Company has been in the news

N = 17 (some isolated non-response items)

### 4. Interpret Financial Statements Observations

**Ratios explained by students**

- 14 Debt to Equity
- 6 Current
- 6 Acid-Test
- 2 Profit Margin
- 1 Return on Assets
- 1 Price/Earnings

17 Required, 30 Explained

### 4. Interpret Financial Statements Third-Party Assessment Rubric

1	2	3	4
Am quite a bit confused about the statements	Have some idea what the statements mean but am not ready to explain it to another	Have a pretty good idea of what the statements mean and can explain some of it to another	Have a clear idea of what the statements mean and can explain it to another

Source: Adapted from M. Huber and D. Dennis, Otterbein College

### 4. Interpret Financial Statements Community Assessment

Pre-Discussion – 1.53	Post-Discussion – 3.1
Am quite a bit confused about the statements. Have some idea what the statements mean but am not ready to explain it to another.	Have a pretty good idea of what the statements mean and can explain some of it to another.

N = 17

### Excerpts: Third-Party Assessment

**Operating Margin ratio:** "Shows what % of revenues goes toward profit."

**Current ratio:** "Its ability to repay its debts is 2.039 times more than it needs."

**Return on assets:** "Was 17.4% and it means that they made 17.4 percent of their assets that they used."

### Excerpts: Third-Party Assessment

"Income statement shows the amount of sales and the operating expenses and the earnings for each share of stock."

### Excerpts: Third-Party Assessment

"The current ratio...The larger the ratio the better."

"The debt to equity ratio...In this case a lower ratio is better."

### Excerpts: Third-Party Assessment

"He explained to me how to discover how Target corporation is doing financially by looking at their financial statements. We computed their return on assets, their quick ratio, and he explained why companies are required to publish their statements. He showed me how people discover the risk of loaning companies money, using the debt to equity ratio."

### Applause: Third-Party Assessment

"I found ----'s explanation to be very helpful. The time we spent discussing the financial statement answered some of the questions I had. I understand the statements better than before and see how much you can learn from a company by using these statements."

### Applause: Third-Party Assessment

"---- really took his time to make sure he explained everything correctly. This actually came in handy for me to touch up on things I have not looked over in awhile. He really has seemed to improve since taking this class."

### Applause: Third-Party Assessment

"---- did a good job and seemed to know a lot. I was surprised."

### Applause: Third-Party Assessment

“My daughter did a good job. I can see those professors at IUPUC are earning their pay.”

### Applause: Third-Party Assessment

“I think this homework assignment is very good. I got an understanding of financial statements as well as an idea of what my son is doing in class. So thank you for the opportunity to learn a little about accounting.”

### Next Steps

- ▶ Expand Knowledge Survey to cover more objectives
- ▶ Correlate knowledge survey results with course grades
- ▶ Implement third-party assessment for upper-division course
  - ▶ Involve community “experts”

### Acknowledgments

- ▶ Dr. Jacqueline Singh, IUPUI Center for Teaching and Learning
- ▶ Dr. Marsha Huber and Dr. David Dennis, Otterbein College

*Thank-you*