

Program-Level Assessment: Annual Report

Email *

njansen@slu.edu

Program Name (no acronyms) *

Master of Accounting Program

Department

Department of Accounting

Degree or Certificate Level:

Graduate

College/School:

Chaifetz School of Business

Date of Departmental Review *

MM DD YYYY

09 / 30 / 2022

Primary Assessment Contact: *

Neil Jansen

In what year was the data upon which this report is based collected? *

MM DD YYYY

12 / 31 / 2022

In what year was the program's assessment plan most recently reviewed/updated? *

MM DD YYYY

12 / 31 / 2020

Is this program accredited by an external program/disciplinary/specialized accrediting organization? *

Yes

Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.) *

Technical Competency and Professional Knowledge – Apply professional standards to resolve financial reporting issues. This objective was assessed in ACCT 6110.

Technical Competency and Professional Knowledge – Apply tax laws for planning and compliance. This objective was assessed in ACCT 6340.

Critical Thinking and Communication Skills – Research and resolve accounting issues and come to well-reasoned conclusions. This objective was assessed in ACCT 6110 and ACCT 6450.

Critical Thinking and Communication Skills – Communicate complex ideas orally and in writing. This objective was assessed in ACCT 6110 and ACCT 6450.

Interpersonal Communication Skills – Work effectively in diverse teams and employment settings. This objective was assessed in ACCT 5910.

Professional Values and Ethics – Resolve ethical issues; incorporate codes of conduct. This objective was assessed in ACCT 6340 and ACCT 6450.

Professional Values and Ethics – Demonstrate professional conduct. This objective was assessed in ACCT 5910 and ACCT 6450.

Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location. *

Technical Competency and Professional Knowledge – Apply professional standards to resolve financial reporting issues. This standard was evaluated in ACCT 6110 – Financial Reporting III by evaluating a comprehensive homework assignment that assessed the students’ knowledge of a complex business combination. ACCT 6110 was offered using in-person class modality at the main campus.

Technical Competency and Professional Knowledge – Apply tax laws for planning and compliance. This standard was evaluated in ACCT 6340 – Federal Income Taxation – Corporate, by requiring all students to complete US Return of Partnership Income (Form 1065), with specific instructions for each page of the return. ACCT 6340 was offered using in-person class modality at the main campus.

Critical Thinking and Communication Skills – Research and resolve accounting issues and come to well-reasoned conclusions. This standard was evaluated in ACCT 6110 – Financial Reporting III, and in ACCT 6450 – Forensic Accounting. ACCT 6110 was assessed by evaluating student responses to a series of detailed questions relative to governmental and not-for-profit (NFP) accounting. This learning objective was assessed in ACCT 6450 by requiring students to research the responsibilities of a particular member of the financial reporting supply chain, and to present their findings to the class as a whole. Both ACCT 6110 and ACCT 6450 were offered using in-person class modality at the main campus.

Critical Thinking and Communication Skills – Communicate complex ideas orally and in writing. This standard was evaluated in ACCT 6110 – Financial Reporting III, and in ACCT 6450 – Forensic Accounting. This standard was evaluated in ACCT 6110 by assessing students’ written and oral answers to a series of detailed questions relating to the differences between financial and governmental / not-for-profit accounting. This learning objective was assessed in ACCT 6450 by requiring students to answer questions from the class and the instructor as they relate to the presentations required in the previous learning objective, “Critical Thinking and Communication Skills – Research and resolve accounting issues and come to well-reasoned conclusions.” Students were also required to prepare a paper based on their completion of a large reading assignment and the aforementioned classroom discussions. Both ACCT 6110 and ACCT 6450 were offered using in-person class modality at the main campus.

Interpersonal Communication Skills – Work effectively in diverse teams and employment settings. This standard was evaluated in ACCT 5910 – Master of Accounting Internship by reviewing the Intern Performance Evaluation forms completed by the internship site supervisors. This course was completed on-site at either the employers’ or their clients’ place of business.

Professional Values and Ethics – Resolve ethical issues; incorporate codes of conduct. This standard was evaluated in ACCT 6340 – Federal Income Taxation – Corporate, and in ACCT 6450 – Forensic Accounting. Students in ACCT 6340 were evaluated on this learning objective by reviewing and discussing the “Ethics and Equity” questions present throughout the textbook. This learning objective was assessed in ACCT 6450 by requiring students to answer questions from the class and the instructor as they relate to the presentations required in the previous learning objective, “Critical Thinking and Communication Skills – Research and resolve accounting issues and come to well-reasoned conclusions.” Students were also required to prepare a paper based on their completion of a large reading assignment and the

aforementioned classroom discussions. Both ACCT 6340 and ACCT 6450 were offered using in-person class modality at the main campus.

Professional Values and Ethics – Demonstrate professional conduct. This standard was evaluated in ACCT 5910 – Master of Accounting Internship by reviewing the Intern Performance Evaluation forms completed by the internship site supervisors. This learning objective was assessed in ACCT 6450 by requiring students to answer questions from the class and the instructor as they relate to the presentations required in the previous learning objective, “Critical Thinking and Communication Skills – Research and resolve accounting issues and come to well-reasoned conclusions.” Students were also required to prepare a paper based on their completion of a large reading assignment and the aforementioned classroom discussions. ACCT 5910 was completed on-site at either the employers’ or their clients’ place of business and ACCT 6450 was offered using in-person class modality at the main campus.

Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? *

Please identify the tool(s) (e.g., a rubric) used in the process and upload them using the link below (please do not just refer to the assessment plan).

Technical Competency and Professional Knowledge – Apply professional standards to resolve financial reporting issues. A formal problem solving rubric used for quantitative problems in graduate level accounting courses was used to evaluate the students' performance on the comprehensive homework assignment described in item #2. The rubric was applied to the students' completed assignments by the instructor of ACCT 6110, Mr. Neil Jansen.

Technical Competency and Professional Knowledge – Apply tax laws for planning and compliance. A formal problem solving rubric used for quantitative problems in graduate level accounting courses was used to evaluate the students' performance on the completion of the US Return of Partnership Income described in item #2. The rubric was applied to the students' completed assignments by the instructor of ACCT 6340, Mr. Steven Lenivy.

Critical Thinking and Communication Skills – Research and resolve accounting issues and come to well-reasoned conclusions. Student responses to the detailed questions in ACCT 6110 referenced in item #2 were evaluated using a formal writing rubric used for graduate level accounting courses. The rubric was applied to the students' completed assignments by the instructor of ACCT 6110, Mr. Neil Jansen. The presentations made by students in ACCT 6450, as described in item #2, were evaluated by the course instructor, Mr. Kevin Summers, using a formal presentation rubric used for graduate level accounting courses.

Critical Thinking and Communication Skills – Communicate complex ideas orally and in writing. The student responses to the questions detailed in item #2 were assessed by the course instructor, Mr. Neil Jansen, using both the formal presentation and formal writing rubrics used for graduate level accounting courses. The formal writing and presentation rubrics were also used to evaluate student performance with respect to the required presentations and paper in ACCT 6450. These rubrics were applied by the course instructor, Mr. Kevin Summers.

Interpersonal Communication Skills – Work effectively in diverse teams and employment settings. The standard Intern Performance Evaluation form was used to evaluate student performance relative to their internships in ACCT 5910. The evaluation form was assessed by the course coordinator, Dr. Yan Sun.

Professional Values and Ethics – Resolve ethical issues; incorporate codes of conduct. Evaluation of the student responses in ACCT 6340 to the questions described in item #2 were performed based on the knowledge and experience of the instructor, Mr. Steven Lenivy. Mr. Lenivy made special note that in the future, the formal presentation rubric used for graduate accounting courses will be employed. The presentations and paper required for ACCT 6450 were evaluated by the course instructor, Mr. Kevin Summers, using the formal presentation and writing rubrics for graduate accounting courses.

Professional Values and Ethics – Demonstrate professional conduct. The standard Intern Performance Evaluation form was used to evaluate student performance relative to their internships in ACCT 5910. The evaluation form was assessed by the course coordinator, Dr. Yan Sun. The presentations and paper

required for ACCT 6450 were evaluated by the course instructor, Mr. Kevin Summers, using the formal presentation and writing rubrics for graduate accounting courses.

Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)? *

NOTE: If necessary, include any tables, charts, or graphs using the upload link below

All courses assessed in the Master of Accounting Program were offered using an in-person modality, with the exception of ACCT 5910 – Master of Accounting Internship, which students completed at the place of business of the employer or their client. As such, there are no differences in the achievement of the learning objectives discussed below across multiple modalities and locations.

Technical Competency and Professional Knowledge – Apply professional standards to resolve financial reporting issues. This standard was evaluated in ACCT 6110 – Financial Reporting III by evaluating a comprehensive homework assignment that assessed the students’ knowledge of a complex business combination. The results of the assessment show that the students have a solid understanding of the transactions necessary to complete a complex business combination. Of the 12 students assessed using the formal problem solving rubric, 10 students exceeded expectations, one student met expectations, and one student needed improvement.

Technical Competency and Professional Knowledge – Apply tax laws for planning and compliance. This standard was evaluated in ACCT 6340 – Federal Income Taxation – Corporate, by requiring all students to complete US Return of Partnership Income (Form 1065), with specific instructions for each page of the return. The assessment showed a solid understanding of the material, both on the individual sections of the tax return, and also for each student individually. This is evidenced by the fact that the sections were completed correctly by 69%-98% of the students, with an average of 85%. Also, the results of each student completing the entire tax return varied from 73%-99%, with an average of 85%. Given the required percentage to pass the CPA exam of 75%, these results are deemed to be excellent.

Critical Thinking and Communication Skills – Research and resolve accounting issues and come to well-reasoned conclusions. This standard was evaluated in ACCT 6110 – Financial Reporting III, and in ACCT 6450 – Forensic Accounting. ACCT 6110 was assessed by evaluating student responses to a series of detailed questions relative to governmental and not-for-profit (NFP) accounting. The results in ACCT 6110 show that six students (50%) exceeded expectations, and six students (50% met expectations). This learning objective was assessed in ACCT 6450 by requiring students to research the responsibilities of a particular member of the financial reporting supply chain, and to present their findings to the class as a whole. Using the formal presentation rubric, the majority of the students in ACCT 6450 either met or exceeded expectation with respect to both the “Engagement and Polish” and the “Response to Questions” items presented on the rubric.

Critical Thinking and Communication Skills – Communicate complex ideas orally and in writing. This standard was evaluated in ACCT 6110 – Financial Reporting III, and in ACCT 6450 – Forensic Accounting. This standard was evaluated in ACCT 6110 by assessing students’ written and oral answers to a series of detailed questions relating to the differences between financial and governmental / not-for-profit accounting. The results in ACCT 6110 show that six students (50%) exceeded expectations, and six students (50% met expectations). This learning objective was assessed in ACCT 6450 by requiring students to answer questions from the class and the instructor as they relate to the presentations required in the

previous learning objective, “Critical Thinking and Communication Skills – Research and resolve accounting issues and come to well-reasoned conclusions.” Students were also required to prepare a paper based on their completion of a large reading assignment and the aforementioned classroom discussions. Using both the formal writing and presentation rubrics, the majority of the students in ACCT 6450 either met or exceeded expectation with respect to all items presented on the formal rubrics. The instructor also noted that based on the presentations and the written papers, it was clear that the students understood the technical skills required in the course, as well as how to apply these principles to the fact patterns provided.

Interpersonal Communication Skills – Work effectively in diverse teams and employment settings. This standard was evaluated in ACCT 5910 – Master of Accounting Internship by reviewing the Intern Performance Evaluation forms completed by the internship site supervisors. The students who completed internships as part of ACCT 5910 clearly exhibited they possess the skills required by this learning objective. This was proven by the fact that all nine of the students assessed were rated highly by their employers on the Intern Performance Evaluation Form, received positive comments from employers, and numerous students received job offers for full-time positions upon graduation.

Professional Values and Ethics – Resolve ethical issues; incorporate codes of conduct. This standard was evaluated in ACCT 6340 – Federal Income Taxation – Corporate, and in ACCT 6450 – Forensic Accounting. Students in ACCT 6340 were evaluated on this learning objective by reviewing and discussing the “Ethics and Equity” questions present throughout the textbook. The instructor determined, based on his knowledge and education, that the students did meet or exceed expectations with regard to the learning objective. To better document the achievement of the learning objective in the future, the instructor will employ the use of the formal presentation rubric. This learning objective was assessed in ACCT 6450 by requiring students to answer questions from the class and the instructor as they relate to the presentations required in the previous learning objective, “Critical Thinking and Communication Skills – Research and resolve accounting issues and come to well-reasoned conclusions.” Students were also required to prepare a paper based on their completion of a large reading assignment and the aforementioned classroom discussions. Using both the formal writing and presentation rubrics, the majority of the students in ACCT 6450 either met or exceeded expectation with respect to all items presented on the formal rubrics. The instructor also noted that based on the presentations and the written papers, it was clear that the students understood the technical skills required in the course, as well as how to apply these principles to the fact patterns provided.

Professional Values and Ethics – Demonstrate professional conduct. This standard was evaluated in ACCT 5910 – Master of Accounting Internship by reviewing the Intern Performance Evaluation forms completed by the internship site supervisors. The students who completed internships as part of ACCT 5910 clearly exhibited they possess the skills required by this learning objective. This was proven by the fact that all nine of the students assessed were rated highly by their employers on the Intern Performance Evaluation Form, received positive comments from employers, and numerous students received job offers for full-time positions upon graduation. This learning objective was assessed in ACCT 6450 by requiring students to answer questions from the class and the instructor as they relate to the presentations required in the previous learning objective, “Critical Thinking and Communication Skills – Research and resolve accounting issues and come to well-reasoned conclusions.” Students were also required to prepare a paper based on their completion of a large reading assignment and the aforementioned classroom discussions. Using both the formal writing and presentation rubrics, the majority of the students in ACCT 6450 either met or exceeded expectation with respect to all items presented on the formal rubrics. The instructor also noted that based on the presentations and the written papers, it was clear that the students understood the technical skills required in the course, as well as how to apply these principles to the fact patterns provided.

Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? *

As a whole, we strongly believe that the results of all of the currently assessed learning objectives are indicative of courses that provide students with the necessary technical and soft skills to be successful both in their professional careers and on the CPA exam. While there are certainly areas where the assessment tools or processes may need slight adjustments, the formal assessment plan for the MACC program has proven that our students are indeed meeting the expectations set forth for each learning objective as evidenced by the instructor's evaluation of the learning objectives using the formal problem solving, writing, and presentation rubrics. We are fortunate that in the field of accounting that we are provided with a standard benchmark of 75% that is required to pass all parts of the CPA exam by which we can effectively measure students. This is particularly useful for quantitative problems such as those assessed in ACCT 6110 and ACCT 6340 where we are able to apply the formal problem solving rubric to determine student success as compared to the 75% benchmark. Ultimately, the fact that the majority of our MACC graduates are receiving full-time job offers upon completion of their professional internships (ACCT 5910), along with our CPA pass rates that exceed the average pass rates for the state, U.S., and AACSB accredited schools, is evidence that we are indeed meeting our assessment goals.

Closing the Loop: Dissemination and Use of Current Assessment Findings

When and how did your program faculty share and discuss these results and findings from this cycle of assessment? *

The formal assessment plan for the Master of Accounting program dictates that the assessment findings are to be presented at a department meeting during the subsequent semester, such that all department faculty have the ability to provide input and to ask questions of the faculty member conducting the assessment. The assessment findings are also conveyed to the MACC assessment coordinator in advance of the department meeting such that the assessment coordinator may gain a better understanding of the assessment process and offer advice for future course assessments. With regards to the courses assessed in the past year:

- ACCT 5910 was assessed in the spring 2022 semester and therefore will be discussed at the next department meeting in the fall 2022 semester.
 - ACCT 6110 was assessed in the fall 2021 semester but was not discussed during a department meeting during the spring 2022 semester due to full agendas. As such, the assessment will be discussed during the next department meeting in the fall 2022 semester.
 - ACCT 6340 was also assessed in the fall 2021 semester and likewise was not discussed during the spring 2022 semester due to full meeting agendas. Neil Jansen, the MACC assessment coordinator, will present the assessment findings for the instructor since Mr. Steve Lenivy is an adjunct who is not available during scheduled department meeting times.
 - ACCT 6450 was also assessed in the fall 2021 semester and likewise was not discussed during the spring 2022 semester due to full meeting agendas. Neil Jansen, the MACC assessment coordinator, will present the assessment findings for the instructor since Mr. Kevin Summers is an adjunct who is not available during scheduled department meeting times.
-

How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following: *

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or schedule of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

The assessment procedures for the Master of Accounting Program, as well as the course content of many of the courses being assessed are currently under review and will likely undergo significant changes prior to the submission of the 2023 assessment report. The changes that will likely be implemented are for two primary reasons:

- First, based on feedback from UAC we are currently revising our MACC Assessment Plan to reduce the number of learning objectives. We currently have four primary learning objectives that are broken down into ten subsidiary learning objectives. UAC has suggested that ten learning objectives is likely too many to effectively assess the program, and that we should consider condensing the learning objectives to a more manageable number. As such, the assessment plan is currently under review and the suggested change will be presented to the department at the next department meeting for review and approval.

- Second, the major changes will be implemented to the Uniform CPA Examination effective January 1, 2024. The content of the revised CPA exam was provided to all interested parties in December 2022 via an extensive document titled "Uniform CPA Exam Blueprints". The blueprints define in great detail which tasks students will be tested on in each of the sections of the CPA exam. Using the detail provided in the blueprints, we are currently performing a detailed gap analysis to verify that our current course offerings are indeed covering the tasks outlined in the blueprints. It is anticipated that there will be changes to content in certain courses, that will ultimately affect the assessment process as we determine which learning objectives are relevant to the courses in question.

The timing of the suggested modifications of our assessment procedures by UAC coincides perfectly with the coming changes to the CPA exam. As we consider the suggested smaller number of learning objectives, along with the suggested revisions of the assessment process provided by UAC, we can verify that the assessment procedures going forward are focused on the program as a whole, while also ensuring our students are adequately prepared for the revised CPA exam and a career in accounting. Additionally, as the

revised CPA exam focuses on the rapid changes we are experiencing with technology, we are currently planning appropriate changes to our courses to meet the needs of our students which will almost certainly be reflected in revised assessment tools to ensure the technology implemented in the program is indeed helping us achieve our learning objectives. One notable example is the addition of the Accounting Data Analytics Course - ACCT 6200. Please note that the suggestions from UAC were received after the 2022 assessment summary was submitted. As such, any revisions to the Master of Accounting assessment plan and procedures based on the suggestions from UAC will be implemented for the 2023 assessment reporting cycle.

Please describe the actions you are taking as a result of these findings. *

ACCT 5910 – We will continue to analyze the Intern Performance Evaluation form to determine that our students possess the technical and soft skills required by employers. This will be determined by insuring we are consistently meeting our assessment goals in the course.

ACCT 6110 – In future assessments the instructor intends to use a more complex business combination problem, and also to further integrate analytics into the course and the assessment. The current problem used in the assessment process is a complex problem, but by adding an additional layer of complexity the instructor believes that the problem would be the equivalent of the most difficult scenario that could ultimately be tested on the CPA exam.

ACCT 6340 – To better assess the “Professional Values and Ethics – Resolve ethical issues; incorporate codes of conduct” learning objective, the formal presentation rubric for graduate accounting courses will be used in future assessments. The instructor also notes that in future offerings of the course, additional attention will be focused on material relative to the Form 1065 to insure proper understanding of the material.

ACCT 5910 – We will continue to analyze the Intern Performance Evaluation form to determine that our students possess the technical and soft skills required by employers. This will be determined by insuring we are consistently meeting our assessment goals in the course.

ACCT 6110 – In future assessments the instructor intends to use a more complex business combination problem, and also to further integrate analytics into the course and the assessment. The current problem used in the assessment process is a complex problem, but by adding an additional layer of complexity the instructor believes that the problem would be the equivalent of the most difficult scenario that could ultimately be tested on the CPA exam.

ACCT 6340 – To better assess the “Professional Values and Ethics – Resolve ethical issues; incorporate codes of conduct” learning objective, the formal presentation rubric for graduate accounting courses will be used in future assessments. The instructor also notes that in future offerings of the course, additional attention will be focused on material relative to the Form 1065 to insure proper understanding of the material.

If no changes are being made, please explain why. *

ACCT 6450 – Given the performance of the students on the assessed learning objectives met or exceeded expectations, coupled with the fact that the instructor is an adjunct who was teaching and assessing the course for the first time, Mr. Summers will review the course and assessment materials during the fall 2022 semester to determine if any adjustments are necessary to the existing assessment for future assessment periods.

Closing the Loop: Review of Previous Assessment Findings and Changes

What is at least one change your program has implemented in recent years as a result of assessment data? *

In multiple courses and across numerous learning objectives, instructors have provided additional insight to students regarding the assessed items as they pertain to written and oral communication. Since these items are assessed using the formal writing and presentation rubrics, it was determined that students would better meet and exceed the expectations of the learning objective if they were provided additional information regarding the assessment methodology. As such, discussions of the formal rubrics with the students have been implemented prior to the assignment of the assessment material.

For larger computational problems that are assessed using the problem solving rubric, instructors have provided additional assistance to students by stressing the subject matter that has historically caused a decrease in the overall performance of students.

How has this change/have these changes been assessed? *

The success of this change will be determined by evaluating the number of students that meet and exceed expectations for items presented on the formal writing and presentation rubrics, as compared to prior assessments.


What were the findings of the assessment? *

The assessment shows that the overwhelming majority of the students have either met or exceeded expectation as they relate to each of the learning objectives assessed during the fall 2021 and spring 2022 semesters. This determination was made through the use of standardized problem solving, writing, and presentation rubrics, as well as the standard Intern Performance Evaluation form. While changes are anticipated and planned by each of the instructors to the assessment process and assessment materials, the current findings are consistent with students meeting expectations of both the department and of future employers.


How do you plan to (continue to) use this information moving forward? *

Employers of our graduates, as well as members of our professional advisory boards, continue to inform us of the importance of soft skills in our graduates. It is therefore imperative that we ensure that our students possess these skills upon completion of our programs. Our annual assessment process provides the necessary tool to evaluate such success through the use of our formal writing and presentation rubric which requires the instructors to determine if the students' skills meet or exceed expectations, or if they require improvement. Therefore, we plan to continue to prepare our students by better explaining expectations as they relate to oral and written assignments, by stressing the importance of developing these soft skills, by working with our professional advisory boards to keep up with changing employer requirements (both technical skills and soft skills), and by reviewing assessment results to determine the success of our efforts. Reviewing of the assessment results will include not only the learning objectives assessed using writing and presentation tools, but also the results of the assessment in ACCT 5910 which ultimately determines the success of our students as evidenced by procuring professional internships and ultimately being offered full-time employment positions.

Please upload in a spreadsheet the results of your assessment activities. *

 2022 Assessmen...

If necessary, upload any tables, charts, or graphs

 New Performanc...

IMPORTANT: Please upload any revised/updated assessment plans.

This form was created inside of SLU.

Google Forms