

Program-Level Assessment: Annual Report

Program Name (no acronyms): Master of Accounting Program Department: Department of Accounting

Degree or Certificate Level: Graduate College/School: Chaifetz School of Business

Date (Month/Year): 10/23 Assessment Contact: Neil Jansen

In what year was the data upon which this report is based collected? Fall 2022 / Spring 2023

In what year was the program's assessment plan most recently reviewed/updated? 2020

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? Yes

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.): The undergraduate and graduate programs in the Department of Accounting are separately accredited by the AACSB. No additional assessment mandates are included in the separate accreditation.

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

- A) Technical Competency and Professional Knowledge
 - Apply financial standards to resolve financial reporting issues
 - Apply tax laws for planning and compliance
 - Recognize legal concerns and assess risk
 - Evaluate business processes and IT environment and assess risk**
- B) Critical Thinking and Communication Skills
 - Research and resolve accounting issues and come to well-reasoned conclusions
 - Analyze financial statements**
 - Communicate complex ideas orally and in writing
- C) Interpersonal and Communication Skills
 - Work effectively in diverse teams and employment settings
- D) Professional Values and Ethics
 - Resolve ethical issues; incorporate codes of conduct
 - Demonstrate professional conduct

2. 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, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Critical Thinking and Communication Skills – Analyze Financial Statements. This objective was assessed in ACCT 6190 during the Fall 2022 semester through the use of a detailed financial fraud project in which student groups selected a company that had experienced an accounting scandal. The groups were required to analyze whether financial

statement analysis could have been used to identify potential accounting issues, and were required to prepare a formal written report and oral presentation. The objective was also assessed through a comprehensive financial statement analysis project that required student groups to implement knowledge learned throughout the course to analyze a retail or manufacturing company based on analyst coverage and their own research. Each group was required to submit a written report and give an oral presentation. ACCT 6190 was offered via in-person modality on the main campus during the Fall 2022 semester. Students in the course are exclusively Master of Accounting Program students.

Technical Competency and Professional Knowledge – Recognize Legal Concerns and Assess Risk. This objective was assessed in ACCT 6200 during the spring 2023 semester through a group presentation and paper to analyze a business process—Order to Cash Cycle. The tasks included building dashboard virtualization, analyzing business performance, and identifying unusual transaction paths and business risks across different functional areas of the company. ACCT 6200 was offered via in-person modality on the main campus during the Spring 2023 semester. Students in the course are exclusively Master of Accounting Program students.

3. 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 **include them in/with this report document** (please do not just refer to the assessment plan).

Students in ACCT 6190 and ACCT 6200 were both assessed on their formal written reports using a standardized writing rubric used for graduate level accounting courses. The oral presentations given by students in both ACCT 6190 and ACCT 6200 were assessed using a formal presentation rubric approved for graduate level accounting courses. Both rubrics are included as separate attachments with this assessment report.

4. 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)?

In ACCT 6190, two groups were assigned to prepare both formal written reports and to give oral presentations with respect to the financial fraud project. Using the formal rubrics described in item #3, only one of the two groups met expectations with respect to the written project. With respect to the oral presentation, both groups met expectations, but it was noted by the instructor that both teams could improve on the organization and mode of the presentation. Both groups showed improvement on the second assessment tool. The comprehensive financial statement analysis project also required a formal report and oral presentation. Both groups implemented suggestions provided from the first report and presentation and met expectations per both the formal writing and presentation rubrics. The course was offered only via in-person modality on the main campus, and therefore there were no differences in assessment based on teaching modality.

With respect to ACCT 6200, the average presentation score of 97.06 out of 100 clearly met expectations. Almost all students presented in a professional manner, including business attire, as well as body language and eye contact with the audience. Key points were well organized in a clear logical way. The presentation content was accurate and showed substantive research effort. Q&A and time management are a few areas in which students show different levels of preparation and need improvement. Students writing communication skills also met expectations. The papers were evaluated based on readability, organization, support, analysis, and critical thinking, as well as completeness and depth of their analysis. The average writing score is 42.13 out of 50. Among 16 graduate students, six students did not meet the 75% threshold generally used in accounting department assessments. The course was offered only via in-person modality on the main campus, and therefore there were no differences in assessment based on teaching modality.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

With respect to ACCT 6190, the assessment results demonstrate that the students had a solid understanding of various topics related to financial statement analysis. The students were able to apply the knowledge learned in this course to analyze financial statements and estimate firm value and think critically about the related issues. Furthermore, they were able to communicate the analysis and results effectively both orally and in writing, especially for the second project. The improvement from project one to project two indicates that the students took the comments for project one seriously and made changes based on them. As such, it is evident that the students used the constructive feedback they received from the first assessment to remedy any gaps that may have existed and to meet expectations for all assessed items on the formal rubrics for the second assessment. While the content of the course and assessment tools will continue to be reviewed for possible improvements, the current strength of the curriculum is sound.

With respect to ACCT 6200, the instructor determined that overall, the students met the expectations set forth in the learning objective. However, it was apparent that students needed to devote additional time to prepare to defend their position when questioned, as well as to appropriately manage their time. The student teams showed that they had performed substantive research, and the content of their presentations was accurate. While the average writing score met expectations per the attached rubric, six of the 16 graduate students did not meet the expected 75% threshold. Based on the results, it has been determined that the learning gaps appear to more with professional presentation of the subject matter than with the actual content itself. Since the spring 2023 semester was the first time the course was offered, there will be adjustments made to the course content and delivery. The overall strength of the course is appropriate, but adjustments to the assessment process will be made for future course offerings as discussed in section 6b.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

ACCT 6190 was assessed during the Fall 2022 semester and was discussed during the department meeting on March 8, 2023. After Dr. Yan Sun, the course instructor, presented her findings, the department further discussed the assessment tools and findings.

The assessment of ACCT 6200 will be discussed at the next department meeting on November 10, 2023. The course assessment was not discussed at a previous department meeting during the fall 2023 semester as Dr. Zhao has been on maternity leave.

B. 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 scheduling 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

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

In subsequent semesters of ACCT 6200, the instructor will incorporate individual-based student performance evaluation tools and implement them more rigorously.

If no changes are being made, please explain why.

Given the improvement of the student groups withing the current semester of ACCT 6190 resulting in all students meeting expectations, no major changes are planned for the assessment tools. However, given the upcoming changes to the format of the CPA exam, we are currently evaluating all of our courses to verify that all tasks identified as being potentially tested on future CPA exams, are indeed covered in our courses. As such,

the content in ACCT 6190 could change prior to the next offering of the course in the Fall 2024 semester. Should changes to the content of the course be made, the current assessment tools will also be reevaluated.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

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

With respect to ACCT 6190, to assist student groups better prepare their project reports and oral presentations, they were informed in advance of expectations and issues experienced in prior offerings of the course.

ACCT 6200 is a new course that was offered for the first time during the spring 2023 semester. As such, there was no previous assessment of the course.

B. How has the change/have these changes identified in 7A been assessed?

With respect to ACCT 6190, despite the advance notice of expectations and previous issues, one group still failed to meet expectations per the assessment rubrics. However, based on feedback from the instructor after the first assessment project, adjustments were made by the students to meet expectations for the second assessment tool.

ACCT 6200 is a new course that was offered for the first time during the spring 2023 semester. As such, there was no previous assessment of the course.

C. What were the findings of the assessment?

ACCT 6190 student groups ultimately met expectations based on the changes made in 7a, coupled with feedback provided during the current semester.

ACCT 6200 is a new course that was offered for the first time during the spring 2023 semester. As such, there was no previous assessment of the course.

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

Expectations and issues experienced in prior offerings of the ACCT 6190 will continue to be stressed to students in hopes of the students learning from past groups' experience.

ACCT 6200 is a new course that was offered for the first time during the spring 2023 semester. As such, there was no previous assessment of the course.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.