



LANGDALE COLLEGE OF BUSINESS

**MASTERS OF ACCOUNTANCY -
ASSURANCE OF LEARNING**

2012-2013

ANNUAL REPORT

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Assurance of Learning Process

In support of the continued enhancement of the business program and majors, the Langdale College of Business Administration faculty have established an on-going process to identify skills and management-specific goals for assessment, develop and evaluate assessment instruments, assess learning outcomes, report assessment results and develop recommendations, and ensure that recommendations or action plans are implemented (i.e., “closing the loop”). The process includes assessing skills and management-specific goals on a rotating basis with at least two goals assessed each academic year as well as obtaining feedback input from the college’s constituents (i.e., students, alumni, community).

The assurance of learning (AOL) process is headed by a director. All MACC faculty members are involved in the development and assessment of the learning outcomes. The AOL oversight committee reviews the MACC AOL reports

See the BBA Assurance of Learning report for the steps in the AOL process

Masters of Accountancy Goals and Objectives

Graduates of Langdale College of Business Administration MACC program will possess the following knowledge and skills.

A. Knowledge of key accounting areas

- The student will demonstrate knowledge¹ of the theory and application financial accounting in the core areas of (a) government and nonprofit accounting, (b) advanced accounting and auditing, (c) information systems, (d) accounting theory, and (e) corporate taxation

B. Effective communication skills

- The student will effectively communicate accounting information in written form
- The student will effectively communicate accounting information in oral form

C. Critical thinking and problem solving skills

- The student apply² critical thinking and problem solving skills to solve problems

D. Information technology proficiency

- The student will apply computer technologies as they relate the accounting profession.

¹ Wording change based on feedback from the University Assessment Committee

² ibid

LEARNING GOALS AND CURRICULUM ALIGNMENT

The following grid identifies the course where specific learning goal will be assessed in the MACC program.

The BBA and MBA assurance of learning processes are provided in a separate document.

Major Courses	Accounting Area	Knowledge	Communication	Problem Solving	Technology
MACC 7100	Financial Accounting Theory	x	x (oral) ³		
MACC 7220	Advanced Accounting	x		x	
MACC 7390	Government and NFP	x			
MACC 7410	Advanced AIS	x			x
MACC 7510	Corporate and Partnership Tax	x			
MACC 7800	Advanced Auditing	x	x (written)		

³ Oral communication was assessed in ACCT 7410 in the 2010-11 academic year. The assessment moved to ACCT 7100 effective with the 2011-12 academic year.

ASSESSMENT PLAN FOR 2012 TO 2017

The following grid contains the five-year assessment plan (2012 – 2017) for the MACC degree program.

THE CURRENT PLAN FOR ASSESSING OUR LEARNING GOALS

Learning Goals	Knowledge	Communications	Problem Solving	Technology
AY 12-13	A	A ⁴	A	
AY 13-14		A		A
AY 14-15	A		A	
AY 15-16		A		A
AY 16-17	A		A	

Legend:

A – Goal assessed (or planned) during the specific academic year or semester i.e., data collection

⁴ Written communication only

LEARNING GOALS, MEASUREMENT APPROACH AND ASSESSMENT INSTRUMENTS

The following grid summarizes the measurement approach use to assess each of our learning goals, the type of assessment instrument used, and the location of the instrument (if applicable) within the document.

LEARNING GOALS, MEASUREMENT APPROACH AND ASSESSMENT INSTRUMENT

Goal	Measurement Approach (i.e., Direct or Indirect)	Assessment Instrument	Location of Rubric (if applicable)
Knowledge	Indirect	Course embedded examination questions, Excel model, and the CPA examination.	n/a
Communications <ul style="list-style-type: none"> • Oral 	<ul style="list-style-type: none"> • Indirect 	<ul style="list-style-type: none"> • Oral Communication Rubric 	<ul style="list-style-type: none"> • See BBA report
Communications <ul style="list-style-type: none"> • Written 	<ul style="list-style-type: none"> • Indirect 	<ul style="list-style-type: none"> • Written Communication Rubric 	<ul style="list-style-type: none"> • See BBA report
Problem Solving	Indirect	Course embedded examination questions	
Technology	Indirect	Course related rubric	

**2012-2013 Assessment Activities
and
Results**

ASSESSMENT SUMMARY – CURRENT YEAR

Learning Goal	Most Recent Assessment Cycle⁵	Assessment Results (Satisfactory or Unsatisfactory)	Action Plan/Closing the Loop Activity	Status of Action Plan	Next Reporting Cycle⁶
Knowledge	2012-2013	All knowledge areas (Accounting Theory) achieved the internal benchmark. No assessment occurred in the Corporate Taxation area	The Accounting Theory plans to test more frequently and stringently in the future in order to improve the results. A new course instructor will ensure assessment occurs in the corporate taxation area	n/a	2013-2014 ⁷
Communication- Oral	2010-2011	The internal benchmark was achieved.	n/a	n/a	2013-2014
Communication - Written	2012-2013	The internal benchmark was achieved.	Future assessments should focus on the “language” portion of the rubric since this is really the focus of the assignment	n/a	2013-2014
Critical Thinking/Problem Solving	2012-2013	The internal benchmark was achieved.	n/a	n/a	2014-2015

⁵ See AOL report for applicable year for more information

⁶ Starting in 2011-12, goals will be assessed annually as appropriate but only reported in the indicated cycle

⁷ Closing the loop activities only

Technology	2011-2012	The internal benchmark was achieved.		See the applicable year's assessment report	2013-2014
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Program Learning Outcomes

Learning Outcome The student will demonstrate knowledge of the theory and application financial accounting in the core areas

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
1. Demonstrate an understanding of government and nonprofit accounting	MACC 7390	Course-embedded examination questions	MACC 7390	Summer '13	Dr R. Elson	AOL Committee
2. Demonstrate an understanding of advanced accounting	MACC 7220	Course-embedded examination questions	MACC 7220	Summer '13	Dr. R. Stunda	AOL Committee
3. Demonstrate an understanding of advanced auditing	MACC 7800	The CPA Exam	MACC 7800	Spring '13	Dr R. Elson	AOL Committee
4. Demonstrate an understanding of information systems	MACC 7410	An Excel model	MACC 7410	Fall '12	Dr T. Lee	AOL Committee
5. Demonstrate an understanding of accounting theory	MACC 7100	Course-embedded examination questions	MACC 7100	Spring '13	Dr N. Swanson	AOL Committee
6. Demonstrate an understanding of corporate taxation.	MACC 7510	Course-embedded examination questions	MACC 7510	n/a – will be done in Fall '13	Dr M. Holland ⁸	AOL Committee

⁸ A new instructor is teaching this course is fall '13. The instructor has created learning outcomes for the course and will ensure that assessment occurs. The AOL director is working with the course instructor to ensure that this task is accomplished.

Knowledge Goal (Details)

A learning outcome was satisfied if students were able to achieve a score of 70% or better (unless otherwise noted).

A discussion of the each knowledge area's assessment follows:

Government and nonprofit accounting (MACC 7390)

The course related learning outcomes are that students would be able to:

1. Demonstrate an understanding of the accounting concepts used by governmental entities and be able to differentiate between the various funds
2. Reconcile governmental fund level and government wide financial statements
3. Demonstrate an understanding of the accounting concepts used by nonprofit entities

Measurement Tool: Course-embedded questions (done in Blaze view) were used to assess learning outcomes #1 and #3, and a reconciliation exercise was used to assess learning outcome #2.

Results:

2011-2012: Students (n=24) achieved scores of 71.4% and 71.7% on learning outcome 1 and 3 respectively indicating that the learning outcome was achieved. In terms of learning outcome #2, only 46% of the students achieved the maximum score of 5 points. This was a big decline from the 100% in the previous assessment

2012-2013: Students (n=20) achieved scores of 87% and 71% on learning outcomes 1 and 3 respectively indicating that the learning outcomes were achieved. In terms of learning outcome #2, 85% of the students successfully completed the reconciliation. (Overall, LO#s 1 and 2 improved from the prior assessment, while LO# 3 was consistent with the prior results).

Action Plan:

2011-2012: The instructor will emphasize the reconciliation of fund financial and government wide financial statements in the course and provide students with practice opportunities prior to assessing them on their ability to perform such reconciliation

2012-2013: none

Advanced Accounting (MACC 7220)

The course related learning outcome is

1. Students will demonstrate an understanding of the theory and application of advanced financial accounting including consolidations, eliminations, interim reporting procedures, foreign currency translation, derivatives, and segment reporting.

Measurement Tool: Course-embedded past CPA exam questions were used to assess the goal

Results:

2011-2012: 96% of the students (n=27) achieved the internal benchmark so the learning outcome was achieved.

2012-2013: 100% of the students (n=20) achieved the internal benchmark of 70% or greater, so the learning outcome was achieved.

Action Plan:

2011-2012: none

2012-2013: none

Advanced Auditing (MACC 7800)

The course related learning outcomes are that students would be able to:

1. Demonstrate competence in the audit content of the CPA exam

Measurement Tool: Taking the Auditing Section of the CPA exam. All students were allowed to keep their current grade regardless of the exam performance. However, those achieving of the passing grade (75% or higher) could receive an A in the class if they did not earn such grade prior to the final. (This is a change in assessment method from the past. Students could elect to sit for the CPA exam instead of the comprehensive examination in the class).

Results:

2011-2012: The entire class was assessed (n=25) and the following were observed:

1. Consistent with the prior year, since the measurement tool was an external source, the achievement score was lowered to 50% and the students achieved an average of 65% on the exams. As noted in the prior year's action plan, the instructor increased the frequency of quizzes during the semester with the goal of moving the achievement score closer to the 70% target.
2. A student sat for the Auditing section of the CPA exam at the completion of the course and achieved a passing score

2012-2013: 77% % of the class (n=22) elected to sit for the CPA examination in lieu of the comprehensive final. 41% of those students passed the exam with an average score of 85. The passing average is consistent with the university's CPA exam pass rate as reported by NASBA.

Action Plan

2011-2012: The instructor will continue to use the CPA preparation tool and increase the frequency of quizzes during the semester. Having improved on the previous year's results, the

instructor will the move the target to 70% and encourage more students to sit for the CPA exam after completing the course.

2012-2013: To improve the pass rate, only students who fail the exam with a grade of 50 or higher will receive credit for the exam. Grades below this point will be used to determine the students' course grade.

Information Systems – Advanced (MACC 7410)

The course related learning outcome is:

1. Students will demonstrate an understanding of an understanding of the theory and application of accounting information systems

Measurement: Students were asked to create an original Excel model designed to use information provided by the user to provide input to some decision making situation..

Results:

2011-2012: 86% of the students (n=33) scored adequate or better than the internal benchmark (80% was used for this knowledge area).

2012-2013: All students (n=25) scored adequate or better than the internal benchmark (80% was used for this knowledge area). (This is an improvement from the 86% in the previous assessment. The results are shown below:

	Student Scores	Percent
Excellent (94-100)	11	44%
Good (87-93)	10	40%
Adequate (80-86)	4	16%
Total	25	

Action Plan:

2011: 2012- none

2012-2013: none.

Accounting Theory (MACC 7100)

The course related learning outcomes are that students will demonstrate an understanding of:

1. The meaning of accounting theory, including measurement and cost systems used.
2. The historical background and development of accounting standard setting in the United States.
3. The economics of financial reporting regulation.
4. The important committee reports and documents that gave rise to objectives and standards in place of the postulates and principles approach
5. The components of the conceptual framework.

Measurement Tool: Course-embedded questions were used to assess the learning outcomes.

Results:

2011-2012: Students (n = 31) achieved scores of 85%, 83%, 73%, 68% and 61% in learning outcomes 1-5 respectively. Therefore, learning outcomes 4 and 5 were not achieved

2012-2013: Students (n = 21) achieved scores of 95%, 62%, 29%, 29%, and 33% in learning outcomes 1-5 respectively. Therefore, only learning outcome #1 was achieved (This is a decline from the prior assessment in which LOs 1-3 were achieved)

Action Plan:

2011-2012: The instructor will increase emphasis and assign additional homework related to the learning outcomes that failed the internal benchmark

2012-2013: The instructor assess students on the final exam at which point the course grade is well determined, therefore students have less incentive to perform well. The instructor plans to test more frequently and stringently in the future in order to improve the results.

Program Learning Outcomes

Learning Outcome The student will demonstrate effective communication skills

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
1. Students will be able effectively communicate accounting information in written form	MACC 7800	See below	MACC 7800	Spring 2013	Dr. R. Elson	Student Success Center/ AOL Committee

Assessment Methods: Students prepare a brief paper (2-3 pages) a technology related topic and report on the potential impact it could have i on the audit engagement. An English professor and graduate English major (using a college developed written communications rubric) performed the assessment

Results: 2012-2013 - All students (n=21) failed to meet expectations as determined by the rubric

Action Plan: Based on the evaluators' feedback, the assigned project was appropriate but the rubric was too broad since it addressed areas not covered by the assignment. The assignment is appropriate and should not change since it supports the learning outcomes. However, future assessments should focus on the "language" portion of the rubric since this is really the focus of the assignment

Program Learning Outcomes

Learning Outcome The student will apply critical thinking and problem solving skills

Performance Criteria	Strategies	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
1. Students will apply critical thinking and problem solving skills	MACC 7220	See below	MACC 7220	Summer 2013	Dr. R. Stunda	AOL Committee

Assessment Method: Each student orally presented solutions to two assigned advanced financial accounting problems in front of the entire class. These problems were assigned randomly during the course and presentations required:

- a. Logical bases for determining solutions predicated on existing theory and practice
- b. A demonstration of the work required to solve the problem
- c. Any extraneous issues associated with the problem
- d. Use of Excel spreadsheet formats
- e. Use of PowerPoint

Results: 2010-2011 - Each student (n=27) demonstrated application and use of critical thinking and problem solving

2012-2013: Each student (n=20) demonstrated application and use of critical thinking and problem solving

Action Plan:

2010-2011: none

2012-2013: none