

# ANNUAL PROGRAM ASSESSMENT REPORT

(For AY 2013-2014 through 2017)

**CURRENT YEAR - AY 2017-2018**

UNIT	SCHOOL OF BUSINESS
Department (if applicable)	N/A
Degree/Program	Master of Accountancy
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Annually, complete a separate report for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Reports are to be sent electronically to [assessment@washburn.edu](mailto:assessment@washburn.edu) by **June 30** each year.

Use size 10 font or larger.

## SECTION I

<b>2014-2018 Academic Year [Composite first report due to small class sizes]</b>
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
Initial composite report/no previous report submitted due to small class sizes
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
We have reassigned assessment procedures in order to clarify and even out reporting obligations across faculty. We will eliminate one outcome as recommended by the University Assessment Committee. [Pending faculty approval – Fall 2018]
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? <i>Cell will expand to accommodate your text.</i>
<u>XX</u> Yes (describe what and why below) <u>XX</u> No
There will be changes next year in order to even out reporting obligations. We are eliminating one SLO as suggested by the assessment committee.

## SECTION II

2014-2018 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this</b> year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are <b>shared</b> with <b>faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.).
<b>PSLO #1</b> Prepare analytical review of complex business and accounting topics	<b>Direct:</b>	<b>Acceptable</b>	No advisory board at this time Included in AACSB documentation Reported to faculty in faculty meeting Reported to alumni at MBA MACC Alumni Luncheon
	<b>Problems and cases assigned in courses wherein this SLO is assessed</b>	Acceptable F 2017 89% AC 621 Sp 2017 100% AC 629	
	<b>Acceptable at 80% level</b>		
<b>PSLO #2</b> Write clearly, effectively and efficiently in an accounting context	<b>Indirect: None</b>		No advisory board at this time Included in AACSB documentation Reported to faculty in faculty meeting Reported to alumni at MBA MACC Alumni Luncheon
	<b>Direct: Writing assignments evaluated according to selected writing rubric</b>	F 2017 89% AC 621 Sp 2017 86% AC 639	
<b>PSLO #3</b> Orally communicate financial and accounting ideas clearly and effectively.	<b>Direct: Oral presentation - peer and faculty evaluation of presentations of accounting reports based on a selected topic. Evaluation based on an oral communication rubric</b>	Acceptable F 2017 88% Ac 627	No advisory board at this time Included in AACSB documentation Reported to faculty in faculty meeting Reported to alumni at MBA MACC Alumni Luncheon
	<b>Acceptable at 80% level</b>		
<b>PSLO #4</b> Demonstrate an appropriate understanding of relevant technology and be able to apply technology to accounting issues	<b>Indirect: None</b>		No advisory board at this time Included in AACSB documentation Reported to faculty in faculty meeting Reported to alumni at MBA MACC Alumni Luncheon
	<b>Direct: Evaluation based on the ability of students to use various available technologies. Tool used is various assignments requiring technology application. Acceptable at 80% level</b>	Acceptable Sp 2017 87.1%	
<b>PSLO #5</b> Demonstrate an understanding of the professional behaviors, regulatory standard setting mechanisms and ethical responsibilities relevant to	<b>Direct: Evaluated in final accounting course using various surveys and other measures designed and/or selected by the professor.</b>	Acceptable Sp 2017 87%	No advisory board at this time Included in AACSB documentation Reported to faculty in faculty meeting Reported to alumni at MBA MACC Alumni Luncheon
	<b>Acceptable at 80% level</b>		
	<b>Indirect: None</b>		

clients, to markets, and to society as a whole.			
<b>PSLO #6</b> Demonstrate proficiency in technical topics commonly covered on professional certification examinations such as the CPA, CMA and CIA examinations.	<b>Direct:</b> Grades and successful completion of the MAcc program.	<b>31 students from a total of 126 applicants have successfully completed the MAcc program as of August 1 2018. No student in this group was placed on academic probation (2 grades of C).          41 students out of these 126 remain active in the MAcc program.</b>  <b>54 students have been admitted to the program but are inactive or withdrawn at this time. One of these 54 will be reinstated as an active student this fall – 2018.</b>	No advisory board at this time Included in AACSB documentation Reported to faculty in faculty meeting Reported to alumni at MBA MACC Alumni Luncheon

**Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.**

Across all outcomes, all assessment targets are for 80% or more of the class to master the measured objective for that class.

Assessment targets were missed as follows: SLO #1 Fall 2016 Outcome 73.4% [AC 621] SLO #2 Spring 2016 Outcome 77.7%

For AC 621 and AC 624 assessment may not reflect on going students in the program. Many students apply to the MAcc to complete one or both of these courses to complete eligibility for the CPA exam with no intention of earning a degree. For AC 630 - some AC 630 students are MBA students taking Accounting Information Systems as an MBA elective.

Overall the MAcc program assessment results are acceptable. However, we, as a faculty team and as individual faculty will review results and discuss methods for improvement. Individual faculty members report each assessment period on their individual efforts to improve outcomes, measurement and reporting of SLOs.

For SLO #6 and also for interpretation of outcomes in AC 621 and AC 624: these courses represent the areas where we have the highest turnover. Many students decide they are not academically ready for master’s level academic work. Others are offered employment where the CPA or other certification is not a priority and leave the program for those career opportunities. Many as stated above never intended to complete (as stated above) any courses beyond one or both of these courses. Therefore, it is difficult to assume that outcomes, particularly assessed in these two courses accurately reflect the true outcomes for the program as a whole.

**Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PLSOs and measures.**

1. MAcc faculty are requested to set their course objectives to align with the PLSOs that are appropriate for their course.

2. MAcc faculty receive a copy of the university assessment report
3. If an SOBU Advisory Committee or and Accounting Advisory Committee is formed the assessment results will be presented to this committee.
4. Filing of the Annual Program Assessment Report the University Assessment Committee are aware of PSLOs and their measures
5. Report of assessment results to the SOBU faculty at a faculty meeting
6. Report of the MAcc assessment outcomes in the AACSB reporting structure
7. In the future, report assessment outcomes to the semi-annual SOBU Graduate Programs Alumni Luncheon

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## SECTION III

### 2014-2018 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

These experiences are not used directly as input to the assessment process however, I believe it is important to report on some of these activities as follows:

Through the MAcc students have participated in the following: 1. internships in local and regional accounting firms and corporations. 2. Attendance and paper presentation at regional and national accounting research seminars. 3. Participation in creation, preparation and presentation of accounting case studies. Working interactively with local business entities on accounting and accounting systems issues.

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## SECTION IV

### 2014-2018 Academic Year

In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?

Overall the MAcc program assessment results are acceptable. However, we, as a faculty team and as individual faculty review results and discuss methods for improvement. Individual faculty members report each assessment period on their individual efforts and plans to improve measurement and reporting of SLOs

We do plan to eliminate outcome #6. The assessment review committee suggested we have too many PSLOs and number 6 is the most difficult to evaluate in a meaningful manner.

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*Supporting documents (rubrics, summary data tables/charts, etc.) should be in your department's assessment subfolder on the shared drive in the correct academic year subfolder.*