

Academic Assessment Plan
Sam M. Walton College of Business
Master of Accounting
AACSB Assurance of Learning Cycle 2016

Program Goals and Learning Objectives

COMMUNICATION (College Goal Category)

Learning Goal: Graduates of the MAcc program at the Sam M. Walton College of Business will be able to communicate effectively in professional situations.

Learning Objective 1 (Oral Communication): Students will be able to deliver professional quality presentations.

Learning Objective 2 (Written Communication): Students will prepare business documents or constructed responses for a professional accounting audience.

CRITICAL THINKING/PROBLEM SOLVING (College Goal Category)

Learning Goal: Graduates of the MAcc program at the Sam M. Walton College of Business will make and develop support for accounting decisions based on a systematic and objective consideration of the problems, the issues, and the relative merits of feasible alternatives.

Learning Objective 1: Students will demonstrate critical thinking and strategic problem solving skills through systematic and objective consideration of business related problems and evidence.

Learning Objective 2: Students will identify relevant information and support for an appropriate conclusion or recommendation.

Learning Objective 3: Students will employ appropriate quantitative and model-building techniques to test solutions and explore the likelihood of alternative scenarios.

TECHNICAL COMPETENCE (Discipline Knowledge) (College Goal Category)

Learning Goal: Graduates of the MAcc program at the Sam M. Walton College of Business will demonstrate competence in and ability to apply broad accounting knowledge (financial, tax, audit, managerial) as expected of a professional accountant.

Learning Objective 1: Students will demonstrate the ability to effectively apply fundamental business knowledge to analyze accounting problems.

Learning Objective 2: Students will excel in the pursuit of post-graduate professional certification.

ETHICS AND PROFESSIONALISM (Program Specific Goal Category)

Learning Goal: Graduates of the MAcc program at the Sam M. Walton College of Business will demonstrate understanding of the professional responsibilities and ethical standards of the accounting profession.

Learning Objective 1: Students will be able to recognize ethical problems and apply appropriate guidelines, regulations, and codes of conduct to promote professional integrity.

Learning Objective 2: Students will recognize the professional obligation to engage in professional development and continuous learning.

RESEARCH (Program Specific Goal Category)

Learning Goal: Graduates of the MAcc program at the Sam M. Walton College of Business will be able to assess and apply appropriate standards, regulations, or other professional guidance to address multifaceted accounting problems.

Learning Objective 1: Students will support a financial audit position based upon professional guidance/requirements applicable to financial reporting, as well as guidance related to the conduct of audit engagements.

Learning Objective 2: Students will support a Tax position based upon both strategic business practices and professional requirements applicable to financial transactions and Federal Tax.

Process for Assessing each Student Learning Outcome

The Sam M. Walton College of Business' specialized accreditation through the Association to Advance Collegiate Schools of Business (AACSB) outlines the standards of Assurance of Learning (AOL) in a 5-year cycle. During each cycle, the assessment is to be carried out in a systematic and ongoing basis. Each learning objective should be measured *at least* twice during a given cycle. Analysis of assessment data occurs following each measurement to identify needed areas of improvement within the substance and delivery of the curricula. Learning Objectives and assessment locations are subject to revision during the cycle to provide an opportunity to improve the assessment process and/or in response to curricular changes aimed at improving the effectiveness of the MACC Program.

The following plan of assessing the program's goals and objectives is set to accomplish these requirements within the college's current cycle of 2011-2016, with AACSB Continuous Program Improvement Review occurring in 2017.

Timeline for assessment and analysis

COMMUNICATION – Learning Objective 1:

Fall 2014 **ACCT 5953 Auditing Standards**, Case Analysis Response

Fall 2015 **ACCT 5953 Auditing Standards**, Case Analysis Response

COMMUNICATION – Learning Objective 2:

Fall 2014 **ACCT 5953 Auditing Standards**, Case Analysis Response

Fall 2015 **ACCT 5953 Auditing Standards**, Case Analysis Response

CRITICAL THINKING / PROBLEM SOLVING – Learning Objective 1:

Spring 2015 **ACCT 5413 Advanced Financial Accounting**, Final Exam Response

Fall 2015 **ACCT 5873 Advanced Taxation**, Final Exam Response

CRITICAL THINKING / PROBLEM SOLVING – Learning Objective 2:

Spring 2015 **ACCT 5413 Advanced Financial Accounting**, Final Exam Response

Fall 2015 **ACCT 5873 Advanced Taxation**, Final Exam Response

CRITICAL THINKING / PROBLEM SOLVING – Learning Objective 3:

Spring 2016 **ACCT 5463 Financial Statement Analysis** – Case Analysis

TECHNICAL COMPETENCE – Learning Objective 1:

Ongoing **Admissions Selection Process**

Spring 2015 **ACCT 5413 Advanced Financial Accounting**, Final Exam Response

Fall 2015 **ACCT 5873 Advanced Taxation**, Final Exam Response

TECHNICAL COMPETENCE – Learning Objective 2:

Ongoing **CPA Exam Tracking**

ETHICS AND PROFESSIONALISM – Learning Objective 1:

Fall 2014 ACCT 5953 Auditing Standards, Exam Response

Fall 2015 ACCT 5953 Auditing Standards, Exam Responses

ETHICS AND PROFESSIONALISM – Learning Objective 2:

Fall 2014 ACCT 5953 Auditing Standards, Exam Response

Fall 2015 ACCT 5953 Auditing Standards, Exam Response

RESEARCH – Learning Objective 1:

Fall 2014 ACCT 5953 Auditing Standards, Case Analysis Response

Fall 2015 ACCT 5953 Auditing Standards, Case Analysis Response

RESEARCH – Learning Objective 2:

Spring 2015 ACCT 5883 Individual Tax Planning, Case Analysis Response

Fall 2015 ACCT 5873 Advanced Taxation, Case Analysis

Means of assessment and desired level of student achievement

All assessments are conducted using a sample of student observations from the courses specified as measurement location. Standards of Measures and Rubrics are subject to revision during the cycle to provide an opportunity to improve the assessment process and/or in response to curricular changes aimed at improving the effectiveness of the MACC Program.

In addition to the direct measures of student learning below, learning objectives and general curricular concerns are evaluated using in-direct methods via periodic faculty and student focus groups, boards, and committees.

COMMUNICATION – Learning Objective 1:

Direct evaluation of student deliverables using Walton College Written Communication rubric. Deliverables taken from course-embedded written professional memorandums.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

COMMUNICATION – Learning Objective 2:

Direct evaluation of student presentation related to an accounting decision or judgment using the Walton College Oral (Formal Small Group) rubric.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

CRITICAL THINKING / PROBLEM SOLVING – Learning Objective 1:

Direct evaluation of student artifacts using Walton College Critical Thinking and Problem Solving rubric.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

CRITICAL THINKING / PROBLEM SOLVING – Learning Objective 2:

Direct evaluation of student artifacts using Walton College Critical Thinking and Problem Solving rubric.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

CRITICAL THINKING / PROBLEM SOLVING – Learning Objective 3:

Direct evaluation of student artifacts using Quantitative Analysis Rubric.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

TECHNICAL COMPETENCE – Learning Objective 1:

Ongoing Student Selection during the admission process and analysis of topical groupings of final exam questions.

Standard of Measure: At least 80% of student responses to questions in a given topic group are correct.

TECHNICAL COMPETENCE – Learning Objective 2:

Ongoing monitoring of Student CPA Exam Success.

Standard of Measure: At least 80% of students pass the CPA Exam within 12 months after graduation.

ETHICS AND PROFESSIONALISM – Learning Objective 1:

Direct evaluation of student artifacts using Accounting Department Professional Ethics rubric.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

ETHICS AND PROFESSIONALISM – Learning Objective 2:

Ongoing monitoring of Student Membership in local and national accounting organizations.

Standard of Measure: At least 80% will be actively involved or a student member of 2 or more professional organizations such as AICPA, ASCPA, BAP, or NABA.

RESEARCH – Learning Objective 1:

Direct evaluation of student artifacts using Accounting Department Professional Research rubric.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

RESEARCH – Learning Objective 2:

Direct evaluation of student artifacts using Accounting Department Professional Research rubric.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

Reporting of results

All objective analyses are reported in aggregate (no student or faculty identifiers) following the semester assessed. Reports are delivered to and discussed with the Department Chair, Program director and assistant director. The program director disseminates the reports for discussion with program faculty regarding curricular improvements needed.

The Dean of Walton College receives an annual report on the outcomes and curricular improvements resulting from assessment and periodic updates through committees regarding the overall status of the Assurance of Learning process.

At the end of each AACSB Continuous Program Improvement Review cycle, Assurance of Learning activities conducted and curricular management that occurred as a result of data during the cycle are comprehensively reported in the college's report to AACSB prior to peer review.

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