Central Washington University
Assessment of Student Learning
Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: 2009-2010       College:  Business
Department: Accounting          Program: Master of Professional Accountancy

1. **What student learning outcomes were assessed this year, and why?**
The student learning outcome assessed was to develop the entry-level knowledge and skills expected by the profession in the area of writing.

2. **How were they assessed?**

   **A) What methods were used?**
   
   Students were assessed using the Master of Professional Accountancy Comprehensive Exam.

   **B) Who was assessed?**
   
   The population assessed was all graduating accounting MPA students during Spring quarter 2010.

   **C) When was it assessed?**
   
   The Comprehensive Exam was given in May 2010. MPA accounting faculty evaluated the answer to one exam question for each student using the College of Business’ Written Communication Rubric. The mastery criterion is that 90% of the students score three (above average) or higher in each area.

3. **What was learned?**

   The chart below presents the summary of results for the written communication rubric.

<table>
<thead>
<tr>
<th></th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
<th>Total</th>
<th>Percent Greater than 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>0.0%</td>
<td>27.3%</td>
<td>54.5%</td>
<td>18.2%</td>
<td>100%</td>
<td>73%</td>
</tr>
<tr>
<td>Style</td>
<td>0.0%</td>
<td>27.3%</td>
<td>50.0%</td>
<td>22.7%</td>
<td>100%</td>
<td>73%</td>
</tr>
<tr>
<td>Depth</td>
<td>0.0%</td>
<td>22.7%</td>
<td>68.2%</td>
<td>9.1%</td>
<td>100%</td>
<td>77%</td>
</tr>
<tr>
<td>Use of Language</td>
<td>0.0%</td>
<td>27.3%</td>
<td>59.1%</td>
<td>13.6%</td>
<td>100%</td>
<td>73%</td>
</tr>
</tbody>
</table>

According to the results, there has been a slight improvement over the prior year, when approximately 70% of the scores were three or higher. Despite assertions in the prior year’s report that the low performance could be attributed to students who speak English as a second language, there were very
few or no such students taking this exam. Thus, the deficiency in written communications skills is a pervasive problem throughout the student body.

4. **What will the department or program do as a result of that information?**

The MPA program is in the process of redefining its objectives, to include the written communications plus, in part, oral communications and critical thinking. Concomitantly, the curriculum will be revised and coordinated to ensure that students receive the education appropriate to fulfill the objectives. Additional assessment rubrics will be implemented to measure the program’s success at achieving the objectives.

5. **What did the department or program do in response to last year’s assessment information?**

The faculty tightened admissions requirements, explicitly stating a desired GMAT score of 500 or higher. No students were admitted into the program with a score less than 450.