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

Academic Year of Report: 2012-2013       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 the development of entry-level knowledge and skills expected by the accounting profession with respect to written communications and critical thinking.

2. How were they assessed?
A) What methods were used?
Students’ knowledge was assessed using the Master of Professional Accountancy Comprehensive Examination, the answers to which were evaluated with the written communications and critical thinking rubrics developed by the College of Business.

B) Who was assessed?
The population assessed consisted of twenty (20) graduating MPA students during Spring quarter 2013.

C) When was it assessed?
The Comprehensive Exam was given in May 2013. MPA accounting faculty evaluated the answer to one exam question for each student using the Written Communication and Critical Thinking Rubrics developed by the College of Business. The mastery criterion for written communications and critical thinking is that 90% of the students score three (above average) or higher in each area.

3. What was learned?
The table below presents the summary of results for the written communication rubric.

As the graph below shows, the AY 2012/2013 results for the percentage of students scoring higher than two (Average) are not notably different from the AY 2011/2012 results. However, there is still a significant amount of variability in the results for the five year period. This could be attributed not only to changes in the faculty performing the assessment (as noted last year), but also to differences in the questions that are being answered by students in the comprehensive examination: Each student selects the four questions that are answered and the questions do not place consistent demands across the four criteria.
The relatively consistent poor performance in Depth is probably an artifact of the time constraints placed on this exam. But clearly there needs to be more attention given to developing better language skills.

The table below presents the summary of results for the critical thinking rubric. This is the second time that this rubric has been used.

Master of Professional Accountancy
Critical Thinking Rubric Summary
Comprehensive Examination- Spring 2013

<table>
<thead>
<tr>
<th></th>
<th>Below Average- 1</th>
<th>Below Average- 2</th>
<th>Above Average- 3</th>
<th>Excellent- 4</th>
<th>Total</th>
<th>Percent Greater than 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving Skills</td>
<td>0.0%</td>
<td>19.0%</td>
<td>52.4%</td>
<td>28.6%</td>
<td>100.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Quantitative Analysis</td>
<td>0.0%</td>
<td>14.3%</td>
<td>14.3%</td>
<td>71.4%</td>
<td>100.0%</td>
<td>85.7%</td>
</tr>
<tr>
<td>Decision Making Skills</td>
<td>4.8%</td>
<td>19.0%</td>
<td>47.6%</td>
<td>28.6%</td>
<td>100.0%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Use of Computer Technology</td>
<td>0.0%</td>
<td>0.0%</td>
<td>44.4%</td>
<td>55.6%</td>
<td>100.0%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

As the graph illustrates, there was not a significant difference between the two years.
4. What will the department or program do as a result of that information?

First, the results will be discussed with MPA faculty and the need to help students develop their written communications and critical thinking skills during each course will be emphasized. The program must ensure that faculty are preparing students during their courses, for the assessment criteria that they will apply to the comprehensive examination and the program’s objectives.

Second, more detailed analysis of the assessment results must be performed in the future to control for the influence of each student’s performance on admissions standards. In addition, the validity of using the comprehensive exam for this purpose must be assessed. There is too much variability in that process and in the demographic characteristics of the student pool, to provide measures that are valid and reliable.

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

The results of last year’s results were reviewed by the MPA faculty. As noted, however, there is too much noise in the process to attribute the improvement in the current year’s results relative to those of the prior year, to changes in teaching methods.