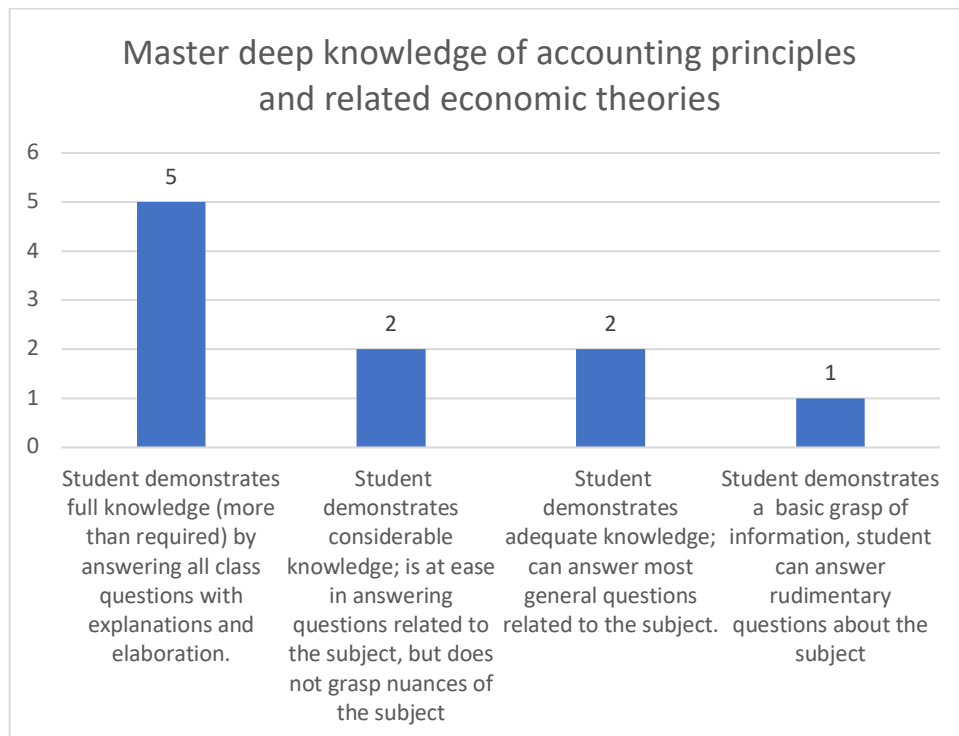


Master of Arts in Accounting 2019-2020 Assessment Report

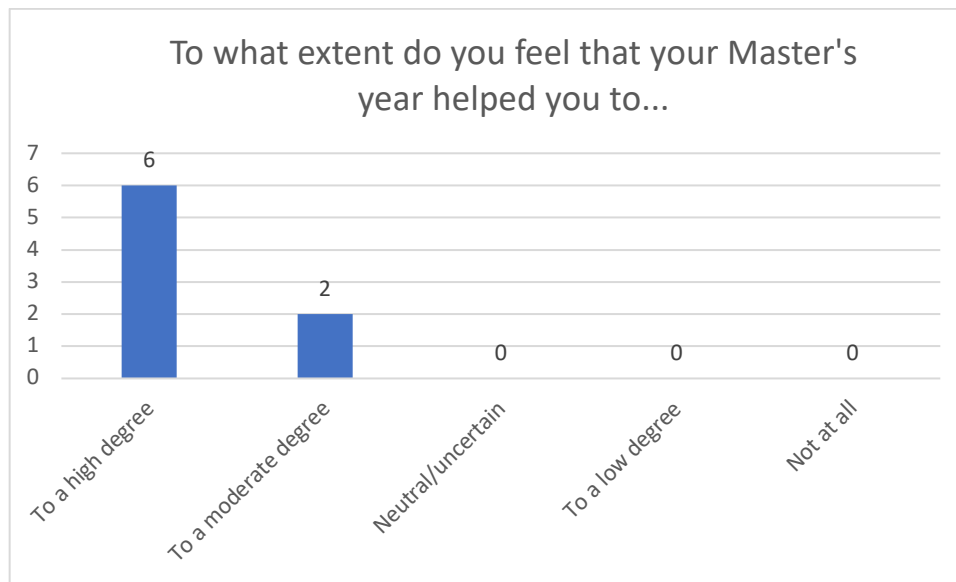
In the 2019-2020 academic year, we focused on LG1, “Master deep knowledge of accounting principles and related economic theories”. The department met to score each MA student according to a rubric based on their work in their Master’s year. A survey was sent to all the MA students for indirect assessment. Even though the campus was shut down for COVID19, we got a response from 8 of the 10 students. While we performed direct and indirect assessment on each goal, we will focus only on LG1 for the purpose of this report.

Direct assessment



Seventy percent of the MA students performed at the highest two levels.

Indirect assessment



No other learning goal had a higher score on the indirect assessment.

Discussion of evidence

On all learning goals, three of the students performed at low levels. Departmental members were in consensus that these three students put forth little effort, had issues with attendance and/or work completion and were generally much less engaged than their classmates in spite of concerted effort by faculty members. A department member noted that this seemed to be a trend over time: most students want to sit for the CPA exam and work hard in classes, even if they have not historically been the strongest students. There are always between 1 and 3 students who do not intend to take the CPA and seem to have chosen the MA program out of inertia. At the very least, these students do not have the same personal goals as their peers.

In light of this, the department wants to create two tracks in the MA program. One will be specifically for students who intend to take the CPA exam and the other will be more focused on managerial skills than technical accounting skills. We feel as if this would be a benefit to both groups of students.