

Master of Accounting Academic Assessment Plan

Warrington College of Business Administration
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Office of the Provost

*University of
Florida*

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Assessment*

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Enhancement*

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Academic Assessment Plan for Master of Accounting

Warrington College of Business Administration
Fisher School of Accounting

The Master of Accounting degree (MAcc) offers a balanced, intellectually vibrant study of the field of accounting. Upon completion of the degree, graduates will possess the requisite accounting knowledge and skills to obtain professional licensure and to serve as professionals in the practice of public accounting in industry, in financial services, in government, and in business more generally. They will also be prepared for life-long learning in a constantly evolving global business environment. The degree is offered through three distinct programs:

1. The 3/2 Program is the Fisher School of Accounting's premier professional program and represents an early admission to graduate school. It is an integrated, five-year, 150-hour program which culminates in the joint awarding of a Bachelor of Science in Accounting (BSAc) degree and a Master of Accounting (MAcc) degree.
2. The MAcc Program (after completion of the BSAC) is designed primarily for students who have completed their undergraduate work at another institution and now want to attend the Fisher School of Accounting for their graduate work. It also affords native undergraduate accounting students a second opportunity to gain admission to the graduate accounting program.
3. The JD/MAcc is a joint degree program that culminates in the joint awarding of the Juris Doctor (J.D) and the Master of Accounting (MAcc) degrees. It is designed for students who have an undergraduate degree in accounting and are interested in advanced studies in both accounting and law. The purpose of the program is to enable students to complete both degrees in the most efficient manner possible. Because credits are shared between the respective degrees, the program requires 20 fewer credits than would be required if the two degrees were earned separately.

The MAcc degree is 34 credit hours and offers a broad course selection in conceptual and technical courses allowing students to develop their individualized plan of study. The curriculum includes a common core of 6 hours of accounting, 12 hours of accounting electives, 12 hours of common core business and communications, and 4 hours of approved business electives.

A. Mission

As a professional school in a major public research university, the Fisher School of Accounting (FSOA) is committed to scholarly research, teaching, and service to advance knowledge and prepare future leaders for business, professional, and academic careers.

The FSOA serves business and accounting professionals and educators through innovative and high-quality teaching and research with a focus on providing the education necessary for successful careers in leadership positions. The School promotes the understanding and practice of accounting and business through its research, teaching and service.

The mission of the Fisher School of Accounting and the Warrington College of Business Administration both support key components of the university mission. Specifically, the FSOA and the WCBA contribute to the following key components of UF's mission statement: "The three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life."

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	SLO 1: Conduct effective professional tax research.	<p>This course embedded measurement is conducted biannually in Tax Research (TAX 5065). The instrument used is a case covering the potential tax consequences of transactions.</p> <p>The assessment has two components (interpret, and apply authority). Each component is evaluated using a scale ranging from 0 to 3 points. Students earning 3 or greater exceed expectations; students earning 2 meet expectations; and students earning 1 or less perform below expectations.</p>	Campus

Knowledge	SLO 2: Conduct effective professional accounting research.	<p>This course embedded measurement is conducted biannually in Accounting Institutions and Professional Literature (ACG 5815). The instrument used is a case assigned as part of the course.</p> <p>The case is tracked to each of the three assessment measurements (identify, interpret, and apply reporting guidance). Results are compiled separately for each assessment measurement.</p> <p>Students scoring greater than or equal to 85% exceed standards, students scoring less than 85% but greater than or equal to 50% meet standards, and students scoring less than 50% perform below standards.</p>	Campus
Professional Behavior	SLO3: Write clearly and concisely.	This outcome is assessed biannually and requires all MAcc applicants score a minimum score of four (defined as adequate) on the Analytical Writing Assessment section of the GMAT to be admitted. Exceptions to this requirement are only permitted with approval of the School's Admission committee.	Campus
Professional Behavior	SLO4: Write effective business reports.	<p>This outcome is assessed biannually using a course-embedded measurement evaluated in Writing for Accountants (ENC 5236). The emphasis of this assessment is for students to respond to a situational- and audience-specific executive summary writing assignment designed to test students' command of writing skills and understanding of rhetorical strategies.</p> <p>The assignment is evaluated using the standardized 100 point rubric. Students scoring greater than 80% exceed standards, students scoring less than or equal to 80% but greater than or equal to 60% meet standards, and students scoring less than 60% perform below standards.</p>	Campus

Skills	SLO 5: Solve complex accounting problems.	<p>This outcome is assessed biannually using the overall pass rates of MAcc students who completed the Uniform Certified Public Accountants examination (CPA). This is a comprehensive output measurement.</p> <p>This assessment is evaluated by analyzing the most recently released overall CPA performance for MAcc graduates and comparing the results to the national average pass rates and MAcc pass rates relative to that of candidates from a set of peer schools.</p> <p>The goal is to exceed the national CPA exam pass rate average and to rank in the top half of our set of peer schools.</p>	Campus
Skills	SLO 6: Solve complex business problems.	<p>This outcome is assessed biannually using a course-embedded measure in Strategic Management (MAN6724). The assessment has two components measuring: whether the student can identify corporate advantage and whether the student can apply analytical models to further effective decision making.</p> <p>Each component is evaluated using a scale ranging from 1 to 3 points. Students earning 3 exceed expectations; students earning 2 meet expectations; and students earning 1 perform below expectations.</p>	Campus

Professional Behavior	SLO 7: Identify and interpret professional standards of conduct.	<p>This course embedded measurement is conducted biannually in Accounting Institutions and Professional Literature (ACG 5815). The instrument is the final exam for the course. The exam is mapped to the two components measuring whether the student can identify and apply federal securities laws and rules regulating financial reporting and whether students can identify and apply state laws that regulate Florida CPAs. Results are compiled separately for each assessment measurement.</p> <p>Students scoring greater than or equal to 80% are deemed to exceed standards, students scoring less than 80% but greater than or equal to 60% are deemed to meet standards, and students scoring less than 60% are deemed to be below standards.</p>	Campus
Professional Behavior	SLO 8: Identify legal, ethical, and social responsibilities to stakeholders.	<p>This course embedded measurement is conducted biannually in Commercial Law for Accountants (BUL 5832). The instrument used is the final exam for the course. Pertinent questions from the exam are mapped to the three assessment measurements of this learning objective (identify ethical considerations, compare and contrast multiple ethical frameworks, and resolve problems by integrating multiple stakeholders). Results are compiled separately for each assessment measurement.</p> <p>Students scoring greater than or equal to 80% are deemed to exceed standards, students scoring less than 80% but greater than or equal to 60% are deemed to meet standards, and students scoring less than 60% are deemed to be below standards.</p>	Campus

C. Research

The MAcc is designed to prepare students for the rapidly evolving regulatory environment faced in the accounting profession. This requires students to locate, interpret, and apply regulations to complex and ambiguous transactions. Therefore, the ability to conduct professional research is critical.

Students in the MAcc are required to complete Tax Professional Research—TAX 5065 and Accounting Institutions and Professional Literature—ACG 5815. Both these courses provide a foundation in research techniques used by accounting and business professionals. The courses are prerequisites for many conceptual and theoretical courses encountered later in the curriculum which require research. In these courses students apply the professional research skills learned earlier in the program.

D. Assessment Timeline

Program Master of Accounting

Warrington College of Business Administration

Assessment SLOs	Assessment 1
Knowledge	
SLO 1: Interpret / Apply Tax Authority	Case assessed in TAX 5065
SLO 2: Interpret / Apply Accounting Standards	Case assessed in ACG 5815
Skills	
SLO 5: Solve Complex Accounting / Business Problems	Post Graduation. Overall pass rate on the CPA Exam
SLO 6: Solve Complex Business Problems	Relevant final exam questions assessed in MAN 6724
Professional Behavior	
SLO 3: Write Clearly and Concisely	Preadmission screening. Minimum score of 4 on GMAT--Essay
SLO 4: Write Effective Business Reports	Rubric applied to a writing assignment in ENC 5236
SLO 7: Identify and Interpret Professional Standards of Conduct	Relevant final exam questions assessed in ACG 5815
SLO 8: Identify Legal, Ethical, and Social Responsibilities to Stakeholders	Relevant final exam questions assessed in BUL 5832

E. Assessment Timeline

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Knowledge							
SLO 1: Interpret / Apply Tax Authority			X			X	
SLO 2: Interpret / Apply Accounting Standards					X		X
Skills							
SLO 5: Solve Complex Accounting / Business Problems			X			X	
SLO 6: Solve Complex Business Problems			X			X	
Professional Behavior							
SLO 3: Write Clearly and Concisely			X			X	
SLO 4: Write Effective Business Reports			X			X	
SLO 7: Identify and Interpret Professional Standards of Conduct			X			X	
SLO 8: Identify and Interpret Legal, Ethical, and Social Responsibilities			X			X	

F. Measurement Tools

The FSOA Curriculum committee is charged with developing measurement tools for the MAcc. Course-embedded measurements are the most common type of assessment used, and these are applied to existing courses assignments (such as exams and cases).

Stand-alone-testing, such as performance on the essay portion of the GMAT, are also used as a measurement tool. Performance on the national Uniform Certified Public Accountants examination is also used to indirectly assess student performance. Although most MAcc graduates complete this exam, it is not a degree requirement and cannot be used as a direct measurement. It nonetheless provides useful information concerning our graduates' knowledge.

An abbreviated description of the measurement process used to assess each SLO is described in section B of this academic assessment plan. An example of the complete process used for a generic course-embedded measurement for which a final exam is used as the instrument follows:

Course-Embedded Measurement Example:

1. The Curriculum committee collaborates with the course instructor to identify an exam or course assignment to use as an assessment.
2. Questions from the exam or assignment that incorporate the SLO are identified.
3. Each question relating to the SLO is assigned a minimum score required for it to be categorized as below, meets, or exceeds requirements.
4. An aggregate benchmark is developed to determine what proportion of students completing the assessment are expected to exceed, meet, or score below the requirement. (E.g., one hundred students complete the assessment and meeting the requirement is defined as at least eighty percent of the students will exceed or meet the objective of the SLO.)
5. Results are computed for all students completing the assessment. When the aggregate results are below the expected value, the committee carefully analyzes the results to determine if curricular changes are warranted.

G. Assessment Oversight

The School's Curriculum committee is charged with: developing assessment measurements, establishing benchmarks, and analyzing assessment results for the purpose of recommending curricula action. The committee works closely with the faculty, the School's Advisory Board, students, and other stakeholders.

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Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				