

**Program: MSA**

Measure	Benchmarks	2013/2014	2014/2015	2015/2016	2016/2017
<b>Learning Objective 1A: Students who graduate will demonstrate an understanding of auditing and attestation standards, business environment and concepts, and regulation for a variety of private and public sectors.</b>					
Course: 2014-15 ACCT 6630, selected exam questions. 2015-16 ACCT 6613, selected exam questions	70% of students will score above 75% proficiency benchmark	Developing AOL System	<b>Assessments:</b> Summer 2015 Overall 69% of students scored above 75% proficiency benchmark.  <b>Improvements Proposed:</b> - Provide more practice and homework to students for the knowledge areas they are deficient (ACCT 6630) - Moved assessment to a different course	<b>Assessments:</b> Summer 2016 Overall 75% of students scored above 75% proficiency benchmark	<b>Improvements Proposed for 2018/2019:</b> - Include all financial accounting and auditing courses ACCT611, 612, 613, 622, 623 as foundation knowledge for assessment. - Each faculty teaching these courses will pick questions representative of learning in these courses. The faculty teaching these 5 courses will recommend the number of questions to choose from each course. Each course can choose a different number of questions. - These faculty will determine the proficiency benchmark for their individual courses. Faculty selected a higher benchmark of 75% or 80% as meeting expectation for their individual courses. - Reduced coverage of government accounting to focus more on financial accounting based on faculty input.
<b>Learning Objective 2A: Students who graduate will apply critical thinking and quantitative reasoning skills to analyze financial reports, perform risk analysis, and construct business valuation models.</b>					
Course: ACCT 6899 Instruments: 4 projects from the Capstone Project Rubrics: revised and expanded for 2015-16 assessment.	80% of students will meet expectations on overall rubric score.	Developing AOL System	<b>Assessments:</b> Summer 2015 <i>Overall Rubric Score: 91.8% met expectations</i> <b>Individual Rubric Traits:</b> Trait #1: Research & Strategy, 89% Trait #2: Profitability Analysis, 78% Trait #3: Risk Analysis, 100% Trait #4: Application of Valuation Model, 100%  <b>Improvements Implemented AY2015/2016:</b> - For research and strategy, faculty have students work on several examples on strategies in class. - For profitability analysis, faculty provided students with an analysis template to follow, have students work on in-class case as an example using the template.	<b>Assessments:</b> Summer 2016 <i>Overall Rubric Score: 93% met expectations</i> <b>Individual Rubric Traits:</b> Trait #1: Research & Strategy, 97% Trait #2: Profitability Analysis, 94% Trait #3: Risk Analysis, 82% Trait #4: Application of Valuation Model, 100%  <b>Closing the Loop:</b> Students' performance improved in 2015-16 assessments for these two areas.	<b>Improvements Proposed 2018/2019:</b> - Faculty has provided more detailed explanations on bankruptcy and earnings manipulation models, analysis template and in class examples for teaching the risk analysis in class.
<b>Learning Objective 3A: Students who graduate will demonstrate knowledge of up-to-date government laws and regulations and the code of conduct and ethics for professional accountants.</b>					
Course: Acct 6660, Instrument: ACCT 6660 Ethics research paper Externally adopted rubric (2014-15) Rubrics revised (2015-16)	80% of students will meet expectations on overall rubric score.	Developing AOL System	<b>Assessments:</b> Summer 2015 <i>Overall Rubric Score: 95% met expectations</i> <b>Individual Rubric Traits:</b> Trait #1: Identifies Ethical Violations, 97% Trait #2: Analyses Conseq of Ethical Violations, 97% Trait #3: Impact of Ethical Violations, 92%  <b>Improvements Proposed AY 2015/2016:</b> - Revise the rubrics to include specifically accounting ethical violations and their impact.	<b>Assessments:</b> Summer 2016 <i>Overall Rubric Score: 93% met expectations</i> <b>Individual Rubric Traits:</b> Trait #1: Identifies Ethical Violations, 100% Trait #2: Analyses Conseq of Ethical Violations, 100% Trait #3: Impact of Ethical Violations, 80%	<b>Improvements Proposed 2018/2019:</b> Revise project and rubrics: Ethics and Auditing and Faculty will work together to design a project that will capture professional ethics requirements and CPA exam requirements on ethics. They will also revise the SLOs and rubrics on ethics to assess this PLO better.  <b>Closing the loop:</b> - Weaknesses in trait 3 addressed in proposed improvements.
<b>Learning Objective 4A: Students who graduate will apply written communication skills to produce professional accounting reports and documents.</b>					

Course: ACCT 6660, Instrument: Individual Paper on ethics in ACCT 6660 Externally adopted rubric (2014-15) Rubrics revised for 2015-16 assessment.	80% of students will meet expectations on overall rubric score.	Developing AOL System	<p><b>Assessments:</b> Summer 2015  <i>Overall Rubric Score: 93% met expectations</i>  <i>Individual Rubric Traits:</i>  Trait #1: Thesis/Opening, 92%  Trait #2: Org &amp; Logic, 89%  Trait #3: Spelling, Grammar, Writing Errors, 94%  Trait #4: Sentence Structure, 95%  Trait #5: Purpose, 97%</p> <p><b>Improvements Implemented</b> AY 2015/2016 and 2017/2018:  - CSUEB allows students to satisfy the University Writing Skills Requirements (UWSR) using GMAT/GRE writing scores. We raised admission requirements to admit students with higher analytical writing scores on GMAT/GRE, so the admitted students will have good writing skills.  - 2015-16 57% admitted students satisfied the UWSR.  - 2017-18 72% admitted students satisfied the UWSR.</p>	<p><b>Assessments:</b> Summer 2016  <i>Overall Rubric Score: 92% met expectations</i>  <i>Individual Rubric Traits:</i>  Trait #1: Thesis/Opening, 86%  Trait #2: Org &amp; Logic, 92%  Trait #3: Spelling, Grammar, Writing Errors, 94%  Trait #4: Sentence Structure, 91%  Trait #5: Purpose, 95%</p>	<p><b>Improvements Proposed</b> 2018/2019:  - Revised MSA curriculum and will offer a half semester course focusing on writing starting Fall 2018.  - Will change instrument that reflects writing skills better - may use Auditing II individual project or capstone project.  - Will conduct 2 assessments on writing skills, one at the first writing course, 2nd at the end of the program using Auditing II or capstone project.  - Will admit students with higher writing scores on GMAT/GRE.</p>
<b>Learning Objective 4B: Students who graduate will apply oral communication skills to deliver a well-organized, informative and persuasive oral presentation within a professional context.</b>					
Course: ACCT 6899, Oral Presentations on Capstone Project	80% of students will meet expectations on overall rubric score.	Developing AOL System	<p><b>Assessments:</b> Summer 2015  <i>Overall Rubric Score: 98% met expectations</i>  <i>Individual Rubric Traits:</i>  Trait #1: Organization, 100%  Trait #2: Graphics/Slides, 100%  Trait #3: Subject Knowledge/Content, 89%  Trait #4: Style, n/a  Trait #5: Delivery, 100%  Trait #6: Time Management, 100%</p> <p><b>Improvements Implemented</b> 2014 through 2016:  - conducted a 2 day leadership communications boot camp for MSA students in summer 2014 and summer 2016. Students felt more comfortable speaking in front of others with their own style and with a genuine message.  - Identify areas of weakness in oral presentation (visual aids, eye contacts), provide training and resources for improvement.</p>	<p><b>Assessments:</b> Summer 2016  <i>Overall Rubric Score: 96% met expectations</i>  <i>Individual Rubric Traits:</i>  Trait #1: Organization, 100%  Trait #2: Graphics/Slides, 100%  Trait #3: Subject Knowledge/Content, 100%  Trait #4: Style, 88%  Trait #5: Delivery, 88%  Trait #6: Time Management, 100%</p>	<p><b>Improvements Proposed</b> 2018/2019:  - Will offer a new course on oral communications to develop communication and presentation skills starting Fall 2018 (Professional Development 1 course).</p>
<b>Learning Objective 5A: Students who graduate will apply professional collaboration skills in working with individuals and in groups.</b>					
Course: ACCT 6899 capstone project Faculty observation using feedback from students	80% of students will meet expectations on overall rubric score.	Developing AOL System	<p><b>Assessments:</b> Summer 2015  <i>Overall Rubric Score: 100% met expectations</i>  <i>Individual Rubric Traits:</i>  Trait #1: Attendance, 100%  Trait #2: Preparation, 100%  Trait #3: Group Technique, 100%  Trait #4: Accountability, 100%</p>	<p><b>Assessments:</b> Summer 2016  <i>Overall Rubric Score: 100% met expectations</i>  <i>Individual Rubric Traits:</i>  Trait #1: Attendance, 100%  Trait #2: Preparation, 100%  Trait #3: Group Technique, 100%  Trait #4: Accountability, 100%</p> <p>Note: MSA program is a cohort based program. Students have learned to work together for five quarters when we conduct this assessment. There are several individual students who fall short on team work in each cohort. We plan to teach important team work skills in our new professional development course starting Fall 2018.</p>	<p><b>Improvements Proposed</b> 2018/2019:  - Consider additional training for students on team work.  - Will provide training for students on team work skills in our Professional Development course starting Fall 2018.</p>