

CBE AOL Closing the Loop Form

Program: MS in Accountancy Date: 11/11/2020
Learning Goal: 1. Students who graduate will be knowledgeable in financial accounting and reporting standards.
Learning Objective: 1A: Demonstrate knowledge of U.S. and international financial reporting standards and auditing standards for corporate financial reporting and attestation.
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Closing-the-Loop

1. Review Learning Objective (LO) assessment data in the current Assessment Report.
2. Review previous LO assessment data and improvement actions taken since then in the AOL Summary Report.
3. Document below the effectiveness of past improvement actions in improving student learning or the AOL process (this is what is known as "closing-the-loop").

For the 2015-16 assessment, only one course (ACCT 6612, equivalent to ACCT 612) was used in the assessment. Overall, 75% of students scored above the 75% proficiency benchmark. Improvement actions recommended for 2018/2019 include using all four financial and auditing courses (ACCT 611, ACCT 612, ACCT 622, and ACCT 623) for the assessment on the foundation knowledge when we converted to the semester system in 2018.

Based on the above improvement action recommended for 2018/2019, the curriculum map and LO1A rubrics have been revised. We now use four courses, instead of just one course in assessing the foundation knowledge

Faculty recommended using 75% as overall proficiency benchmark as meeting expectation, same as for the 2015-16 assessment. The 75% proficiency benchmark is used because the passing grade and graduation requirement for students are grade B on average or better. Students need to score at least 75% on the final exam in order to be able to pass the course. For the 2018/2019 assessment, the program also used 85% as exceeding expectations for each trait in the rubrics.

In addition, based on the improvement actions recommended for 2018/2019, the program has reduced the government accounting contents. Before 2018, a separate government accounting course was offered but now government accounting contents are included as part of the advanced topics in financial accounting course.

Overall, the improvement actions proposed for 2018/2019 were effective: 83% of student overall scores met the 75% proficiency benchmark. Students in only one course (ACCT 612) did not meet expectations for LO1A. However, 25% and 30% of students scored "0-2" (below expectations) for Trait 1 (ACCT 611) and Trait 2 (ACCT 612), respectively.

4. Document below your evaluation of current LO assessment data compared to the benchmark and the need for new improvement actions. Consider not just the overall average LO score but also score on individual traits shown in the Assessment Report and derived from the LO rubric.

Overall, 83% of the students' overall score met or exceeded expectations for LO1A. Student scores met or exceeded expectations for each trait is 75% for Trait 1 (Knowledge of Financial Reporting Standards covered in ACCT 611), 70% for Trait 2 (Knowledge of Financial Reporting Standards covered in ACCT 612), 95% for Trait 3 (Knowledge of Auditing Standards covered in ACCT 622), and 91% for Trait 4 (Knowledge of Auditing Standards covered in ACCT 622), respectively. All except Trait #2, students' scores met or exceeded the 75% proficiency benchmark.

However, for the second performance target that less than 10% of students will score "0-2" (below expectation), student performance for Trait 1 and Trait 2 did not meet this performance target. For Trait 1, 25% of students did not meet expectations. For Trait 2, 30% of students did not meet expectations.

We need to improve student performance in ACCT 611 and ACCT 612 to help students learn the financial reporting standards better.

5. Record below a list of recommended course-level or programmatic actions to improve student learning or the AOL process.
 - a. Sort the list from most recommended to least.
 - b. Given our mature AOL system, ideas should not be limited to just AOL system improvements.
 - c. For each improvement action proposal, list the project leader, timeline to completion, required resources, expected ease of implementation (hard, medium, easy), and expected impact on student learning (low, medium, high).
 - d. You may use ease of implementation and impact on student learning to rank improvements.
 - e. There is no guarantee that improvement ideas will be approved. They need to be reviewed by the program director, curriculum committee and dean.

Faculty provided the following observations and improvement actions for the next assessment:

1. ACCT 611 and ACCT 612 were taught in the same semester in Fall 2018 and Fall 2019 with ACCT 611 taught in the first 8 weeks and ACCT 612 taught in the second 8 weeks. This sequence was designed to help students acquire foundation knowledge as it is prerequisite to other accounting courses. Students found it difficult to absorb the high volume of materials in such a compressed format. To help students learn better, starting in Fall 2020, the program has changed the schedule to have ACCT 611 taught in Fall and ACCT 612 taught in the following Spring semester to give students a longer period time to absorb this important material. We would like to see if this change is effective in improving student performance in the next round of assessment.
2. To enable students to keep up and absorb the course materials week by week so they do not lag behind, all faculty teaching ACCT 611 and ACCT 612 need to incorporate more quizzes throughout the semester. This improvement action was incorporated into ACCT 611 and ACCT 612, starting in Fall 2020. We will give time for this improvement action to see if it is effective in improving student performance.
3. For ACCT 622, the performance target was met. No further improvement action is recommended at this time.
4. For ACCT 623, it is recommended to change from current one midterm and one final exam to two midterms and one comprehensive final exam. This improvement action is recommended because there are a variety, but distinct topics covered in ACCT 623 and they can be grouped into three main topic areas. If each exam is designed to contain material in each of the three major topic areas, students will learn each set of topics better.
5. No additional resources are required for any improvement action recommended at this time.