

Institutional Effectiveness 2022-2023

Program: Accountancy MACC

College and Department: College of Business

Contact: Dr. Richard Rand

Mission:

The mission of the Department of Accounting is to graduate students characterized by a commitment to professional competence, ethical conduct, excellent communication skills, and critical thinking.

To facilitate our mission, we

- Provide an undergraduate and a graduate educational foundation that enables students to become successful business professionals.
- Engage with professional stakeholders both in the classroom and in an advisory capacity.
- Integration of technology, critical thinking, and communication skills throughout the curriculum.
- Engage in scholarly activity that makes meaningful contributions to the understanding and practice of accounting and to accounting education, and that contributes to the currency of our faculty.

Our Vision: The Department of Accounting at Tennessee Tech University will be recognized regionally in the field of accounting through its engaged students, qualified and committed faculty, and career-ready graduates known for their professional and technical competence, ethical conduct, and strong work ethic.

Our Character & Values: The core values that distinguish the Department of Accounting are:

- Integrity - We believe that personal integrity, measured in part by adherence to the AICPA Code of Professional Conduct and the College of Business Code of Conduct, should guide us in all decisions and activities.
- Professionalism - As professionals, we will conduct ourselves at all times in a manner of respectfulness to each other and to our students and will maintain a high level of intellectual preparedness, technical skill, and intellectual contribution to practice and the academy.
- Diversity of Thought - We advocate respect for a diversity of backgrounds and thought by creating an environment of support for all of age, ethnicity, gender, religious beliefs, national origin, sexual orientation, or disability.
- Excellence - We will strive to be the best we can be in the performance of our assigned responsibilities and will instill in our students the importance of a strong, disciplined, and reliable work ethic.

- Teamwork Collaborative - We believe that we are better and stronger as a team than we are as individuals. We will work together to support the best outcome possible for our students.

Attach Curriculum Map (Educational Programs Only): *See Appendix 1.

PO1: MAINTAIN SUFFICIENT ENROLLMENT IN MACC

Define Outcome:

- The Department will maintain a sufficient enrollment in the MAcc to provide sustainability for the program.

Assessment Methods:

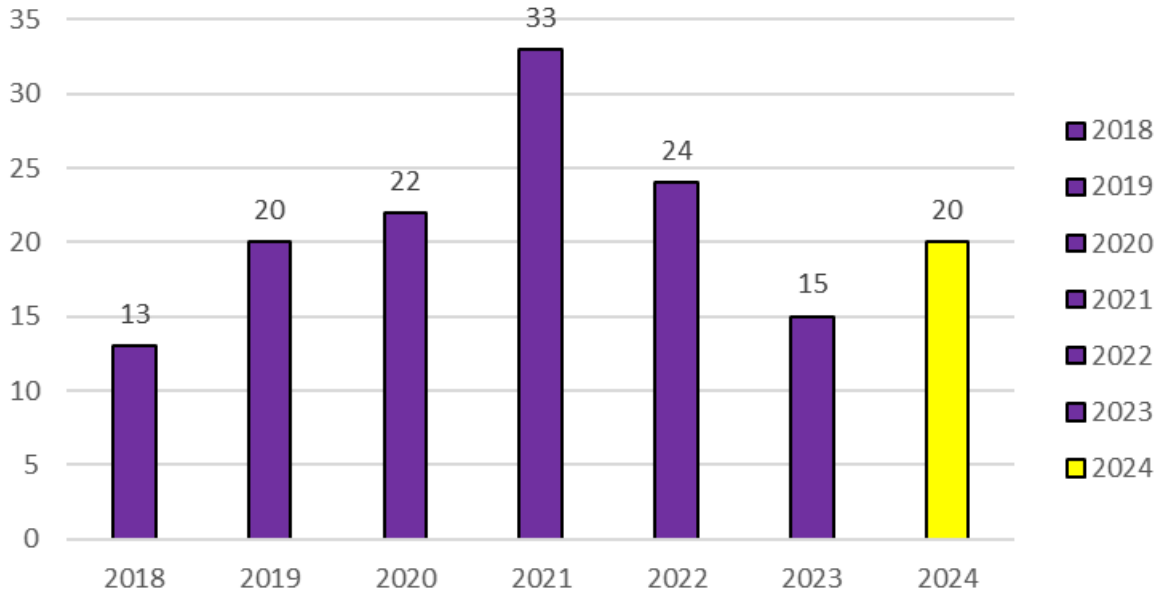
- # of Master of Accountancy Students Enrolled per Cohort - This metric is tracked internally and is viewed as a measure of progress toward an enrollment level that allows the program to be sustainable.
- # of Master of Accountancy Graduate SCH Generated - This metric is tracked internally and is viewed as a measure of contribution to the College's overall graduate enrollment health. With the addition of the MAcc in Fall 2017, it was viewed as important that total Accounting SCH in the graduate programs at TTU (MBA and MAcc) increase over time compared to SCH prior to the launching of the MAcc.
- Degrees and Enrollment - Tracking number of majors and degrees conferred allows us to measure whether our efforts to engage students and provide them a meaningful choice are effective.

Criteria for Success (Thresholds for Assessment Methods):

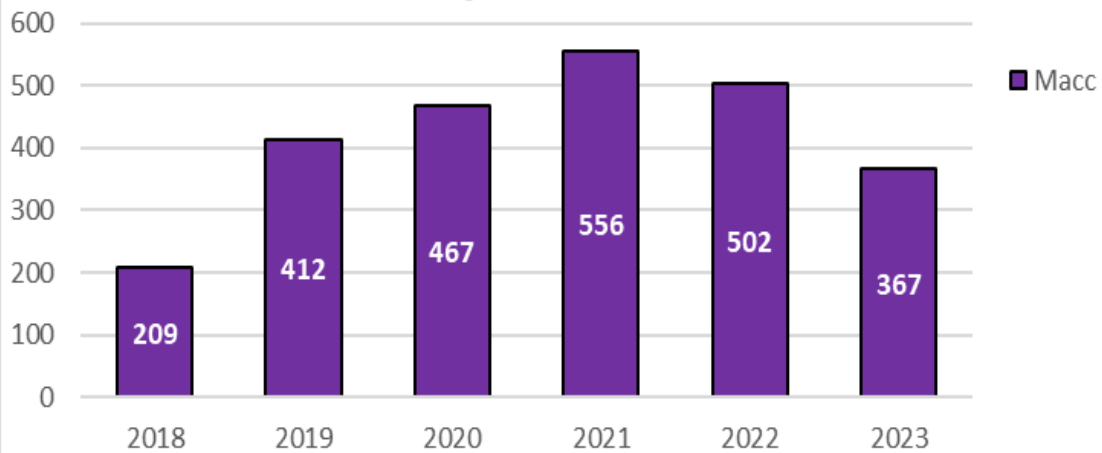
Results and Analysis:

Macc Enrollment has remained above the average break-even enrollment of 14 students throughout its existence. Enrollment fell dramatically in Fall 2022 as a result of reduced marketing efforts and impacts associated with a declining economy in Summer of 2022. Enrollment in Fall 2023 rebounded significantly, but the impact of the small 2nd year for the Fall 2022 cohort resulted in few credit hours than we would have otherwise expected. Overall credit hour generation should return to about 450-500 SCH for the 2025 academic year, with the implementation of a revised and updated marketing plan.

MAcc Cohort Enrollment by Academic Year



Macc SCH Generated by Academic Year



Use of Results to Improve Outcomes:

In academic year 2023, increased marketing efforts were undertaken. Beginning in Fall 2023, the Department will begin developing targeted strategic relationships with smaller private schools throughout the state to specifically recruit a larger cohort for Fall 2024. The goal for Spring 2024 is to increase applications to at least 75 and to admit a qualified cohort of at least 25 students in Fall 2024.

PO2: ALIGN MACC WITH THE CPA EVOLUTION AND THE NEW CPA EXAM**Define Outcome:**

Develop changes to the MAcc program that will help the program align with the CPA Evolution and the new CPA Exam that will launch in January 2024.

Assessment Methods:

- In June 2022, 6 faculty members attended a virtual seminar presented by Becker CPA Review that provided a broad understanding of the structure of the new CPA Exam, which will launch in January 2024.
- For Academic Year 2022/2023, changes will be made to ACCT 6270 Advanced Financial Accounting and ACCT 6290, Essential Technology for Accountants.

Results and Analysis:

The MAcc program is specifically designed for students who wish to pursue the goal of professional licensure as a CPA. Accordingly, the curriculum was developed to support both preparing for the CPA Exam and preparing to be work-ready in their first job as professional accountants. The program included the following core courses:

- Taxation
- Auditing
- Financial Accounting
- Governmental and NFT Accounting
- Professional Ethics
- Technology and Analytics

During Spring 2023, the Department performed an analysis of our current course offerings compared to the Model Curriculum developed by the AICPA in Summer 2022. It was determined that, for most of our courses, our curriculum met the needs of the Model Curriculum. However, changes needed to be made to two of our core courses in the MAcc: Advanced Financial Accounting (ACCT 6270) and Essential Technology for Accountants (ACCT 6290).

Use of Results to Improve Outcomes:

In ACCT 6270 the following topics will be added to the course in Spring 2024:

- i. Hedging of Foreign Currency Transactions
- ii. Bankruptcy Accounting Issues
- iii. ESG Reporting to the SEC

In ACCT 6290, the following topics will be added to the course in Summer 2024:

- i. Tableau
- ii. Power BI
- iii. Alteryx
- iv. Data Modeling

PO3: INTEGRATE RELEVANT TECHNOLOGY SKILL SETS

Define Outcome:

The department will successfully integrate relevant technology skills sets in the graduate program.

Assessment Methods:

Identify specific technologies that are missing from the MAcc curriculum. This process will take place in Fall 2021, in preparation for curriculum changes to be implemented in Academic Year 2022/2023 to align the MAcc program with the Model Curriculum published by the AICPA in Summer 2021.

Results and Analysis:

COURSE	Excel Skills	Professional Search Tools such as Audit Standards, IRS Code, and Financial Accounting Standards Codification	Advanced Analytics Tools such as PitchVantage, Power BI, Tableau
ACCT 6231	X		
ACCT 6232	X	X	
ACCT 6233	X	X	
ACCT 6234	X	X	
ACCT 6210	X	X	
ACCT 6220	X	X	
ACCT 6240		X	

ACCT 6250	X		X
ACCT 6260	X	X	
ACCT 6270	X	X	X
ACCT 6281	X	X	
ACCT 6282		X	
ACCT 6290	X		X

Use of Results to Improve Outcomes:

Other than the modifications to ACCT 6290, as outlined in the Modifications for Improvement for PG2, no additional modifications have been identified at this time.

SLO1: DEMONSTRATE COMPETENCY ON THE BLOOM'S DIMENSIONS

Define Outcome:

Masters of Accountancy students will demonstrate competency on the Bloom's dimensions: Applications and Analysis.

Assessment Methods:

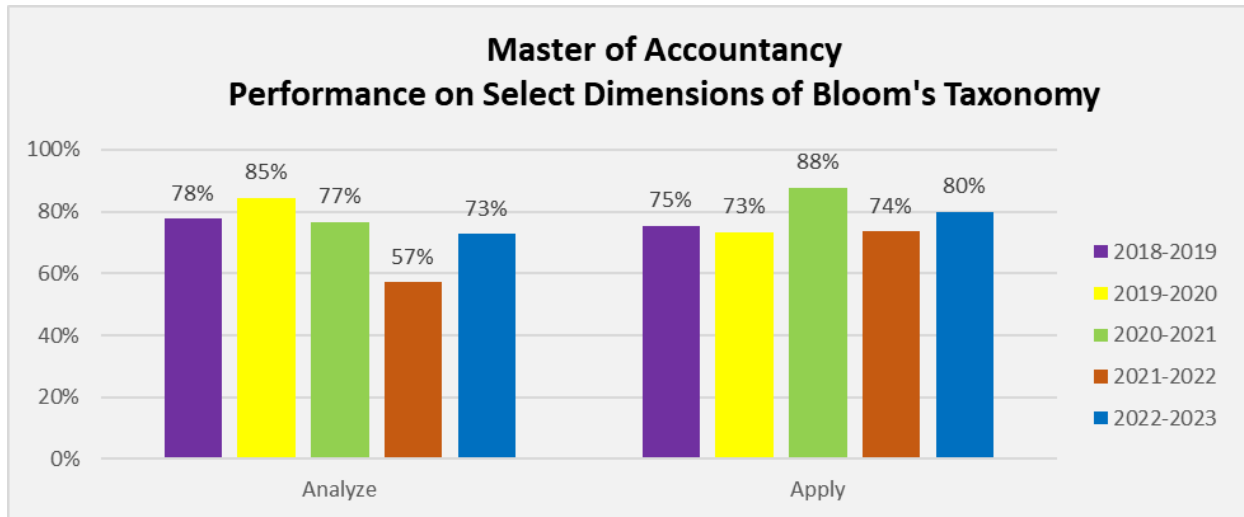
- Bloom's Levels of Learning for Masters of Accountancy Accounting Majors: In the core areas for the Master of Accountancy, students are assessed annually with respect to the Application and Analysis dimensions of Bloom's Taxonomy. The goal is for the students to perform at the 75% level overall. Within the assignment management platform that the Department uses, questions can be assigned by Bloom's Taxonomy dimensions. Reports can be easily generated showing performance on each dimension.
- Note: The MAcc is a new degree, just launched in Fall 2017. As such, metrics for measuring learning in the MAcc are still tentative. Not all courses use the same assignment management platform. For purposes of this assessment, we only use assessments that are derived from the assignment management platform. Learning measurements for courses that do not use the assignment management platform (for example, ACCT 6290 Essential Technology for Accountants) are not included in the assessment.

Criteria for Success (Thresholds for Assessment Methods):

The goal is for the students to perform at the 75% level overall.

Results and Analysis:

Performance on two dimensions of Bloom's Taxonomy are measured in the MAcc in the five primary core courses; ACCT 6210, 6220, 6240, 6250, and 6270. The two dimensions of Bloom's that are measured are Analyze and Apply. Performance on both dimensions improved in academic year 2023. Students performed above the benchmark of 75% for the dimension of Apply, and performed very well on the Bloom's dimension of Analyze, though they fell short of the benchmark of 75%.



Use of Results to Improve Outcomes:

At this time, there are no recommended modifications for improvement in this area.

SLO2: DEMONSTRATE PROBLEM-SOLVING SKILLS

Define Outcome:

Masters of Accountancy students will demonstrate the ability to apply problem-solving skills.

Assessment Methods:

Course-embedded assessments - There are five core courses in the Master of Accountancy (MAcc) program. Those courses are:

- i. ACCT 6210 Tax Management for Entities
- ii. ACCT 6220 Auditing and Attestation
- iii. ACCT 6260 Tax Research and Strategy
- iv. ACCT 6270 Advanced Financial Accounting
- v. ACCT 6250 Governmental Accounting

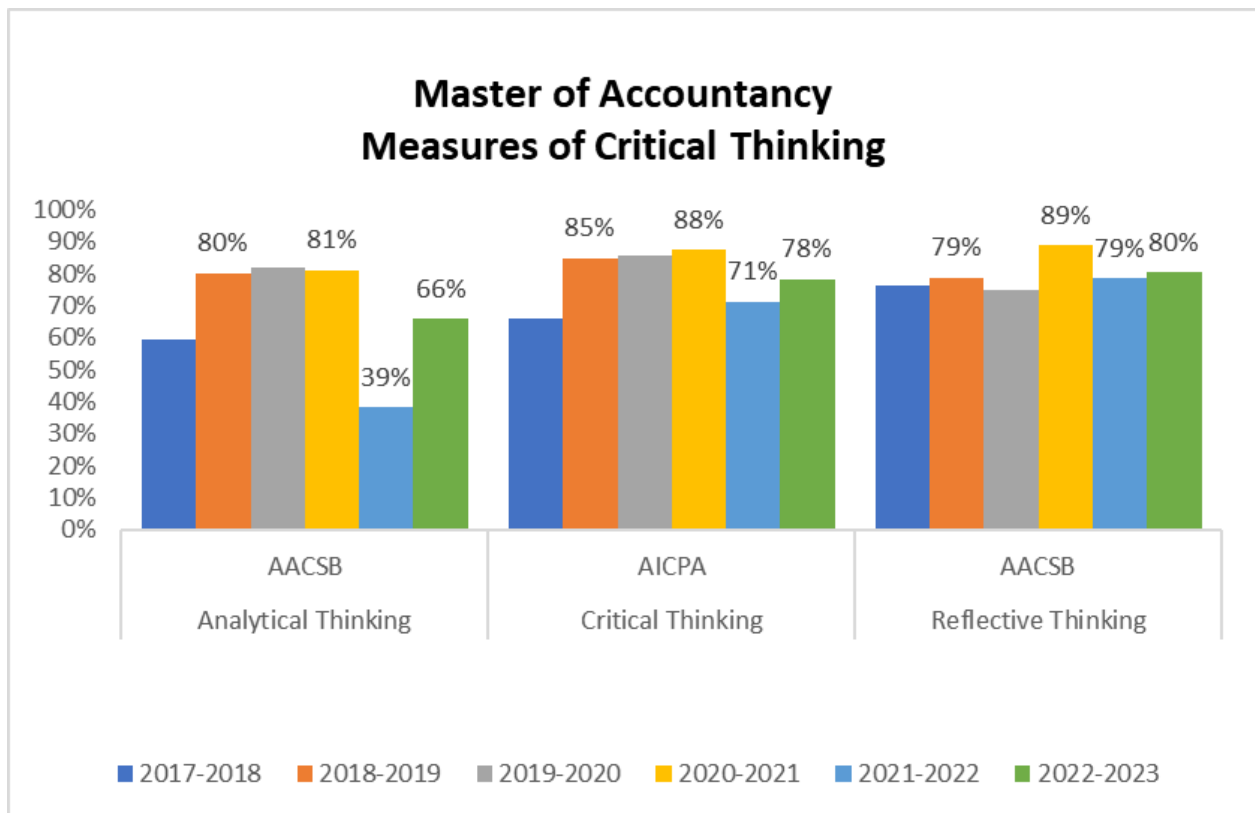
In each of those courses, students are assigned various assignments covering a wide range of topics that are appropriate to those courses.

Criteria for Success (Thresholds for Assessment Methods):

The Department analyzes student performance to determine if the students are performing at the 75% goal on these three dimensions of critical thinking.

Results and Analysis:

While not all data is available yet for the 2022-2023 academic year, students performed well on critical thinking measures, improving over 2021-2022 in all areas. Students performed above the 75% benchmark in the areas of AICPA Critical Thinking and AACSB Reflective Thinking. Students scored well, but below the benchmark, in the area of AACSB Analytical Thinking.



Use of Results to Improve Outcomes:

For the most part, all measures remained in the acceptable range through Spring 2023. There are no recommended modifications for improvement at this time.

SLO3: DEMONSTRATE AWARENESS OF THE PROFESSIONAL EXPECTATIONS

Define Outcome:

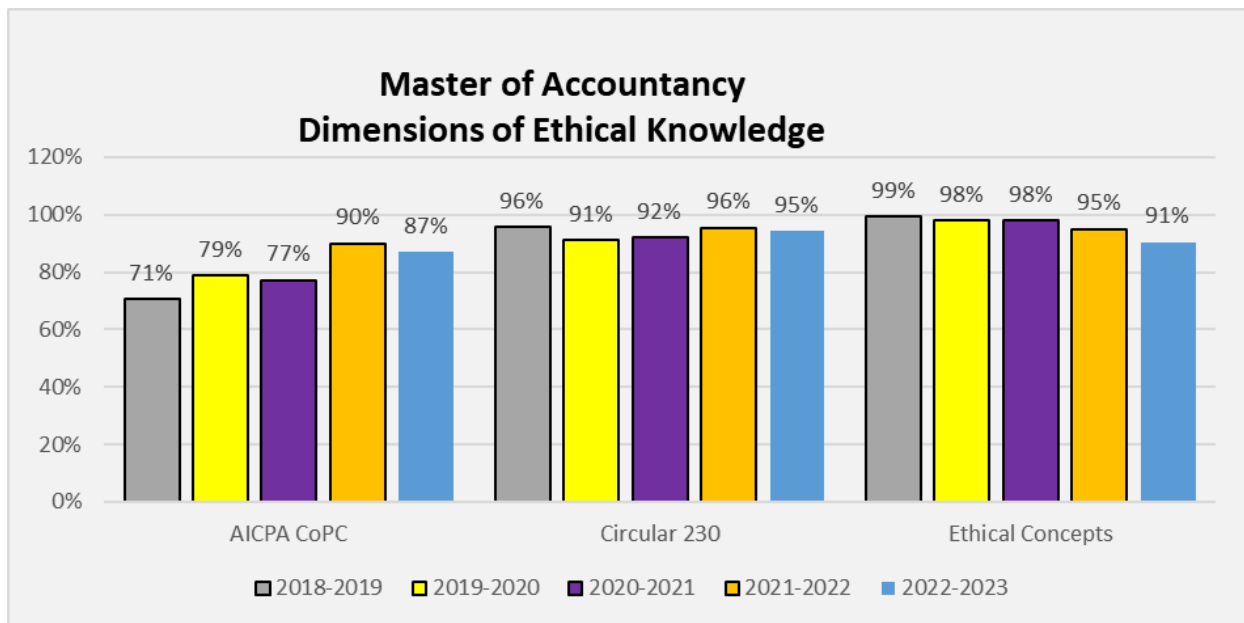
Masters of Accountancy students will demonstrate that they are aware of the professional expectations with respect to ethical conduct.

Assessment Methods:

Ethics - In the MAcc, ethical awareness measures are collected in ACCT 6240 (Ethics and the Professional Code of Conduct). The metrics used are (1) a simple tracking of whether students complete the required NASBA Ethical Leadership Certification and (2) quiz questions indicating student's knowledge of general concepts of ethical conduct, the AICPA Code of Professional Conduct, and Circular 230. The embedded course measures derived from in-class quizzes.

Results and Analysis:

Students are evaluated with respect to understanding ethical concepts, knowledge of the AICPA Code of Professional Conduct, and knowledge of the IRS Circular 230 in ACCT 6240 Ethics and the Professional Code of Conduct. Although there was a very slight decrease in the average score on each of the dimensions of ethical awareness in Fall 2022, all current measures indicate that the MAcc students perform well above the threshold of 75% in all three areas.



Use of Results to Improve Outcomes:

Overall, student performance on the dimensions of ethical development and ethics knowledge held up through Fall 2021. Currently, there are no plans to make changes in the area of ethics for Fall 2023.

Summative Evaluation:

PO1: Beginning in Fall 2023, the Department will begin developing targeted strategic relationships with smaller private schools throughout the state to specifically recruit a larger cohort for Fall 2024. The goal for Spring 2024 is to increase applications to at least 75 and to admit a qualified cohort of at least 25 students in Fall 2024.

PO2: Additional topics to be added to ACCT 6270 in Spring 2024 and ACCT 6290 in Summer 2024

PO3: Additional topics related to technology skills to be added to ACCT 6290 in Summer 2024 including Tableau, PowerBI, Alteryx, and DataModeling

Assessment Plan Changes:

NONE

Appendix 1: Curriculum Map for Student Learning Objectives

COURSE	SLO 1: Masters of Accountancy students will demonstrate competency on the Bloom's dimensions: Application and Analysis.	SLO 2: Masters of Accountancy students will demonstrate the ability to apply problem-solving skills.	SLO 3: Masters of Accountancy students will demonstrate that they are aware of the professional expectations with respect to ethical conduct.
ACCT 6231	X	X	
ACCT 6232	X	X	
ACCT 6233	X	X	
ACCT 6234	X	X	
ACCT 6210	X	X	
ACCT 6220	X	X	X
ACCT 6240			X
ACCT 6250	X	X	X
ACCT 6260	X	X	
ACCT 6270	X	X	
ACCT 6281			X
ACCT 6282			
ACCT 6290	X	X	