

Institutional Effectiveness

2021-2022

Program: Accounting MAcc

College and Department: College of Business – Department of Accounting

Contact: 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.

Program Goals:

- PG 1: The Department will maintain a sufficient enrollment in the MAcc to provide sustainability for the program.
- PG 2: 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.
- PG 3: The department will successfully integrate relevant technology skill sets in the graduate program.

Student Learning Outcomes:

- 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.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

- PG 1: *The Department will maintain a sufficient enrollment in the MAcc to provide sustainability for the program.*
- # 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 to them a meaningful choice are effective.

PG 2: 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.

- 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.

PG 3: Integrate relevant technology skill sets

- 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.

SLO 1: Demonstrate competency on the Bloom's dimensions

- 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.

SLO 2: Demonstrate problem-solving skills

- Course-embedded assessments - There are five core courses in the Master of Accountancy (MAcc) program. Those courses are:
 - ACCT 6210 Tax Management for Entities
 - ACCT 6220 Auditing and Attestation
 - ACCT 6260 Tax Research and Strategy

- iv. ACCT 6270 Advanced Financial Accounting
- v. ACCT 6250 Governmental Accounting

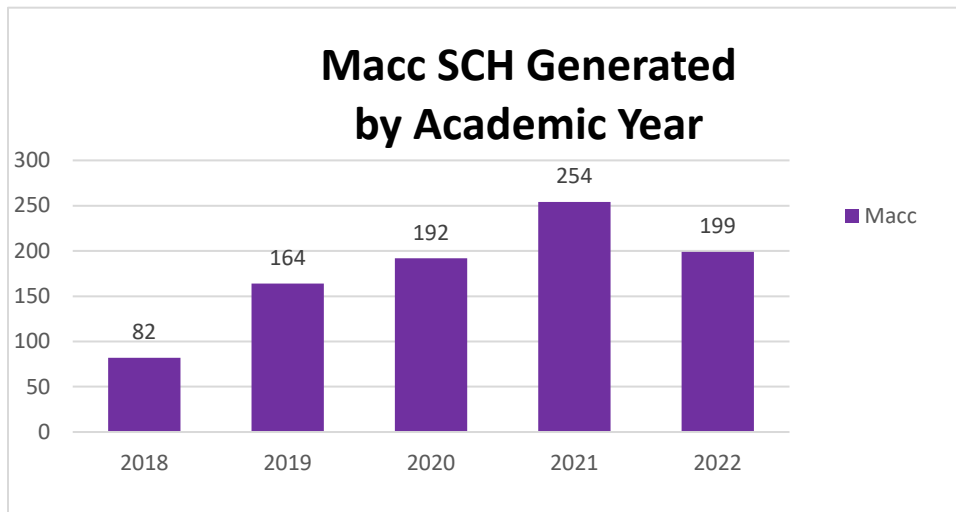
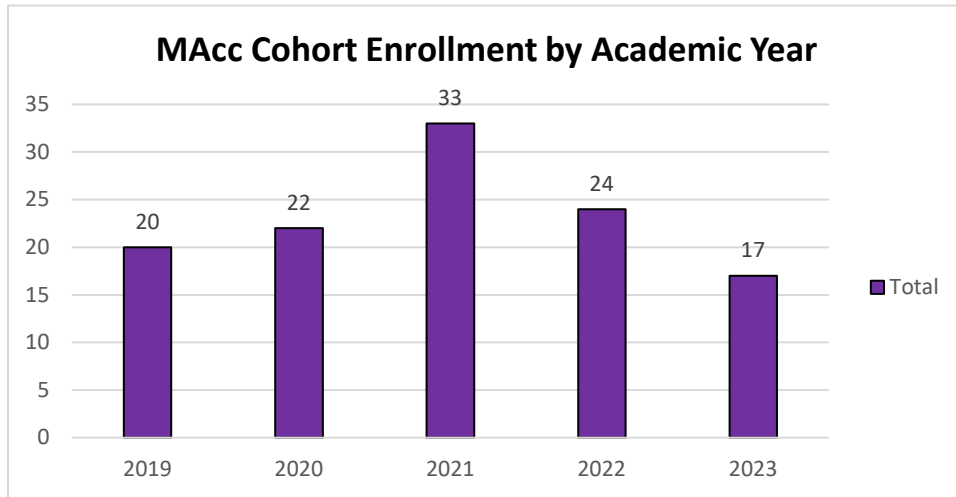
In each of those courses, students are assigned various assignments covering a wide range of topics that are appropriate to those courses. The Department expects students to be able to apply the knowledge that they learn and to demonstrate their ability to apply critical thinking skills. We have chosen to measure two dimensions of critical thinking; Analytical Thinking and Reflective Thinking. Many of the assignments that students complete include questions and problems that are pre-categorized as requiring Analytical Thinking or Reflective Thinking. In addition, we use an AICPA Critical Thinking measure that can be derived from the same data base. The Department analyzes student performance to determine if the students are performing at the 75% goal on these three dimensions of critical thinking.

SLO 3: Demonstrate awareness of the professional expectations

- 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.

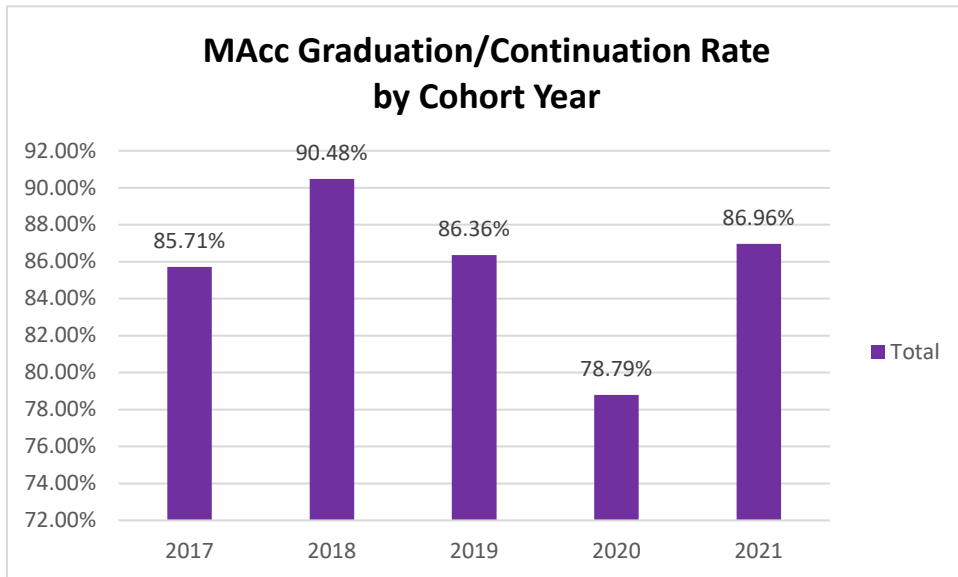
Results:

PG 1: *The Department will maintain a sufficient enrollment in the MAcc to provide sustainability for the program.*

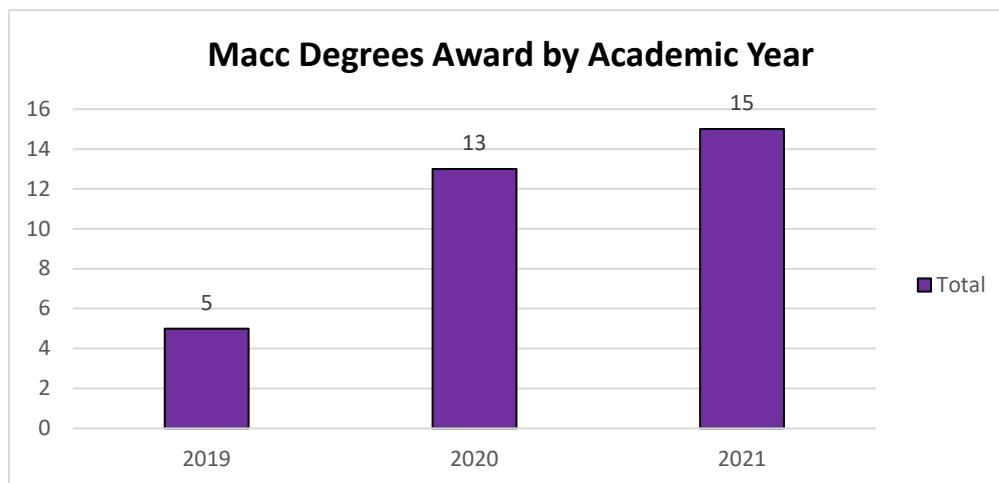


Modifications for Improvement:

In Fall 2022, the number of students in the Fall 2022/2023 cohort fell significantly from 24 to 17. This correlates strongly with a decline in MAcc applications from 85 the previous year to only 50 applications in Spring 2022. The decline in applications stems from a failure of the marketing effort in Spring 2022. For the Spring 2023 recruiting period, the Department has already begun a new marketing and branding campaign that integrates new signage, new online and print advertising and increased visits on feeder campuses. The goal for Spring 2023 is to increase applications by a minimum of 25% over applications in Spring 2022.



Note: In the table above, the base is the number of students who started with their cohort in the year indicated. The percentage is based on the number of students who either graduated with a MAcc or an MBA, or are still actively making progress in the program. To date, 115 students started the MAcc through Fall 2021. Of those, 67 (58.26%) have graduated with the MAcc and 10 (8.7%) have graduated with the MBA (some students choose to transfer to the MBA after starting the MAcc). Another 18 students (15.6%) are still actively working on either the MAcc or the MBA. A total of 17 students (14.7%) left the program for various reasons.



Note: Numbers of Degrees awarded for academic year 2021/2022 are not yet available from the University.

PG2: 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.

- In ACCT 6270 the following topics will be added to the course in Spring 2023
 - 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 2023
 - i. Power BI
 - ii. Alteryx
 - iii. Data Modeling

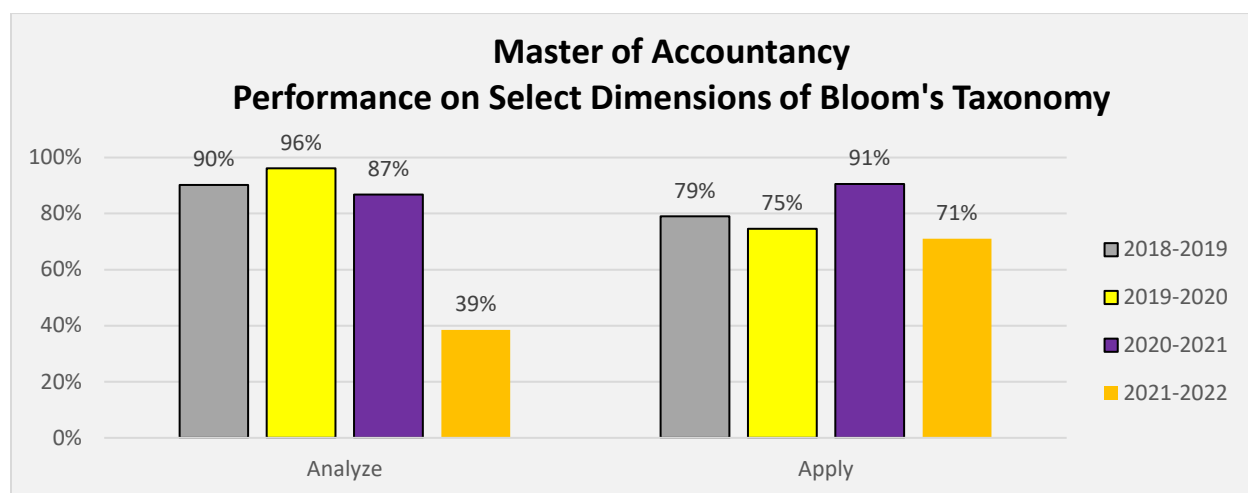
PG3: Integrate relevant technology skill sets

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

Modifications for Improvement:

During the 2022/2023 academic year, the Department plans to undertake a major revision of its curriculum to bring both the undergraduate and graduate curricula in line with the AICPA's Model Curriculum in preparation for the January 2024 launch of the new CPA Exam. Much of the change will be focused on targeted integration of emerging technologies in the area of IT, Data Analytics, Visualization, and Cybersecurity into the curricula, as well as a review of topics that are covered at both the undergraduate and graduate levels. While some guidance was provided with the June 2021 release of the AICPA Model Curriculum, much of the specific guidance for this process will not be available until January 2023 when the CPA Exam Blueprint is scheduled to be released by the AICPA

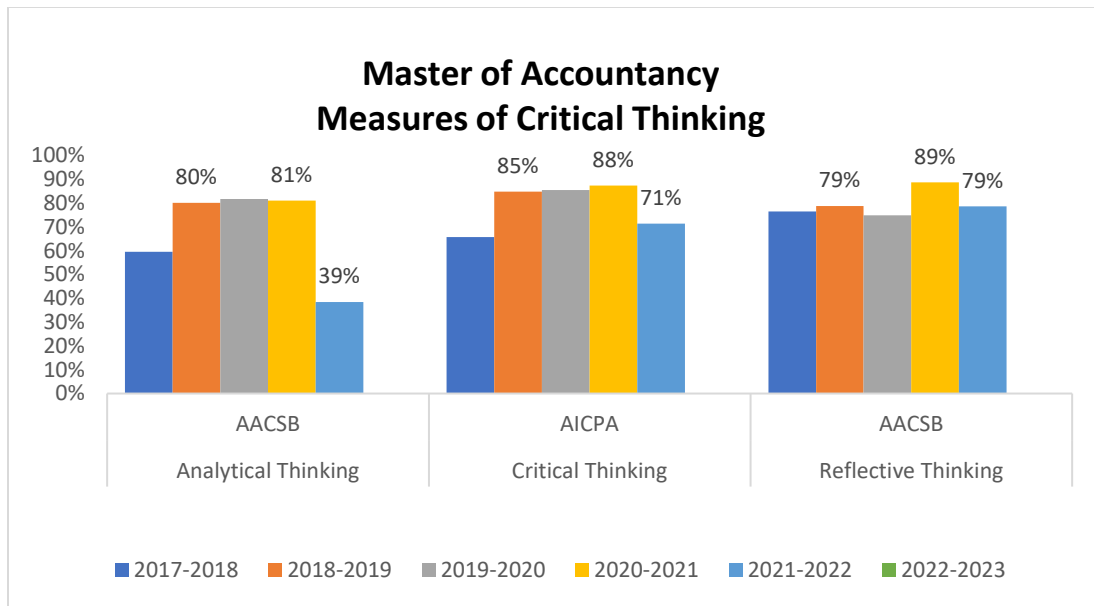
SLO 1: Demonstrate competency on the Bloom's dimensions



Modifications for Improvement:

Performance on both the dimension of Applying and on the dimension of Analyzing declined in Spring 2022. First the results on Analyzing are confounded by the small number of analyzing questions that were tested in Spring 2022. Overall, the results for Spring 2022 reflect a decline in energy of the instructor following a near fatal illness early in 2022. The faculty member is now fully recovered and it is expected that student performance will improve to historic levels in Spring 2023.

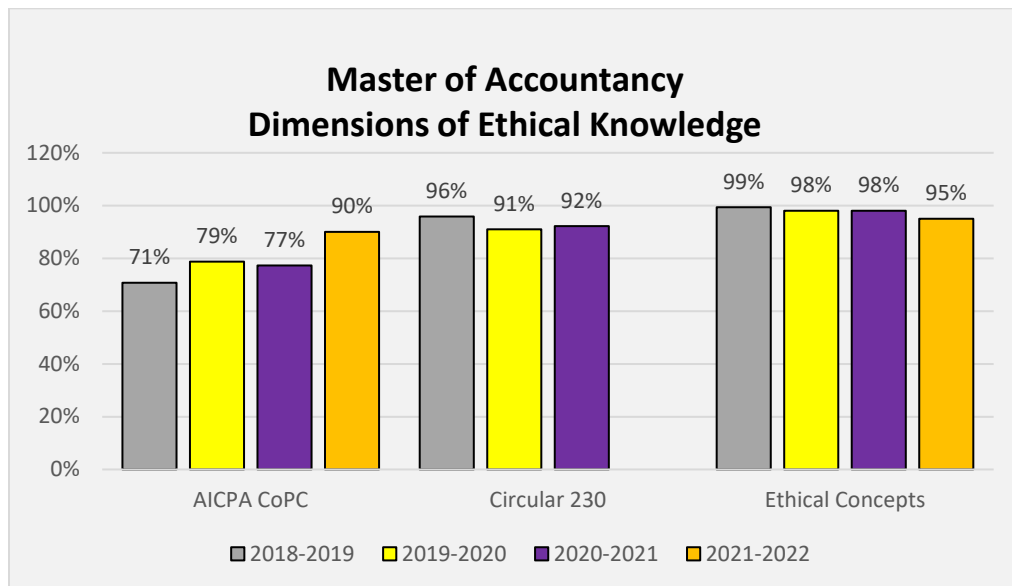
SLO 2: Demonstrate problem-solving skill



Modifications for Improvement:

For the most part, all measures remained in the acceptable range for Spring 2022. However, there was a notable drop related to Analytical Thinking. The results for Spring 2022 reflect a decline in energy of the instructor following a near fatal illness early in 2022. The faculty member is now fully recovered and it is expected that student performance will improve to historic levels in Spring 2023.

SLO 3: Demonstrate awareness of the professional expectations



Modifications for Improvement:

Overall, student performance on the dimensions of ethical development and ethics knowledge held up through Fall 2021. Currently, there are not plans to make changes in the area of ethics for Fall 2022.

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	