

**PROGRAM ASSESSMENT REPORT**

**Master of Science in Accounting Program  
Stonecipher School of Business**

**2020 – 2021 Academic Year**

## Mission Statements and Goals

**University Mission Statement:** We educate and empower students to understand and transform our world.

**School Mission Statement:** The mission of the Stonecipher School of Business (SSB) is to deliver quality business education focused on a student-centered learning environment to develop business professionals in the state of Oklahoma and beyond. To achieve this mission, the SSB focuses on the following:

1. Degree programs designed to fulfill student educational needs resulting in bachelor degrees, knowledge, skills, and abilities that lead to success and contributions to society.
2. A culture and community that supports excellence, teamwork, engagement, and open communication.
3. Creating student leadership opportunities within our student clubs and organizations.
4. Assisting students in developing their abilities to adapt to the changing business environment.
5. Respecting diversity, cultural differences, and embracing members of our international community.
6. Continual improvement to ensure success in achieving our mission and objectives.
7. Raising funds from our stakeholders to ensure the best in school scholarships, facilities, and faculty.

The SSB has adopted the following core values to support the achievement of its mission:

<b>Integrity</b>	We are honest in everything we do, upholding the highest standards of ethical behavior.
<b>Candor</b>	We share ideas and feedback openly and constructively. We are willing to admit our mistakes and share them as learning opportunities.
<b>Accountability</b>	We do what we say we are going to do, fulfilling our obligations and delivering results.
<b>Respect</b>	We celebrate diversity in ideas and approaches and treat everyone we encounter with care and concern.
<b>Excellence</b>	We are driven to attain the highest level of performance in everything we do. We demonstrate an innovative spirit and a determination to be the best.

**Department Mission Statement:** The Accounting Department's mission is to facilitate an interactive, experiential, and vibrant learning environment where students are treated as co-learners who continuously acquire knowledge and skills to enable them to successfully contribute to a dynamic and culturally diverse society. Its vision is to be recognized by its multiple constituencies as an exemplary leader in undergraduate and graduate accounting education.

**Program Goals:** The Master of Science in Accounting (MSA) Program's primary purpose is to qualify candidates to sit for the Certified Public Accountant (CPA) examination while earning an advanced degree. The MSA's curriculum is designed to meet the following goals:

1. Prepare students to pass the CPA exam.

2. Prepare students to move into authority positions in public accounting firms, manufacturing companies, governmental units, not-for-profit entities, and other professional or service organizations.
3. Provide an innovative, high-level, focused program in response to employer needs for managerial level employees with a sound knowledge of accounting theory and practices.
4. Improve student opportunities to either gain employment or increase their chance of a level promotion at their current employer by offering a degree that is suitable for current and potential promotion.

**Assessment Across the MSA Program Statement:** MSA graduating students are contacted via email within two weeks of their scheduled graduation date. These students are asked to complete the SSB Survey of Graduating Students and take the Peregrine Master's Level Accounting Exam. In addition, the NASBA Uniform CPA Examination Candidate Performance book is purchased each year to gather the CPA Exam results.

**External Instruments:** The MSA Program uses multiple external instruments.

## **Student Learning Outcomes**

### **STUDENT LEARNING OUTCOME 1 – CPA EXAM KNOWLEDGE AND PERCEIVED**

**READINESS:** Students shall demonstrate knowledge of the fundamental principles, generalizations, and theories required to pass the CPA Exam.

**Criterion 1.1 – CPA Exam Results:** Students shall demonstrate knowledge of the CPA Exam.

**Instrument 1.1:** The Uniform CPA Examination (See Appendix A).

**Population 1.1:** Annual NASBA Uniform CPA Examination Candidate Performance Results.

**Standard 1.1.1:** MSA candidate pass rates of first-time exam takers shall exceed 60% on the standardized CPA Exam (external, indirect). See Table 1.

**Analysis of Standard 1.1.1:** Standard 1.1.1 has been met for 2016 – 2018. During these years the lowest percent pass rate was 60.9% in 2018 and the highest percent pass rate was 70.8% in 2017. COVID prevented publication of the results in 2019 – 2020. Also, NASBA informed us that they will not be producing results until further notice as a result of a system upgrade and COVID. Once we have results, this section will be updated. Anecdotally, each former student the we have spoken to, who has attempted the exam, has informed us that they have passed.

**Standard 1.1.2:** MSA candidate pass rates of first-time exam takers shall exceed the pass rates of other Oklahoma regional universities on the CPA Exam (external, indirect). See Table 1.

**Analysis of Standard 1.1.2:** Standard 1.1.2 allows the Accounting Program to benchmark its first-time exam takers against sister institutions in the state. ECU first time-exam takers have met or exceeded the standard 10 of the 15 exam data points in years 2016 – 2018. COVID prevented publication of the results in 2019 – 2020. Also, NASBA informed us that they will not be producing results until further notice as a result of a system upgrade and COVID. Once we have results, this section will be updated. Anecdotally, each former student the we have spoken to, who has attempted the exam, has informed us that they have passed.

**Criterion 1.2 – Perceived CPA Exam Readiness:** Students shall indicate that the overall MSA Program has prepared them for the CPA Exam.

**Instrument 1.2:** SSB Survey of Graduating Students (See Appendix B).

**Population 1.2:** An anonymous survey is administered to graduating students within two weeks of their scheduled graduation date.

**Standard 1.2:** 75% or more of MSA graduating students shall indicate that they strongly agree or agree with the survey question, “The MS Accounting Program’s courses and resources prepared me for the Uniform CPA Exam” (internal, indirect). See Table 2.

**Analysis of Standard 1.2:** Standard 1.1.2 has been met the last three years the survey has been given. In AY 2019 – 2020, 83.3% of graduating students indicated that they strongly agree or agree with the question. In AY 2020-2021 92.31% of graduating students indicated that they strongly agree or agree with the question.

**STUDENT LEARNING OUTCOME 2 – ACTUAL AND PERCEIVED KNOWLEDGE OF MASTER’S LEVEL ACCOUNTING TOPICS:**

Students shall demonstrate knowledge of master’s level accounting topics and indicate that MSA courses prepared them to be successful in their career.

**Criterion 2.1 – Topic Knowledge:** Students shall demonstrate an in depth understanding of master’s level accounting topics.

**Instrument 2.1:** Peregrine Master’s Level Accounting Exam (ML Accounting Exam) (See Appendix C).

**Population 2.1:** MSA students take the exam within two weeks of their scheduled graduation date.

**Standard 2.1.1:** MSA student three-year average aggregate exam scores shall meet or exceed U.S. Master of Science (USMS) accounting programs three-year average aggregate exam scores. USMS accounting programs are used for comparison purposes because they have the most available external data points. For example, there are 12 USMS data points available for comparison versus six ACBSP Region 6 data points and seven all U.S. ACBSP institutions data points. In addition, USMS

accounting program data is available only as a three-year average of the last three years, instead of year-to-year averages. Therefore, MSA three-year average scores of the last three years are used in the standard instead of year-to-year scores (external, direct). See Table 3.

**Analysis of Standard 2.1.1:** MSA student three-year average aggregate exam scores were 4.20% lower than USMS three-year average aggregate exam scores. The MSA faculty will look into what might be causing this. One point of note is that the USMS average was the same in 2020-2021 and it was in 2019 – 2020, which seems odd.

**Standard 2.1.2:** MSA student last three-year average scores in the 14 areas tested (Auditing; Completing the Accounting Cycle; Corporations: Effects on Retained Earnings and the Income Statement; Corporations: Paid-in Capital and the Balance Sheet; Cost Accounting; Internal Control and Cash; Long-Term Liabilities, Bonds Payable, and Classification of Liabilities on the Balance Sheet; Overview of Management Accounting; Plant Assets and Intangibles; Receivables; Recording Business Transactions; Taxation: Individuals; The Adjusting Process; and The Statement of Cash Flows) shall meet or exceed USMS accounting program last three-year average scores (internal, direct). See Table 4.

**Analysis of Standard 2.1.2:** MSA student three-year average exam scores have met or exceeded USMS three-year average exam scores in only one of the 14 areas tested: Auditing (5.13%). MSA student three-year average exam scores were below USMS three-year average exam scores in ten of the 14 areas tested: Completing the Accounting Cycle (-10.28%), Corporations: Effects on Retained Earnings and the Income Statement (-23.85%), Cost Accounting (-11.05%), Internal Control and Cash (-8.56%), Overview of Management Accounting (-15.31%), Plant Assets and Intangibles (-3.89%), Receivables (-10.24%), and Taxation: Individuals (-25.45%). USMS data was unavailable for comparison in four of the 14 areas tested: Corporations: Paid-In Capital and the Balance Sheet; Long-Term Liabilities, Bonds Payable, and Classification of Liabilities on the Balance Sheet; and The Adjusting Process.

**Criterion 2.2 – Perceived Learning in Individual MSA Courses:** Students shall indicate that each MSA course taken prepared them to be successful in their career.

**Instrument 2.2:** SSB Survey of Graduating Students (See Appendix B).

**Population 2.2:** An anonymous survey is administered to graduating students within two weeks of their scheduled graduation date.

**Standard 2.2.1:** 75% or more of MSA graduating students shall indicate that they strongly agree or agree that they learned concepts in each of the MSA leveling courses taken to be successful in their career. Following are the MSA leveling courses students may have to take depending on their undergraduate major when accepted into the MSA Program: Cost Accounting I, Intermediate Accounting I,

Federal Income Tax Accounting, Intermediate Accounting II, Auditing, Business and Economic Statistics, the Legal Environment of Business, Principles of Microeconomics, Financial Management, and Management Information Systems (internal, indirect). See Table 2.

**Analysis of Standard 2.2.1:** Student scores have met or exceeded the standard in all of the data points collected in the last three years. In AY 2018 – 2019, student perception of learning dropped below the standard one time: Cost Accounting I (66.67%). In AY 2019 – 2020, student perception of learning dropped below the standard three times: Intermediate Accounting I (66.67%), Federal Income Tax Accounting (50.00%), and Financial Management (66.67%). In AY 2020 – 2021, student perception of learning exceeded the standard in all areas.

**Standard 2.2.2:** 75% or more of MSA graduating students shall indicate that they strongly agree or agree that they learned concepts in each of the core MSA courses taken to be successful in their career (internal, indirect). Following are the four core MSA Program courses surveyed: Development of Accounting Theory, Advanced Auditing, Forensic Accounting and Fraud Examination, and CPA Prep. See Table 2.

**Analysis of Standard 2.2.2:** Student scores have met or exceeded the standard in all but one of the data points collected in the three years the survey has been used. In AY 2019 – 2020, student perception of learning dropped below the standard one time: Development of Accounting Theory (70.00%). In AY 2018 – 2019 and 2020 – 2021, student scores have met or exceeded the standard in all of the data points collected.

Summary Table of Student Learning Outcomes/Criteria				
Student Learning Outcomes	Criteria/Instrument	Direct/Indirect Measure	Met	Not Met
SLO1: CPA Exam Knowledge and Perceived Readiness	1.1: CPA Exam Results			
	1.1.1: MSA Candidate Pass Rates > 60%	Indirect	ID	
	1.1.2: MSA Candidate Pass Rates versus Oklahoma Regionals	Indirect	ID	
	1.2: Perceived CPA Exam Readiness	Indirect	X	
SLO2: Actual and Perceived Knowledge of Master's Level Accounting Topics	2.1: Topic Knowledge			
	2.1.1: MSA Aggregate Scores versus USMS Aggregate Scores	Direct		X
	2.1.2: MSA Scores versus USMS Scores on 14 Topics	Direct	9%	
	2.2: Perceived Learning in MSA Courses			
	2.2.1: Perceived Learning in MSA Leveling Courses	Indirect	X	
	2.2.2: Perceived Learning in MSA Core Courses	Indirect	67%	
X% = Standard was met to the amount of percentage indicated				
ID = Data not available from NASBA				

Student Information for This Academic Year (2020-2021)	
Total, <i>Unduplicated</i> Number of Students Assessed this Academic Year	14
Program Census for Fall	27
Program Census for Spring	23
Total Number of Summer/Fall Program Graduates	3
Total Number of Spring Graduates	12
Mean Major GPA of Summer/Fall Graduates	3.77
Mean Major GPA of Spring Graduates	3.54

### **Faculty Meeting**

Meetings will be held early in the fall and spring semesters once results are tabulated and made available.

### **Sharing with Stakeholders**

1. The key stakeholders of the MSA Program are the following:
  - A. Accounting and SSB Faculty
  - B. Current and Potential MSA Students
  - C. MSA Alumni
  - D. MSA Employers
  - E. SSB and ECU Administration
  - F. ACBSP Accreditation
  
2. List how and when assessment results are shared.
  - A. Accounting and SSB Faculty – Formal notification will occur each semester after assessment data have been tabulated. Faculty will also informally monitor the assessment process throughout the academic year.
  - B. Current and Potential MSA Students – Key assessment results will be incorporated into student recruitment literature and will be posted on the department's webpage.
  - C. MSA Alumni – Key assessment results will be incorporated into the SSB's semiannual newsletter and will be posted on the department's webpage.

- D. MSA Employers – Key assessment results will be incorporated into the SSB’s semiannual newsletter and will be posted on the department’s webpage.
- E. SSB and ECU Administration – Assessment results will be reported according to set administration reporting procedures. In addition, current program assessment reports will be available on the Office of Institutional Effectiveness website:  
<https://www.ecok.edu/academic-affairs-programs/institutional-effectiveness>
- F. ACBSP Accreditation – The assessment plan falls under Criterion 4 of ACBSP accreditation guidelines. Updated results will be reported as prescribed by ACBSP guidelines.

## **Summary of Actions Related to Assessment Data**

### **Current Actions and/or Changes**

1. There presently is no incentive for graduating MSA students to perform well on the ML Accounting Exam. Graduating MSA students are given this exam within two weeks of their scheduled graduation date. They are sent an email with a link to the exam and asked to complete it within 10 days. The exam consists of 140 multiple-choice questions over various accounting topics. A few students took less than 30 minutes to complete this exam. The accounting faculty will look at requiring this class in the CPA Review course and attaching a grade to the results.
2. In addition to aggregate CPA pass results, the accounting faculty has started collecting pass results on each of the four areas tested by the CPA exam. Standards need to be developed on each of the four areas.
3. The Peregrine Master’s-Level Advanced Accounting Exam will be given for the first time in the ACCT 5403 CPA Prep course in Spring 2022. Part of each student’s grade in this class will be based on their performance on this exam. The goal is to provide incentives for students to perform well on this exam which currently do not exist.
4. BSA faculty and the SSB’s Assessment Committee will meet in February 2022 to discuss the results of this report and the further measures that should be taken based on these results.

### **Summary of Latest University Assessment Committee Review (UAC) and Status Update**

### **Summary of Last 5 Years’ Actions/Changes and Update**

## **Appendix A**

### **Uniform CPA Examination**

A candidate must first pass the Uniform CPA Examination to become a licensed Certified Public Accountant (CPA). The CPA Exam consists of four, four-hour sections: Auditing and Attestation (AUD), Business Environment and Concepts (BEC), Financial Accounting and Reporting (FAR), and Regulation (REG). All four sections must be passed within 18 months, earning a minimum score of 75 on each part. The American Institute of Certified Public Accountants (AICPA) is responsible for CPA Exam content, scoring, and providing sample tests. The National Association of State Boards of Accountancy (NASBA) determines candidate eligibility, assembles and releases nationwide CPA Exam pass rates, and provides other services for candidates and the nation's 55 State Boards of Accountancy, which administer the CPA Exam.

## Appendix B SSB Survey of Graduating Students

Every student in the MS Accounting Program will answer the following questions. A five-point Likert scale will be used for the choices as follows: Strongly Agree – 5; Agree – 4; Neither Agree nor Disagree – 3; Disagree – 2; Strongly Disagree – 1; Did Not Complete Course at ECU – No score.

The instructions for questions in this section follow:

**Answer each question below based on your experience in the MS Accounting Program. Please indicate how much you agree or disagree with each of the following statements. If you did NOT take the course at ECU, please mark “Did Not Complete Course at ECU.”**

1. I learned concepts in Cost Accounting I to be successful in my career.
2. I learned concepts in Intermediate Accounting I to be successful in my career.
3. I learned concepts in Federal Income Tax Accounting to be successful in my career.
4. I learned concepts in Intermediate Accounting II to be successful in my career.
5. I learned concepts in undergraduate Auditing to be successful in my career.
6. I learned concepts in Business and Economic Statistics to be successful in my career.
7. I learned concepts in The Legal Environment of Business to be successful in my career.
8. I learned concepts in Principles of Microeconomics to be successful in my career.
9. I learned concepts in Financial Management to be successful in my career.
10. I learned concepts in Management Information Systems to be successful in my career.
11. I learned concepts in Development of Accounting Theory to be successful in my career.
12. I learned concepts in Advanced Auditing to be successful in my career.
13. I learned concepts in Forensic Accounting and Fraud Examination to be successful in my career.
14. I learned concepts in CPA Prep to be successful in my career.

Every student in the MS Accounting Program will answer the following questions. A five-point Likert scale will be used for the choices as follows: Strongly Agree – 5; Agree – 4; Neither Agree nor Disagree – 3; Disagree – 2; Strongly Disagree – 1.

The instructions for questions in this section follow:

**Answer each question below based on your experience in the MS Accounting Program. Please indicate how much you agree or disagree with each of the following statements.**

15. I learned writing skills to be successful in my career.
16. I learned oral communication skills to be successful in my career.
17. I learned computer literacy skills to be successful in my career.
18. I developed critical thinking skills to be successful in my career.
19. I developed ethical decision-making skills to be successful in my career.
20. I developed global business skills to be successful in my career.

21. The MS Accounting Program's courses and resources prepared me for the Uniform CPA Exam.

## **Appendix C**

### **Peregrine Master's Level Accounting Exam**

#### Exam Summary

Peregrine Academic Services (PAS) provides assessment services for performing direct assessment of learning outcomes in a range of academic disciplines. The online exams are used to evaluate retained student knowledge in relation to the academic program's learning outcomes. The assessment service is designed for use by U.S.-based schools and programs.

PAS places a high priority on ensuring the validity and reliability of the assessment services. These practices begin at the design stage and continue through beta-testing, and with ongoing regularly scheduled quality reviews. A description of the approach used to ensure ongoing validity and reliability is provided at the end of this document.

The exams include 10 questions for each topic and each exam is unique as questions are selected at random from the test bank with 50-200 questions per topic. The academic program can customize each exam to fit their program's needs. The Accounting Department faculty have chosen the following 14 topics to be included on the exam:

1. Auditing – Audit Evidence; Audit Planning and Analytical Procedures; Audit Reports; Audit Strategy and the Audit Program; Completing the Audit; Fraud Auditing; Internal and Government Financial Auditing and Operations Auditing; and Legal Liability.
2. Completing the Accounting Cycle – Accounting Worksheet; Assets and Liabilities As Current or Long-Term; Closing Revenue, Expense, and Dividend Accounts; Post-Closing Trial Balance; Reversing Entries; and The Effect of Various Transactions on the Current Ratio and the Debt Ratio.
3. Corporations: Effects on Retained Earnings and the Income Statement – Corporate Income Statement Including Earnings-Per-Share; Restrictions on Retained Earnings; Stock Dividends; Stock Splits; and Treasury Stock.
4. Corporations: Paid-In Capital and the Balance Sheet – Cash Dividends; Different Stock Values in Decision-Making; Income Tax of a Corporation; Issuance of Stock and Stockholders' Equity Section of a Corporation Balance Sheet; Issuing Bonds Compared to Issuing Stocks; Retained Earnings Transactions; Return on Assets and Return on Stockholders' Equity; The Characteristics of a Corporation; and The Two Sources of Stockholders' Equity in the Classes of Stock.
5. Cost Accounting – Activity-Based Costing and Activity-Based Management; Cost Terms and Purposes; Cost-Volume-Profit Analysis; Job Costing; and Master Budget and Responsibility Accounting.
6. Internal Control and Cash – Bank Reconciliation and Journals for Related Entries; Components of Internal Control and Control Procedures; Control Procedures Unique to E-Commerce; Ethical Dilemmas in an Internal Control Situation; Internal Control; Internal Controls to Cash Payments; Internal Controls to Cash Receipts; Petty Cash Transactions; Sarbanes-Oxley Act; and Use of a Bank Account as a Control Device.
7. Long-Term Liabilities, Bonds Payable, and Classification of Liabilities on the Balance Sheet – Bonds Payable; Interest Expense on Bonds with the Straight-Line Amortization Method; Liabilities on the Balance Sheet; Long-Term Notes Payable and Mortgages

- Payable; Retire Bonds Payable; and Time Value of Money: Present Value of a Bond and Effective-Interest Amortization.
8. Overview of Management Accounting – Costs and Income Statement and Statement of Cost of Goods Manufactured for a Manufacturing Company; Costs and Income Statement for a Merchandising Company; Costs and Income Statement for a Service Company; Ethical Standards in Decision-Making; Management Accounting from Financial Accounting; and Trends in the Business Environment and Role of Management Accountability.
  9. Plant Assets and Intangibles – Cost of a Plant Asset; Depreciation; Disposal of an Asset by Sale or Trade; Ethical Issues Related to Plant Assets; Intangible Assets; and Natural Resources.
  10. Receivables – Allowance Method to Account for Uncollectibles; Common Types of Receivables and Internal Controls for Receivables; Direct Write-Off Method for Uncollectibles; Discounting a Note Receivable; Journal Credit-Card and Debit-Card Sales; Notes Receivable; and Receivables on a Balance Sheet, Acid-Test Ratio, Days' Sales in Receivables, Accounts Receivable Turnover Ratio for Credit-Card, Debit-Card, and Credit-/Debit-Card.
  11. Recording Business Transactions – Accounts, Journals, and Ledgers related to Recording Transactions and Common Accounts; Debits, Credits, and Normal Account Balances, and Double-Entry Accounting and T-Accounts; Journalize and Posting Transactions to Ledger; Steps of Transaction Recording Process; and Trial Balance from T-Accounts.
  12. Taxation: Individuals – Deductions and Losses; Determination of Tax; Gross Income: Exclusions; Gross Income: Inclusions; Introduction to Taxation; Itemized Deductions; Losses and Bad Debts; and Property Transactions: Capital Gains and Losses.
  13. The Adjusting Process – Accounting Period Concept, Revenue Recognition and Matching Principles, and Time Period Concept; Accrual and Cash-Basis Accounting; Adjusted Trial Balance; and Financial Statements From Adjusted Trial.
  14. The Statement of Cash Flows – Cash Flows; Noncash Investing and Financing Activities; Operating, Investing, and Financing Cash Flows; Purposes of Statement of Cash Flows; Statement of Cash Flows by the Direct Method; and Statement of Cash Flows by the Indirect Method.