

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: School of Accounting & Taxation: Master of Taxation
Academic Year of Report: 2014-15
Date Submitted: 12/23/2015
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.
If the information is not current, please provide an update:

Information is current.

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

Information is current.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

Information is current.

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

Note^b: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Information is current.

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

Assessment Tools and Procedures

MTAX	Outcome/Objective	Data Collection Point	Tools and Procedures	Frequency	Update for 2014-2015
1	<p>Effective researchers and communicators</p> <ul style="list-style-type: none"> Utilize relevant tax research databases as resources to gather information Prepare well-written letters and memos 	<ul style="list-style-type: none"> MTAX 6400 MTAX 6400 	<ul style="list-style-type: none"> Course embedded—writing assignment Course embedded—writing assignment 	<ul style="list-style-type: none"> Semester taught Semester taught 	<ul style="list-style-type: none"> New Owner New Owner
2	<p>Understand and comply with tax laws and regulations</p> <ul style="list-style-type: none"> Accurately complete income tax returns Demonstrate an understanding of the tax laws 	<ul style="list-style-type: none"> MTAX 6460 MTAX 6460 	<ul style="list-style-type: none"> Course embedded assignment Course embedded—exam questions 	<ul style="list-style-type: none"> Semester taught Semester taught 	<ul style="list-style-type: none"> No change in the current cycle to AoL processes. No change in the current cycle to

					AoL processes.
3	Ethically aware <ul style="list-style-type: none"> Understand ethical issues and professional std.s in tax practice 	<ul style="list-style-type: none"> MTAX 6425 	<ul style="list-style-type: none"> Course embedded— exam questions 	<ul style="list-style-type: none"> Semester taught 	<ul style="list-style-type: none"> No change in the current cycle to AoL processes.
4	Analytical thinkers <ul style="list-style-type: none"> Apply the appropriate tax law to factual situations 	<ul style="list-style-type: none"> MTAX 6400 	<ul style="list-style-type: none"> Course embedded— writing assignment 	<ul style="list-style-type: none"> Semester taught 	<ul style="list-style-type: none"> No change in the current cycle to AoL processes.
5	Globally informed <ul style="list-style-type: none"> Familiarity with international tax issues 	<ul style="list-style-type: none"> MTAX 6460 	<ul style="list-style-type: none"> Course embedded— exam questions 	<ul style="list-style-type: none"> Semester taught 	<ul style="list-style-type: none"> No change in the current cycle to AoL processes.

Interpretation of data, Curricula Changes, and Interpretation of Changes

MTAX	Outcome/Objective	Cycles ^a	Threshold and Interpretation of data ^a	Closing-the-Loop	Interpretation	Update for 2012-13
1	<p>Effective researchers and communicators</p> <ul style="list-style-type: none"> Utilize relevant tax research databases as resources to gather information Prepare well-written letters and memos 	<ul style="list-style-type: none"> 3 3 	<ul style="list-style-type: none"> 80% of class achieves a score of 80% or better on assessed portion of final research assignment. Meeting std. 80% of class achieves a score of 80% or better on assessed 	<ul style="list-style-type: none"> Computer lab research assignments will be refined to increase analytical comprehension of statutory, regulatory, and case law authority. A particular increased emphasis in lecture should take place on when to use explanatory authority and when not to use it. Continue to monitor. Continue to use 	<p>Fall 2014 N = 24 21 (87.5%) students met or exceeded expectations.</p> <p>Fall 2014 N=24 21 (87.5%) students met or exceeded expectations.</p>	<ul style="list-style-type: none"> Now that small class sizes have been attained, and that those small class sizes allow students to receive direct and more detailed feedback on their writing abilities, Ryan Pace, Eric Smith and I have met to discuss how to further prepare students for accounting careers. The implementation of in-class computer lab assignments have allowed

			<p>portion of final research assignment.</p> <ul style="list-style-type: none"> • Meeting std. 	<p>same memo assignment.</p> <ul style="list-style-type: none"> • Continue using the OWL assignments, but to further emphasize the lessons, have the students complete in-class quizzes over their assignments to give them a greater weight of importance in the course. Also, in increased emphasis on paragraph structure in lectures. 		<p>direct feedback for student's using key tax research databases to answer case study-type questions. Next steps include refining the in-class database projects. Refinement of the computer lab assignments will focus on challenging students' analysis and assessment of court case law to emphasize the difference between primary authority and explanatory authority.</p> <ul style="list-style-type: none"> • Now that small class sizes have been attained, and that those small class sizes
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						<p>allow students to receive direct and more detailed feedback on their writing abilities, Ryan Pace, Eric Smith and I have met to discuss how to further prepare students for accounting careers. We have concluded that a renewed focus on grammar and writing construction related to the expectations of public accounting is a priority for students. A professional grammar unit was introduced to the course in Cycle 4. An Online Writing Lab</p>
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						<p>“OWL” unit, offered through Purdue University, significantly strengthened the student’s grammar and sentence construction. The OWL unit will now be graded as a quiz instead of homework to solidify student understanding of the concepts declined slightly, but overall still overwhelmingly achieved the learning outcome.</p>
2	<p>Understand and comply with tax laws and regulations</p> <ul style="list-style-type: none"> • Accurately complete income tax returns 	<ul style="list-style-type: none"> • 3 • 3 	<ul style="list-style-type: none"> • 80% of class achieves a score of 80% or better on corporate 	<ul style="list-style-type: none"> • Doing practice return again produced data indicating greater fulfillment of 	<p>Spring 2014 N= 26 The mean score for the class exceeded 90%.</p> <p>Spring 2014</p>	<ul style="list-style-type: none"> • New method of teaching the corporate tax return will be continued and future assessment data

	<ul style="list-style-type: none"> Demonstrate an understanding of the tax laws 		<p>tax return assignment.</p> <ul style="list-style-type: none"> Meeting std. 80% of class achieves a score of 80% or better on assessed exam questions. Not meeting std. 	<p>course objectives.</p> <ul style="list-style-type: none"> Additional reading material was supplied to students. Did not seem to necessarily improve scores, but students indicated they really thought the material was valuable. 	<p>Students scored on average 83.9%</p>	<p>will be used to pinpoint deficiencies.</p> <ul style="list-style-type: none"> With the new reading material, combined with the Internal Revenue Code, I will continue to monitor and assess learning outcomes.
3	<p>Ethically aware</p> <ul style="list-style-type: none"> Understand ethical issues and professional std.s in tax practice 	<ul style="list-style-type: none"> 3 	<ul style="list-style-type: none"> 80% of class achieves a score of 80% or better on assessed exam questions. Standard met. 	<ul style="list-style-type: none"> Will revise assignments leading up to exam gauging ethical questions. 	<p>Fall 2014 N= 11 81% of students meet or exceeded expectations.</p>	<ul style="list-style-type: none"> Standard met.
4	<p>Analytical thinkers</p> <ul style="list-style-type: none"> Apply the appropriate tax 	<ul style="list-style-type: none"> 2 	<ul style="list-style-type: none"> 80% of class 	<ul style="list-style-type: none"> Computer lab research 	<p>Fall 2014 N=24</p>	<ul style="list-style-type: none"> Now that small class sizes have

	law to factual situations		<p>achieves a score of 80% or better on assessed portion of tax research assignment</p> <ul style="list-style-type: none"> • Meeting std. 	<p>assignments will be refined to increase analytical comprehension of statutory, regulatory, and case law authority. A particular increased emphasis in lecture should take place on when to use explanatory authority and when not to use it.</p>	<p>21 (87.5%) students met or exceeded expectations.</p>	<p>been attained, and that those small class sizes allow students to receive direct and more detailed feedback on their writing abilities, Ryan Pace, Eric Smith and I have met to discuss how to further prepare students for accounting careers. The implementation of in-class computer lab assignments have allowed direct feedback for student's using key tax research databases to answer case study-type questions. Next steps include refining the in-class database projects.</p>
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						Refinement of the computer lab assignments will focus on challenging students' analysis and assessment of court case law to emphasize the difference between primary authority and explanatory authority.
5	Globally informed <ul style="list-style-type: none"> Familiarity with international tax issues 	<ul style="list-style-type: none"> 2 	<ul style="list-style-type: none"> 80% of class achieves a score of 80% or better on assessed exam questions. Meeting std. 	<ul style="list-style-type: none"> Monitor performance of expanded international tax component of course 	Spring 2014 N= 14	<ul style="list-style-type: none"> Continue broad coverage of international tax issues related to corporations as a component of course content; measure for another cycle.

G. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Final research assignment rubric	Learning Outcome 1	In-class	With outcome owner.

Tax Return Assignment Rubric	Learning Outcome 2	In-class	With outcome owner.
Exam Questions Results	Learning Outcome 3	Exam	With outcome owner.
Tax Return Assignment Rubric	Learning Outcome 4	In-class	With outcome owner.
Exam Questions Results	Learning Outcome 5	Exam	With outcome owner.

Appendix A

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	
Full-time Non-Tenured (includes tenure-track)	
Part-time	

With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	
Part-time	
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	
Full-time Tenured	
Full-time Non-tenured	
Part-time	

Please respond to the following questions.

- 1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

Trends suggests overall positive outcomes with respect to assurance of learning.

- 2) With whom did you share the results of the year's assessment efforts?

Chair and Master of Taxation program director.

- 3) Based on your program's assessment findings, what subsequent action will your program take?

Ongoing monitoring to assure continued positive results.