

2017-2018 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by September 28, 2018. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please identify your department/program in the file name for your report.**

College: Nazarian College of Business & Economics

Department: Accounting and Information Systems

Program: Master of Science in Taxation

Assessment liaison:

1. Please check off whichever is applicable:

- A. _____ Measured student work within program major/options.
- B. _____ Analyzed results of measurement within program major/options.
- C. X Applied results of analysis to program review/curriculum/review/revision major/options.
- D. _____ Focused exclusively on the direct assessment measurement of General Education Natural Sciences learning outcomes

2. Overview of Annual Assessment Project(s). On a separate sheet, provide a brief overview of this year's assessment activities, including:

- an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
 - As part of the assessment cycle for the MST Program, the program submitted a report on September 30, 2017, for 2016-17 academic year, and is using 2017/2018 to close the loop. MST Program will measure student work and analyze the results again in 2018-19. This strategy was integrated this year into ACCT 520. We will assess its impact next year.
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- if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
 - One of the recommendations from the previous assessment cycle focused on students' application skills. To do so, we are providing mini-practice opportunities during the length of the ACCT 520 course for the students to become more familiar with application of the complex tax rules and addressing complex and controversial tax issues. This strategy was integrated this year into ACCT 520. We will assess its impact next year.

- Another recommendation from the previous assessment cycle focused on improving the students' skills relating to analytical reviews of clients' tax returns. To do so we, we are engaging students in a much more intensive compliance project. The project involves a series of related and cumulative tax problems. Students solve each problem and are graded on it, before moving to the next one. The problems eventually end up as parts of a complex tax return, which is prepared as the final compliance project. This strategy was integrated this year into ACCT 520. We will assess its impact next year.
- Finally, another recommendation from the previous assessment cycle focused on improve students' critical thinking skills. This year we give a written framework in on how to analyze a tax issue and determine all relevant tax consequences for all parties and refer to this as students go through problems in class. This strategy was integrated this year into ACCT 629. We will assess its impact next year.
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- in what way(s) your assessment activities may reflect the university's commitment to diversity in all its dimensions but especially with respect to underrepresented groups
 - Students are expected to employ the written and oral communication skills by engaging in both formal and informal communication exercises regarding the application of tax provisions through the cultivation and exchange of wide variety of ideas and points of view as shared by our diverse student body.
- any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

Based on feedback received from students in the end of the program survey, we have learned that many of our students were finding it difficult at times to make it to class on time given the continued burden of heavy traffic. Also, some students were concerned that at times they were forced between skipping out of town work related training vs. attending class. To address this concern relating to access, we have integrated into all of our classes the feature of webconferencing, whereby students are allowed to join a live class remotely. We will assess the impact of this new feature during the next assessment cycle.

3. Preview of planned assessment activities for 2018-19. Include a brief description as reflective of a continuous program of ongoing assessment.

We plan to use indirect assessment tools to assess students' satisfaction with the program's learning objectives, faculty, web conferencing technology and other facets of the program. Also, we plan to initiate a new assessment plan in ACCT 629- Corporation Taxation, as well as ACCT 520 targeting the various learning objectives for our program,.

