

Case Study

How Georgia State University Improved Student Readiness and Performance in Intermediate Accounting



Higher
Engagement



Higher Exam
Scores



Better Course
Grade



Increased
Confidence

The Challenge

The accounting faculty at Georgia State University's Robinson College of Business identified a critical gap in student preparedness entering Intermediate Accounting.

Due to an extended break between introductory and intermediate courses, students often forgot key foundational concepts and entered Intermediate Accounting already behind. Without a strong baseline, they struggled to keep up as the course accelerated into more complex material. This led to:

- Lower performance on early exams
- Increased difficulty understanding advanced topics
- Frustration and decreased confidence
- Attrition from the accounting major

A scalable solution was needed to reinforce fundamentals without adding a new course to an already structured curriculum.

The Solution

Georgia State integrated Becker Academy's Financial Accounting Foundations 1 (FAF1) into its Intermediate Accounting course to close the readiness gap and better prepare students from day one.

After an initial pilot with low engagement, the program was intentionally redesigned to drive meaningful participation and results:

- Required diagnostic assessment at the start of the semester to establish a clear baseline
- Structured deadlines to ensure students engaged early, before falling behind
- Performance-based incentives that rewarded improvement, not just completion
- Active faculty involvement to reinforce expectations and drive consistent usage

This structured approach moved FAF1 from a supplemental resource to an integrated part of the learning experience. **Students were motivated to engage with the Becker content, strengthen foundational knowledge, and improve their readiness ahead of critical exams.**

The Result

The updated implementation delivered a clear lift in both engagement and academic performance, proving what's possible when students are supported early.

Students who engaged with Becker Academy and progressed from “not ready” to “ready” didn't just catch up, they pulled ahead.

- Outperformed peers across midterms, final exams, and overall course grades
- Demonstrated stronger conceptual understanding
- Showed measurable academic improvement within weeks

The classroom impact was immediate and visible:

- Becker Academy post-assessment participation surged, signaling higher engagement
- Faculty reported fewer foundational gaps and more time for advanced teaching
- Students entered the course with greater confidence and momentum

Bottom line: When students engage with structured, targeted support, they outperform expectations.



Read the Full Case Study [Here](#)



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