

FORM 201C: SUMMARY OF TREND [Instructional Programs – Undergraduate and Graduate Majors]

Program & Department: Accounting/ Accounting & Finance **Assessment Coordinator:** Richard J. Arredondo

Directions: Assessment trend data is recorded in 3-year cycles. Provide the information requested in each column along with a summary of action. Attach the assessment plan.

	May 2013 Report		May 2014 Report		May 2015 Report	
<u>Instruments</u>	<u>2012/2013 Results</u>	<u>Actions Taken</u>	<u>2013/2014 Results</u>	<u>Actions Taken</u>	<u>2014/2015 Results</u>	<u>Actions Taken</u>
Graduation Rates (undergrad programs only)	31%	The accounting department in addition to continually review all student grades every four weeks, assists all senior level students by offering any course required for graduation.	Not Available		Not Available	
1st Year Retention Rates (undergrad programs only)	63.64%	The accounting department is continually attempting to keep students in school as shown by reviewing all student grades every four weeks and any student with poor performance is identified for intervention before they fall too far behind. Faculty discussed additional tools for an early warning system to assist students.	Not Available		Not Available	

<p>Indirect or Reflective Assessment Instrument</p>	<p><u>Senior Exit Questionnaire</u></p> <p>Students indicated excellent ratings of their general education skills (4.24/5.0) and student involvement in classroom learning activities (3.26/4.0). Students indicated good ratings of their academic experience at both the university (3.00/4.0) and the college of business (3.28/4.00). Students indicated fair experience ratings of their college experiences with faculty (2.31/4.0) and college activities with clubs and organizations (2.33/4.0). In the comment section, 14 out of 24 students stated “a great accounting program” or “experience” with knowledgeable professors”.</p>	<ol style="list-style-type: none"> 1. Rotate professors among classes to allow students different teaching methods. 2. Include assignments that involve the use of computer technology in all accounting classes so students become proficient in business technology. 3. All accounting courses have an online instruction component available. 4. Offer more internal auditing courses leading to a new program or minor. 5. Review student course needs for graduation regarding offering more sections of the same course on different days and times. 	<p><u>Senior Exit Questionnaire</u></p> <p>Students indicated good ratings of their general education skills (4.08/5.0) and student involvement in classroom learning activities (3.29/4.0). Students indicated good ratings of their academic experience at both the university (2.82/4.0) and the college of business (2.79/4.00). Students indicated fair experience ratings of their college experiences with faculty (2.18/4.0) and college activities with clubs and organizations (1.67/4.0). In the comment section, 9 out of 21 students stated “an excellent accounting program”.</p>	<ol style="list-style-type: none"> 1. Rotate professors among classes to allow students different teaching methods and provide more class sections for day and evening students. 2. Include assignments that involve the use of computer technology in all accounting classes so students become proficient in business technology. 3. More accounting tutors for all classes. 4. Upgrade computer lab hardware and software. 5. Provide more experiential learning opportunities. 	<p><u>Senior Exit Questionnaire</u></p> <p>Students indicated excellent ratings of their general education skills (4.58/5.0) and student involvement in classroom learning activities (3.44/4.0). Students indicated good ratings of their academic experience at both the university (3.09/4.0) and the college of business (3.39/4.00). Students indicated fair experience ratings of their college experiences with faculty (2.00/4.0) and college activities with clubs and organizations (1.46/4.0). Students indicated good ratings of their business core classes in accounting (3.50/4.0), management (3.26/4.0) and finance (3.17/4.0). Students indicated fair ratings of their business core classes in management information systems (2.69/4.0) and marketing (2.67/4.0). Students indicated excellent ratings of their specific major- accounting (3.56/4.0). In the comment section, 4 out of 8 students stated “an excellent and great accounting program and experience”. One student stated "all my professors came to class prepared, very thorough with their teaching and very helpful if you did not understand".</p>	<p>Overall, students rate their experience in the Program as excellent to good. A program course plan has been developed and program advisor will make it available to students. Required courses will be offered at least once a year, based on a schedule made public to accounting students.</p>
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<p style="text-align: center;">(Direct Assessment Instrument 1)</p>	<p><u>Comprehensive Exam</u></p> <p>The comprehensive exam was created to assess student understanding in financial accounting theory and practice. Overall, the average student scored 25.5 out of a possible 49 (52.04%) with a standard deviation of 5.83. No students out of 24 students scored 70% or higher (19%). The conclusion reached is that students are not retaining knowledge from prior courses. However, to better assess student retention of course knowledge we plan to pretest students as they enter intermediate and advanced accounting courses and requiring student who fail the pretest remediation courses and tutoring.</p>	<ol style="list-style-type: none"> 1. Utilize a standard assessment instrument from an outside testing agency to get better coverage and depth in assessing student comprehension. 2. Increase use of accounting practice problems requiring students to problem solve. 3. Construct a master course outline for all accounting classes. This course outline will specify the breadth and depth of material to be covered in each course. It will provide professors with necessary components to be included in their course syllabi. 4. To better assess student retention of course knowledge, pretest students as they enter intermediate and advanced accounting courses and requiring student who fail the pretest remediation courses and tutoring. 	<p><u>Comprehensive Exam</u></p> <p>The comprehensive exam was created to assess student understanding in financial accounting theory and practice. Overall, the average student scored 26.82 out of a possible 50 (53.65%) with a standard deviation of 10.81. Two students out of 21 students scored 70% or higher (17%). The conclusion reached is that students are not retaining knowledge from prior courses. However, to better assess student retention of course knowledge we plan to pretest students as they enter intermediate and advanced accounting courses and requiring student who fail the pretest remediation courses and tutoring.</p>	<ol style="list-style-type: none"> 1. We used for the first time a standard assessment instrument from an outside testing agency to get better coverage and depth in assessing student comprehension. We plan to review results and share with faculty. 2. We increased use of accounting practice problems requiring students to problem solve. 3. We are creating a master course outline for all accounting classes. This course outline will specify the breadth and depth of material to be covered in each course. It will provide professors with necessary components to be included in their course syllabi. 4. To better assess student retention of course knowledge, pretest students as they enter intermediate and advanced accounting courses and requiring student who fail the pretest remediation courses and tutoring. 	<p><u>Comprehensive Exam</u></p> <p>The comprehensive exam was created to assess student understanding in financial accounting theory and practice. Overall, the average student scored 45.88 out of a possible 50 (91.76%). 16 students out of 17 students scored 80% or higher (94%). The conclusion reached is that students are significantly retaining knowledge from prior courses. However, to better assess student retention of course knowledge we plan to assess using Bloomberg Aptitude Test (BAT) and use the results to review global aspects of the curriculum.</p>	<p>No action required until results from Bloomberg Aptitude Test (BAT) are analyzed and evaluated.</p>
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<p align="center">(Direct Assessment Instrument 2)</p>	<p><u>Writing sample</u> The research papers of 19 students enrolled in the ACCT 3319 were evaluated using the rubric outlined in the assessment plan. The results of the writing sample are as follows:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4</td> </tr> <tr> <td>B</td> <td>5</td> </tr> <tr> <td>C</td> <td>10</td> </tr> <tr> <td>D</td> <td>0</td> </tr> <tr> <td>F</td> <td>0</td> </tr> </tbody> </table> <p>Since the targeted level of performance was a minimum grade of B by the average student, our students are underperforming in the area of written communication since 10 of 19 received a grade of “C”. Students who perform at the C level demonstrate good use of research and study skills.</p>	Grade	Number	A	4	B	5	C	10	D	0	F	0	<p>1. To provide students an ability to analyze the ethical factors in a business environment require a case study in an upper division class. 2. To improve student writing skills and critical thinking require a research paper/project in all applicable courses using business presentation and analysis technology.</p>	<p><u>Writing sample</u> The research papers of 10 students enrolled in the ACCT 4315 were evaluated using the rubric outlined in the assessment plan. The results of the writing sample are as follows:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>2</td> </tr> <tr> <td>B</td> <td>3</td> </tr> <tr> <td>C</td> <td>5</td> </tr> <tr> <td>D</td> <td>0</td> </tr> <tr> <td>F</td> <td>0</td> </tr> </tbody> </table> <p>Since the targeted level of performance was a minimum grade of B by the average student, our students are underperforming in the area of written communication since 5 of 10 received a grade of “C”. Students who perform at the C level demonstrate good use of research and study skills.</p>	Grade	Number	A	2	B	3	C	5	D	0	F	0	<p>1. To provide students an ability to analyze the ethical factors in a business environment require a case study in an upper division class. 2. To improve student writing skills and critical thinking require a research paper/project in all applicable courses using business presentation and analysis technology 3. The senior thesis course will be ACCT 4700, currently an existing course offered. Listed below are the course requirements: a. Identify a Research Theme. b. Identify a Thesis Advisor. c. Perform a thorough review of the literature in the area of your theme. d. Formulate hypotheses or research questions. e. Run experiments. f. Analyze results. g. Write up, submit, and defend thesis.</p>	<p><u>Writing sample</u> The research papers of 15 students enrolled in the ACCT 4315 were evaluated using the rubric outlined in the assessment plan. The results of the writing sample are as follows:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> </tr> <tr> <td>B</td> <td>4</td> </tr> <tr> <td>C</td> <td>8</td> </tr> <tr> <td>D</td> <td>0</td> </tr> <tr> <td>F</td> <td>0</td> </tr> </tbody> </table> <p>Since the targeted level of performance was a minimum grade of B by the average student, our students are underperforming in the area of written communication since 8 of 15 received a grade of “C”. Students who perform at the C level demonstrate good use of research and study skills.</p>	Grade	Number	A	3	B	4	C	8	D	0	F	0	<p>1. ethical factors in a business environment will be a requirement using a case study in accounting standards and the accounting profession course. 2. To improve student writing skills and critical thinking a research paper/project in advanced accounting course 3. The senior thesis course ACCT 4700, will have following course requirements: a. Identify a Research Theme. b. Identify a Thesis Advisor. c. Perform a thorough review of the literature in the area of your theme. d. Formulate hypotheses or research questions e. Run experiments. f. Analyze results. g. Write up, submit, and defend thesis.</p>
Grade	Number																																									
A	4																																									
B	5																																									
C	10																																									
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(Other Instruments)						
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