

# Program Assessment Report

## AAB in Accounting 15/16 Program Assessment Report

Course Assessment Benchmark Faculty	Demonstrate competency with basic financial and managerial accounting principles.	Use accounting software applications to record financial transactions and prepare financial statements.	Prepare general journal entries, including adjusting and closing entries, for both business and governmental entities covering an entire accounting cycle according to accounting standards.	Prepare correct financial statements from a general ledger.	Comments
<b>Course:</b> ACCT2090 <b>Assessment:</b> MFT Grades/ACCT questions <b>Benchmark:</b> 75 <sup>th</sup> percentile or higher <b>Faculty :</b> Adkins	<u>2014.2015 results</u> 95 <sup>th</sup> percentile 16 students  <u>2015.2016 results</u> 99 <sup>th</sup> percentile 16 students  ACCT students ACCT questions on MFT exam				<p>General Comments about the MFT Exam: In several of the content areas, if we can determine more specificity around the questions, then it can help us to know what to improve. We do not, however, want to “teach to the test”.</p> <p>This test underwent a significant review and redesign. The format was the same, but ETS changed it significantly. Therefore, the same types of comparisons that have been made in the past (when there were 6,000+ students in the comparison pool) cannot be made when the pool is only 294 big.</p> <p>Accounting students continued to be in the top of the outcomes. BUSM students made a significant improvement. BUSM students were in the 50<sup>th</sup> percentile.</p> <p>Action Item:            --Ryan Miller will continue to take the lead with Managerial Accounting and “tweak” the layout and structure of the course.            --Financial Accounting will be offered online for Spring 2017. Given BUSM students struggle with accounting concepts already, the layout will have to focus on the basics of financial statement preparation and the types of data that each financial statement can provide.            --BUSM faculty will continue to stress the importance of accounting information in a business setting, and continue with action items implemented last year. .</p>

<p><b>Course:</b> ACCT2030- Business  <b>Assessment:</b> Graded Homework  <b>Benchmark:</b> 75% or higher  <b>Faculty:</b> Adkins</p> <hr/> <p><b>Course:</b> ACCT2050- Governmental  <b>Assessment:</b> Graded Homework  <b>Benchmark:</b> 75% or higher  <b>Faculty:</b> Adkins</p>			<p><u>2014.2015 results</u>  94% of students met benchmark  17 students</p> <p><u>2015.2016 results</u>  62.5% of students met goal  16 students</p> <hr/> <p><u>2014.2015 results</u>  80% of students met benchmark  20 students</p> <p><u>2015.2016 results</u>  75% of students met goal  15 students</p>		<p>There was a dramatic drop in results for ACCT2030. The drop was not as dramatic for ACCT2050. There were several of the same students in both classes who failed to submit the necessary assignments for either class. This dramatically lowered the results for both classes.</p> <p>Students were instructed to use each other as "coworkers" for their homework in order to simulate a real work scenario.</p> <p>Homework focused on journal entries and financial statement preparation this semester.</p> <p>Action Item:  Will continue to focus on journal entry and financial statement prep next time the classes are taught. An incentive must be given for students who do not complete the work. The combined weight of the graded homework does not provide all students with incentives to complete the assignments.</p> <p>.</p>
<p><b>Course:</b> ACCT1050  <b>Assessment:</b> comprehensive projects  <b>Benchmark:</b> 75% or higher  <b>Faculty:</b> R. Miller</p>		<p><u>2014.2015 results</u>  73% of students met benchmark  26 students</p> <p><u>2015.2016 results</u>  100% of students met benchmark  15 students</p>			<p>New full-time faculty redesigned the assignments, and there was only one to use for this assessment piece. Results were based on two assignments last year.</p> <p>Action Item:  The assignment(s) used to assess this piece will be reviewed. The textbook is designed to be "follow the leader" type of books. Instructor will look at creating an assignment, outside of the book, that students have to "think" about more to complete properly. This will assess the outcome more directly.</p>

<b>Course:</b> ACCT2031 <b>Assessment:</b> Graded Homework <b>Benchmark</b> 75% or higher <b>Faculty:</b> Adkins				<u>2014.2015 results</u> 93% of students met benchmark 15 students  <u>2015.2016 results</u> 76.5% of students met benchmark 17 students	Action Item: All students who did not meet the benchmark simply did not submit at least one of the assignments. Next time the class is taught, more weight needs to be given to the assignments.  Students who completed the assignments did very well on the work. Students lean on each other and use each other as "coaches" and "coworkers."
<b>AAB in Accounting 15/16 Program Assessment Report</b>					
	Prepare correct taxation documents, including tax returns and payroll records.	Explain the purpose and standards for an independent audit.	Summarize a company's financial position using accounting and finance data.	Demonstrate competency with successfully managing a business: finance, economics, and word processing/spreadsheet applications.	<b>Comments</b>
<b>Course:</b> ACCT2010 <b>Assessment:</b> comprehensive final project <b>Benchmark:</b> 75% or higher <b>Faculty</b> Miller	<u>2014.2015 results</u> 100% of students met benchmark 18 students  <u>2015.2016 results</u> 85% of students met benchmark 13 students				New full-time faculty reviewed the assignment used for this outcome. It was decided that a final project was a good indication if students could prepare correct tax documents. Students still use a computerized tax package to prepare it and can use each other for questions. This is how the work world functions for tax practices.  Action item: For reasons outside of just this outcome, the accounting faculty are working on creating a payroll class. This will directly impact this outcome. Currently the only payroll students are exposed to is in Taxation class.
<b>Course:</b> ACCT2070 <b>Assessment:</b> Case Analysis <b>Benchmark:</b> 75% or higher <b>Faculty:</b> Miller		<u>2014.2015 results</u> 100% of students met benchmark. 16 students			New full-time faculty evaluated this outcome and used a hand-written case analysis, instead of a computerized case analysis. It was decided that students did more thinking when the computer was

		<u>2015.2016 results</u> 100% of students met benchmark 15 students			<p>not used. It was decided to continue with the hand written case.</p> <p>Action Item:  Faculty are reviewing workbooks (practice books) for students to incorporate into this class. This will give students more practice with "auditing." This will strengthen the student's abilities and continue to produce good results with this outcome.</p>
<b>Course:</b> ACCT2090 <b>Assessment:</b> Portfolios 9-13 <b>Benchmark:</b> 75% or higher <b>Faculty:</b> Adkins			<u>2014.2015 results- (used old rubric for final project)</u> 80% of students met benchmark 15 students  <u>2015.2016 results (used new rubric design for grading):</u> 88% of students met benchmark 17 students		<p>Only two students did not meet the benchmark. One of these students did not complete the assignment (or the class) and the other student turned the assignments in late because of health issues.</p> <p>The new design of the grading criteria was received well by the students. They liked the portfolio approach. They seemed to get more out of the research when designed the new way. The portfolios covering the financial parts were better than in the past (in the instructor's opinion, even though there is no evidence of this, just experience).</p> <p>Action Item:  Continue with the portfolio approach next year, but put more grading emphasis on the financial parts and less on the history, products, etc. parts.</p>
<b>Course:</b> ACCT2060 <b>Assessment:</b> Ch 9 Exam over capital budgeting <b>Benchmark:</b> 75% or higher <b>Faculty:</b> Adkins				<u>2014.2015 results</u> 79% of students met benchmark 24 students  <u>2015.2016 results</u> 87.5 % of students met benchmark 24 students	<p>All students who completed the exam hit the benchmark. The three students who did not hit the benchmark did not complete the exam.</p> <p>Students were given links to YouTube to show how to calculate NPV and IRR problems using financial calculators and Excel. These two capital budgeting methods are always the most problematic for students.</p> <p>Action Item:  Students will be provided with more links to videos to help explain capital budgeting. It seems that students "got it," but simply ran out of time or energy to complete the work.</p>