

**Program & College-Wide Assessment Report North Central State College - Accounting**  
**Data from Academic Year Fall 2016 & Spring 2017**

College-Wide Outcomes	College-Wide Outcome Data Gathering Details	College-Wide Outcome Results	Discussion of College-Wide Results/Improvement Items	Program Outcome	Program Outcomes Data Gathering Details	Program Outcome Results	Discussion of Program Results Improvement Items
<b>Double click on the radio box <input type="checkbox"/> for the College-Wide outcome you are addressing in the second row.</b>	<b>Please note: Anywhere your syllabi display a college-wide outcome assessment, you must deploy the VALUE rubric for that outcome in the semester the course is taught.</b>	<b>What % of your students reached the benchmark? Please include the “N” - number of students within the sample.</b>	<b>Identify how results are used and shared. List any recommendations or action items.</b>  <b>*</b>	<b>Please state the program outcomes with proper blooms verbs for graduation level skill.</b>	<b>This is where you will plan which courses/assignments the outcomes will be assessed in, what the benchmark should be, and which faculty member will gather the data</b>	<b>What % of your students reached the benchmark? Please include the “N” - number of students within the sample.</b>	<b>Identify how results are used and shared. List any shifts in teaching, changes to curriculum in light of the data.</b>  <b>*</b>
<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Information Literacy <input type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills	ACCT 2060 Principles of Finance  This was deployed in 1 section in Spring 2017	<u>2016-2017</u> 69% of the students achieved the CWO benchmark of 14. N= 13  <u>2015-2016</u> 85% N=25 <u>2014-2015</u> 96% N=24 <u>2013-2014</u> 89% N=19	In Spring of 2017, 2 of the 4 students that did not meet the benchmark, 2 did not participate.	Demonstrate competency with basic financial and managerial accounting principles.	Course: ACCT2090 Assessment: MFT Grades/ACCT questions Benchmark: 75th percentile or higher Faculty : Adkins	<u>2014.2015 results</u> 95th percentile 16 students <u>2015.2016 results</u> 99th percentile 16 students <u>2016.2017 results</u> 99th percentile 7 students ACCT students ACCT questions on MFT exam	Analysis: results were typical for previous years. This exam measures 2-year degree seeking management students across the country (not accounting students). It is assumed that ACCT students should do very well when compared to this group.  Action Item: Will continue the analysis of ACCT students on just the accounting questions. It is expected that they will keep doing extremely well.  Adkins would like to find a 2-year accounting exam, if it exists to really measure the ACCT students.
<input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Information Literacy <input type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills	ACCT 2090 Accounting Capstone This was deployed in 1 section in Spring 2017	2016-2017 75% of the students achieved the CWO benchmark of 14. N=8          <u>2015-2016</u> 94% N=16 <u>2014-2015</u> 87% N=15 <u>2013-2014</u> 84% N=19		Use accounting software applications to record financial transactions and prepare financial statements.	Course: ACCT1050 Assessment: comprehensive projects Benchmark: 75% or higher Faculty: R. Miller	2014.2015 results 73% of students met benchmark 26 students 2015.2016 results 100% of students met benchmark 15 students 2016.2017 results 92% of students met benchmark 13 students	Grades continue to be steady. Only 2 students earned less than 95% on the assignment.  The number of accounting students is at a low point, so hopefully this will increase and with the increase, the percentages will continue to be positive.  Action Item: Miller will review the assignment to make sure it is a good representation of what an entry-level accounting employee would need to know. Will seek input from the advisory committee about what an entry-level employee would need to know about QuickBooks.  This class is being reduced to 2 credit hours next year. It will be interesting to see how this impacts this assessment.
<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Written Communication <input type="checkbox"/> Information Literacy <input type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills	ACCT 2090 Accounting Capstone  This was deployed in 1 section in Spring 2017	<u>2016-2017</u> 88% of the students achieved the CWO benchmark of 14. N=8		Prepare general journal entries, including adjusting and closing entries, for both business and governmental entities covering an entire accounting cycle according to accounting standards	Course: ACCT2030-Intermediate I Assessment: Graded Homework Benchmark: 75% or higher Faculty: Adkins  Course: ACCT2050-Governmental Assessment: Graded Homework	2014.2015 results 94% of students met benchmark 17 students 2015.2016 results 62.5% of students met goal 16 students 2016.2017 results 83% of students met goal 6 students  2014.2015 results 80% of students met benchmark 20 students 2015.2016 results 75% of students met goal 15 students	2 students were not included in the calculations for 2016.2017 because they did not complete any of the work. With the class number so small, it was decided this was too dramatic to include on the par. There were a total of 8 students in the class, and only 6 were used to calculate the percentage (for ACCT2030). All students were used in ACCT2050. Results for students who completed the work: Averages were acceptable. No dramatic improvements or declines.

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		<u>2015-2016</u> 94% N=16 <u>2014-2015</u> 73% N=15 <u>2013-2014</u> 63% N=19			Benchmark: 75% or higher Faculty: Adkins	2016.2017 results 78% of students met goal 9 students	Action Item: Will continue to stress journal entries, debits/credits and financial statement preparation. These are the areas that students need to be very proficient in. Next year, the Accounting Information System chapter will be completed first in Intermediate Accounting I. This will hopefully allow students to get “back into the swing of things” quicker in Intermediate. The number of accounting students is at a low point, so hopefully this will increase and with the increase, the percentages will continue to be positive.
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<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Information Literacy <input type="checkbox"/> Intercultural Knowledge <input checked="" type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills	ACCT 2030 Intermediate Accounting I This was deployed in 1 section in Fall 2016.  ACCT 2050 Governmental Accounting This was deployed in 1 section in Fall 2016	<u>ACCT2030</u> <u>2016-2017</u> 89% of the students achieved the CWO benchmark of 17 N=1 <u>2015-2016</u> 100% N=1 <u>2014-2015</u> 100% N=9 <u>2013-2014</u> No Data  <u>ACCT 2050</u> <u>2016-2017</u> 82% of the students achieved the CWO benchmark of 17 N=11 <u>2015-2016</u> 88% N=15 <u>2014-2015</u> 90% N=10 <u>2013-2014</u> 100% N=15  2016-2017(Combined - 85% of the students achieved the CWO benchmark of 17 N=20 for 2016-2017)		Explain the purpose and standards for an independent audit.	<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 <u>2015.2016 results</u> 100% of students met benchmark 15 students <u>2016.2017 results</u> 88% of students met benchmark 8 students	Results: Averages were acceptable. No dramatic improvements or declines  Action Item: Will seek input from advisory committee about what an entry-level employee would need to know about auditing. Miller added a hands-on assignment to the class. This should make the class more beneficial to students who will more than likely not become auditors. Students need to know what auditing is, but not necessarily how to actually do an audit.  The number of accounting students is at a low point, so hopefully this will increase and with the increase, the percentages will continue to be positive.

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Peach shading- College-wide Outcomes

Green Shading- Program Outcomes

Red asterisk - CRITICAL TO ADDRESS