

Accounting Program
School of Business and Liberal Arts
Calendar year 2017 Assessment Report



Curriculum Coordinator: Christa Kelson

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What was assessed? Student learning outcomes list:

- *AACU Communication*
 - *Students are expected to be able to apply economic analysis to real world situations, to understand current events and evaluate policy proposals, and to evaluate the role played by assumptions in arguments and analysis that reach conclusions*



Where were outcomes assessed?

- *AACU - Communication*

ACCT 101

ACCT 102

ACCT 245

ACCT 306



How was the assessment accomplished?

- Student work assessed:
 - Artifact
 - ACCT 101: adapted AACU rubric for financial statements
 - ACCT 102: Break-even point project
 - ACCT 306: Balanced Scorecard project
- Measurement strategy:
 - Adopted AACU value rubrics used for projects
- Sample size:
 - All students (44)



Assessment results: What have the data told us?

- ACCT 101 - Communication
 - TARGET: 70% of the students will earn 10 or more AACU rubric points: exceeded
 - It was found that 93% of the students earned 10 points or higher using the AACU Critical Thinking value rubric. N= 15. The average earned total rubric points were 15.9.
Averages by category:
Explanation: 3.8
Evidence: 3.1
Influence: 3.5
Student's position: 2.6
Conclusion: 2.9
 - Recommendation: I spent two half class sessions allowing the students time to work on the project and answered questions. Perhaps asking for a rough draft and providing feedback would be a better use of time.
 - Students struggled the most on: Heavier emphasis to be placed on what is required to meet Student's position and Conclusion



Assessment results: What have the data told us?

- ACCT 102 - Communication
 - TARGET: 70% of the students will earn 10 or more AACU rubric points; results = exceeded
 - N= 29, 18 students completed the project; 16, or 89% earned 10 or more rubric points; 15.9 average rubric points.
 - 11 students did not complete the project. More than half of these students dropped, or stopped attending the course. Three students did not submit their report.
 - Students struggled the most on:
 - Students were weakest in Conclusion, explanation and student's position were tied for second weakest rubric.



Assessment results: What have the data told us?

- ACCT 306 - Communciation
 - TARGET: 70% of the students will earn 10 or more AACU rubric points: exceeded
 - It was found that 93% of the students earned 10 points or higher using the AACU Critical Thinking value rubric. N= 15. The average earned total rubric points were 15.9.
Averages by category:
Explanation: 3.8
Evidence: 3.1
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Student's position: 2.6
Conclusion: 2.9
 - Recommendation: I spent two half class sessions allowing the students time to work on the project and answered questions. Perhaps asking for a rough draft and providing feedback would be a better use of time.
 - Students struggled the most on: Heavier emphasis to be placed on what is required to meet Student's position and Conclusion



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Given these findings, what will the department do differently?
- Five general categories:
 - Change teaching methods
 - For students to fully comprehend the accounting cycle, exposure to a manufacturing facility. i.e. field trip to ACCO, NuMed, Corning...
 - How do we then assess that SLO’s are met via a field trip?
 - Change the course curriculum
 - Add 1 credit capstone course on Quickbooks. This course could be received by most if not all 14 disciplines that ACCT 101 feeds.
 - At this time, no faculty member is qualified as a QB expert.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Given these findings, what will the department do differently?
 - Increase instructional support
 - College continue to support Accounting tutoring lab
 - Develop personal learning plans
 - Proctor U software for online proctoring to enable validation and reliability of online classes.
 - Accounting industry updates – faculty needs to remain current. Continue to send faculty to conferences then disseminate knowledge back to the cohort, and/or bring in a panel of experts to the college to discuss changes in Accounting reporting this allows for a wider dispersement of knowledge.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Given these findings, what will the department do differently?
 - Change assessment methods and/or measures
 - Continue using the AACU rubrics over the historical methods.
 - Curriculum coordinator has set up a meeting with Kirk, it is confusing to understand if we can continue with AACU or historical methods.
 - Evaluate the current mapping with Kirk (appointment already established).
 - Ask for findings @ course level from Taskstream print out instead of current findings @ program level reporting.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Given these findings, what will the department do differently?
 - Change the SLO
 - Revise SLO’s as necessary



What resources were used or have been requested to close the loop?

- Potential resources that you might identify:
 - Individual faculty time revising within a course
 - Funds for online proctoring, i.e. ProctorU
 - Campus wide Quickbooks license
 - Training funds for QB certification



What changes would you make to the Assessment Process?

- Please list two or three suggested changes that you feel would improve the assessment process we used this fall.
- Standardization by adopting the AACU rubrics.
- Reports provided by findings at course level instead of at program level.

