



 **SUNY CANTON**

Accounting Program
School of Business and Liberal Arts
Fall 2015 Assessment Report



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What was assessed? Program student learning outcomes list:

SLO 1: Demonstrate understanding of Accounting Concepts

- Define basic generally accepted accounting principles
- Describe the accounting cycle
- Explain the right associated with ownership of common and preferred stock
- Interpret variable, fixed, and mixed costs.
- Identify and record accounts by classification; Identify and journalize business transactions using debits and credits
- Summarize the major accounting firms, accounting organizations, regulatory organizations and their functions in the U.S.

SLO 2: Execute Accounting calculations & computations

- Compute net income, total assets, and equity in the preparation of an Income Statement, Balance Sheet, and Statement of Owners' Equity
- Use straight line and declining balance depreciation methods to compute annual depreciation expenses.
- Explain and interpret the balance sheet and notes to financial statements.
- Compare and contrast between Income Statements and Statements of Cash Flow for any business activity.
- Prepare entries for the operating activities of a business such as: earnings management, revenue receivables, cash cycle, revenue recognition, inventory, and cost of goods sold.
- Determine payroll and payroll taxes and summarize the criteria for recognizing a liability associated with compensated absences.
- Calculate cost-volume-profit relationships apply what-if scenarios and substantiate the results.
- Allocate factory overhead to production costs and explain the effects on the balance sheet and income statement.
- Design and prepare a (1) master budget, (2) flexible budget (3) standard budget; examine their various components and analyze applicable variances.

SLO 3: Real world problem solving and experiences

- Describe the major types of financial statement fraud.
- Detect the various types of errors that can occur in an accounting process and prepare correcting entries when necessary.
- Examine the role of financial, managerial, and cost accounting in the business environment.
- Utilize knowledge of product and service costs in setting prices, bidding on contracts, and analyzing the relative profitability of various products and services.
- Discuss the difference between preventative, detective, and corrective controls, both manual and electronic.



How was the assessment accomplished?

- Student work assessed:
 - Course exams
 - Class projects tied to assessment rubric
 - Assignment grades
- Measurement strategy:
 - Rubrics used for class
 - Percentage of questions answered correctly on exams and assignments
- Sample size:
 - 140 students; six 101 sections and one 306 section (representing majors and non-majors)



SLO assessment findings

SLO 1 - Demonstrate Understanding of Accounting Concepts

	Measures		Not Met		Met		Exceeded	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
	All Courses	7	2	29%	3	43%	2	29%
ACCT 101	6	1	17%	3	50%	2	33%	
ACCT 306	1	1	100%	0	0%	0	0%	

SLO 2 - Execute Accounting Calculations & Computations

	Measures		Not Met		Met		Exceeded		No Findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
	All Courses	11	4	36%	2	18%	4	36%	1	9%
ACCT 101	6	3	50%	1	17%	2	33%	0	0%	
ACCT 102	4	0	0%	1	25%	2	50%	1	25%	
ACCT 306	1	1	100%	0	0%	0	0%	0	0%	

SLO 3 - Real Problem Solving & Experiences

	Measures		Not Met		Met		Exceeded		No Findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
	All Courses	9	4	44%	1	11%	3	33%	1	11%
ACCT 101	6	3	50%	1	17%	2	33%	0	0%	
ACCT 102	2	0	0%	0	0%	1	50%	1	50%	
ACCT 306	1	1	100%	0	0%	0	0%	0	0%	

Note: N=number of courses



Assessment results: What have the data told us?

- Our “N” was listed as number of courses, not as number of students. This is misleading. Were all programs presented in the same manner?
- Our results are for all students (majors and non-majors) completing ACCT courses. Should this be isolated to only majors in the future?
- Not all ACCT courses taught were included in the summary report. This needs to be addressed.
- SLO 3 received a high amount of “not met” with all reported courses. Need to review tracking methods.
- The upper level course returned “not met” as majority of its findings. Need to review tracking/reporting methods.



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
 - Increase in-class G/L and financial statement exercises
 - Increase emphasis on earlier chapters in each course to drive home the foundational components before moving forward with new material
 - Relate more ACCT practical experiences within the classroom (e.g. closing of McDonald’s ALCOA)
 - Change the course curriculum
 - Develop standardized exams in 101 & 102
 - Closely examine test & assignment material insuring they align with goals
 - Increase instructional support (e.g., tutoring, acquire software, etc.)
 - Purchase QuickBooks institutional license
 - Develop a QB in all lower ACCT courses (optimally all business courses)
 - Promote study groups in the library, provide incentive by placing a faculty member there once a week.



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 assessment methods and/or measures
 - Closely examine test & assignment material insuring they align with goals
 - On an annual basis review methods/measures and update when necessary
 - Track assessments throughout the semester instead of at the end of the semester (this will allow for quicker responses to correct inadequate collection methods)
 - Review the Taskstream course links (limited data was provided meaning the links may not have been properly created)
 - Encourage peer-review of program/course SLO's; as such all our courses feed other programs – ALL business courses are symbiotic
 - Change the SLO (must go through curriculum committee)
 - Review the American Accounting Association's pedagogical updates to best practices and align their goals with our program



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
 - Committee/Department faculty time making revisions spanning more than one course or adjusting the curriculum – all business courses feed all programs
 - Allocation of existing department funds
 - Suggest a point person within the business dept. to be a leader in assessment – compensate that individual for their added-value to the dept. as a whole.
 - Request of divisional/college funds
 - Add QB to all business courses. Introduced in ACCT 101 & 102



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.
 - Peer review assessment of each program within the Business Dept.
 - Understanding how the ACCT program is marketing by Admissions... yes – this fits assessment. How can we capture stronger students?

