



Public Disclosure of Student Learning

Institution	State University of New York at Canton
Academic Business Unit	Business: Accounting
Academic Year	2018-2019

Directions

Separate Student Learning Assessment and Assessment Results tables must be provided for each IACBE-accredited program.

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs and (ii) intended student learning outcomes. In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes,” **DO NOT ADD OR DELETE COLUMNS**. Space is provided in these sections for four direct measures of student learning and four indirect measures of student learning. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

In the sections of the tables entitled “Summary of Achievement of Intended Student Learning Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “NA” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

At the end of the assessment tables for each program, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own student learning information.

Be sure to delete these directions from the document before you publicly post your form.

Report of Student Learning and Achievement
Institution
Name of your Academic Business Unit

For Academic Year: 2018

Mission of the Name of your Academic Business Unit

Mission Statement

The Accounting Program supports the mission of the University and The School of Business and Liberal Arts. The program is an Associate in Applied Science (AAS) degree, which will provide students with the core competencies: knowledge of the accounting profession, design and use of information systems, communication, decision problems and information in organizations, and financial information and public reporting enabling our graduates to function professionally in a variety of settings as an accountant in today’s ever changing technological society.

Additionally, the program will provide students with analytical skills required to transfer to an appropriate Baccalaureate program for those who wish to pursue that route. Finally, the program provides the student with an awareness of the value of continued educational opportunities and lifelong learning.

Student Learning Assessment for Associate of Applied Science In Accounting

Program Intended Student Learning Outcomes (Program ISLOs)

1. *Program Learning Outcome 1 Students will prepare financial statements in accordance to Generally Accepted Accounting Principles (GAAP).*

2. *Program Learning Outcome 2 Students will analyze economic and financial data to inform management decisions makers.*

3. *Program Learning Outcome 3 Students will apply accounting knowledge to organizational-wide problem solving to provide potential solutions as supported by the presentation of accounting materials*

**Assessment Instruments for Intended Student Learning Outcomes—
Direct Measures of Student Learning:**

Performance Objectives (Targets/Criteria) for Direct Measures:

1. *Direct Measure 1 Accounting 101/102 - Final Exam*
 Program ISLOs Assessed by this Measure:
Outcomes List 1 & 2

Objective (Target/Criterion) for Direct Measure 1: 70% of the students will earn 70% or higher on selected exams, assignments, or projects linked to program/course assessments.

**Assessment Instruments for Intended Student Learning Outcomes—
Indirect Measures of Student Learning:**

Performance Objectives (Targets/Criteria) for Indirect Measures:

<p>1. Indirect Measure 1 Post graduation survey</p> <p>Program ISLOs Assessed by this Measure: Outcomes List 3</p>	<p>Objective (Target/Criterion) for Indirect Measure 1: From the set of graduates who answer “yes” to the question that their current jobs are related to their SUNY Canton degree, 75 percent will answer yes to the question: Do the skills required match the skills you learned at SUNY Canton- AAS Accounting program?</p>
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Assessment Results: Program 1

Summary of Results from Implementing Direct Measures of Student Learning:

Comprehensive examination	
Spring 2018	Fall 2018
Classified balance sheet prepared from the Income Statement and Statement of Retained Earnings (ISLO 1)	
81% > 70%	48% > 70%
Quantitative literacy subset for financial statement analysis (ISLO 2)	
85% > 70%	76% > 70%

Summary of Results from Implementing Indirect Measures of Student Learning:

1.6 month post-graduation survey class of 2018 (alumni survey). 4 respondents, of which 1 responded “yes” to the assessment question.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
	Direct Measure 1	Direct Measure 1	Direct Measure 3	Direct Measure 4	Alumni survey	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
Program ISLOs	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Program Learning Outcome 1	Not met	Not met			na			
2. Program Learning Outcome 2	Met	Met			na			
3. Program Learning Outcome 3	na	na			Met			

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

- Course of Action 1: Response to alumni survey was very low, suggest initiate social media presence to encourage higher traffic.
- Course of Action 2: More non-traditional and transfer students reported in spring semester may have had an influence on higher success rates. Offer additional review sessions, both virtual and face-to-face, to instill the importance of the financial statement preparation in accordance to GAAP.

3. Course of Action 3: Online sections reported many null values and these null values were reported in the overall findings thereby decreasing the success rate. It is unclear as to the reasoning for the null values. Students choosing not to complete the comprehensive exam are for various reasons, will attempt to track the reasons (in future semesters) why this assessment was not completed by the student.

4. Course of Action 4: The measures will be adjusted going forward to utilize a third party program comprehensive exam in place of a course comprehensive exam.