

Annual Assessment Report to the College 2008-2009 *Draft*

College: COBAE

Department: Accounting

Program: B.S. in Accountancy

Liaison: Leah Marcal

1. Overview of Annual Assessment Project(s)

1a. Assessment Process Overview: In general, program assessment activities are coordinated by the College Assessment Director. Faculty members teaching core courses design and collect course embedded measures. All assessment results are distributed to and reviewed by three committees: (1) Administrative Council; (2) Curriculum Review and Policy Committee, and (3) Strategic Planning. More specifically, this year, six program learning goals were directly assessed with course embedded measures in all upper-division core courses.

1b. Implementation and Modifications: No unplanned modifications.

2. Student Learning Outcome Assessment Project:

2a. Which Student Learning Outcome was measured this year?

Recognize and analyze ethical problems in practical business and accounting situations and to select and defend a course of action

2b. What assessment instrument(s) were used to measure this SLO?

FIN 303: Multiple-choice exam questions covered students' knowledge of financial ethics and regulatory requirements.

MGT 360: Multiple-choice exam questions covered students' knowledge of ethics.

2c. Describe the participants sampled to assess this SLO:

FIN 303: Exam answers from roughly 613 (459) students were assessed in fall (spring). Only students enrolled in traditional classes (i.e., not online) were assessed.

MGT 360: In fall (spring), instructors teaching four (two) large sections with roughly 600 (300) students adopted two common exam questions to assess students' understanding of ethics.

2d. Describe the assessment design methodology: Cross-sectional samples which provide a snapshot of the student population, at one point in time.

2e. Assessment Results & Analysis of this SLO:

FIN 303: In fall (spring), some 91% (87%) of students correctly answered questions covering financial ethics.

MGT 360: in both fall and spring, on average, 66% of the students correctly answered questions on ethics.

2f. Use of Assessment Results of this SLO: None this year.

2a. Which Student Learning Outcome was measured this year?

Effectively communicate complex business and accounting concepts both orally and in writing

2b. What assessment instrument(s) were used to measure this SLO?

ACCT 351 COM (fall only): Course embedded assessment of students' writing skills consisted of a pre and post writing assignment and a pre and post diagnostic exam.

MKT 304 (fall only): Students' writing skills were assessed with either a full strategic marketing plan or a situation audit.

SOM 306: Case analysis or essay exam questions were used to assess students' ability to clearly communicate and interpret results from operations management problems.

2c. Describe the participants sampled to assess this SLO:

ACCT 351 COM (fall only): The work of 93 students enrolled in four sections of the course.

MKT 304: Random sampling was used so that every fifth report was assessed. A total of 48 reports were assessed.

SOM 306: The work of roughly 887 (766) students were assessed in fall (spring).

2d. Describe the assessment design methodology: Cross-sectional samples which provide a snapshot of the student population, at one point in time.

2e. Assessment Results & Analysis of this SLO:

ACCT 351 COM: A comparison of pre and post-writing assessments indicates that student performance rises by more than one grade point (i.e., 1.63). Additionally 80% of the students scored below 2.0 on the pre-writing assessment compared with only 12% on the post-writing assessment.

MKT 304: Some 67% of the students' writing was deemed outstanding or good, 19% was deemed acceptable, and 15% was deemed unacceptable.

SOM 306: In fall (spring), some 81% (87%) of students demonstrated good or very good writing skills; while 19% (13%) demonstrated writing skills that were considered not good enough.

2f. Use of Assessment Results of this SLO:

ACCT 351 COM: At the end of each semester, the 351/351 COM team meets to identify strategies for continuous improvement of students' critical thinking abilities, research skills, and written communication performance. At least once annually, course assessment data are collected to monitor trends in knowledge of Standard English and skills in written business communication. For the most part, the 351/351COM team is pleased with the results shown over the past seven semesters.

The impact of the outsourcing of Business Communication (BUS 205) to the English Department (ENGL 205) starting academic year 2008-09 has yet to be reflected in our assessment data. We do not anticipate any major changes in pre- or post-assessment data because of this structural change to prerequisite delivery. Rather, our goal is to maintain the existing level of student performance. Specific interventions for fall 2009 include: (1) expanded instruction on writing case briefs. We have noticed that there is a strong correlation between poor case analysis and faulty letter/memo construction. We will be adding some material in 351Com on writing "case briefs." And (2) requirement to attach case brief to case writing assignments. Students will be instructed to attach a case brief to the required letter or memo. This has the purpose of helping students identify and relate facts to the accounting rules, etc. By working to improve the content grade, we hope to improve the writing grade.

MKT 304: Faculty teaching the course will continue to emphasize the written strategic marketing plan as a requirement for all students. This provides students with an opportunity to improve their writing skills.

2a. Which Student Learning Outcome was measured this year?

Apply critical thinking skills when analyzing and solving problems

2b. What assessment instrument(s) were used to measure this SLO?

MKT 304 (fall only): Students' critical thinking skills were assessed with either a full strategic marketing plan or a situation audit.

2c. Describe the participants sampled to assess this SLO:

MKT 304: Random sampling was used so that every fifth report was assessed. A total of

48 reports were assessed.

2d. Describe the assessment design methodology: Cross-sectional samples which provide a snapshot of the student population, at one point in time.

2e. Assessment Results & Analysis of this SLO:

MKT 304: Some 48% of the students' critical thinking was deemed outstanding or good, 40% was deemed acceptable, and 13% was deemed unacceptable.

2f. Use of Assessment Results of this SLO: None this year.

2a. Which Student Learning Outcome was measured this year?

Understand and apply basic business concepts

2b. What assessment instrument(s) were used to measure this SLO?

ETS-MFT: The Major Field Test contains 120 multiple-choice questions which test students' knowledge of accounting, economics, management, quantitative business analysis, finance, marketing, legal environment, information systems, and international issues.

BUS 302L: Students take a multiple-choice exam in each of the six lower-division core business subjects: financial and managerial accounting; business law; micro and macroeconomics; and statistics. Students must score a minimum of 50% on each exam to pass BUS 302L and they have three opportunities to take each exam.

FIN 303: Multiple-choice exam questions were used to assess students' knowledge of investment decisions, finance decisions, and the use of financial data.

MKT 304 (fall only): Students' knowledge and application of key marketing principles were assessed with either a full strategic marketing plan or a situation audit.

SOM 306: Students' knowledge of basic operations management concepts was assessed with exam questions.

2c. Describe the participants sampled to assess this SLO:

ETS-MFT: The Major Field Test in Business was given to 142 students enrolled in evening sections of the capstone course. Evening sections were used because the exam is designed to be taken over a two-hour time period.

BUS 302L: All students enrolled in BUS 302L.

FIN 303: Exam answers from roughly 613 (459) students were assessed in fall (spring). Only students enrolled in traditional classes (i.e., not online) were assessed.

MKT 304: Random sampling was used so that every fifth report was assessed. A total of 48 reports were assessed.

SOM 306: The work of roughly 887 (766) students were assessed in fall (spring).

2d. Describe the assessment design methodology: Cross-sectional samples which provide a snapshot of the student population, at one point in time.

2e. Assessment Results & Analysis of this SLO:

ETS-MFT: results are pending.

BUS 302L: Consistently high failure rates (i.e., roughly 15%) are seen in the financial and managerial accounting exams and the statistics exam. Alternatively, fairly low failure rates are seen in the business law exam (less than 6%).

FIN 303: in fall (spring), roughly 86% (83%) of students correctly answered questions covering investment decisions; 77% (79%) answered questions covering financing decisions; and 76% (74%) answered questions covering the use of financial data.

MKT 304: Some 77% of the students' marketing knowledge was deemed outstanding or good, 13% was deemed acceptable, and 10% was deemed unacceptable.

SOM 306: In fall (spring), some 73% (69%) of students demonstrated good or very good knowledge of operations management concepts; while 27% (31%) demonstrated knowledge that was considered not good enough.

2f. Use of Assessment Results of this SLO:

BUS 302L: Relevant departments (systems and operations management, business law, economics, and accounting) are reviewing and updating their exam questions. Online review materials are also being improved. (This process is ongoing.) The BUS 302 steering committee is also working to construct reliability measures for the exam questions.

3. **How do your assessment activities connect with your department's strategic plan?** Assessment is an integral part of our College mission --to provide high quality education.
4. **Overall, if this year's program assessment evidence indicates that new resources are needed in order to improve and support student learning, please discuss here.**

5. Other information, assessment or reflective activities not captured above.

Students in the capstone course complete the EBI Student Satisfaction Survey every spring semester. Student responses in 2009 indicate that we are very similar to our "select six" comparison business schools in terms of demographics and student satisfaction with various aspects of our undergraduate programs. When examining factor means, our highest student ratings go toward "critical thinking and problem solving" and "effective communication and teamwork." Students rate us least favorably in "placement and career services" and "advisement."