

End of Semester Assessment Report for Programs

Program: Accounting	Semester/year: Spring 2018
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Program Mission Statement

The Accounting program equips students with a level of knowledge in accounting that sets them apart in any position that they attain.

Program Objectives

1. *Recognize and utilize* the fundamental and technical concepts of accounting in business settings.
2. *Interpret* financial statement information and identify the potential business repercussions of that information.
3. *Prepare* financial statements in accordance with appropriate standards.
4. *Demonstrate* teamwork skills in business settings.
5. *Analyze and generate* internal controls to provide reasonable assurance of efficiency of operations, reliability of reporting, and compliance with regulations.
6. *Demonstrate* effective communication skills in regard to accounting application in various business settings and situations.

Assessment Methods and Targets

Program Objective	Introducing	Developing	Mastering
PO1. Fundamental concepts	FINA 341 C01 Excel 1	ACCT 317 C01 IRS.gov assignment	Not taught this semester
PO2. Interpret financial statement	FINA 341 C02 Excel 2	ACCT 314 C02 Quiz 2	Not taught this semester
PO3. Prepare financial statements	ACCT 101 C02 Quiz 1	ACCT 314 C02 Exam 2	Not taught this semester
PO4. Demonstrate teamwork	Not taught this semester	ACCT 314 C03 Group Project	Not taught this semester
PO5: Analyze and generate internal controls	Not taught this semester	ACCT 314 C03 Quiz 3	Not taught this semester
PO6: Demonstrate effective communication	N/A	ACCT 317: C09, Homework	Not taught this semester

- PO1.
- A. Introducing: FINA 341. Excel 1: Students show their abilities and knowledge to apply the finance concepts into a real scenario and are able to use excel functions to tackle the real world problem. Students must attain 70% or above of the assignment to achieve the objective.
 - B. Developing: ACCT 317. IRS.gov assignment: Students show their knowledge and efforts to study the material of IRS publication and they must attain 70% or above of the assignment to achieve the objective.
 - C. Mastering: Not taught this semester.

P02.

- A. Introducing: FINA 341. Excel 2: Students show their abilities and knowledge to apply the finance concepts into a real scenario and are able to use excel functions to tackle the real world problem. Students must attain 70% or above of the assignment to achieve the objective.
- B. Developing: ACCT 314. Quiz 2: Students show their knowledge and efforts to study the material of intermediary accounting and they must attain 70% or above of the assignment to achieve the objective.
- C. Mastering: Not taught this semester.

P03.

- A. Introducing: ACCT 101 C02 Quiz 1: Students show their abilities and knowledge to grasp the fundamental concepts to prepare financial statements. Students must attain 70% of above to achieve the objective.
- B. Developing: ACCT 314 C02 Exam 2: Students show their skills to build the financial statements. They must attain 70% of above to achieve the objective.
- C. Mastering: Not taught this semester.

P04.

- A. Introducing: Not taught this semester
- B. Developing: ACCT 314 C03 Group Project: students show their critical thinking and abilities to carry out a research project on one accounting topic. They must attain 70% or above to achieve the objective.
- C. Mastering: Not taught this semester.

P05.

- A. Introducing: Not taught this semester.
- B. Developing: ACCT 314 C03 Quiz 3: Students show their abilities and knowledge to analyze and generate internal controls using the fundamental concepts. They must attain 70% of above to achieve the objective.
- C. Mastering: Not taught this semester.

P06.

- A. Introducing: N/A in the Chart.
- B. Developing: ACCT 317 C09 Homework: Students must show their ability and collaborate their efforts to tackle assigned homework. They must attain 70% of above to achieve the objective.
- C. Mastering: Not taught this semester.

Assessment Findings

PO1.

- A. The excel 1 assignment in FINA 341 addresses PO1 at the Introductory level of corporate finance by providing basic instructions for data analysis using standard data analysis software excel. Students gain data analysis experience that translates into future research-related courses or financial planning certificate. On the excel 1 Project, 26 of 27 students (96.3%) met the objective with a score of 70% or better.
- B. The IRS.gov assignment in ACCT 317 addresses PO1 at the developing level of Income tax theory by equipping students to gain in-depth knowledge of tax practices and principles. On the assignment, 15 of 15 students (100%) met the objective with a score of 70% or better.
- C. Not taught this semester.

PO2.

- A. The excel 2 assignment in FINA 341 addresses PO2 at the Introductory level of corporate finance by providing basic instructions for data analysis using standard data analysis software excel. Students gain data analysis experience that translates into future research-related courses or capital budgeting certificate. On the excel 2 Project, 26 of 27 students (96.3%) met the objective with a score of 70% or better.
- B. The quiz 2 assignment in ACCT 314 addresses PO1 at the developing level of intermediary accounting by equipping students to gain in-depth knowledge of accounting practices and principles. On the quiz 2, 29 of 29 students (100%) met the objective with a score of 70% or better.
- D. Not taught this semester.

PO3.

- A. The Quiz 1 in ACCT 101 addresses PO3 at the Introductory level of accounting by providing students knowledge to prepare the financial statements. 30 out of 30 (100%) students met the objective at a score of 70% or above.
- B. The Exam 2 in ACCT 314 addresses PO3 at the developing level by providing students the opportunity to examine their ability to construct the financial statements. 28 of 29 (96.5%) students met the objective at a score of 70% or above.
- C. Not taught this semester.

PO4.

- A. Not taught this semester.
- B. The Group project in ACCT 314 CO3 addressed Po4 at the developing level by training students to demonstrate the team work skills and their critical thinking as a team. 29 of 29 (100%) students met the objective at a score of 70% of above.
- C. Not taught this semester.

PO5.

- A. Not taught this semester.
- B. Quiz 3 in ACCT 314 addresses PO5 at the developing level by critically analyze internal controls from managerial perspective. 29 of 29 (100%) student met the objective at a score of 70% or above.
- C. Not taught this semester.

PO6.

- A. N/A in the chart.
- B. The homework of ACCT 317 addresses PO6 at the developing level of tax course by training students to provide tangible solutions to tax issues on hand. 15 of 15 (100%) students met this objective at 70% or above.
- D. Not taught this semester.

Analysis of Assessment Findings

I think the findings reveal significant outcome and potential improvements we have made and will be made in the future. Through the assessment, I learnt a lot about the self and program evaluations at the on-going basis, which facilitate me towards the direction of providing high quality education to students. We receive very positive feedbacks from students and outside parties.

Strengths: students mentioned that intermediary accounting (ACCT 314) and corporate finance (FINA 341) are so intriguing but highly challenging. They think those two are the hardiness classes of Briner school of business, but they think they learnt a lot from taking those classes. Meanwhile, the income accounting application (ACCT 317) trains students the critical life skills to handle the tax issues according to different tax policies to various forms of businesses. One major change of ACCT 317 is that the instructor changes from solely using the textbook to actual tax publications. We receive good feedbacks that students are one of most prepared students to handle the tax issues.

Weakness: We need to keep improving the rigor of the program. Our goal is to enhance the accounting program to be one of most dynamic and quality programs in the nation. Hence, we need to keep enhancing students' job skills and their knowledges and abilities to handle potential unexpected tasks. Critical thinking is a necessary condition for their future success.

Impact of changes: Recent changes in the assessment process in my opinion make assessment process easier and more comparable via standardization. This makes the findings to be less biased and more objective. The recent changes in the program have been tremendous that constant meetings among faculties to exchange idea across the disciplines and our faculties are very open and acceptable to ideas and critical feedbacks. In terms of accounting program, under Sandra Lang, Ph.D's guidance and leadership, there are critical changes where we have reached consensus. For example, students' learning outcome, accessing students' learning outcome, standardization of practicum, and including more practical skills such as excels or financial modeling or research skills.

Sharing and Discussion of Assessment Findings

Every meeting, each faculty discusses and presents his or her findings of the discipline. We communicate openly and truthfully, and all meetings are well documented and recorded. We critically listen and provide our thinking regarding each topic, and discussions are very cohesive and intriguing. Each faculty learned substantially of what substances other faculties contribute to the educational experience and critically examine if those can be applied to our own classes. In the meantime, we often communicate with external parties such as Christina Smerick or Hannah Fishburn. They provided valuable and timely suggestions and supports to our old and new faculties.

Use of Assessment Findings for Program Improvement (Action Plan)

Based on the documented findings, we propose several improvements. 1: we need to incorporate more life skills into the classes. To design the syllabus, we will need to look from the prospective of job success and selectively design the contents that fit into the need of job qualifications. 2: we need to encourage students to engage the high level of intellectual thinking and should incorporate this aspect into the whole accounting program. 3: we need to be adaptable to what the general trends of accounting program other schools offer and integrate our own teaching philosophy with the areas of shortage into certain accounting areas. For example, fundamental accounting classes are very important. But training students just to be a bookkeeper should never be our ultimate goals. Our goal is to equip students the skills and intellectual ability to excel in any large corporate setting. 4: we do observe the large gap between fresh students' high school knowledge and college requirements. We will put more emphasis on those foundational courses that put them into a solid foundation for higher level classes.

Supporting Documents

No documents than what are mentioned above.