

## End of Year Assessment Report for Programs

Program: <b>Accounting Program</b>	Semester/year: <b>Fall of 2019</b>
Contact Person: <b>D. Nathan Jenkins</b>	Submission date: <b>September 16, 2020</b>

### Program Mission Statement

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

### Program Objectives

[List all of your program's objectives.]

At the close of their degree, students should be able to:

1. **Interpret financial statement information and identify the potential business repercussions of that information.**
2. **Prepare financial statements in accordance with appropriate standards.**
3. **Demonstrate effective application of accounting practices in various business settings and situations sufficient for entry-level employment.**
4. **Consider the integration of Christian faith with accounting practices and procedures.**

[add more as needed]

### Assessment Methods and Benchmarks – SPRING SEMESTER

For each program objective, choose one “best representative” assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your Program Learning Objective Alignment Chart to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

Program Objective	Introducing	Developing	Mastering
<b>P01. Interpret ...</b>	<b>ACCT 201 CO1 Exam #1 Total</b>	<b>ACCT 315 CO1 Assignments in Connect and Exam #1</b>	<b>ACCT 319 CO1 Site Confirmation Sheets</b>
	Benchmark: <b>&gt; 70%</b>	Benchmark: <b>&gt; 70%</b>	Benchmark: <b>&gt; 70%</b>
	Evidence: <b>89% completion</b>	Evidence: <b>67% completion</b>	Evidence: <b>100% completion</b>
<b>P02. Prepare ...</b>	<b>Not Applicable (N/A)</b>	<b>ACCT 314 CO2 Assignments in Connect, Assessments in ALEKS, Exam #2</b>	<b>ACCT 315 CO2 Assignments in Connect, Exam #2</b>
	Benchmark: <b>N/A</b>	Benchmark: <b>&gt; 70%</b>	Benchmark: <b>&gt; 70%</b>

	Evidence: <i>N/A</i>	Evidence: <b>88% completion</b>	Evidence: <b>50% completion</b>
<b>PO3. Demonstrate ...</b>	<b>ACCT 201 CO 5 Interview Project</b>	<i>Not Applicable (N/A)</i>	<i>Not Applicable (N/A)</i>
	Benchmark: <b>&gt; 75%</b>	Benchmark: <i>N/A</i>	Benchmark: <i>N/A</i>
	Evidence: <b>100%</b>	Evidence: <i>N/A</i>	Evidence: <i>N/A</i>
<b>PO4. Consider ...</b>	<i>Not Applicable (N/A)</i>	<b>ACCT 317 Final Exam</b>	<i>Not Applicable (N/A)</i>
	Benchmark: <i>N/A</i>	Benchmark: <b>&gt; 70%</b>	Benchmark: <i>N/A</i>
	Evidence: <i>N/A</i>	Evidence: <b>60% completion</b>	Evidence: <i>N/A</i>

### Analysis of Assessment Findings – SPRING SEMESTER

Discuss the significance of the findings of the current semester in light of the desired results, findings from previous semesters/years, recent changes in the program or the assessment process, etc. What did you learn from the assessment? In particular:

- (1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process? **Compared to Fall, where I had a lot more 100% completions, here it appears that a lot more students weren't meeting the benchmark for the entire year. One explanation could be that students are charged up a lot more at the beginning of the year, and wear down as the year goes on – especially in the Spring semester. This is a common phenomenon, and the data seems to support this.**
- (2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)? **Again, it's hard to comment on this since I've only been the Director for a short period of time.**
- (3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment efforts. **Again, it's hard to comment on this since I've only been the Director for a short period of time.**

### Sharing and Discussion of Assessment Findings – SPRING SEMESTER

Describe how assessment findings are typically shared and discussed among program faculty and other stakeholders. In particular, make clear the process for analyzing assessment findings and using them to make improvements in the program and/or the assessment process.

**They're not shared among faculty. Maybe it's just the timing of when I came on board, here, but we've had a lot of turnover in this department, and a lot of institutional and program knowledge is gone. In the time I've been here, no communication infrastructure has existed to discuss assessment findings – not for the accounting program, nor for any of the other programs in Dietzman that I know about. Everyone is just overwhelmed with course loads, which are often above the normal contract.**

**I'm going to start having an end-of-semester meeting for assessment at the end of this semester, since this is obviously important.**

**Another aspect of the Accounting program that might not be readily apparent is the design and maintenance of curriculum that is generally consistent with topics covered on the CPA exams and regulated by the Illinois Board of Examiners, the regulatory**

**authority that reviews academic qualifications for CPA exam qualifications. True, the majority of our graduates do not “sit” for the CPA exams, but for those who do, this is a very, very big deal. Plus, it’s a major selling point that our Accounting program actually prepares students to become eligible for the CPA, which is the standard credential for Accounting that matters above all else. Therefore, in the capacity as program director, being CPA-consistent is the highest order priority, and a big part of the position as Director.**

### **Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER**

(A) Describe any changes in (1) the program and/or (2) the assessment process that are planned in response to these assessment findings.

**It appears that we need to have more developing and mastering activities corresponding to Program Objective #4.**

(B) Briefly summarize the status of the previous years’ or semester’s action plans. Are they complete, still being implemented, on hold, or some other status? **I think that everything is likely on hold, at this point, until I have my operational plan discussion with an Assessment officer concerning last year’s operational plan. I believe that this feedback will prove to be invaluable.**

(C) For each intended improvement or change in the program stemming from this semester’s data, provide a detailed timeline for follow-up data collection, data analysis, and data review. **In the week following the close of the semester, I will have a face-to-face, Zoom, or phone conversation with Keeli so we can discuss our FCARs and the results and sentiments of the semester. It’s time for us to start taking assessment seriously. This is a process I will repeat at the end of the Spring semester, and I think big things will come out of taking just this one step alone.**

### **Full Year Reflection – FALL/INTERTERM/SPRING TERMS**

Recall the Program Assessment Action Plan from the Fall semester. Now that you have two semesters of following this data collection and reporting format, reflect on your assessment strategy: How well does the data support your learning objectives? Do your procedures for gathering and reviewing information need to be modified? What was done as a response to assessment data in the past? How did it go? Did you make the intended changes from your program’s Fall Action Plan, and are you on track with your timeline? **It seems that the majority of students are doing well under these objectives, and, thus, are learning objectives are being achieved – but not too easily. This program appears to be quite rigorous and challenging, which is good, in my opinion.**

### **Supporting Documents**

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]