Student Outcomes Assessment and Success Report AY2018-19   *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

Unit/Program Name: Accounting   **Contact Name(s) and Email(s):** Melony A. Sacopulos; **melony.sacopulos@indstate.edu**
Steven W.Lamb; Steven.lamb@indstate.edu
Joe.Sanders; **Joe.sanders@indstate.edu**

Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
Learning Outcome 2.4. Students are able to consider internal controls to properly plan an audit and assess the financial statements for risk of material misstatement due to errors or fraud.	Audit practice set; ACCT 415.	A score of 70% or better will be achieved by at least 75% of the students.	Targets were not met. Only 36% of students scored 70% or better.	This Learning Outcome will be re-assessed during the 2019-20 AY.
Learning Outcome 3.1. Students are able to determine technological threats to the accounting systems and identify applicable controls to mitigate risks.	Exam questions; ACCT 313.	A score of 75% or better will be achieved by at least 70% of the students.	Targets were met. 87.5% of students achieved a score of 75% or higher.	Both accounting majors and the entire class exceeded targets. No instructional changes are warranted at this time.
Learning Outcome 3.2. Students are able to use applicable technology tools to evaluate and present accounting information.	Exam questions; ACCT 313.	A score of 75% or better will be achieved by at least 70% of the students.	Targets were met. 87.5% of students achieved a score of 75% or higher.	Both accounting majors and the entire class exceeded targets. No instructional changes are warranted at this time.
Learning Outcome 3.4. Students are able to use generalized audit software to simulate audit processes.	Audit practice set; ACCT 415.	A score of 75% or better will be achieved by at least 70% of the students.	This Learning Outcome was not assessed, due to technical challenges related to the software package to be used.	This Learning Outcome will be assessed during the 2019-20 AY.

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

Helpful Hints for Completing this Table

    a.   Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.

    b.   Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.

    c.   Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)

    d.   Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities

Use Blue Reports to generate the following information (as well as any other information helpful to you):

    1)   Cohort Sizes   2) Year-to-Year Retention   3) 5-Year Graduation Rate

1) *The Cohort size for the SCOB is 298 incoming freshmen since all our freshmen come in as Business non-designated.*
2) *The retention rate for the 298 was 68%, slightly higher than the University rate.*
3) *The five-year graduation rate for accounting was 71% with 24 students graduating in Accounting in Fall of 2013; It was 65% with 20 students graduating in fall of 2014. Please be aware that many students have as a goal 150 hours, so that they may sit for the CPA exam. This goal often extends their graduation rate.*

What worked well in supporting student success this year?

The Scott College of Business aggressively attempts to involve students with a great variety of activities, some of them specifically directed to the incoming freshman. The freshmen activities include;

- *Require specific career readiness assignments including resume building, career matching, Job shadowing*
- *Use State Farm Grant to host a Freshmen networking event using state farm agents as guest to practice networking.*
- *Freshmen bootcamp (in all BUS 100 courses) educates freshmen regarding important professional skills that will help them academically.*

The freshmen may also participate in a number of activities put on by the various centers, (The Meis Center, The Supply Management Research Center, NFI activities, The Sales and Negotiation Center, as well as a variety of professional organizations).

The Accounting Program specifically sponsers Beta Alpha Psi (a national scholastic and professional fraternity for Financial Information Professionals) for its students. It meets about 6 times during the semester with professional speakers, and also puts on a social event, as well as a community service event. Accounting students are aggressively encouraged to join this organization. We also have individual accounting faculty that take students to professional competitions (in real estate, and private business valuation, for example) allowing them to meet and train with professionals. BUS 201 and BUS 202 are beginning Accounting courses for all our majors. The Meis Center is using Network Scholars to tutor students who need assistance in these courses.

What are the most significant opportunities for improvement upon which to focus in the coming year?

We are blessed to have a new hire, who is very current on the trends in the Accounting field. The opportunities we will focus on are in curriculum development.

Part 1c: Summary of Career Readiness Activities

Perhaps our most significant Career Readiness Activity this coming year will be to introduce a required three hour course in the Accounting Major, that of Data Analytics in Accounting. This area has become extremely important in Accounting, and is a component of the CPA exam. The major will not require additional hours, however; the number of required elective hours will be reduced from 9 to 6.

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: https://www.indstate.edu/assessment/plan-components

Part 2: Continuous Quality Improvement
Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:
1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
3) **what your assessment plan will focus on in the coming year**
4) **how this information will be shared with other stakeholders**

The accounting program continues to strive to make sure our students are ready to hit the ground running as they enter the accounting profession upon graduation. Most of our accounting students complete 150 hours so that they can sit for the CPA exam before they start their professional careers. The accounting program continues to place a large number of students in internships. These internships frequently lead to full-time job offers.

To help students be ready to take the CPA exam in ACCT 301 and ACCT 302, we have started to use WileyPLUS nextgen which integrates CPA review material directly into the course. Each chapter contains CPA review video lectures, CPA multiple choice questions, and CPA tasked based

simulation problems which make up 50 percent of the FAR (Financial Accounting & Reporting) section of the CPA exam. The CPA is the most important certification our accounting students can obtain upon graduation.

According to the AICPA (American Institute of CPAs) and NASBA (National Association of State Boards of Accountancy), skills and knowledge newly licensed CPAs increasingly need are:
- Business intelligence
- Data management, analytics and reporting
- Predictive analytics
- Cybersecurity risk management
- IT risk, controls and assurance
- Information security governance

Due to these changing expectations, the accounting program will be introducing a required three hour course, Accounting Analytics 1. The course description:

> The study of the use of business applications software to identify and manipulate date to successfully perform data analytics that will provide actionable information to solve problems in accounting.

This course could possibly lead to the students obtaining excel certification which would enhance their career readiness since excel is such a critical tool in accounting. These are exciting developments for the accounting program.

One area our assessment data indicates we need to improve is on learning outcome 2.4:

> Students are able to consider internal controls to properly plan an audit and assess the financial statements for risk of material misstatement due to errors or fraud.

Final exam targets were not met for this objective. Additional emphasis will be placed on this topic in ACCT 415 and we are considering adding an internal audit course. This course would open up more career opportunities for our accounting students and increase their knowledge of internal controls.

This information will be shared with stakeholders in a variety of ways. The curriculum changes were discussed among the accounting faculty and the Scott College of Business CAAC. Dr. Campbell has discussed the data analytics course with students and employers. Both of these groups have strongly supported the new course.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Dear Melony, Steven, and Joe,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: B.S. Accounting	Overall Rating: Mature (2.00/3.00)
Strengths	**Recommendations**
- Learning outcomes are clear, specific, and measurable. - Clear information is provided about the courses and assignments used as assessment measures. - Expected and actual student performance are clearly described. - Good notes about changes in the field and in the instructional tools/methods/faculty in ACCT that are shaping curricular changes. - Clear information about how faculty are involved/how assessment is shared. - Good targeting of areas for additional emphasis related to outcome 2.4.	- I know the Business Core is the focus of alignment to the AACSB standards in SCOB, but note any alignment of your learning outcomes, as applicable. - It is not clear from the report whether you use the overall exam/practice set score to measure performance on the outcomes of just the scores on the questions that align to each outcome. Make sure you're doing the latter – it will yield data that are more precise reflections of students' learning outcome performance. - Add a note about how you evaluate student performance on these measures (e.g., exam key, rubric, etc.) - Since you have added WileyPLUS nextgen materials into each course, you may consider student performance on some of these materials to demonstrate the connection between learning outcome performance and readiness for the CPA. It could be an additional measure to some of the other measures you already have to draw that clear connection. - Consider using a mix of formative and summative assessment in ACCT 415 related to outcome 2.4 to better monitor student performance over time this outcome. It may give you more opportunities to pinpoint better strategies/opportunities for improvement of this outcome.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
Student Learning Outcomes	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcomes(s) is measurable.	No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.
Performance Goals & Measures	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal(s) is identified for each learning outcome. Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures. Tools or processes for evaluating student performance on measures are not described.	No goals for student performance of learning outcomes is identified, and/or no measures are provided.

Analysis & Results	Data is collected using the measures and tools identified. Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals. Results are discussed in relation to college, institutional, and/or accreditor goals/standards.	Data is collected using the measures and tools identified. Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals.	Data is collected using the measures and tools identified. Results are reported with little description of analysis.	No data is being collected. No results are provided.
Sharing & Use of Results for Continuous Improvement	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice. A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.	Limited information is provided about sharing or using results to inform practice. Some discussion of what was learned from results is provided.	No information is provided about sharing or using results to inform practice. No evidence of reflection on results is provided (ex: discussion, conclusions drawn)
Overall Rating	□ **Exemplary**	□ **Mature**	□ **Developing**	□ **Undeveloped**