

Program Assessment Plan 2007

BACHELOR OF BUSINESS ADMINISTRATION (BBA) IN ACCOUNTING

I. Program Goals

INPUTS

Students: In order to be admitted to the Lewis College of Business (LCOB) as a major in accounting, a student must;

1. Have a 2.0 GPA
2. Have a 900 SAT or 19 ACT, and
3. Have an academic plan of study approved by the LCOB.

In order to graduate with a BBA in Accounting a student must;

1. Maintain a 2.0 GPA minimum and
2. Pass eight required accounting courses and three elective accounting courses in addition to the LCOB core and general education requirement.

FACULTY INPUTS

To be able to teach in the Division of Accountancy and Legal Environment faculty must be admitted to Marshall University and the LCOB and possess the appropriate Doctorate and/or Masters degree.

Faculty are expected to engage in other activities to enhance their academic qualifications such as research and professional service. Faculty are evaluated on these activities annually.

CURRICULUM

The curriculum is continually monitored by the Division Head and the Division faculty to ensure relevance and currency with advice from the Division's Advisory Board.

The dynamic nature of the legal environment of business and the increased expectations that the public has of the communication of the financial information of business (Accountants) and the guardians of the public trust (Auditors) requires the Division Head and the Division Faculty to closely monitor the curriculum and make changes as necessary to incorporate current developments in a timely fashion.

The primary stakeholders of the Division of Accountancy and Legal Environment are the employers, the students and the faculty. The employers are increasing their demand for sufficient numbers of competent accounting graduates from accredited accounting programs. The faculty must design and implement accounting programs that will meet the demands of a dynamic work environment so that our graduates are prepared to be successful in that environment. Thus, the general program goals are to:

1. Increase student enrollment in accounting major through recruiting efforts at high schools and community colleges.
2. Seek and obtain separate A.A.C.S.B. accreditation for Accountancy.
3. Continuously monitor and evolve the curriculum to provide students with the competencies and skills necessary to pursue careers in accounting and business.
4. Develop and implement a MS-Accounting degree to provide students with the opportunity to enter the profession of Public Accountancy with the skills and competencies necessary to be productive immediately.

MISSION

The mission of the Division of Accountancy and Legal Environment in part is to: "...provide an education that will... prepare students for successful careers in accounting and business and/or successful graduate study." To accomplish the mission the students must acquire specific competencies. The curriculum of the BBA – Accounting offers the students opportunities to acquire both "Functional" and "Personal" competencies (Wolcott & Lynch, 2001) as follows:

Functional Competencies

- A. Decision Modeling
 - a. Identifies problems, potential solution approaches and related uncertainties
 - b. Uses quantitative techniques to explore the likelihood of alternative scenarios
 - c. Organizes and evaluates information, alternatives, cost/benefits, risks and rewards of alternative scenarios
 - d. Employs model-building techniques to quantify problems or test solutions
- B. Risk Analysis
 - a. Explains why controls cannot completely eliminate risk of negative outcomes
 - b. Identifies risks of negative outcomes (including fraud) for particular scenarios
 - c. Describes the pros and cons of controls that mitigate risk of negative outcomes through prevention or detection and correction
 - d. Assesses and controls unmitigated risks through, for example, designing, applying, and drawing conclusions from tests
- C. Measurement
 - a. Identifies what needs to be measured
 - b. Appropriately applies a given measurement method
 - c. Determines an appropriate, relevant and reliable measure for the intended use
 - d. Presents the measurement results objectively using applicable standards of disclosure or reporting

- D. Reporting
 - a. Lists types of information relevant to a given report
 - b. Considers the needs of alternative audiences in preparing written and oral presentations
 - c. Using appropriate media, prepares reports with objectivity, conciseness and clarity
 - d. Describes work performed and conclusions reached in a manner that enhances the reports' usefulness
- E. Research
 - a. Employs relevant research skills for locating data
 - b. Identifies relevant information such as industry trends, internal performance history, benchmarks, and best practices
 - c. Accesses relevant standards, rules, and other information
 - d. Develops and uses reasonable guidelines for drawing conclusions in light of conflicting or ambiguous data

Personal Competencies

- A. Interaction
 - a. Accepts suggestions and guidance of team leaders and other members
 - b. Commits to achievement of common goals when working on a team
 - c. Interacts and cooperates productively and maturely with others
 - d. Recognizes and accommodates the protocols and expectations of teams
- B. Leadership
 - a. Describes why there is no single, "correct" way to perform as a leader
 - b. Recognizes and controls for own biases when receiving input from others
 - c. Analyzes potential ways to reach a consensus or compromise from alternative points of view
 - d. Facilitates decisions that involve consensus or compromise as appropriate
- C. Communication
 - a. Expresses information and concepts with conciseness and clarity when writing and speaking
 - b. Places information in appropriate context when listening, reading, writing, and speaking
 - c. Selects appropriate media for dissemination or accumulation of information
 - d. Organizes and effectively displays information so that is meaningful to the receiving party

- D. Project Management
 - a. Identifies project goals
 - b. Identifies uncertainties related to time and resource requirements for a project
 - c. Organizes the various aspects of a project in order to allocate resources for optimum results
 - d. Sees projects through the completion or orderly transition
- E. Professional Demeanor
 - a. Identifies career and personal goals
 - b. Identifies ethical dilemmas
 - c. Considers the impact of alternative solutions on various stakeholders in an ethical dilemma
 - d. Conducts oneself with honesty
- F. Problem Solving and Decision Making
 - a. Lists information and evidence that is relevant for a problem
 - b. Makes valid and reliable evaluations of information, including the significance of evidence or facts for problem definition and solution
 - c. Analyzes the quality of information and evidence, including validity, reliability, and significance
 - d. Knows when to follow directions, question plans or seek help

It is also a goal of the BBA – Accounting program to provide the student with the ability to gain technological competencies to leverage throughout their career. Competency in leveraging technology is important for both “Functional” and “Personal” competency as follows.

- A. Functional:
 - a. Accesses appropriate electronic databases to obtain decision-supporting information
 - b. Identifies risks associated with technology and automated business processes
 - c. Uses technology assisted tools to assess and control risk and document work performed
 - d. Appropriately uses electronic spreadsheets and other software to build models and simulations
- B. Personal
 - a. Exchanges information using appropriate communication technologies such as e-mail, discussion boards and video-conferencing
 - b. Describes risks and other issues about privacy intellectual property rights and security issues related to electronic communications
 - c. Explores the implications of uncertainties when adopting a new technology
 - d. Uses technology appropriately to interact with others

II. **2006 Assessment Summary**

Please see section VI: Assessment Summary Chart at the end of this report.

1. The American Institute of Certified Public Accountants (AICPA) has provided significant guidance concerning the design and assessment of competency elements necessary to be a successful professional accountant. Additionally, the AICPA provides guidance to assist in the specification and assessment of Desired Student Learning Outcome. (Wolcott & Lynch, 2001). The ACC/LE faculty utilized these resources when defining competencies and learning outcomes for the BBA – Accounting. Accordingly; the “Functional” and “Personal” competency categories and elements were adapted from the AICPA guidelines
2. The Division of ACC/LE Advisory Board was consulted and the advice was incorporated into the defined competencies.
3. The employers are pleased with the competency of our students (employer satisfaction survey).
4. We continue to make significant changes to the content and structure of required major courses to reflect the needs of our constituents.
5. We have begun administering major field tests (MFT) in Capstone course as part of the direct assessment effort. This allows us to compare our BBA to national averages from other universities. The MFT results indicate that our students perform at or above the national average of those taking the same exam from other universities.
6. We have direct assessment of student performance by employers when they do internships. The employer evaluation forms indicate that our employers rate our students as excellent or good in workplace skills.
7. Course embedded assessments are becoming more consistent and are more effectively used as feedback to modify curriculum.
8. Reactivated MBA-Accounting in Spring 2006 – revised Fall 2006
9. Successfully applied for candidacy for specialized AACSB accreditation for accounting. Received donations from community to help defray costs.
10. Held recruiting seminar (Spring 2006) to recruit business students to accounting major.

III. **Plans for the Current Year (2007)**

- A. Our principle goals.
 - a. Develop MS - Accounting and diversify/internationalize accounting majors.
 - b. Apply for separate AACSB Accreditation for Accounting Recruit more students for program. Hold annual recruiting luncheon.
 - c. Continue to develop strong ties with business community.
- B. We will meet these goals by:
 - a. Intent to Plan MS Accounting to be submitted Spring, 2007.
 - b. Follow application procedures for AACSB Accounting Accreditation and obtain advisor. (letter: March 1, 2007/ Self Evaluation Report, August, 2007).
 - c. Enlist help of business community. Call advisory board meeting – topic: fund raising strategies.

- C. Our assessment plan needs to change by:
- a. Developing, installing and documenting more direct program assessment. Although we are part of the BBA assessment program being developed and implemented by the LCOB and although the LCOB only confers one BBA degree regardless of major, we will continue to develop separate assessment processes for the Accounting Legal Environment faculty and the accounting major.
- We are in the process of developing/adapting rubrics to directly assess written and oral communication in course embedded assessment.
 - We must document the continuous improvement that is already taking place as a result of our process of redefining the learning goals and implementing them to reflect the changing needs of our constituents
 - We must document our implementation of Advisory Board suggestions about curriculum and activities necessary to prepare our graduates for entry into the profession of accounting and business.
 - While our continuous improvement process is already in place and has made significant improvements to our program, we must provide better documentation of its existence.
 - We must make our processes more transparent and communicate them so assessment officers/agencies will be able to discern continuous improvement activity

IV. Assistance Needed

We administer the Major Field Test to Accounting Majors by having the students purchase it and including it as part of required materials for the Capstone Course.

We have an alumni list but we will need assistance from the university to pay for mailing if surveys of alumni are desired.

The LCOB, the University or the business community will have to provide financial assistance for separate accreditation application fees and dues.

V. Most Important Thing Learned in This Process

Assessment teaches how to articulate specific goals, measure the progress toward those goals in order to adjust and continually improve the program.

Chart I – Assessment Summary: 2006 Annual Update
Component Area/Program/Discipline: BBA, Bachelor of Business Administration in Accounting

Component / Course / Program Level					
Functional Competency	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmarks	Results/Analysis	Action Taken
Functional Decision Modeling (see narrative)	ACC 311, 312, 318, 414, 429, 341, 499 Acc Faculty- J. Archambault, M. Archambault, Conrad, Luchs, Saunders, Price, Stivason, Wenzel	(Course embedded) Simulation in 318, Homework assignments *Cases *Problems F Rep. Dilemmas	Solutions Manuals & Instructor Solutions	Students Prepare Homework and cases	Instructor grades and returns homework
Risk Analysis (see narrative)	Acc Faculty-J. Archambault, Conrad, Luchs, Price, Saunders, Stivason, Wenzel	Simulation in 318, Homework assignments, Cases, Problems, F Rep. Dilemmas, Written term paper.	Solutions Manuals & Instructor Solutions, A. P. A. Style	Students Prepare Homework and cases	Instructor grades and returns homework
Measurement	Acc Faculty- J. Archambault, M. Archambault, Conrad, Forget, Luchs, Saunders, Price, Stivason	Simulation in 318, Homework assignments, ACC 311,312,414 Cases, Problems, F Rep. Dilemmas, examinations	Solutions Manuals & Instructor Solutions	Students Prepare Homework and cases	Instructor grades and returns homework
Reporting	Acc 312, 499, Acc Faculty- Saunders	Oral & written communication	Formal Format, Public & Speaking, APA Style	Assessment of speeches and written papers	Oral & written comments
Research	Acc 311, 312 414,348 Acc Faculty- M. Archambault, J. Archambault, Capehart, Conrad, Forget, Price, Saunders	Research required in Financial Reporting, Tax Accounting	Financial Accounting Reporting Standards (FARS)	Write ups measured against model protocols. Professor grades assignments	Students pass or fail
Leverage Technology	Acc 215, 216, 311, 312, 414, 499, 318, 341 Acc Faculty-J. Archambault, M. Archambault, Luchs, Forget, Conrad, Maheshwari, Saunders, Stivason, Price, Capehart	Assignments , electronic tools – Excel, Word, FARS, Simulations (COPE)	Instructor & Publisher solutions	Student turn ins graded against solutions	Students pass or fail

Chart I – Assessment Summary: 2005 Annual Update
Component Area/Program/Discipline: BBA, Bachelor of Business Administration in Accounting

Component / Course / Program Level					
Personal Competency	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmarks	Results/Analysis	Action Taken
Interaction	J. Archambault, Luchs, J. Price Saunders, ACC 216, 311, 499, 318, 429	Internship evaluation In Class Homework, Team solutions & presentation of simulations & cases	Instructor or publisher solutions, formal public speaking format	Write up of cases and presentations graded by instructor. Peer Assessment	Instructor assigns grades and offers advice for improvement
Leadership	Saunders, J. Archambault, ACC 499, 429, 318	Internship evaluation Team solutions and presentations of simulations and cases	Formal public speaking format	Students choose leaders to do presentations	Instructor observes and facilitates team leadership
Communication	ACC Faculty, ACC 311, 312, 318, 341, 414, 429, 499, 348	Course embedded - rubric Papers, cases, simulations and/or presentations	Instructor or publisher solutions. Formal public speaking standards. APA Style	Students do cases, papers, simulations, and/or presentations	Instructor grades cases papers and simulations. Peers & Instructor observe presentations
Project Management	ACC 318, 429, 499, Saunders, J. Archambault, Luchs	Papers, cases and/or simulations, presentations	Instructor or publisher solutions. Formal public speaking standards. APA Style	Students do cases, papers, simulations, and/or presentations	Instructor grades cases papers and simulations. Peers & Instructor observe presentations
Professional Demeanor	All Courses	Syllabus Course embedded	Attendance at Business Career Connections Day Registration with Career Services Integration of Ethical Dilemma Cases in all courses MU Cheating Policy	Require Attendance Require Registration Incorporate in assignments Enforce MU Cheating Policy	Instructor take attendance Instructor College Reg. Cards Grades assigned. Observe
Problem Solving and Decision Making	NOTE: See Decision Modeling under Functional Competencies				
Leverage Technology	All Faculty	Course embedded Syllabus	Instructor Assignments and cases	Students use technology to interact with instructor & classmates	Instructor grading of assignments