

## Institutional Effectiveness

2018-2019

**Program:** Accounting BS

**College and Department:** College of Business – Department of Accounting

**Contact:** Richard Rand

**Mission:**

- Provide an educational foundation that enables its students to become successful accounting professionals,
- Engage in scholarly activity that makes meaningful contributions to the understanding and practice of accounting and to accounting education, and
- Serve the region, state, community, university, and the profession through outreach activities

We believe teaching, scholarly activities, and service are interdependent and synergistic, and that the spirit of discovery and pursuit of knowledge underlie our educational focus and guide our service activities.

**Our Vision:** The Department of Accounting will be a recognized leader in undergraduate and graduate accounting education with a focus on technology, and will be the destination of choice for those seeking rich and diverse learning experiences that inspire innovation, leadership, and value creation.

**Our Character & Values:** The Department of Accounting maintains the highest level of dedication to its academic program, exemplified by a focus on excellence in instruction, commitment to scholarly activity, and engagement in professional and community service by the faculty.

The Department of Accounting is distinguished by...

- A high-touch, personal learning environment fostered by a caring faculty,
- A commitment to experiential learning that produces practical knowledge and professional development in students,
- A strong collegial environment characterized by robust collaboration and high levels of engagement among faculty, staff, and students,
- A technology-driven, interdisciplinary approach to teaching and learning that produces team-oriented, competitive, ready-to-work graduates,
- A competent online learning environment distinguished by maintaining the integrity of online testing coupled with the historical strengths in online lectures and extensive examples provided through various online platforms, and
- An organizational culture that encourages ethical and responsible behavior in all stakeholders while embracing the diversity of individuals and ideas.

**Program Goals:**

- PG 1: The Department will maintain and grow the number of undergraduate students registered as Accounting majors.
- PG 2: Re-organize the Accounting Advisory Board to allow the group to more efficiently and effectively assist the Department of Accounting.
- PG 3: Provide students with opportunities to become more familiar with the extended business community and the opportunities afforded to them locally, nationally, and internationally.

**Student Learning Outcomes:**

SLO 1a: Accounting major students will demonstrate overall competency in the business core areas.

SLO 1b: Students will demonstrate competency in financial accounting.

SLO 1c: Accounting major students will demonstrate competency on the Bloom's dimensions: Remembering, Understanding, and Application.

SLO 2: Accounting major students will demonstrate the ability to apply problem-solving skills.

SLO 3: Accounting students will demonstrate that they are aware of the professional expectations with respect to ethical conduct.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

**Assessment Methods:**

*PG 1: Maintain and grow the number of undergraduate students*

- # of Accounting Majors - This metric is provided from Institutional Research data. There was a change in 2019 with respect to how undergraduate students are categorized. Prior to Fall 2019, the # of Accounting majors reported only included Junior and Senior accounting majors who has been formally advised by the Department following their first 60 hours as Basic Business students. Accordingly, there were many Freshmen and Sophomore Basic Business students who maintained the intent to be classified as Accounting Majors, but who were forced to remain classified as Basic Business students. Starting in Fall 2019, incoming Freshmen who intended to be Accounting majors were allowed to be classified as such. As a result, there will be a "jump" in reported numbers beginning in Fall 2019.
- # of Degrees Conferred - This metric is provided from Institutional Research data.
- # of Undergraduate SCH Generated - This metric is tracked internally by the Department and is viewed as measure of efficiency and appropriate deployment of resources.

*PG 2: Re-organize the Accounting Advisory Board*

- Accounting Advisory Board: Historically, the Accounting Advisory Board at TTU was comprised of anywhere between 25-50 alumni. They attended an annual meeting where they were provided a "State of the Department" report. They had no governance structure

and were not asked to participate in direct efforts to assist the Department in their other Program or Student Learning Goals.

In January 2015, the Accounting Advisory Board was re-organized into a smaller, self-governing body with a specific and direct purpose. The group now has its own Constitution and Bylaws. The new AAB will have 12 members, serving rotating 3-year terms. This group will also meet at least twice annually.

*PG 3: Opportunities to become more familiar with the extended business community*

- Experiential Opportunities: Tracking of student participation in defined high-impact experiences will result in student growth and success.

As part of our effort to improve the undergraduate experience for Accounting majors, we established, in 2011, the International Experience in Accounting. The course is an upper division Accounting elective for Accounting majors only that combines study of international accounting, international business, and a week in London, UK. The International Experience in Accounting serves to broaden students' perspectives of the world in which they live, as well as to prepare them for the international business world.

We will use participation as the primary metric for each of activities "high engagement" activities. There currently is no data for the ART-US component (since it has not yet been offered).

*SLO 1a: Demonstrate overall competency in the business core areas.*

- ETS Exam: Assessed by ETS Exit Exam (Major Field Test in Business) taken by graduating seniors in Spring semesters. The results for COB students on the ETS exit exam are analyzed and discussed by the Department faculty.

*SLO 1b: Demonstrate competency in financial accounting.*

- ACCT 2110 Avg Final Exam Scores: To measure student progress in the first accounting course, we will use the Final Examination scores as a proxy, as well as annual average performance of College of Business students on the Accounting section of the ETS Exam.

*SLO 1c: Demonstrate competency on the Bloom's dimensions*

- CONNECT Homework Management System: A decision was made by the Department in 2017 to focus on learning as defined by Bloom's Taxonomy. Specifically, the choice was made to focus on student achievement as defined by Bloom's first three levels of learning (Remembering, Understanding, and Applying) at the undergraduate level. Homework problems and exercises in the CONNECT system are pre-tagged as to the level of Bloom's taxonomy that each item tests. For each chapter in each core course, an assignment is created that includes some Remembering, some Understanding, and some Applying questions. At the end of the semester, a report can be generated to show how students performed on each of those Bloom's dimensions over the course of the term.

The goal was for accounting majors to achieve 75% on the dimensions of Remembering, Understanding and Applying in the core areas of accounting at the undergraduate level (Financial, Cost, Audit, and Tax).

*SLO 2: Demonstrate problem-solving skills.*

- California Critical Thinking Skills Test: The California Critical Thinking Skills Test (CCTST) taken in Fall and Spring semesters by graduating seniors. The CCTST provides a direct measure of the various dimensions of critical thinking.

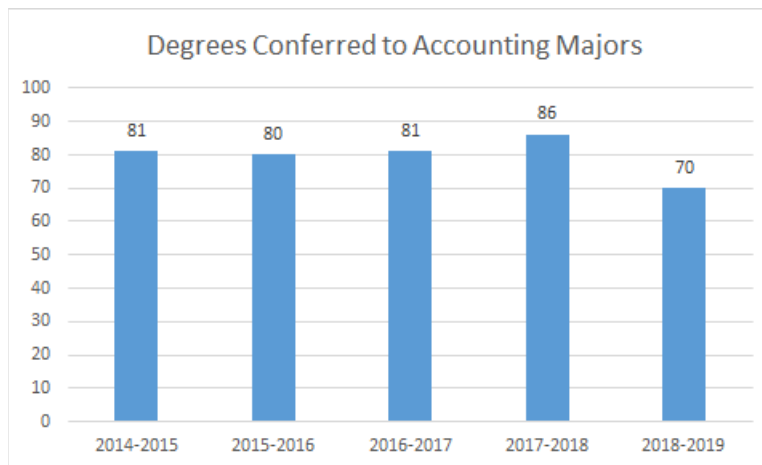
*SLO 3: Demonstrate awareness of the professional expectations*

- Ethics: At the undergraduate levels, students' ethical awareness is measured in ACCT 3330 (Federal Taxation) and ACCT 3620 (Auditing). Students are presented with a video on a framework for ethical decision-making. Students are also taught about the online AICPA Code of Professional Conduct and the IRS's Circular 230 ethical requirements for tax preparers. Then embedded course assessments are used to determine the degree to which students have internalized the concepts to which they have been exposed.

## **Results:**

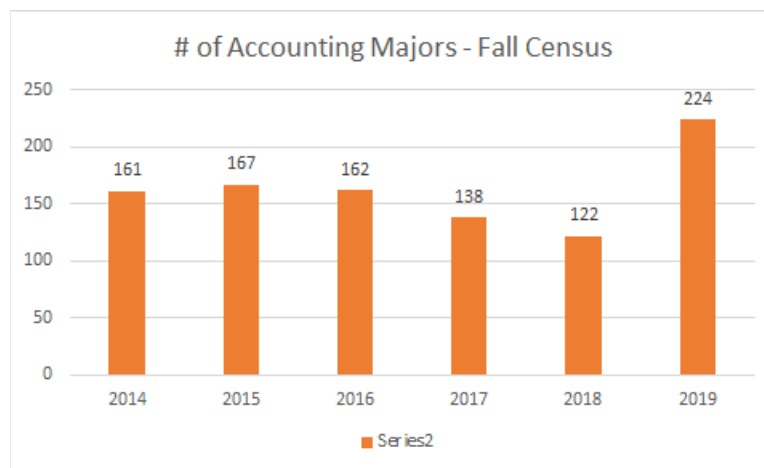
*PG 1: Maintain and grow the number of undergraduate students*

Except for the most current year, the Department consistently graduates in excess of 80 students per year. In 2019, the number was down as a result of a temporary downturn in the number of majors reported in Fall 2018.



The number of Accounting majors has decreased over the preceding six year period, while maintaining high numbers of degrees awarded. This anomaly is due to several factors. One factor is the curious way in which the University counts "majors". If a student is double-majoring in two business disciplines and the "secondary" major is accounting, then that student does not "count" as an accounting major, even though that student does count for purpose of identifying degrees conferred. In recent years, many accounting majors have chosen to double-major in majors such as finance or economics. In addition, the Department continues to serve a high number of students seeking a second degree in accounting. These students are typically not "counted" as accounting majors if they enroll as a "non-

degree seeking" student. Many enroll with this designation, even though they actually are working towards completing a degree. To counter the decline in # of accounting majors, the Department is working with Enrollment Management to engage in a effort to send faculty members and admissions representatives to high schools and 2-year colleges to promote TTU and the Department of Accounting. The "increase" reported in 2019 reflects a change in the way the College allows freshmen to identify when they enroll at TTU. Prior to Spring 2019, freshmen and sophomores were required to be designated at "Basic Business". Thus, many students who intended to major in Accounting, were not actually classified that way in our system. Beginning in Fall 2019 Freshmen who intended to identify as Accounting majors were designated as accounting majors, thus increasing the "count". In Fall 2020, that count will again increase significantly as the current sophomores will declare as accounting majors and the Fall 2020 freshmen make their declarations.



#### *PG 2: Re-organize the Accounting Advisory Board*

A working group met in January 2015 to work out the details of a Constitution and Bylaws for a re-organized, self-governing Accounting Advisory Board for TTU. The results was a new framework for an Accounting Advisory Board that will prove useful to the Department.

A group of 12 alumni and stakeholders were selected for the first Accounting Advisory Board. They are organized into three groups with staggered terms. The initial terms were for two years, three years, and four years, respectively. Going forward, as terms expire, future terms will be for three years.

The AAB has met three times since the January 15 meeting. Outcomes had included:

- Raising \$5,000 to scholarship students for the 2016 London Experience.
- Providing valuable feedback on the development of a technology course for the new MACC program.
- Providing valuable input in the development of the Department's Strategic Plan and with respect to AACSB accreditation.
- Providing support for Accounting Boot Camp and for Meet-The-Firms.

The Accounting Advisory Board has continued to meet on a regular basis, holding 2 meetings annually in 2015, 2016, 2017, and 2018. In addition, the succession plan for replacing Board members following

their 3-year term of service has worked well with new classes coming on board in Fall 2017 and Fall 2018. The Board has been helpful in strategic planning, undergraduate and graduate curriculum development, and providing speakers for classes.

*PG 3: Opportunities to become more familiar with the extended business community*

An objective of the International Experience in Accounting is to engage students in non-traditional experiential opportunities. Another objective of the International Experience in Accounting is to help students to overcome natural anxieties about new experiences; specifically, international travel. Overall, students reported a significant reduction in their level of anxiety with respect to international travel (Wilcoxon significance = .002). In addition, there were several specific areas in which students showed significant reduction in their levels of anxiety.

In 2019, the International Experience in Accounting will take the 9th group of students to London during Spring Break. Visits will include ICAEW, Enterprise UK/Ireland HQ, Lloyd's of London, Sage, MiniCooper, and at least one CPA firm.

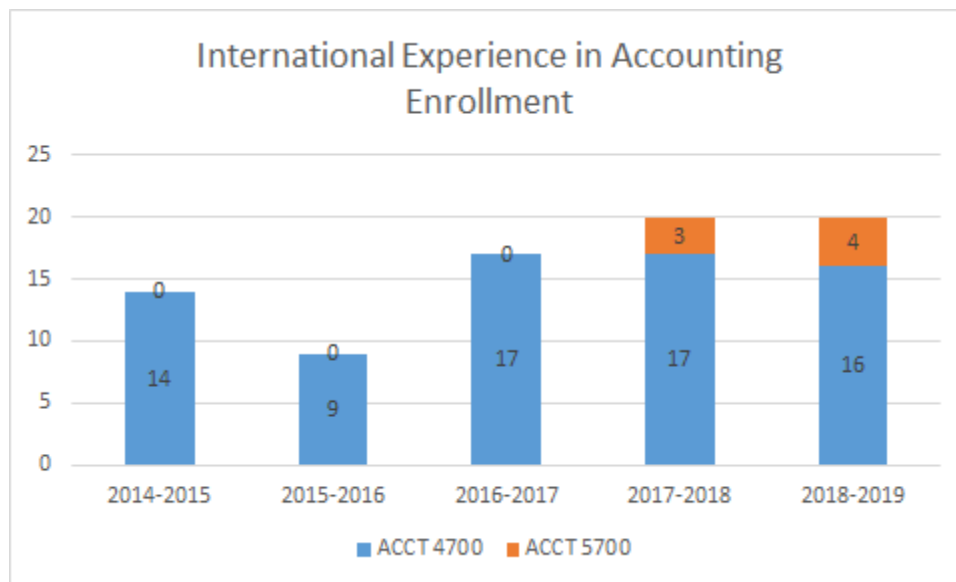
To date, participation in the event each year is as follows:

2011	2012	2013	2014	2015	2016	2017	2018
20	12	16	12	15	9	17	20*

\*including 3 graduate students for the first time

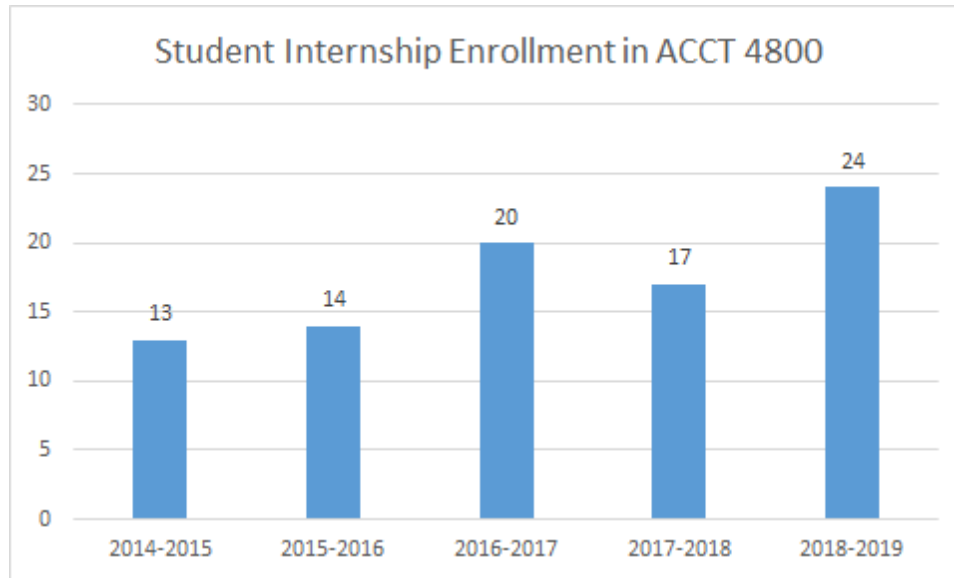
Also, to date, 6 different faculty members have participated in the event as both leaders and support faculty.

In 2019, participation in the International Experience in Accounting was again high. In 2019, 4 graduate students and 16 undergraduate students participated.



Internships continue to be popular with accounting students. In 2019, there were 24 students who completed internships. These numbers represent only enrollments in ACCT 4800. Assuredly, there are

students who participate hold work positions related to accounting who do not enroll in ACCT 4800 for course credit, meaning the actual number of students participating in internship-like experiences is likely much higher than ACCT 4800 enrollments.



In addition, in 2017/2018 10 students participated in Financial Statement Analysis. In 2018/2019, a total of 38 students participated in Financial Statement Analysis. The course a high-impact activity. Each student was required to engage in a research activity that was then presented and displayed at University Research Day.

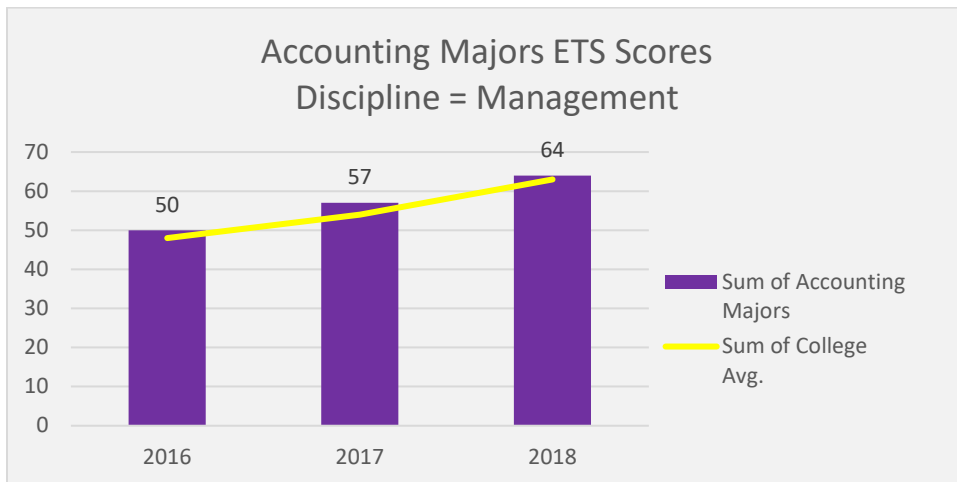
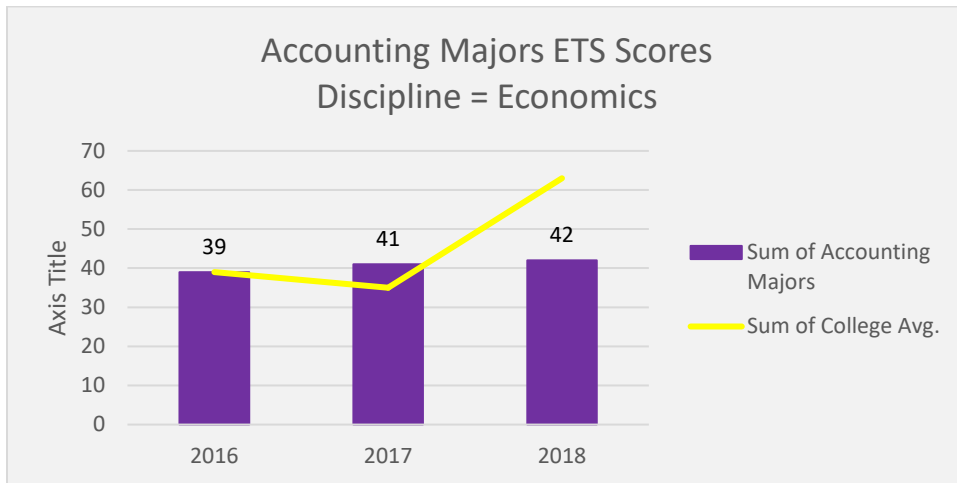
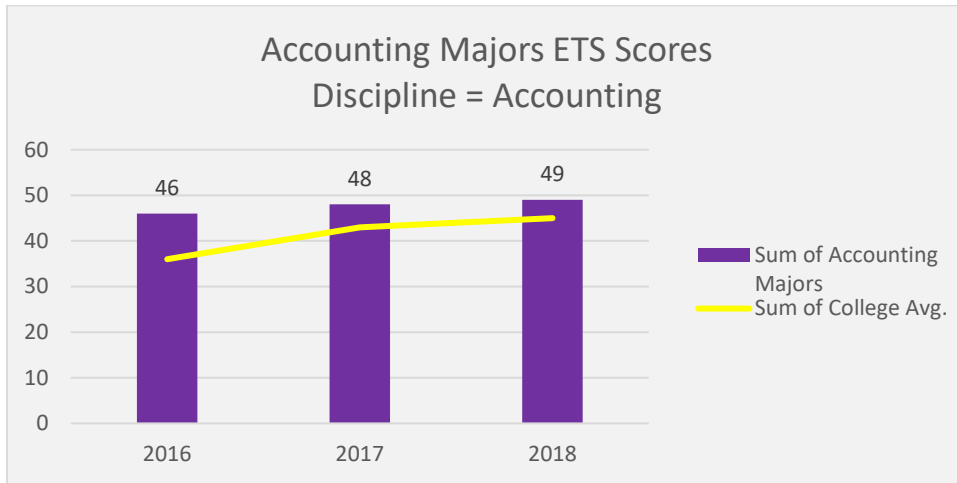
*SLO 1a: Demonstrate overall competency in the business core areas.*

Each term, graduating students are required to take the ETS Exam. The exam provides feedback to the College in several discipline areas and provides the College with information regarding student knowledge acquisition and retention in the key areas of business defined by the curriculum. The disciplines covered by the ETS Exam include:

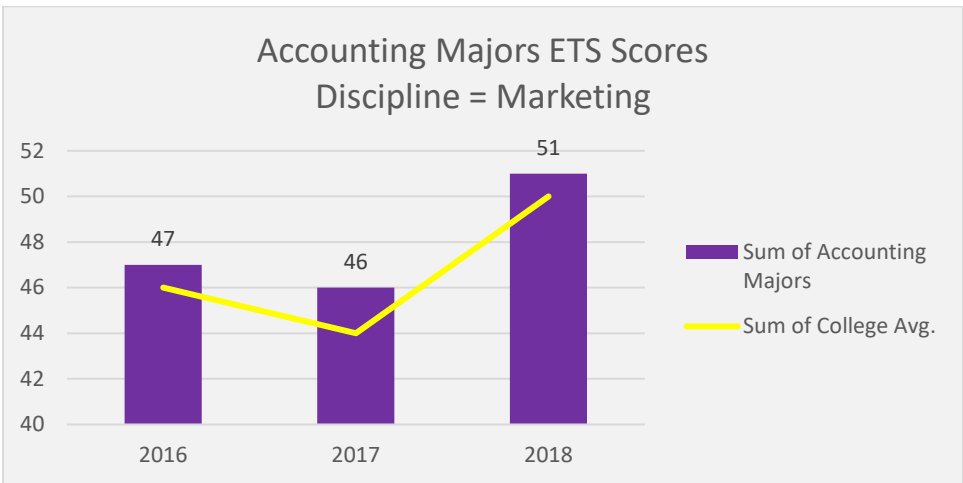
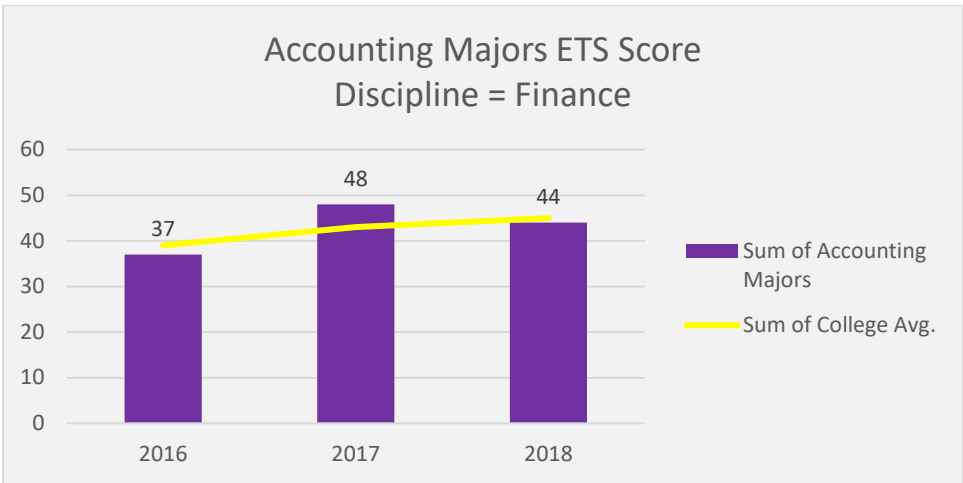
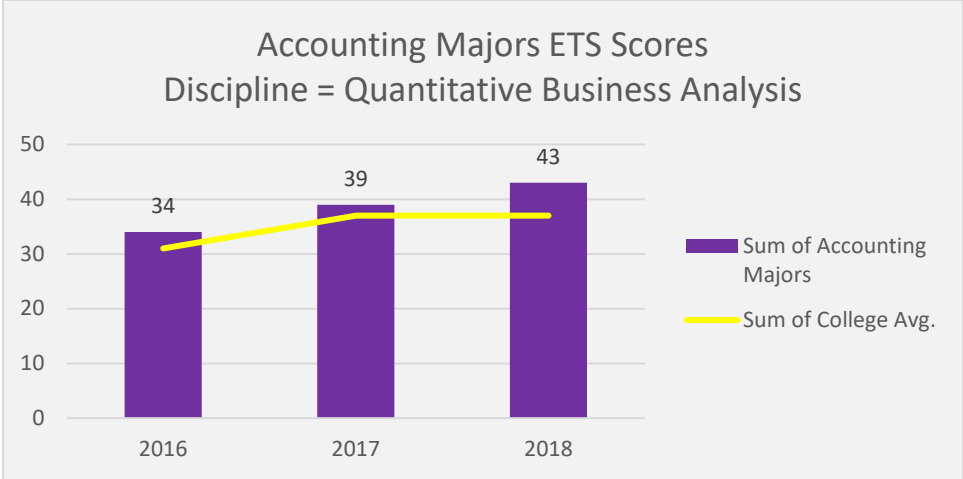
- Accounting
- Economics
- Management
- Quantitative Business Analysis
- Finance
- Marketing
- Legal and Social Environment
- Information Systems
- International Issues

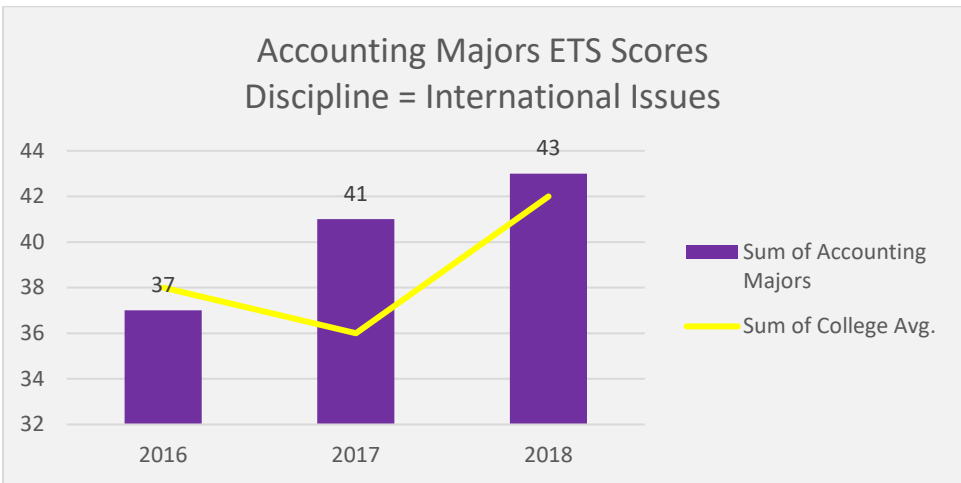
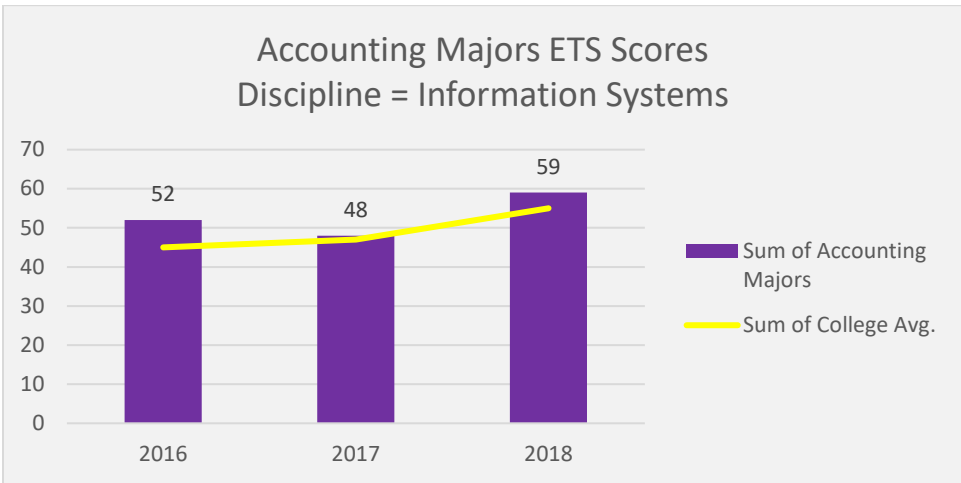
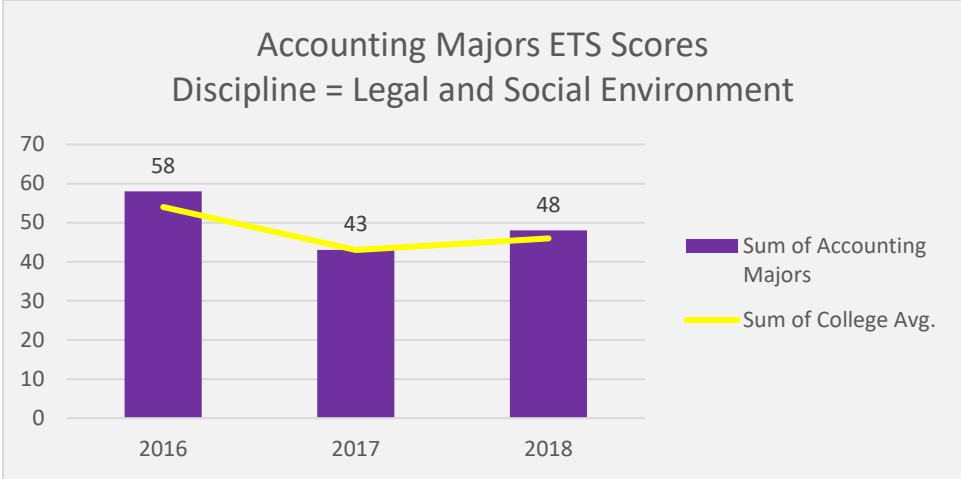
Data below reports Accounting student performance in these nine areas for Spring 2017, and Spring 2018. (There is no data available Spring 2019 due to a failure of the University to subscribe to the Major specific data service for Academic Year 2018/2019. This was a result of an administrative error that occurred during the transition to a new Provost who took office in Fall 2018.) Accounting majors showed improvement in almost all disciplines over the periods evaluated. Scores showed a slight decline in the

area of Finance in 2018. In most years, the scores exceeded the average score for the College in each discipline area. The two areas where the Accounting majors scores did not exceed the average score for the College were in Economics in Spring 2018 and International in Spring 2016.





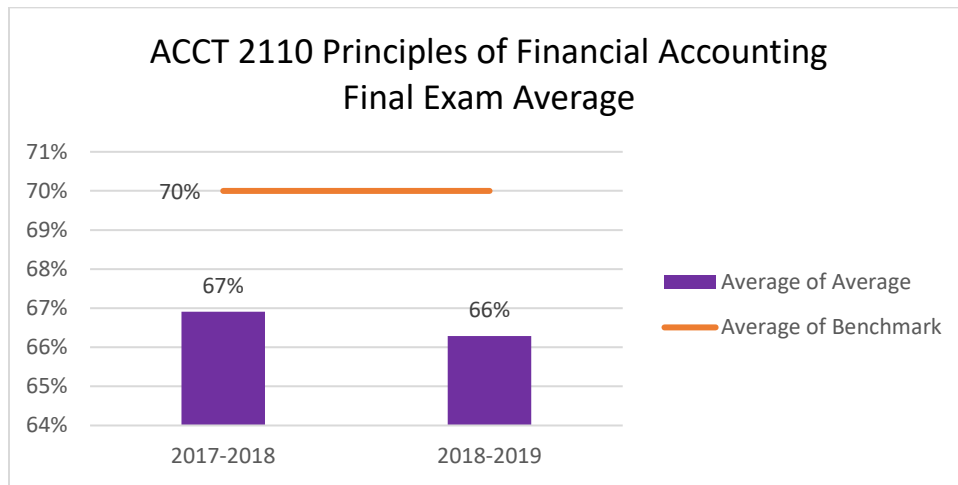




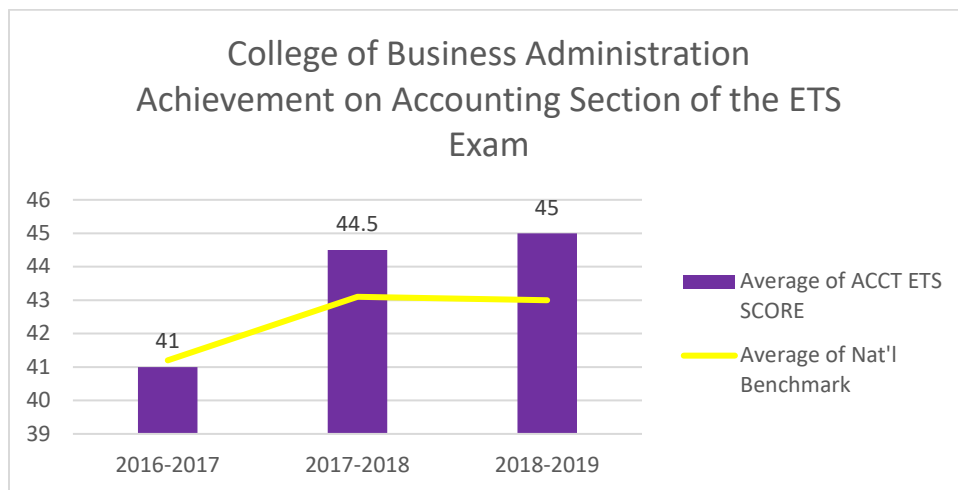
*SLO 1b: Demonstrate competency in financial accounting.*

The Department teaches ACCT 2110 (Principles of Accounting I) and ACCT 2120 (Principles of Accounting II) in support of all majors in the College of Business. While some non-Business majors enroll in the ACCT 2110/ACCT 2120 sequence, most non-business students choose to take ACCT 3720 (Survey of Accounting). The vast majority of students enrolled in the ACCT 2110/ACCT 2120 sequence are majors in the College of Business. It is the responsibility of the Department to make sure that students learn the basics of Financial Accounting. Accordingly, we use two measures of to determine if the Department is meeting its goal. First, we have a goal of students showing an average performance of 70% on the final examination in ACCT 2110. Second, we have a goal of Business Majors Overall scoring above the national mean on the Accounting section of the ETS Exam.

With respect to the measurement of the average final exam score in ACCT 2110, students fell short of the benchmark in academic years 2017-2018 and 2018-2019. Our plan is to implement some changes across all sections with respect to standardization of testing and coverage.



With respect to performance on the ETS Exam, College of Business students improved in period measured. College of Business students also exceeded the national mean for Accounting in the two most recently periods measured.

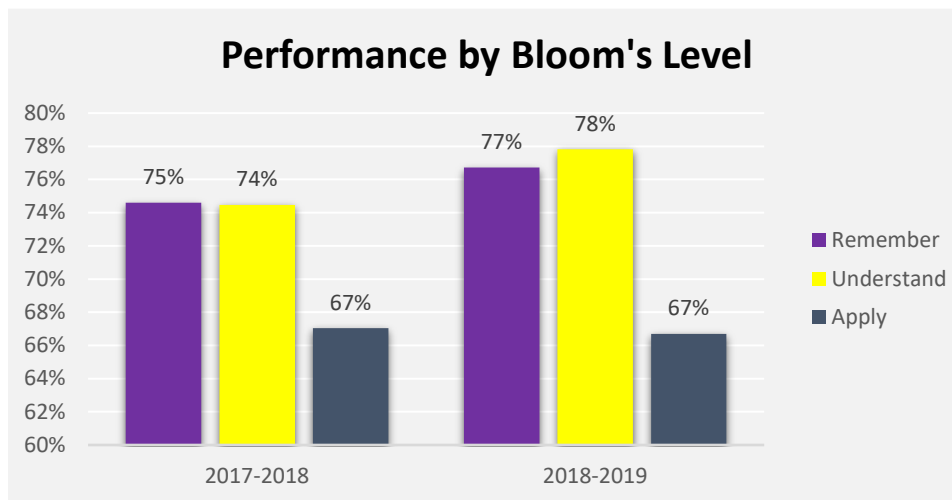


*SLO 1c: Demonstrate competency on the Bloom's dimensions*

A decision was made by the Department in 2017 to focus on learning as defined by Bloom's Taxonomy. Specifically, the choice was made to focus on student achievement as defined by Bloom's first three levels of learning (Remembering, Understanding, and Applying) at the undergraduate level, while focusing on Applying, Analyzing, and Evaluation at the graduate level (Master of Accountancy).

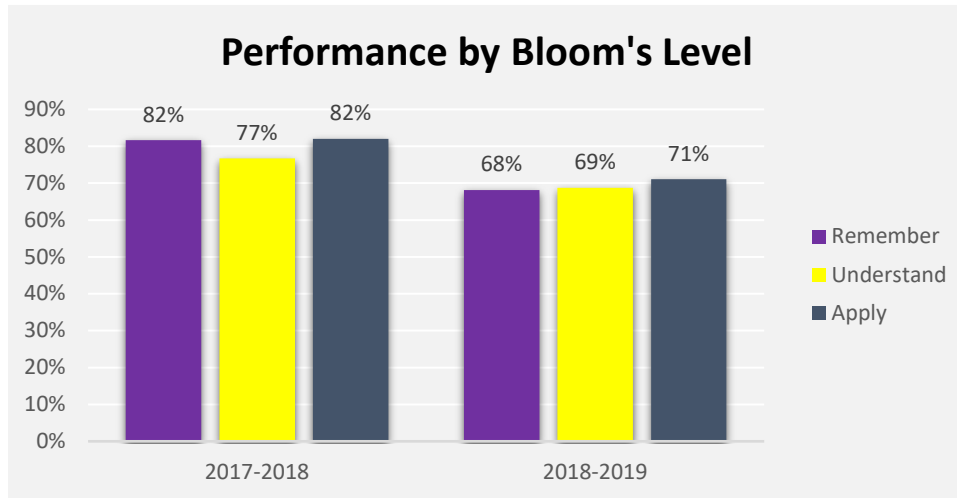
The goal was for accounting majors to achieve 75% on the dimensions of Remembering, Understanding and Applying in the core areas of accounting at the undergraduate level (Financial, Cost, Audit, and Tax). It was anticipated that, while Remembering and Understanding would see the highest levels of achievement, Applying, being a higher order of learning, would see lower performance. The table below indicates that in fact, our expectations were realized for Remembering and Understanding. Overall, students achieved our 75% benchmark goal. Students did not achieve our goal in the dimension of Applying in 2018 or 2019. All three dimensions saw improvement each year over the previous year.

Accounting Overall



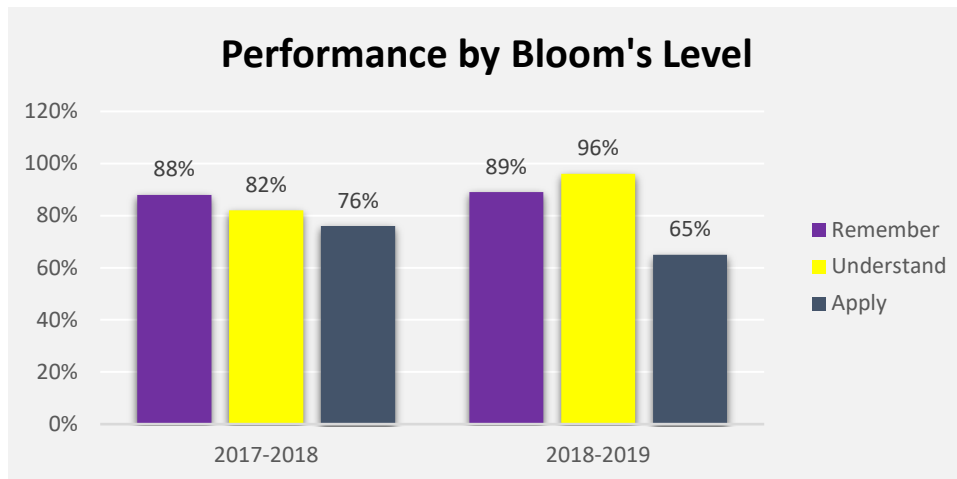
In the four core areas that we examined, results were "mixed", but generally are trending in a positive direction. In Financial Accounting, on the dimension of Remembering, students exceeded the 75% benchmark in 2018, but not in 2019. Students showed similar performance in the dimension of Understanding. On each dimension, student performance declined year to year. Performance on the dimension of Applying was similar to the other two dimensions, though they came closer to meeting the mean in 2019, than with Remembering and Understanding. This may have been driven by a change in the way Financial Accounting is now being taught. Beginning in Fall 2018, the traditional two-course sequence in Intermediate Financial Accounting was changed to a three-course sequence. Both faculty and students need time to adjust to the new three-course format. The results for the 2018/2019 academic year reflect the results in the first year of the change. It is our expectation that the performance will eventually improve and exceed pre-change performance.

## Financial Accounting



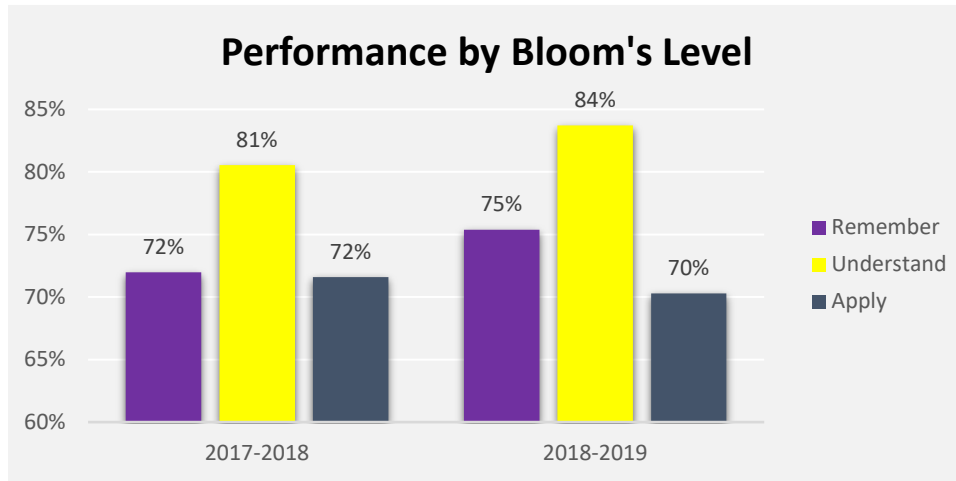
In the core area of Cost Accounting, students far exceeded expectations for Remembering and Understanding. As expected, the performance on the dimension of Applying was lower than expected, with 2019 performance falling below the benchmark. Overall, the Department felt that the goal was achieved.

## Cost Accounting



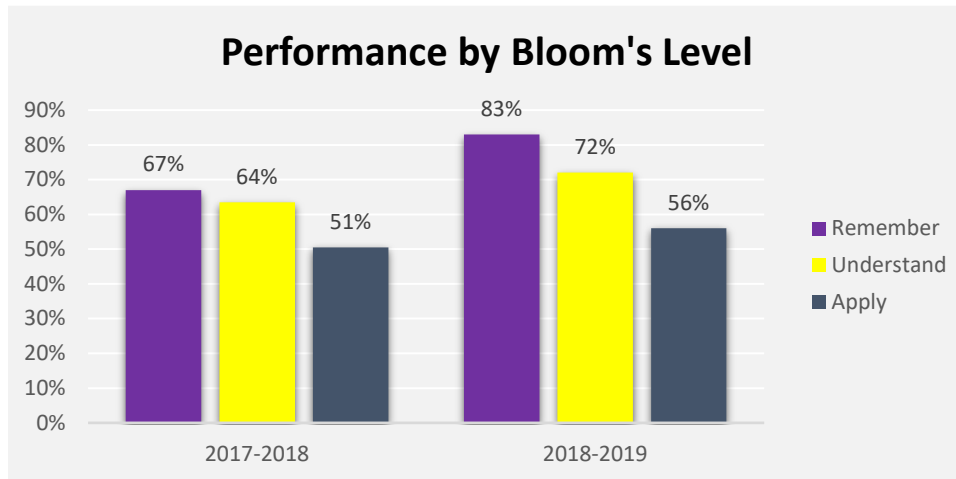
In the core area of Tax, students performed consistently well on the dimension of Understanding. The dimensions of Remembering and Applying fell short of the benchmark, but performance, overall seems acceptable.

### Tax Accounting



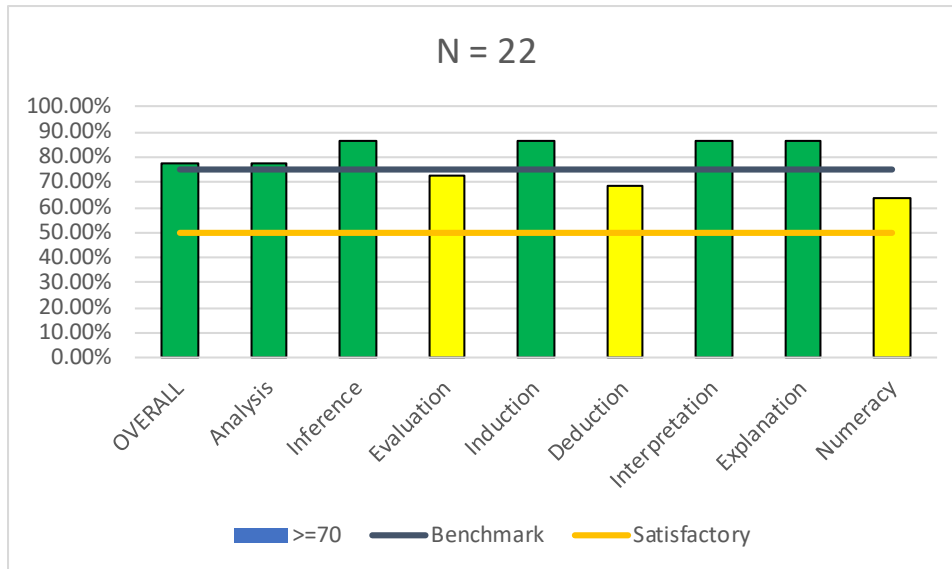
In the core area of Audit, the benchmark was achieved only in 2019 for Remembering. In all other years and for the dimensions of Understanding and Applying, students fell short of the benchmark.

### Audit Accounting



*SLO 2: Demonstrate problem-solving skills.*

The College of Business assesses Critical Thinking using the California Critical Thinking Skills Test (CCTST), which is administered as an exit exam to all graduation business students. We are able to pull out the results just for Accounting students. As seen in the chart below, Accounting majors are performing at or above the National benchmark in all but three categories; Evaluation, Deduction, and Numeracy. Evaluation is close enough to the benchmark, that it does not present concern to us. However, Deduction and Numeracy are both lower than we would prefer.



**SLO 3: Demonstrate awareness of the professional expectations**

The Department of Accounting offers a curriculum at both the undergraduate and graduate levels that includes expectations related to performance as a professional accountant. Accordingly, we focus on ethical issues of importance to professional accountants. At the undergraduate level, ethics is taught across the curriculum. We specifically measure ethical awareness in ACCT 3330 (Federal Taxation) and ACCT 3620 (Auditing). Both courses are usually taken in the senior year.

The Department of Accounting measures awareness of professional ethics using embedded measures in ACCT 3330 and ACCT 3620. (Awaiting Data at this time)

**Modifications for Improvement:**

**SLO 2: Demonstrate problem-solving skills.**

In 2019/2020, the Department is implementing changes to assignments at the sophomore designed to familiarize students with numeracy skills utilizing Tableau assignments. This is in response to lower Numeracy scores on the CCTST.

**SLO 3: Demonstrate awareness of the professional expectations**

Beginning in Fall 2019, the Department will implement in LAW 2810 an internally developed video designed to ensure that every student will have a common exposure to an explanation of the ethical decision-making model that we wish them to employ. That model will be reinforced in ACCT 3330 Federal Taxation and in ACCT 3620 Auditing. The video will be accompanied with video examples and each professor will be provided additional cases that can be employed in class. This is in response to Accounting students perform below the 75% threshold on the three targeted elements of ethical decision-making.

**Appendices**

1. Accounting BSBA Curriculum Map

**Appendix 1: Curriculum Map**

<b>COURSE</b>	<b>SLO 1a*</b>	<b>SLO 1b</b>	<b>SLO 1c</b>	<b>SLO 2</b>	<b>SLO 3</b>	<b>SLO 4</b>
ACCT 2110		X				
ACCT 2120		X				
ACCT 3170	N/A		X	X		
ACCT 3180	N/A		X	X		
ACCT 3190	N/A		X	X		
ACCT 3210	N/A		X	X	X	X
ACCT 3330	N/A		X	X	X	X
ACCT 3620	N/A		X		X	X

Note: SLO 1a relates to topics covered in core Business courses outside Accounting.