

## **Accounting BS and MAcc: 2019-2020**

### **Definition of Unit**

#### **Providing Department:**

Accounting BS and MAcc

#### **Department/Unit Contact:**

Richard Rand

#### **Mission/Vision Statement:**

### **OUR 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.

## **Learning Outcome 1 Business and Accounting Core Knowledge**

### **Define Goal:**

- A. Accounting major students will demonstrate overall competency in the business core areas.
- B. Students will demonstrate competency in financial accounting.
- C. MAcc students will demonstrate the mastery of related Accounting core knowledge at an appropriate level using Bloom's Taxonomy.

### **Intended Outcomes / Objectives:**

- A. Accounting students will achieve an median ETS Score above the overall median for the College of Business.
- B. Business students will perform at the 75% level on the common final exam for Principles of Financial Accounting.
- C. Accounting majors will demonstrate mastery of core Accounting program knowledge at the Remembering, Identifying, and Applying levels of Blooms Taxonomy. MAcc students will also demonstrate mastery of core Accounting core knowledge on the Applying, and Analyzing dimensions of Bloom's Taxonomy.

DRILL DOWN-----

RELATED ITEM LEVEL 1

## **Assessment: (LO1a) ETS Scores**

### **Frequency of Assessment:**

Annually in Spring term

### **Rationale:**

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.

RELATED ITEM LEVEL 2

## **Results: Learning Outcome 1a**

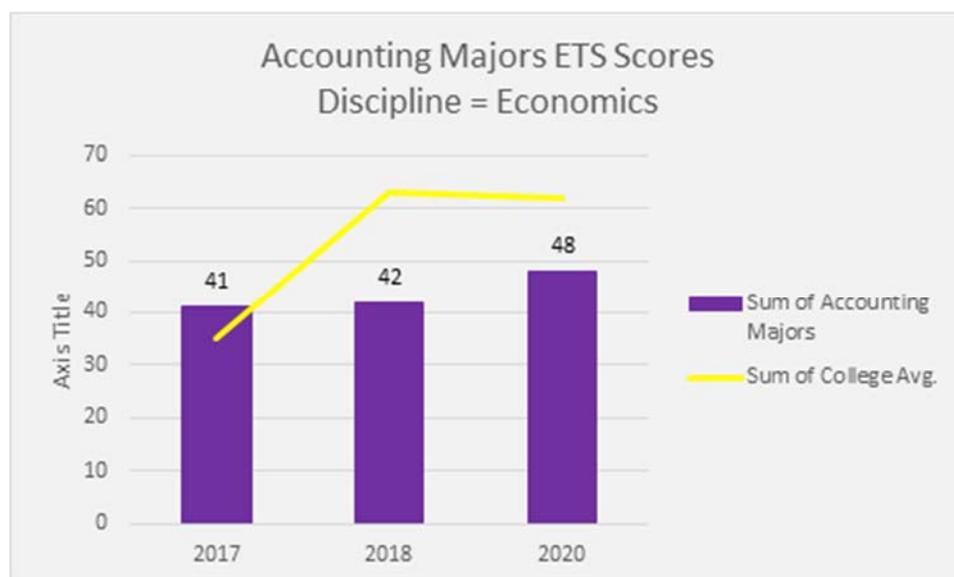
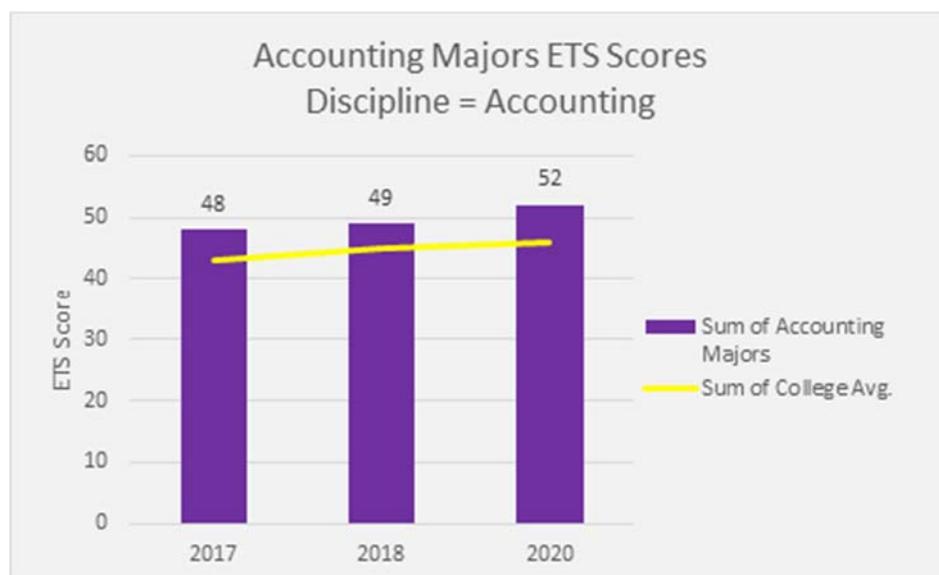
### **Results:**

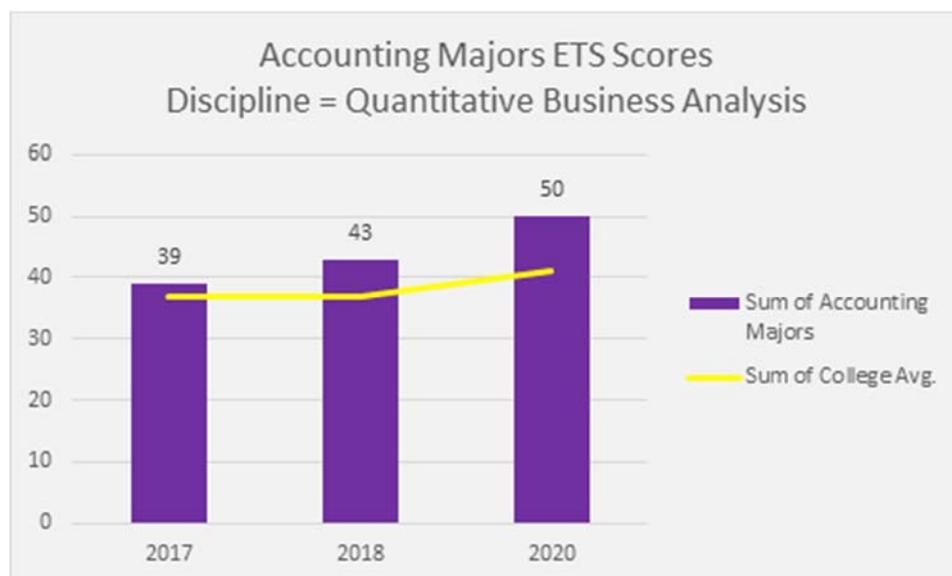
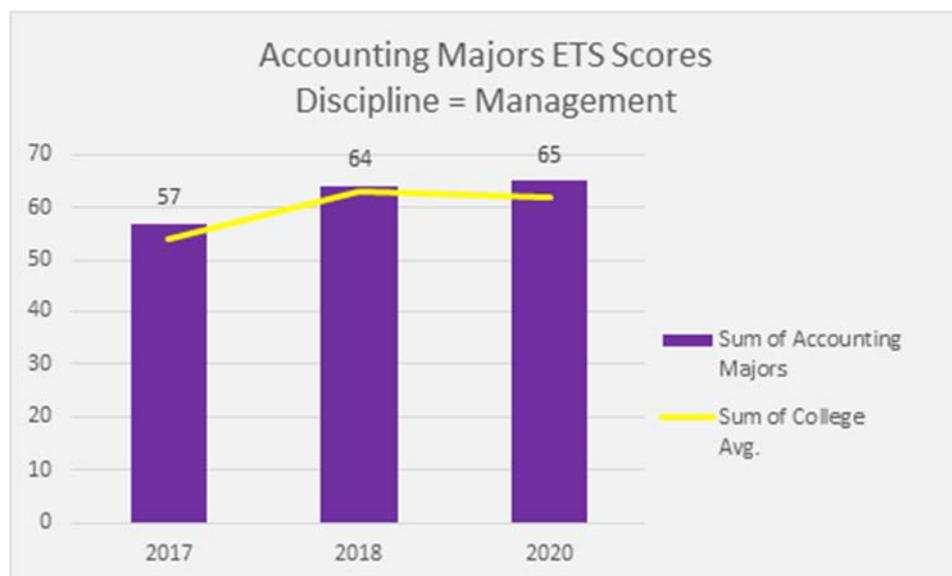
### **LEARNING OUTCOME 1a – Results**

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:

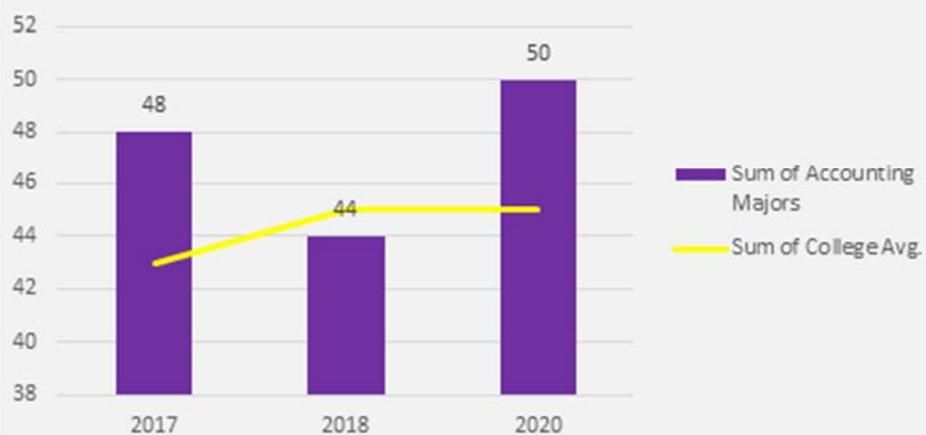
- Accounting
- Economics
- Management
- Quantitative Business Analysis
- Finance
- Marketing
- Legal and Social Environment
- Information Systems
- International Issues

Data below reports Accounting student performance in these nine areas for Spring 2017, Spring 2018, and Spring 2020. (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 decline in the areas of Legal Environment and Information Systems in Spring 2020. 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 in Spring 2020 were Economics and Legal & Social Environment.

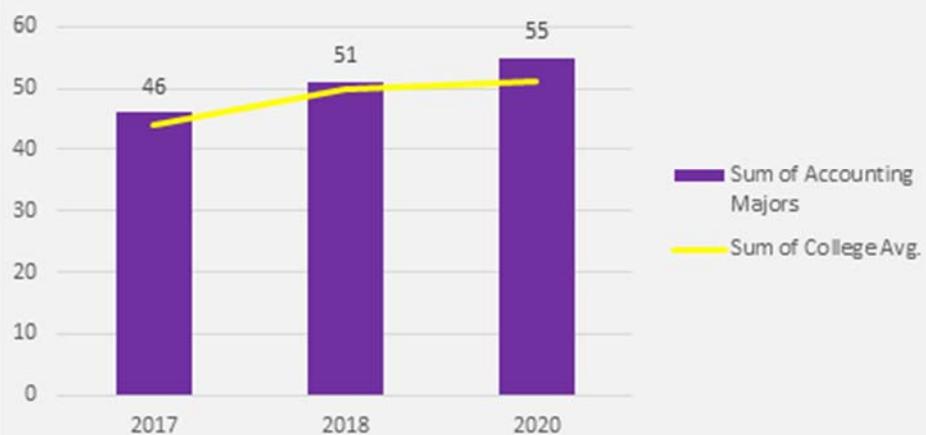




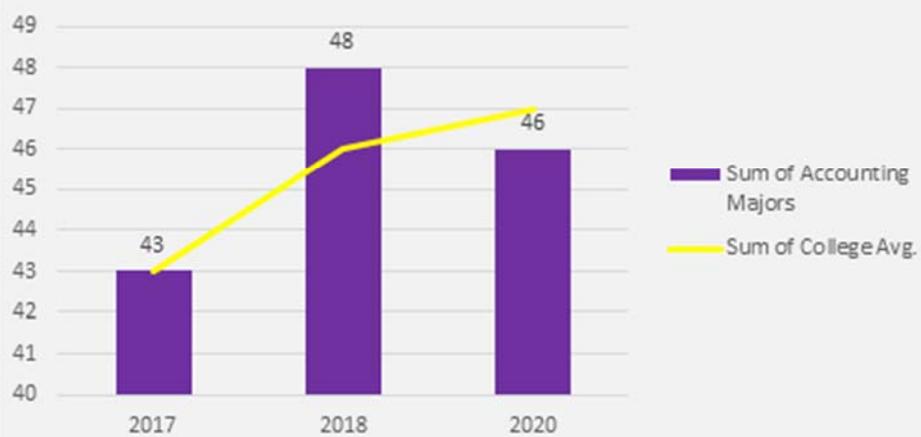
Accounting Majors ETS Score  
Discipline = Finance



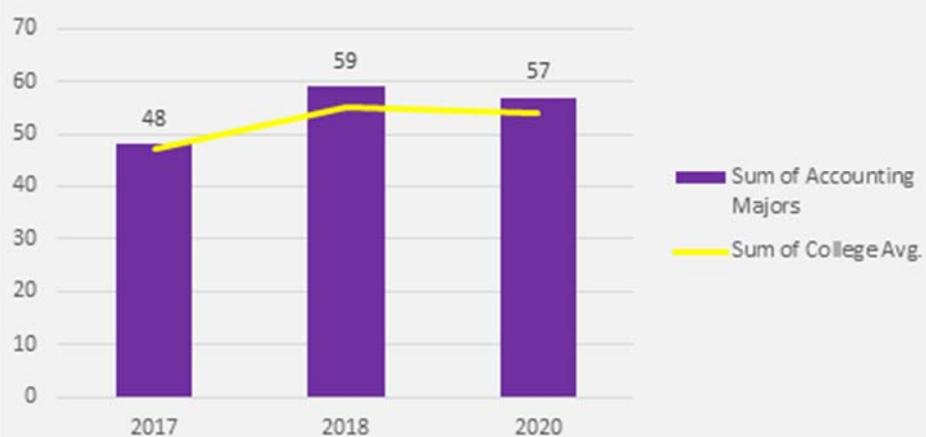
Accounting Majors ETS Scores  
Discipline = Marketing

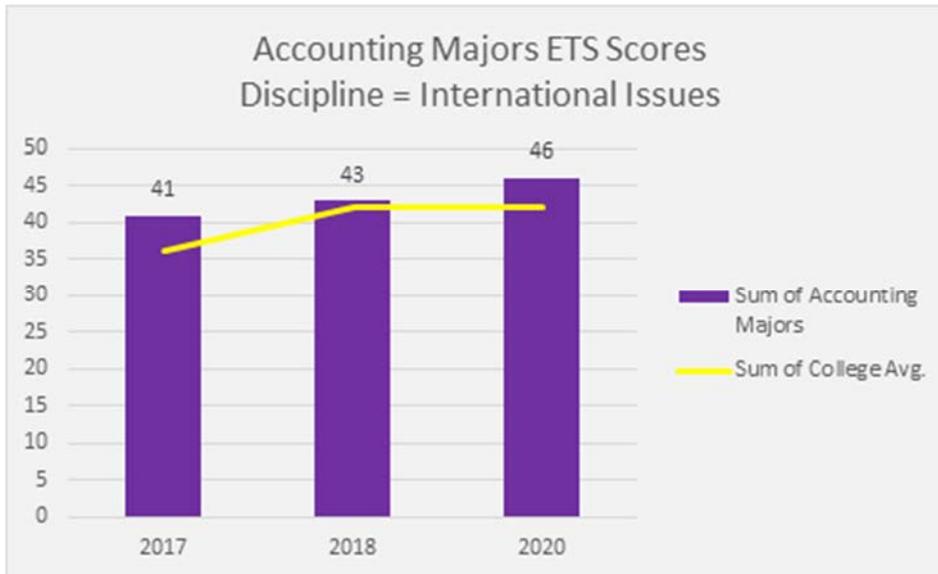


Accounting Majors ETS Scores  
Discipline = Legal and Social Environment



Accounting Majors ETS Scores  
Discipline = Information Systems





**Attachments:**

Learning Outcome 1a.docx

RELATED ITEM LEVEL 3

**Modifications: LO1(a)**

**Program Changes and Actions due to Results:**

While Accounting students appear to be performing well in most areas, there is an obvious disconnect with respect to the area of Economics. The first step will be to have a meeting with the Chair of the Department of Economics, Finance, and Marketing to discuss differences in how and what we are teaching our students. We will review the kinds of things that are asked on the ETS exam to seek out reasons why accounting majors seem to perform relatively poorly on economics questions.

**Link to Assessment:**

DRILL DOWN-----

RELATED ITEM LEVEL 1

## **Assessment: (LO1b) ACCT 2110 Avg Final Exam Scores**

### **Frequency of Assessment:**

Annually

### **Rationale:**

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.

### RELATED ITEM LEVEL 2

## **Results: Learning Outcome 1b**

### **Results:**

The mean for fall 2014 was lower than the fall 2013 mean of 66.07% and the goal of 70% was not achieved. The faculty members who taught ACCT 2110 during the fall 2014 semester met on March 17, 2015 to discuss the assessment results.

The faculty felt that the comparison between 2013 and 2014 final exam results might not have been valid. The transfer of material to ACCT 2120 was perceived to be an appropriate action to take but instructional issues related to the transition to a new text with a different approach to the material (sole proprietorships vs. corporations) could have negatively impacted student performance. One instructor also experimented with non-proctored, open-book online exams during the semester but required students to take the final in a closed-book, paper-based in-class setting. This could also have affected the assessment results.

### **Attachments:**

## **Learning Outcome 2 Critical Thinking**

### **Define Goal:**

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

### **Intended Outcomes / Objectives:**

At least 75% of Accounting majors will demonstrate superior, strong, or moderate critical skills overall and on the dimensions of critical thinking as tested on the California Critical Thinking Skills Test.

DRILL DOWN-----

RELATED ITEM LEVEL 1

### **Assessment: (LO2) Critical Thinking**

#### **Frequency of Assessment:**

Annual

#### **Rationale:**

Assessed using 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.

RELATED ITEM LEVEL 2

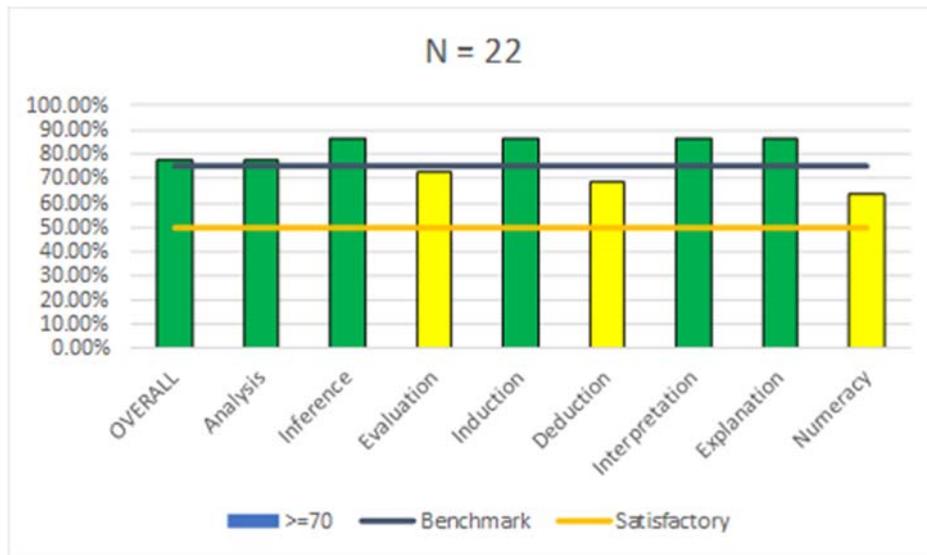
### **Results: (LO2) Critical Thinking**

#### **Results:**

## **Learning Outcome 2 – Critical Thinking Results**

### **Undergraduate**

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.

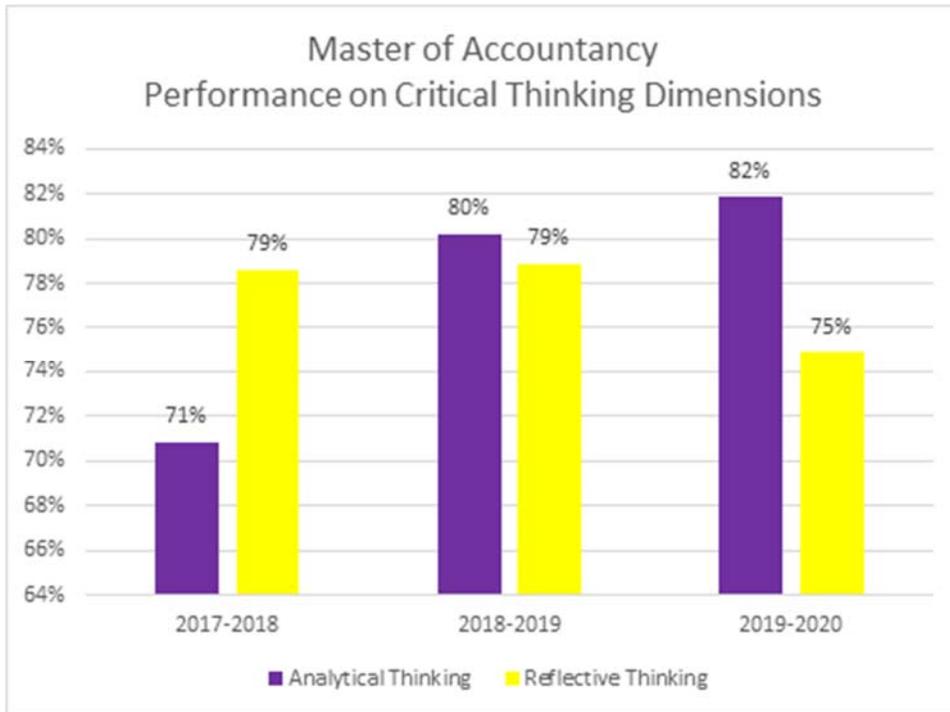


## Master of Accountancy

The Master of Accountancy (MAcc) was launched in Fall 2017. There are five core course in the Master of Accountancy (MAcc) program. Those courses are:

- ACCT 6210 Tax Management for Entities
- ACCT 6220 Auditing and Attestation
- ACCT 6260 Tax Research and Strategy
- ACCT 6270 Advanced Financial Accounting
- ACCT 6250 Governmental Accounting

In each of those courses, students are assigned various assignments covering a wide range of topics that are appropriate to those courses. The Department expects students to be able to apply the knowledge that they learn and to demonstrate their ability to apply critical thinking skills. We have chosen to measure two dimensions of critical thinking; Analytical Thinking and Reflective Thinking. Many of the assignments that students complete include questions and problems that are pre-categorized as requiring Analytical Thinking or Reflective Thinking. The Department analyzes student performance to determine if the students are performing at the 75% goal on these two dimensions of critical thinking. The table below indicates that, in most cases, students have consistently performed at the 75% goal on the two dimensions of critical thinking that we measured (with the exception of Analytical Thinking in the first year of the Program).



**Attachments:**

Learning Outcome 2.docx

RELATED ITEM LEVEL 3

**Modifications: LO2 Critical Thinking**

**Program Changes and Actions due to Results:**

The results of critical thinking measures would appear to indicate that, overall, accounting majors and MAcc students are performing well in the areas of critical thinking that are being measured. At the undergraduate level, the dimensions of evaluation, deduction, and numeracy are slightly below the target benchmark, but not to such a degree that there is any sense of alarm. The move to integrate additional analytics and visualization skills throughout the curriculum (see Program Goal 4) should contribute to an improvement in critical thinking skillsets overall and particularly in the areas of deduction and numeracy.

At the MAcc level, measures indicate high levels of critical thinking. Outside of continuing to focus on analytics skills and visualization skills, we feel that we are where we want to be with respect to the dimensions of critical thinking that we are measuring.

**Link to Assessment:**

CCTST scores should improve with continued focus on integrating analytics and visualization skills into the curriculum.

## **Learning Outcome 3 - Ethics**

### **Define Goal:**

Accounting Students will demonstrate that they are aware of the professional expectations with respect to ethical conduct.

### **Intended Outcomes / Objectives:**

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, we measure ethical awareness in ACCT 3330 (Federal Taxations) and in ACCT 3620 (Auditing). In the Master of Accountancy, we measure ethical awareness in ACCT 6240 (Ethics and the Professional Code of Conduct).

DRILL DOWN-----

RELATED ITEM LEVEL 1

### **Assessment: (LO3) Ethics**

#### **Frequency of Assessment:**

Annually

#### **Rationale:**

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.

In the MAcc, ethical awareness measures are collected in ACCT 6240 (Ethics and the Professional Code of Conduct.) The metrics used are (1) a simple tracking of whether students complete the required NASBA Ethical Leadership Certification and (2) quiz questions indicating student's knowledge of general concepts of ethical conduct, the AICPA Code of Professional Conduct, and Circular 230. The embedded course measures are presented in quiz format.

RELATED ITEM LEVEL 2

## **Results: (LO3) Ethics**

### **Results:**

### **Learning Outcome 3 – Ethics**

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.

#### **Undergraduate**

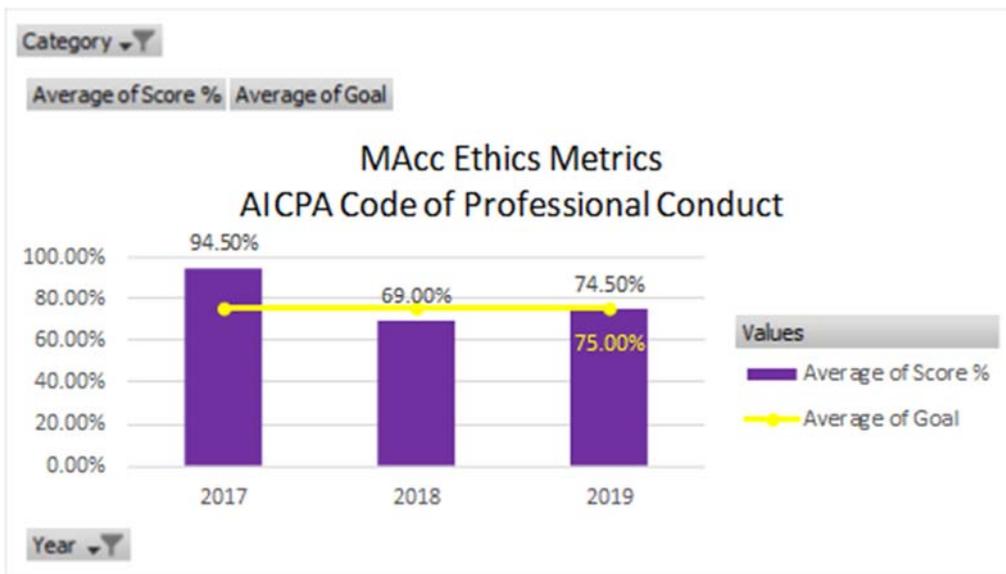
The Department of Accounting measures awareness of professional ethics using embedded measures in ACCT 3330 and ACCT 3620. (Awaiting Data at this time)

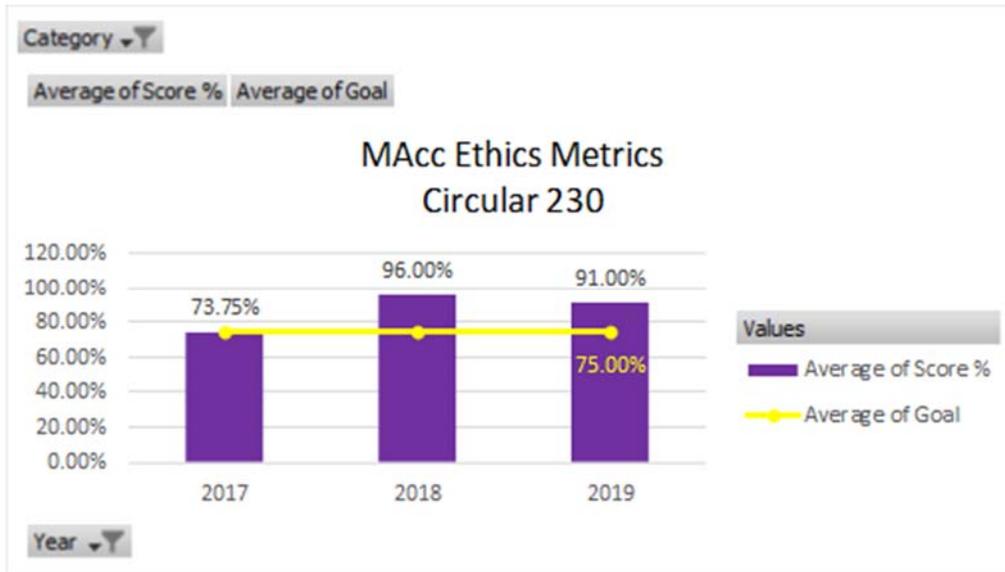
#### **Graduate**

While ethical awareness is reinforced throughout the curriculum in the Master of Accountancy (MAcc), ethical awareness is primarily measured in ACCT 6240 Ethics and the Professional Code of Conduct. In this course, students are exposed to various aspects of professional ethics including, a framework for ethical decision making, professional ethical leadership, the AICPA Code of Professional Conduct and Circular 230 (published by the Internal Revenue Service). We use four specific measurements, as indicated:

- Ethics Concepts – Goal is 75% on an embedded quiz.
- AICPA Code of Professional Conduct – Goal is 75% on an embedded quiz.
- Circular 230 – Goal is 75% on an embedded quiz.
- Ethical Leadership – Goal is 100% of students passing the NASBA Ethical Leadership Certification course administered by the National Association of State Boards of Accountancy. 100% of all students successful completed the NASBA Ethical Leadership Certification for the period evaluated.

Results indicate that students are achieving at the levels desired, overall. However, we also have additional data which suggests that students are having difficulty with the concept of professional independence as articulated in the AICPA Code of Professional Conduct.





**Attachments:**

Learning Outcome 3.docx

RELATED ITEM LEVEL 3

**Modifications: LO3 Ethics**

**Program Changes and Actions due to Results:**

Overall, the data appears to indicate that students are performing at our desired levels of achievement. We also have more granular data (not reported here) that seems to indicate that, at the topic level, students are experiencing difficulty with the concept of professional independence as articulated in the AICPA Code of Professional Conduct. To address this situation we will do the following, beginning in Spring 2021:

- We will re-emphasize the concept across the curriculum through integration of independence in our core upper division accounting courses (not just in Auditing).
- We will sponsor at least one virtual seminar early in each semester focused on the importance of professional independence.
- We will encourage Beta Alpha Psi to schedule professional speakers who will focus specifically on the topic of independence and the Code of Professional Conduct.

**Link to Assessment:**

we will re-assess students at the end of the Spring 2021 term to determine if our interventions make a difference

## **Program Goal 1 - Degrees and Enrollment**

### **Define Goal:**

For the Department to remain effective and impactful, enrollment at both the undergraduate and graduate levels must be healthy. Failure to maintain adequate enrollment will have consequences related to future hirings and resource availability. The Department will maintain and grow the number of undergraduate students registered as Accounting majors. The Master of Accountancy Program was launched in Fall 2017. The MAcc is a cohort program. Cohorts begin each Fall and the program has a stated goal of 25 students per cohort. While that number is not a hard "cap", it serves as a guide and is limited by the resources that the Department has available.

### **Intended Outcomes / Objectives:**

1. The number of students majoring in accounting will increase.
2. The number of degrees conferred for students majoring in accounting will increase.
3. The number of undergraduate accounting SCH will increase.
4. The number of Master of Accounting students will be sufficient to sustain the program.
5. The number of graduate accounting SCH will increase.

DRILL DOWN-----

RELATED ITEM LEVEL 1

### **Assessment: (PG1) Degrees and Enrollment**

#### **Frequency of Assessment:**

Annually

#### **Rationale:**

Tracking number of majors and degrees conferred allows us to measure whether our efforts to engage students and provide to them a meaningful choice are effective.

1. # 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.

2. # of Degrees Conferred - This metric is provided from Institutional Research data.
3. # of Undergraduate SCH Generated - This metric is tracked internally by the Department and is viewed as measure of efficiency and appropriate deployment of resources.
4. # of Master of Accountancy Students Enrolled per Cohort - This metric is tracked internally and is viewed as a measure of progress toward an enrollment level that allows the program to be sustainable.
5. # of Master of Graduate SCH Generated - This metric is tracked internally and is viewed as a measure of contribution to the College's overall graduate enrollment health. With the addition of the MAcc in Fall 2017, it was viewed as important that total Accounting SCH in the graduate programs at TTU (MBA and MAcc) increase over time compared to SCH prior to the launching of the MAcc.

#### RELATED ITEM LEVEL 2

### **Results: (PG1) Degrees and Enrollment**

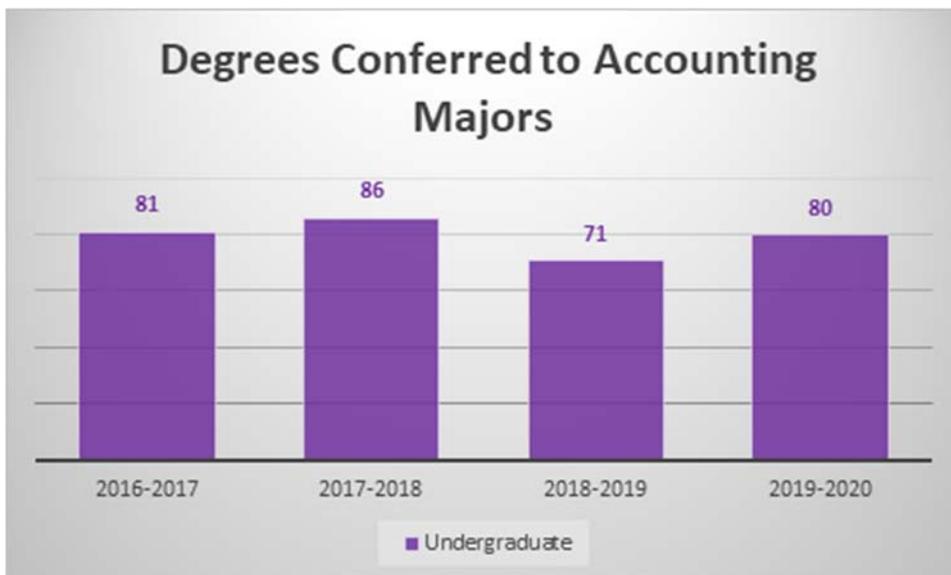
#### **Results:**

#### **Program Outcome 1 – Results**

1. # of Accounting Majors - The Fall Census from 2016 to 2018 showed declining numbers of Accounting majors. This was due to several factors. Primary to this decline was a decline in University enrollment overall. This decline was due to several factors, not the least of which was the Tennessee Promise program combined with an overall strong economy. The State of Tennessee began offering free tuition to students attending the state's two-year colleges. As students completed their work at the lower division, the economy offered many of those students income generating opportunities. The effect of 3.5% unemployment cannot be ignored. An additional confounding factor was the proliferation of "double-majors" in 2016 through 2018. Per University policy, students who chose to double-major during this time period were asked to choose a "primary" major. Only the "primary" major was included in the census numbers, resulting in many Accounting majors not being counted. For example, if a student chose to double-major in Economics and Accounting and chose Economics as their "primary" major, that student would not be counted at all as an Accounting major, even though the student would be taking accounting courses. Beginning in Fall 2019, the designation of double-majors was eliminated at TTU. Going forward, every student who fulfills all the requirements of a program of student will receive a degree for that program of study. As explained earlier, the change in how students are classified changed in Fall 2019. The resulting change allows us to more easily identify and more effectively communicate with students who are interested in Accounting. We believe that the change, while confounding the interpretation of this particular metric in the short-run, will nonetheless result in better retention of students in the long-run.

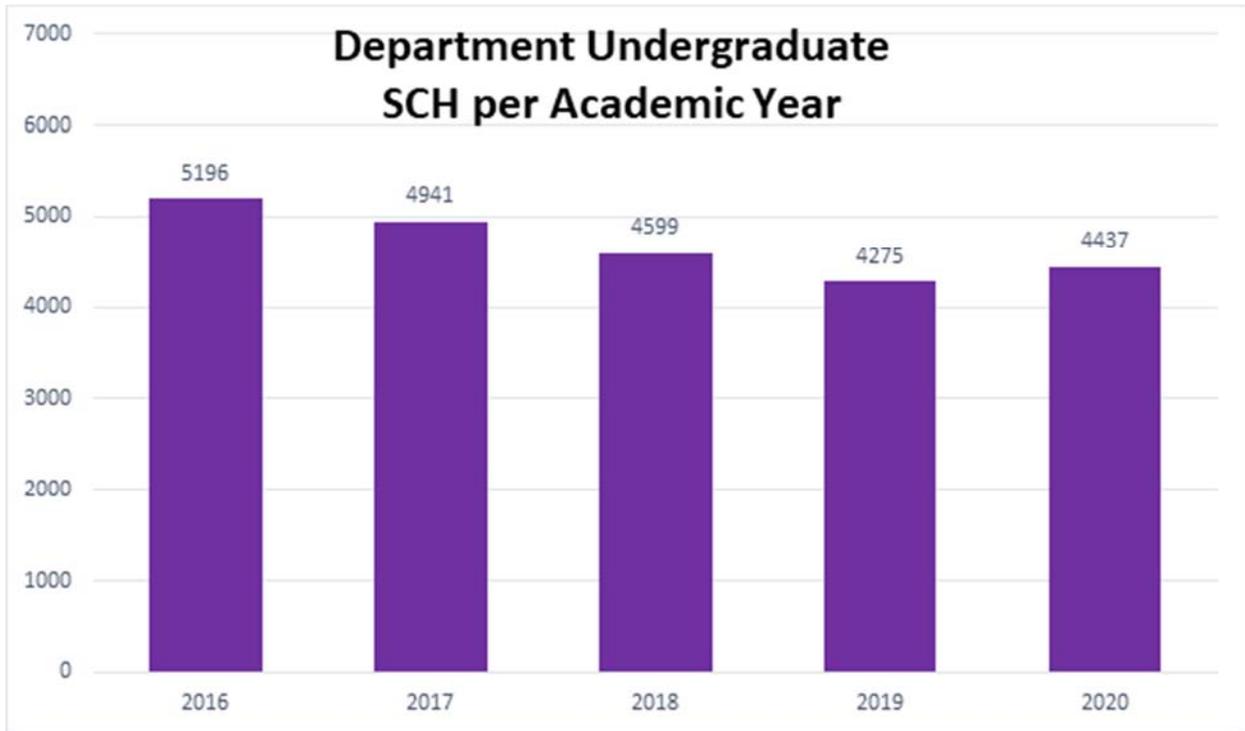


- # of Degrees Conferred – As can be seen from the chart below, while the number of Accounting majors appeared to fall, the number of degrees conferred remained healthy, except for the 2018-2019 academic year, which showed a small decline.

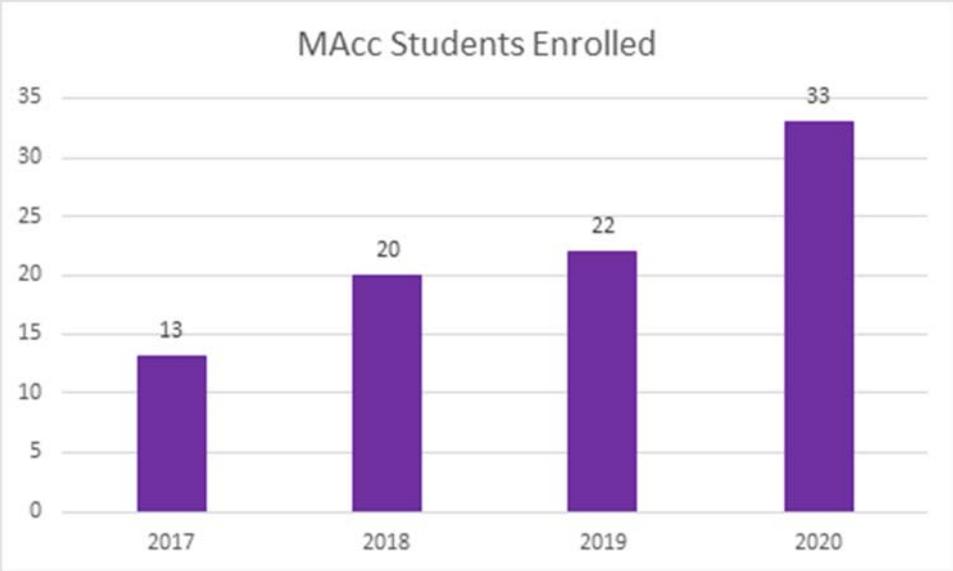


- # of Undergraduate SCH Generated – As the data indicates, the number of SCH generated at the undergraduate level decreased from 2016-2018, following the pattern indicated by the declining

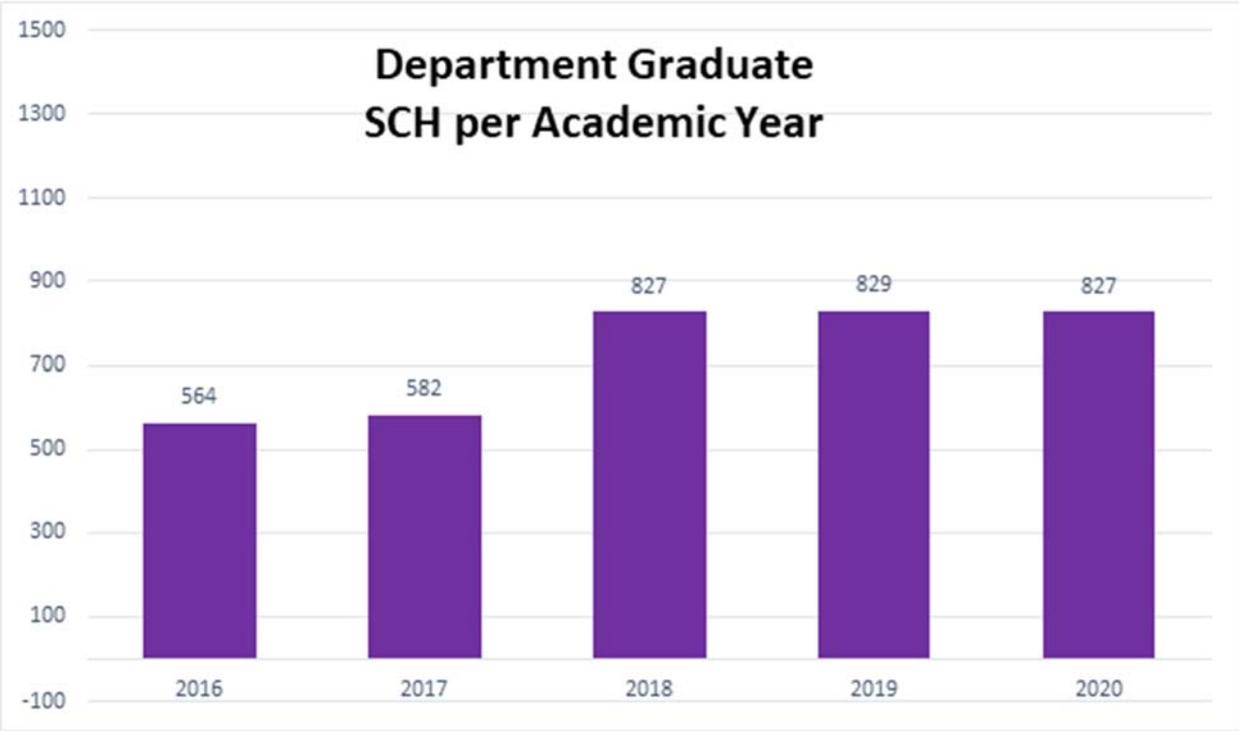
number of Accounting majors. However, the number was up for academic year 2020 and is forecasted to increase again in academic year 2021.

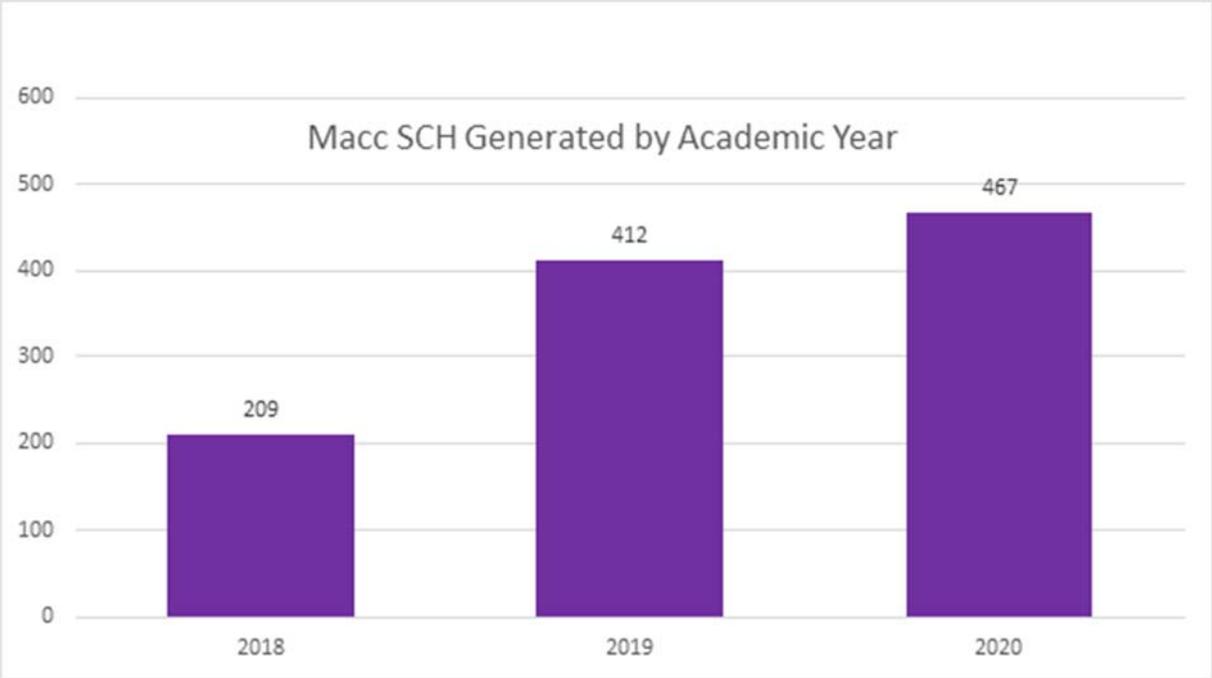


- # of New MAcc Students admitted each academic year – The number of MAcc students enrolled has increased every year. We only track the number of students who enroll. The number of students who apply to the program has also grown, but tends to include students who are not qualified for a variety of reason. Of the students who we admit, not all actually enroll. Finally, the numbers presented are net of any withdrawals from the program or transfers to the MBA program. While our target cohort size is 25, we experienced a sharp increase in that number in Fall 2020. We believe that, due to Covid-19, the number admitted students who actually enrolled (our conversion yield) was much higher than we would other wise have expected. We believe that the number will converge closer to the goal in 2021.



- # of Graduate SCH Generated – When the Master of Accountancy was launched in Fall 2017, there were two concerns regarding enrollment. First, would the MAcc “cannibalize” MBA enrollment to the point where overall Graduate SCH in Accounting would either not change or decline. Second, would the MAcc be able to generate sufficient enrollment to remain sustainable over time. The first graphic below indicates that overall Accounting Graduate SCH has increased significantly since the introduction of the MAcc. The second graphic indicates that MAcc SCH has grown steadily and is sufficient to provide sustainability for the program.





**Attachments:**

Program Outcome 1.docx

## **Program Goal 2 - Utilize the Accounting Advisory Board**

### **Define Goal:**

Re-organize the Accounting Advisory Board to allow the group to more efficiently and effectively assist the Department of Accounting.

In January 2015, the Accounting Advisory Board was reorganized into a group of 12 alumni and stakeholders. They were organized into three groups serving two year, three year, and four year terms. As terms expire, new Board members will be selected having three year terms.

### **Intended Outcomes / Objectives:**

The objectives for the Board are to assist the Department of Accounting and Business Law (the "Department") to:

1. provide enhanced communication and interaction among the faculty and the professional community that the Department serves.
2. provide a source from which the faculty may seek advice relating to research, engagement with the profession and community, and continual improvement of the curriculum.
3. advocate a positive image of the students, faculty, and programs of the Department in the professional community and the general public.
4. provide leadership for Alumni activities.
5. assist in the development and implementation of plans to obtain financial support for student experiential learning opportunities, student enrichment activities, faculty research projects, professorships, and other important initiatives.

DRILL DOWN-----

RELATED ITEM LEVEL 1

### **Assessment: (PG2) Accounting Advisory Board**

#### **Frequency of Assessment:**

Ongoing

#### **Rationale:**

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 an 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.

## RELATED ITEM LEVEL 2

### **Results: (PG2) Accounting Advisory Board**

#### **Results:**

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 result was a new framework for an Accounting Advisory Board that will prove useful to the Department.

A group of 12 alumni and stakeholders was 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. Subsequent Board members have been brought onto the Board to serve three-year terms, with a couple of exceptions to fill terms that were vacated. To date, 27 different individuals have served on the Accounting Advisory Board.

The AAB has met twice per year since its inception in 2015. Outcomes had included:

- Raising \$5,000 to scholarship students for the 2016 London Experience.
- Providing valuable feedback on the development and implementation of the Master of Accountancy Program, launched in Fall 2017.
- Providing ongoing input with respect to the integration of technology with the undergraduate accounting major curriculum and the MACC curriculum.
- Providing valuable input in the development of the Department's Strategic Plan and with respect to AACSB accreditation.

#### **Attachments:**

## **Program Goal 3 - Experiential Opportunities**

### **Define Goal:**

In 2011, the Department of Accounting offered its first international accounting experience course. The course is now an established course in the curriculum called ACCT 4700 International Experience in Accounting. Each Spring term, a group 12-20 accounting majors are enrolled in a senior-level elective that studies international accounting and international business. A major component of the course is a faculty led week-long trip to London UK for all students participating in the class. Activities include visits to: 1. The Institute of Chartered Accountants in England and Wales (ACIEW) 2. The BMW MiniCooper Plant in Oxford, England 3. Lloyd's of London 4. The International Accounting Standards Board 5. International Accounting firms

In Spring 2016, the Department established its Accounting Road Trip (ART) Program. The ART Program will have three distinct dimensions; Local, National, and International. The goal of the program is to allow students to experience the business and living environments of major cities where they may some day live and work.

The London experience has been rolled into the ART Program as our ART-UK experience. In April 2016, the Department offered our first ART-TN trip with a day-long trip to Chattanooga. Nearly 40 students and faculty participate in the event, which was zero cost to students. We visited a manufacturing facility, a CPA firm, and a non-profit organization. We hope to launch our ART-US trip in Fall 2017 with a 4-day trip to a major US city during Fall Break. In Spring 2018, we hope to offer our first ART-DC trip which will be part of a new course called Accounting and Public Policy. Students will travel to Washington, DC to visit the SEC, IRS, FBI, and the PCAOB. Plans are in place to also visit with elected officials.

In addition to the ART Program, the department has identified several additional courses that can be classified as "high engagement" courses. Those courses include:

- ACCT 4800 - Accounting Internship
- ACCT 4300 - Financial Statement Analysis (which includes a presentation of research at the Annual University Research Day by students)
- ACCT 4900 - Entrepreneurship

Due to the impact of Covid-19 beginning in Spring 2020, the use of "high engagement courses" has had to be curtailed. The International Experience was cancelled in Spring 2020 and will also not be offered in Spring 2021. In addition, the ART-US effort was delayed until 2020 due to resource issues, but has been further delayed by Covid-19. The ART-TN efforts have likewise been impacted, but should resume sometime in 2021 or 2022.

### **Intended Outcomes / Objectives:**

Students gain a heightened sense of the global role that accountants play in insuring and efficient national and global economy, and the experience a reduction in anxiety associated with international travel. With the ART Program, students will become more familiar with the extended business community and the opportunities afforded to them locally, nationally, and internationally.

DRILL DOWN-----

RELATED ITEM LEVEL 1

### **Assessment: (PG3) Experiential Opportunities**

#### **Frequency of Assessment:**

Annually

#### **Rationale:**

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).

RELATED ITEM LEVEL 2

### **Results: (PG3) Experiential Opportunities**

#### **Results:**

#### **Program Outcome 3 – Results**

A goal of the Department of Accounting is to provide enriching engagement experiences for students and for the students to participate in those activities.

The two highest profiles activities offered by the Department are the International Experience in Accounting (ACCT 4700/5700) and the Accounting Internship opportunity (ACCT 4800). While the International Experience in Accounting was not offered in Spring 2020, there were 20 students scheduled to participate before the course was cancelled due to Covid-19.

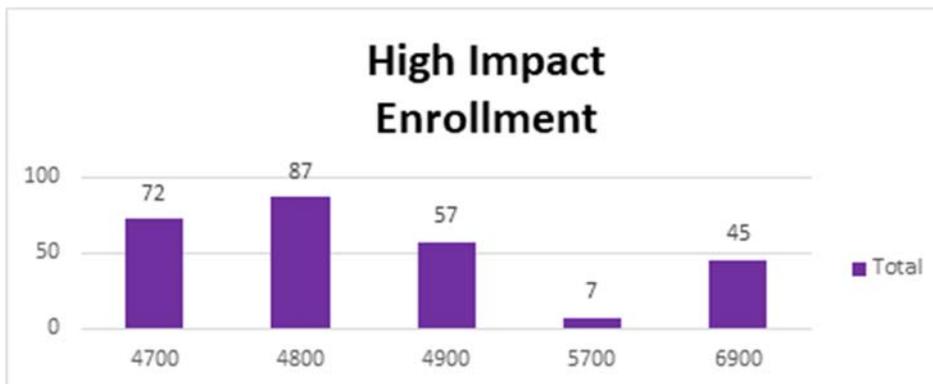
The purpose of the International Experience in Accounting is to engage students in non-traditional experiential opportunities. Another objective of the International Experience in Accounting is to help students to overcome natural anxieties about new experiences; specifically international travel. After preparing in class for 6-8 weeks, the class travels to London during Spring Break, accompanied by a team of faculty. Visits 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 - 20
- 2012 - 12
- 2013 - 16
- 2014 - 12
- 2015 - 15
- 2016 - 9
- 2017 - 17
- 2018 - 20 (including 3 graduate students for the first time)
- 2019 - 16 undergraduate students, 4 graduate students.

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

The Internship opportunity at TTU has been offered for many years and continues to be healthy. The chart below indicates the level of participation in each of our High Impact course activities from 2016-2020.



**Attachments:**

Program Outcome 3.docx

RELATED ITEM LEVEL 3

**Modifications: PG3 Experiential Opportunities**

**Program Changes and Actions due to Results:**

COVID-19 has had a significant impact on our ability to continue to sponsor meaningful, in-person experiential opportunities for our students. For example, the International Experience in Accounting was cancelled in Spring 2020, will be cancelled for Spring 2021, and will likely have

to be cancelled for Spring 2022. In addition, the nature of internship experiences has also changed considerably. While many students are getting internships, they are more often-than-not in the form of virtual work-from-home experiences, devoid of the opportunity to experience the lessons of an in-person face-to-face work culture.

In 2021, we will strive to develop experiential opportunities that are domestically based to substitute for the international experience that we will have to put on hold. In addition, we will strive to develop and engage students in more virtual experiences.

**Link to Assessment:**

## **Program Goal 4 - Technology**

**Define Goal:**

Over the past 5-15 years, the accounting profession has transformed from a traditional profession of tax preparers, auditors, financial accountants, and consultants into a technology driven profession that requires its members to be versed in applying technological solutions to the problem of analyzing large sets of data and providing meaningful and actionable insights to clients. Accordingly, alongside traditional curriculum course work, there has developed a need to integrate higher order skill sets involving the application of technology. The Department has a goal of implementing technology throughout its traditional curriculum structure.

**Intended Outcomes / Objectives:**

It is intended that, at both the undergraduate and graduate levels, the two curriculums will reflect the successful integration of relevant technology skill sets.

DRILL DOWN-----

RELATED ITEM LEVEL 1

### **Assessment: (PG4) - Technology**

**Frequency of Assessment:**

Annually in Spring Term

**Rationale:**

Each Spring term, the Department will distribute a survey to faculty to conduct an inventory of technology topics and skillsets included in their courses at both the undergraduate and Master of Accountancy levels. This survey was initially conducted in Spring 2020.

RELATED ITEM LEVEL 2

**Results: (PG4) Technology**

**Results:**

**Program Goal 4 - Technology**

As part of its efforts to modernize the curriculum and keep it relevant, the Department has established the goal of assuring that relevant technologies and skillsets are being integrated into the existing curriculum. Beginning in Spring 2020, the Department will complete an inventory of the relevant skill sets already integrated.

**Undergraduate**

For the undergraduate program, we modified our undergraduate intermediate financial accounting sequence in 2018 to accommodate more space to integrate additional technology skillsets into the course sequence (ACCT 3170, ACCT 3180, and ACCT 3190). We accomplished this by going from a two-course sequence to a three-course sequence. In addition, we challenged professors teaching ACCT 3210, ACCT 3330, and ACCT 3620 to integrate appropriate and relevant technologies into their courses. The results in Spring 2020 were mixed. Indications are that additional technology integration should occur over the following years to increase coverage at the undergraduate level.

<b>Undergraduate Program Coverage of Technology Skills</b>	<b>Total</b>
Basic Excel Spreadsheet Creation Skills	5
Excel Visualization Skills (making charts and diagrams)	3
Excel Pivot Table Skills	0
Use of Online Auditing Standards	1
Use of Online Tax Resources	1
Use of Online Accounting Standards Codification	1
Use of Online AICPA Code of Professional Conduct	1
Computer-based Preparation of Tax Returns	0
Computer-based Audit Tools	0
Computer-based Audit Workpaper tools	1
Data-base manipulation Skills	0

Visualization Software Skills (such as Tableau or Power BI)	0
Data Encryption	0
Electronic Retention of Data	0
Cybersecurity	0
SOC Reporting	1
Use of online writing assessment tools, such as Grademark or Grammarly.	4
Use of online plagiarism tool TurnItIn.	4

### **Graduate**

For the Masters of Accountancy (MAcc) program, charged all core instructors to include technology topics in their courses. In addition, when the program was launched in Fall 2017, it included a dedicated technology course into the curriculum in the form of ACCT 6290 Critical Technology Skills for Accountants. The inventory conducted in Spring 2020 indicates strong coverage of technology skillsets in the MAcc program.

<b>Master of Accountancy Coverage of Technology Skills</b>	<b>Total</b>
Basic Excel Spreadsheet Creation Skills	6
Excel Visualization Skills (making charts and diagrams)	4
Excel Pivot Table Skills	3
Use of Online Auditing Standards	1
Use of Online Tax Resources	2
Use of Online Accounting Standards Codification	2
Use of Online AICPA Code of Professional Conduct	2
Computer-based Preparation of Tax Returns	2
Computer-based Audit Tools	2
Computer-based Audit Workpaper tools	1
Data-base manipulation Skills	1
Visualization Software Skills (such as Tableau or Power BI)	3

Data Encryption	1
Electronic Retention of Data	0
Cybersecurity	1
SOC Reporting	2
Use of online writing assessment tools, such as Grademark or Grammarly	5
Use of online plagiarism tool TurnItIn.	5

**Attachments:**

Program Outcome 4.docx