Mission/Purpose
The mission of the Department of Accounting, Finance and Economics is to provide a quality education in accounting, finance and economics and to provide research and service.

I. Goals and Student Learning Outcomes, With Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

A. Goal: Address the educational issues of the region
Address the educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and the area

1. Outcome: Students will demonstrate understanding of fundamental business principles and functions.
Students will demonstrate understanding of the fundamental business principles and functions and the relationship of business organizations to individuals, government, and society.

a. Measure: Graduating students will take the MFT.
Students graduating in Accounting, Finance and Economics (AFE) will take the MFT to demonstrate their understanding of fundamental business principles and functions.

Source of Evidence: Comprehensive/end-of-program subject matter exam

1. Achievement Target:
75% of AFE graduates will score 138 or higher on the MFT exam.

2. Findings (2010-2011) - Achievement Target: Not Met
The MFT exam is taken as part of the MG 490, Strategic Management, course requirements in the student's graduating semester. The MFT exam is not part of each student's final MG 490 course grade. 53% of the College of Business graduating students earned a score of 138 or higher in the 2010-2011 academic year. 32% of the COB graduating students earned a score of 130-137. Of the two accounting majors who took the MFT exam, 100% scored higher than 138. For all College of Business majors who took the MFT exam in the 2010-2011 academic year, the aggregate accounting, finance, and economics subcategory scores are in the low percentile range. These percentile scores reflect lack of exam preparation and lack of in-depth accounting, finance, and economics coverage in upper-level business courses for non-accounting majors. The required accounting and economics courses are taken at the sophomore level, and the one required finance course is taken at the junior level. A review for the MFT exam is not conducted in the MG 490 course. See the attached action plan to address the low MFT scores.

3. Action Plans:
2009-2010 MFT scores will be analyzed when available
2009-2010 MFT scores will be analyzed when available to determine if at least 75% of the AFE graduates earned an acceptable score.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Implementation Description: 2009-2010 MFT scores for accounting graduates
Completion Date: 09/15/2010
Responsible Person/Group: Dr. Mitzi Green, Department Chair
Additional Resources Requested: n/a

The MFT exam and the COB exit exam will be administered in the MG 490 course.
The following proposed draft will be presented to the College of Business faculty for approval in August 2011 to implement for December 2011 and future graduating seniors: Graduating seniors will continue to take the MFT as part of graduation requirements. If a student does not earn at least a score of 138 on the MFT exam, he/she must take a College of Business exit exam that is a comprehensive coverage of the Business Professional Component (BPC) of the B.B.A. degree requirements. Overall and subscores with MFT will be reported for each graduating senior to determine strengths and weaknesses with assessing how to improve student learning in the BPC and in the major. The MFT exam and the COB exit exam will be administered in the MG 490 Strategic Management course in the Fall Semester for December graduates and in the Spring Semester for May and August graduates.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Completion Date: 08/31/2011
Responsible Person/Group: Department Chair

2. Outcome: Students will demonstrate knowledge and skills appropriate to their chosen majors.
   Students will demonstrate knowledge and skills appropriate to their chosen majors.
   a. Measure 3: Graduating students will take the AFE Exit Exam.
      Students will demonstrate acquired knowledge and skill by taking the AFE Exit Exam.

      Source of Evidence: Academic direct measure of learning - other

      1. Achievement Target:
         80% of AFE graduates will score 70% or higher on the AFE Exit Exam.

      2. Findings (2010-2011) - Achievement Target: Partially Met
         The Accounting, Finance, and Economics Department did not give a separate accounting exit exam beyond the MFT to graduating seniors. A portfolio approach will be used in 2011-12. Portfolio requirements will be finalized by the accounting faculty in August 2011, and the requirements will be given to 2011 December accounting graduates and 2012 May and August accounting graduates. Preparing a resume, providing writing samples of course assignments, participating in mock interviews, attending monthly Accounting Club guest speaker meetings, attending field trips and career fairs, participating in College of Business extracurricular activities, researching accounting career information, searching for job opportunities, completing an internship, participating in job shadowing, and participating in related campus activities will be included in a listing of optional assignments as well as
required work in the portfolio. In addition, efforts are underway by the accounting faculty to improve academic achievement with the junior-level and sophomore-level accounting majors. More emphasis will be given to increasing students' academic achievement as they progress to the senior year. See the attached action plans for describing the new learning activities required of students in efforts to increase MFT accounting scores.

3. Action Plans:

An AFE exit exam will be administered in the 2010-2011 school term
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Implementation Description: AFE Exit Exam
Completion Date: 12/08/2010
Responsible Person/Group: Dr. Mitzi Green, Department Chair
Additional Resources Requested: N/A

A portfolio will be required of each graduating accounting senior.
A portfolio will be required of each graduating accounting senior beginning in the Fall 2011 semester. The portfolio will serve as an exit project for graduating accounting seniors. The portfolio will include an updated resume; writing samples from course assignments; completion of an internship; participation in job shadowing; participation in mock interviews; attendance to campus Career Services events; attendance and participation with Accounting Club events, including monthly meetings, fundraisers, field trips, and special projects.
Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Completion Date: 12/16/2011
Responsible Person/Group: Department Chair

Junior-level accounting majors will be assigned learning activities that will improve academic achievement.
To improve academic achievement leading to the senior year of the accounting degree program, junior-level students in the 2011-2012 courses, AC 311 and 312, Intermediate Accounting I and II, and AC 331 and 332, Tax Accounting I and II, will be assigned new learning activities as part of their course requirements. The faculty will use a web-based textbook publisher product for students to complete homework and classwork on a timely basis. Increased attention will be given to improve students' problem-solving skills with testing. The use of web-based tutorials and self quizzes will be emphasized to prepare students for required tests during the semester. In addition, case and project assignments will be required to improve oral and written skills. The overall purpose of these learning activities will be to encourage accounting majors to perform to their best ability and to motivate them to take seriously their commitment to building a strong academic record.
Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Completion Date: 12/16/2011
Responsible Person/Group: Department Chair
Sophomore-level accounting majors will be assigned learning activities that will improve academic achievement. To improve academic achievement, sophomore-level accounting majors in the 2011-2012 courses, AC 211 and AC 212, Accounting I and II, will be assigned new learning activities as part of their course requirements. The faculty will use a web-based textbook publisher product for students to complete homework and classwork on a timely basis. Increased attention will be given to improve students’ problem-solving skills with testing. The use of web-based tutorials and self quizzes will be emphasized to prepare students for required tests during the semester. Faculty will maintain records of the frequency of students completing the activities. Test scores will be monitored to determine improvement in the students’ academic performance during the semester.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Completion Date: 12/16/2011
Responsible Person/Group: Department Chair

b. Measure 4: Students will demonstrate a mastery of skills in their major field of study.

Accounting majors will participate in accounting internships to demonstrate a mastery of skills prior to graduation.

Source of Evidence: Field work, internship, or teaching evaluation

1. Achievement Target:
Increase the number of internships available for students and conduct a survey for those supervising the interns to determine levels of strength and weakness.

2. Findings (2010-2011) - Achievement Target: Met
Four students were placed in the AC 460, Accounting Internship, course. For each internship experience, both the student and the on-site supervisor completed evaluations. All evaluations were rated high satisfaction for each student's performance during the internship.

3. Action Plan:
The number of internships will be increased.
Internships are currently limited to the surrounding towns and community. Efforts are underway to develop internships in larger metropolitan areas that students can consider in summer months, particularly for the Chinese students from GDUF who will be seeking opportunities in Summer 2012. For internships that are provided in the Fall and Spring semesters while students are enrolled full-time on campus, efforts are underway to find more opportunities in the local area. Additional contacts are being made with area healthcare organizations, city governments, county governments, nonprofit organizations, manufacturing businesses, service companies, and other entities. Prospective internship employers are stating that the downturn in the economy is negatively affecting their ability to utilize interns, yet they also are receptive to further consideration at a later time.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
c. **Measure:** Students will demonstrate an understanding of basic accounting principles.
Students enrolled in AC 211, Accounting I, will demonstrate an understanding of basic accounting principles.

Source of Evidence: Academic direct measure of learning - other

1. **Achievement Target:**
   Students enrolled in AC 211 will score 70% or better on each exam given during the semester.

2. **Findings (2010-2011) - Achievement Target: Not Met**
   Several students were consistently falling below the 70% target on exams given throughout the semester. As a result of low scores, faculty determined that individualized attention during the course should be given to students who fail to meet the 70% target on the first exam of the semester. By providing the individualized attention, student scores should improve incrementally on remaining exams in the course.

3. **Action Plans:**
   **AC 211 students will continue to be monitored after Test 1 is given.**
   The students in AC 211 will continue to be monitored in upcoming semesters, particularly after Test 1 is given. Students who earned grades of D and F on Test 1 will be asked to meet with the professor to discuss how to improve their performance. Tutoring sessions will also be available through Student Support Services and the Athletics Department. Students will periodically meet with the professor during the semester.

   Established in Cycle: 2010-2011
   Implementation Status: Planned
   Priority: High
   Responsible Person/Group: Department Chair, Course Professor

   **Provide individualized attention to poorly performing students in AC 211**
   Faculty will provide individualized attention to those students who fall below the 70% target on the first exam of the semester in AC 211, Accounting I. An item analysis on the first exam and possibly subsequent exams will be performed in order to determine what areas trend towards the lowest scoring range, and curriculum changes will be made as a result of the analysis.

   Established in Cycle: 2010-2011
   Implementation Status: In-Progress
   Priority: High
   Implementation Description: (1) Provide attention to students as needed, (2) perform item analysis on exam one to determine weaknesses in the curriculum design and/or delivery
   Responsible Person/Group: Department Chair
   Budget Amount Requested: $0.00

3. **Outcome:** Students will demonstrate the ability to express ideas through oral and written communication.
Students will demonstrate the ability to express ideas clearly, logically, and persuasively in oral and written communication.
a. **Measure: Students will receive average or above average feedback on papers and presentations.**

Students will receive average or above average feedback on papers and presentations in selected business core and major courses that require writing assignments. These courses include AC 312, Intermediate Accounting II; BA 320, Business Communications; BA 363, Advanced Business Law; MG 300, Management; and AC 451, Auditing I.

Source of Evidence: Performance (recital, exhibit, science project)

1. **Achievement Target:**
   80% of students will earn a grade of C or higher on papers and presentations in selected business core and major courses, including AC 312, Intermediate Accounting II; BA 320, Business Communications; BA 363, Advanced Business Law; MG 300, Management; and AC 451, Auditing I.

2. **Findings (2010-2011) - Achievement Target: Partially Met**

100% of AFE students earned a grade of C or higher in the writing assignments required in BA 320, Business Communications. 50% of AFE students earned a grade of C or higher in the research project required in AC 312, Intermediate Accounting II. See the rubric grading results attached below, weak areas noted, and plans for improvement. 70% of AFE students earned a grade of C or higher in the writing assignment in BA 363, Advanced Business Law. See the grading results attached below, weak areas noted, and plans for improvement. 80% of AFE students earned a grade of C or higher in the speech presentation in MG 300, Management. See the rubric grading results attached below, weak areas noted, and plans for improvement. 100% of AFE students earned a grade of C or higher in the audit case written assignment in AC 451, Auditing I. The College of Business faculty participated in a curriculum mapping activity during the 2010-11 school year with reporting for each course the grade results for tests, papers, presentations, cases, and other related assignments that were part of each student's final grade. These results are being tracked for use with the planning and assessment for accreditation with the Accreditation Council for Business Schools and Programs (ACBSP). See the attached plans for improvement and action plans for strengthening students' papers, presentations, and overall communication skills.

3. **Action Plans:**
   **Continued writing and oral skill activities will be reported by faculty with rubric grading.**

Accounting faculty will continue to report writing and oral skill activities in the ongoing curriculum mapping work. In addition, rubric grading will be utilized to enhance consistent grading of students' skills across courses.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High  
**Completion Date:** 12/16/2011  
**Responsible Person/Group:** Department Chair

**Embedded questions will be used in writing skill activities to track improvement.**

Accounting majors will be given embedded writing skill questions in AC 212, Accounting II; AC 311, Intermediate Accounting I; AC 312, Intermediate Accounting II; and AC 451, Auditing I, to track their improvement with providing strong content, organizing text structure, using proper grammar and
spelling, and presenting overall information effectively.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Completion Date: 12/16/2011
Responsible Person/Group: Department Chair

4. **O 5: Students will illustrate an understanding of leadership.**
   Students will illustrate an understanding of leadership styles, traits, and behaviors.
   
   a. **Measure: Students will perform well in group/team projects.**
   Students will earn satisfactory grades on group/team projects in selected accounting courses, including AC 411, Advanced Accounting I, and AC 451, Auditing I.
   
   Source of Evidence: Performance (recital, exhibit, science project)
   
   1. **Achievement Target:**
   80% of students will earn a grade of C or higher on group/team projects in AC 411, Advanced Accounting, and AC 451, Auditing I.
   
   2. **Findings (2010-2011) - Achievement Target: Met**
   90% of students earned a grade of C or higher with the consolidation group project in AC 411, Advanced Accounting I. 100% of students earned a grade of C or higher with the auditing case group project in AC 451, Auditing. The weaknesses noted in the group projects included lack of in-depth explanation of certain parts of the audit case, lack of confidence in committing to defined conclusion for consolidation project, and lack of documentation with providing all supporting calculations. The College of Business faculty participated in a curriculum mapping activity during the 2010-11 school year with reporting for each course the grade results for tests, papers, presentations, cases, and other related assignments that were part of each student's final grade. These results are being tracked for use with the planning and assessment for accreditation with the Accreditation Council for Business Schools and Programs (ACBSP). See the action plan for using rubrics in more courses to grade group/team projects.
   
   3. **Action Plan:**
   Continued group and team project activities will be reported by faculty with rubric grading.
   Accounting faculty will continue to report group and team project activities in the ongoing curriculum mapping work. In addition, rubric grading will be utilized to enhance consistent grading of students' skills across courses. To improve weak areas in AC 411 and AC 451 projects, students will be given more examples of how to strengthen text content with particular attention to writing conclusions and providing documentation. A preliminary draft of the project content will be required before the final submission and presentation.
   
   Established in Cycle: 2010-2011
   Implementation Status: In-Progress
   Priority: High
   Completion Date: 12/16/2011
   Responsible Person/Group: Department Chair

5. **Outcome: Students will analyze legal and ethical issues.**
Students will analyze legal and ethical issues and will synthesize appropriate proposals for practical business solutions to ethical issues.
a. **Measure: Students will perform well with legal and ethical assignments.**
   Students will perform well with legal and ethical assignments in selected business core and major courses, including BA 363, Advanced Business Law.

   Source of Evidence: Performance (recital, exhibit, science project)

1. **Achievement Target:**
   80% of students will earn a grade of C or higher in legal assignments in BA 363, Advanced Business Law.

2. **Findings (2010-2011) - Achievement Target: Met**
   80% of AFE students earned a grade of C or higher in legal assignments in BA 363, Advanced Business Law. See the grading results attached below, weak areas noted, and plans for improvement. The College of Business faculty participated in a curriculum mapping activity during the 2010-11 school year with reporting for each course the grade results for tests, papers, presentations, cases, and other related assignments that were part of each student's final grade. These results are being tracked for use with the planning and assessment for accreditation with the Accreditation Council for Business Schools and Programs (ACBSP). See the action plan for improvements in students' performance.

3. **Action Plan:**
   Legal and ethical assignments will be reported by faculty with rubric grading.
   Accounting faculty will continue to report legal and ethical assignments in the ongoing curriculum mapping work. In addition, rubric grading will be utilized to enhance consistent grading of students' skills across courses. To improve weak areas in BA 363 and related courses, students will be given more examples of how to strengthen their research and citation skills along with proficient writing skills with text content.

   **Established in Cycle:** 2010-2011
   **Implementation Status:** In-Progress
   **Priority:** High
   **Completion Date:** 12/17/2011
   **Responsible Person/Group:** Department Chair

6. **Outcome: Students will distinguish the components of business situations.**
   Students will distinguish the components of business situations, differentiate among alternative business solutions, critique causes and potential outcomes of selected options.

a. **Measure: Students will successfully evaluate business situations.**
   Students will successfully evaluate problems with real-world type businesses and non-profit organizations and provide solutions in AC 321, Cost Accounting; AC 411, Advanced Accounting; AC 440, Governmental Accounting; and AC 451, Auditing.

   Source of Evidence: Performance (recital, exhibit, science project)

1. **Achievement Target:**
   80% of students will earn a grade of C or higher in simulated business and non-profit organization assignments in AC 321, Cost Accounting; AC 411, Advanced Accounting, AC 440, Governmental Accounting; and AC 451, Auditing.
2. **Findings (2010-2011) - Achievement Target: Met**

80% of AFE students earned a grade of C or higher in the comprehensive manufacturing company problem in AC 321, Cost Accounting. Weak areas included lack of correct journal entries for more complex cost transactions and lack of detailed financial statement reporting for the manufacturing costs. 90% of AFE students earned a grade of C or higher in researching public corporations in AC 411, Advanced Accounting. Weak areas included lack of knowledge with the footnotes attached to the financial statements and lack of knowledge with the requirements of the Securities and Exchange Commission (SEC) reporting. 90% of AFE students earned a grade of C or higher in completing the simulated city of Smithville assignment in AC 440, Governmental Accounting. Weak areas included lack of knowledge related to subsidiary ledgers with preparing journal entries and lack of comprehensive work with the unique dual system of governmental reporting. 100% of AFE students earned a grade of C or higher in completing the simulated Keystone audit case in AC 451, Auditing. Weak areas included lack of documentation with citing the audit steps performed and lack of conclusive results with each audit step. See the action plan for improvements in upper-level accounting courses.

3. **Action Plan:**

Students will work with more simulated accounting and auditing cases in AC 321, AC 411, AC 440, and AC 451.

Students in the upper-level accounting major courses will continue to be assigned real-world type accounting situations. For the weak areas noted in the findings, more teaching time will be given to each step of the assignment with corrective feedback so that mistakes can be resolved before proceeding to the next steps. Students will be required to meet more short-term deadlines to complete each step. In addition, the ongoing curriculum mapping work will report simulations and cases completed in all business professional component courses that are required in the degree program.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High  
**Completion Date:** 12/17/2011  
**Responsible Person/Group:** Department Chair

7. **Outcome:** Students will analyze problems and demonstrate competency in use of information technology.

Students will analyze qualitative and quantitative problems and will demonstrate competency in the use of information technology with business decision making.

a. **Measure:** Students will perform well with quantitative techniques and current technology.

Students will perform well with problem solving using quantitative techniques and current technology in BA 371, Advanced Business Statistics, and MG 370, Management Information Systems. These courses are required in the Business Professional Component (BPC) and the accounting major.

**Source of Evidence:** Performance (recital, exhibit, science project)

1. **Achievement Target:**

80% of students will earn a grade of C or higher in problem solving assignments in BA 371, Advanced Business Statistics, and quantitative
techniques and current technology in MG 370, Management Information Systems.

2. **Findings (2010-2011) - Achievement Target: Partially Met**
   BA 371, Advanced Business Statistics, became a business course requirement in the 2008-2009 catalog for entering freshmen in addition to the BA 271, Business Statistics, course for a total of six hours of statistics. MG 370, Management Information Systems, is also a required course for all accounting majors. See the grading results attached for BA 371. See the grading results attached for MG 370. See the action plan for improvements.

3. **Action Plan:**
   Students will be advised to take BA 271 and BA 371 in sequential semesters.
   To improve weak areas reported in statistics, students will be advised to take BA 271, Business Statistics, and BA 371, Advanced Business Statistics, in sequential semesters. To date, students have waited one or more semesters to take the second course, and they have experienced difficulty with the recall of the first course. The curriculum mapping work attached as a summary report in Measure #1 provides plans for improvement in BA 371 and MG 370.
   **Established in Cycle:** 2010-2011
   **Implementation Status:** Planned
   **Priority:** High
   **Completion Date:** 12/17/2011
   **Responsible Person/Group:** Department Chair

8. **Outcome: Students will recognize differences in cultures.**
   Students will recognize differences in cultures and managerial approaches related to the global nature of business and compare and contrast approaches to addressing the domestic and international environments in which business organizations operate.

   a. **Measure: Students will have a global awareness.**
      Students will have a global awareness of cultures that affect how an international business operates in the required BA 450, International Business, course.

      **Source of Evidence:** Performance (recital, exhibit, science project)

1. **Achievement Target:**
   80% of students will earn a grade of C or higher in the assigned foreign country project in the BA 450, International Business, course.

2. **Findings (2010-2011) - Achievement Target: Met**
   90% of students earned a grade of C or higher in the assigned foreign country project in the BA 450, International Business, course. See the rubric grading results attached with weak areas noted and plans for improvement. The College of Business has been preparing for the arrival of the Chinese students from Guangdong University of Finance (GDUF) in early August 2011. Of the 43 students, 18 students will be accounting majors, and 25 will be finance/economics majors. They completed the first and second years of the degree at their home university and will be completing the third and fourth years of the degree at UWA. Current American students in the College of Business will be in several of the same courses with the Chinese students. UWA students were given the opportunity to apply as student mentors to be assigned to individual Chinese students. The student mentors have been
selected and will be participating in the early August 2011 orientation schedule as well as assisting the Chinese students during the 2011-12 school year as part of the mentoring duties. See the action plan for the curriculum mapping work with international assignments in required courses. See the action plan for continued work with the GDUF students.

3. Related Action Plans (by Established cycle, then alpha):
The Chinese students from Guangdong University of Finance will arrive in August 2011.
The Chinese students from Guangdong University of Finance (GDUF) will arrive in August 2011. Of 43 students, 25 are in finance and 18 are in accounting. They completed the first two years at their home university and will complete the junior and senior years at UWA. For the finance students, curriculum work is in progress to finalize new finance and economics courses that will be taught in the senior year. For the accounting students, a CPA Review program will be developed for the 2012-13 academic year to prepare the students for the CPA exam. More students from GDUF are expected to transfer to UWA in the 2012-13 academic year.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Completion Date: 12/17/2011
Responsible Person/Group: Department Chair

The curriculum mapping work will continue to document international assignments.
The ongoing curriculum mapping work in the College of Business will document the international assignments in required courses. Faculty will continue to report the amount of course coverage related to global awareness.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Completion Date: 12/17/2011
Responsible Person/Group: Department Chair

II. Goals and Other Outcomes/Objectives, With Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

A. Goal: Address the educational issues of the region

Address the educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and the area

1. Objective: Faculty will participate in a continuous cycle of academic improvement.

Faculty will participate in a continuous cycle of academic improvement with the utilization of curriculum mapping for each course in the Business Professional Component (BPC) and for each major in the COB degree program.

a. Measure: AFE faculty will participate in a continuous cycle of curriculum improvement.

AFE faculty will participate in a continuous cycle of academic improvement with the utilization of curriculum mapping for each course in the Business Professional Component (BPC) and for each major in the COB degree program.

Source of Evidence: Existing data
1. **Achievement Target:**
100% of AFE Department courses will be evaluated each semester by the faculty with curriculum mapping and student learning outcomes adopted by the College of Business in Fall 2009.

2. **Findings (2010-2011) - Achievement Target: Met**
The AFE Department courses were evaluated in Spring 2010, Summer 2010, Fall 2010, Spring 2011, and Summer 2011 by COB faculty using curriculum mapping. See the attached 2010-2011 results for the following: Evaluation of Fall 2010 Courses and Plans for Improvement; Evaluation of Spring 2011 Courses and Plans for Improvement; Evaluation of Summer 2011 Courses and Plans for Improvement; Examples of Outcomes Assessment Activities; and AFE Department 2010-2011 Summary of Discussions

2. **Objective: Students will be provided with quality programs and services.**
The Department of Accounting, Finance, and Economics will provide quality programs and services to meet the needs of students enrolled.

   a. **Measure: AFE faculty will determine additional programs/services needed and/or desired by students.**
The Department of Accounting, Finance, and Economics will determine the need and/or desire for additional programs/services by students. The need will be determined by conducting focus groups and other research to determine any gaps in program offerings.

   Source of Evidence: Focus groups

1. **Achievement Target:**
Establish new programs/services identified by research and focus groups.

2. **Findings (2010-2011) - Achievement Target: Met**
As a result of a comparative review of other institutions and conversations with students, faculty determined a need and student demand for the addition of a finance emphasis as well as an economic emphasis in the major. The proposed emphasis in the two identified areas was taken to the University Academic Council and approved. The addition of the combined emphasis in finance and economics will begin Fall 2011.

3. **Action Plan:**
   **Develop emphasis in Finance and Economics**
As a result of student demand and comparative reviews of other institutions, two new emphasis areas (Finance and Economics) have been submitted to and approved by the University Academic Council. The Department will take necessary steps to implement the additional areas of emphasis.

   **Established in Cycle:** 2010-2011
   **Implementation Status:** Finished
   **Priority:** High
   **Implementation Description:** (1) Develop courses necessary for the Finance and Economic emphasis areas to be included in the 2011 *General Catalogue*, (2) hire additional faculty to cover courses added, (3) monitor enrollment activity in the areas.
   **Completion Date:** 08/15/2011
   **Responsible Person/Group:** Department Chair and Dean of the College of Business
   **Additional Resources Requested:** Hire additional faculty and redistribute course load to current faculty to cover additional courses for the two areas of
b. Measure: AFE faculty will determine needs for alternative methods of course delivery.
By conducting focus groups and other research, the Department of Accounting, Finance, and Economics will determine the need for alternative methods of course delivery to meet student needs.

Source of Evidence: Focus groups

1. Achievement Target:
Establish new methods of course delivery as determined necessary by research.

2. Findings (2010-2011) - Achievement Target: Met
As a result of conversations with students and faculty, the Department of Accounting, Finance and Economics determined a need for the development of an online accounting degree. The online degree offering began in Fall 2010.

3. Action Plan:
Implement the new online Accounting major
As a result of student demand, focused research and the approval of the University Academic Council, the new online accounting program will be implemented Fall 2010.
Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High
Implementation Description: Add program to General Catalogue and monitor enrollment activity in the areas.
Responsible Person/Group: Department Chair and Dean of College of Business
Budget Amount Requested: $0.00

III. Other Plans for Improvement
A. AFE Department faculty will apply for grants in their discipline areas.
AFE Department faculty will apply for campus research and teaching grants in their discipline areas. Also, the VITA grant will be submitted for the upcoming 2012 tax season. Department faculty will also participate in the campus Office of Sponsored Programs activities to pursue available funded grants in accounting, finance, and economics as well as interdisciplinary efforts with other College of Business and campus faculty.
Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Completion Date: 12/21/2011
Responsible Person/Group: Department Chair

B. Using the results of the COB curriculum mapping with student learning outcomes, plans for curriculum improvement are ongoing.
Using the results of the COB curriculum mapping with student learning outcomes, AFE faculty members will continue to implement improvements in teaching courses and strengthening the requirements of the degree.
Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Completion Date: 12/16/2011
Responsible Person/Group: Department Chair
IV. Analysis Answers

A. What specific strengths did your assessments show? (Strengths)
The AFE Department assessments related to academic improvement show that faculty fully participated in curriculum mapping by semester. Professional development activities were accomplished in combined efforts by faculty in research and service. Stakeholder involvement increased with employers, alumni, and community leaders, including internships, job shadowing, networking events, and community service projects. Additional attention was given to low achieving students in the first year accounting course. The finance/economics emphasis area was added to the College of Business degree program. The online accounting degree program was implemented to provide additional delivery of education. The AFE Department assessments tied to student learning outcomes show that AFE students overall were adequately prepared and were able to satisfactorily meet requirements in course assignments related to groups/teams, legal/ethical, international, and simulated business situations. In these course assignments, the student learning outcomes were met.

B. What specific weaknesses or challenges did your assessments show? (Weaknesses)
The assessments show that graduating students are overall not achieving the benchmark category scores with the MFT exam. College of Business students are not adequately preparing for the exam that is given in the graduating semester, and the AFE students are lacking a structured exit process for documenting their overall mastery of business knowledge upon graduation. Related to student learning outcomes, assessments show that students are overall weak in course assignments with quantitative analysis and writing skills. Recruitment and retention efforts are in need of improvement in the College of Business marketing plan.

C. What plans were implemented?
The plans to strengthen curriculum mapping tied to student learning outcomes were accomplished. The plans to provide more individualized attention to students performing poorly in the first year accounting course were accomplished. The plans to document faculty development, departmental technology, grant funding, and staffing issues were accomplished.

D. What plans were not implemented?
Efforts to improve students' category scores on the MFT exam were not accomplished. A College of Business exit exam will be taken by each graduating senior who does not score satisfactorily on the MFT exam in the 2011-2012 and future academic years. Administering an AFE exit exam was not accomplished. A portfolio is required for the 2011-2012 AFE graduating seniors.

E. How will assessment results be used for continuous improvement?
The assessment results are shared with AFE Department faculty for curriculum improvement. With curriculum mapping results, faculty will strengthen teaching in course assignments that students earn weak grades. More focus is underway to improve the graduation exit performance of students with administering both the MFT exam and the College of Business exit exam.