



WILLIAM WOODS
UNIVERSITY

Accounting Annual Assessment 2021-2022

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<p>Curriculum Map alignment and changes weight: 1.000</p>	<p>✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..</p>	<p>✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.</p>	<p>✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>The rationale for why the changes were made is missing.</p>			
<p>Assessment Map weight: 1.000</p>	<p>✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p>✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p>✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>The assessment for ACC 450 is blank in the Assessment Matrix -- the decision was discussed in the narrative section, but without this in the chart, it will not pull forward the opportunity for assessment findings. Also, no rationale is provided for why the change was made. IT is recommended that some assessment happen within the coursework for the program.</p>			
<p>Data Driven Decision-making is explained weight: 1.000</p>	<p>✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.</p>	<p>✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.</p>	<p>✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Documentation provided on assessment findings weight: 1.000</p>	<p>✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.</p>	<p>✓ The program uploads all rubric and support information to support the claims in assessment findings.</p>	<p>✓ The program did not upload the data to support assessment claims in the assessment findings.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>the Peregrine data was uploaded but it is unclear on the alignment of the wholistic data and how it relates to the individual program objectives.</p>			
<p>Analysis of Assessment weight: 1.000</p>	<p>✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</p>	<p>✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.</p>	<p>✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>the findings are provided from Peregrine, but there is no summary on how they relate to the objectives.</p>			
<p>Improvement narratives are selected with intentionality weight: 1.000</p>	<p>✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</p>	<p>✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</p>	<p>✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Student Performance Review weight: 1.000</p>	<p>✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</p>	<p>✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.</p>	<p>✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>Many of the activities were cancelled by the program due to COVID</p>			

Senior Showcase weight: 1.000	✔ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✔ The program described the Senior showcase activities and provided some evidence of what was presented.	✔ Little to no content of Senior showcase was provided.	✔ N/A
Comment:	Many of the activities were cancelled by the program due to COVID			
Co Curricular and LEAD activities weight: 1.000	✔ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✔ The program provided a listing of LEAD events and activities provided.	✔ The program provided little to no description of the Co-curricular activities provided throughout the year.	✔ N/A
Comment:	There were no co-curricular or LEAD events sponsored by the program faculty over the course of the academic year			
Faculty, alumni, and Student accomplishments weight: 1.000	✔ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✔ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✔ The program provided little to no data on students, alumni, faculty accomplishments.	✔ N/A
Comment:				

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Annual Assessment 2021-2022

Accounting

Program Profile

Program Mission Statement

Please insert your program mission statement here

The mission of the Business Program of William Woods University is to provide a quality, learning environment that empowers students to succeed in their professional endeavors and/or to continue their education.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Student Majors	Student Minors
2020-2021	19	4
2021-2022	15	4

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

The BS in Accounting does not include concentrations.

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

The BS in Accounting does not include concentrations.

Student Demographics

What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

Students who believe they would like to obtain a degree in accounting when they enter as freshmen are able to begin the process of determining whether accounting is the correct field by enrolling in ACC 240 and ACC 241. These are introductory accounting courses and there is a notable difference in the grades and the level of enjoyment and aptitude between students who should become accountants and those who should not. By the end of ACC 241 a few students are eliminated from progressing as accounting majors.

There is also a second point of elimination, after Intermediate Accounting I. This class takes the student from bookkeeping to accounting and if that journey is one that reveals a lack of enjoyment or aptitude then students will change their major at this point. If they continue after Intermediate Accounting I, they will most likely graduate with an accounting degree. Of note, students who do major in accounting have had a retention rate of 75% compared to the University rate of 71.5%. The program graduation rate is 63% compared to the university average of 50%.

Students majoring in accounting persist to graduation. The accounting program did not have a full-time faculty member since 2018. A new full-time faculty member started in the fall of 2019, and this will have a positive influence on enrollment numbers and persistence rates for accounting majors.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

30

Is the Program Externally Accredited

Yes (selected)

No

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

The Accounting program at WWU is accredited by the ACBSP. The accounting program received approval that was submitted to ACBSP in 2017. The next quality assurance report was submitted to ACBSP in February 2019 and received notification of the removal of the last condition. However, the ACBSP board requested a new condition with updates in 2021.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

The current marketing materials are adequate for this program however, with changes in faculty some materials will need to be updated.

Marketing Material

ACC.docx

Accounting_Peregrine_Data_updated_5.13.22.xlsx

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
ACBSP-2009.1	Leadership: Administrators (chief academic officers, deans, department chairs) and faculty must personally lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. The values and expectations must be integrated into the business school's or program's leadership system and the business school or program must continuously learn, improve, and address its societal responsibilities and community involvement.
ACBSP-2009.4	Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each

	business school or program is responsible for developing its own outcomes assessment program.
ACBSP-2009.4.2	Selection and Use of Information Results The business school or program should report and explain the improvements it has made to its programs based on information obtained from its benchmarking and outcomes assessment programs.
ACBSP-2009.4.2.a	What are your current levels and trends (three to five years) in key measures and/or indicators? (illustrated by graphs, tables, or figures)
ACBSP-2009.4.2.b	What are your benchmark or comparison institution's current levels and trends (three to five years) in key measures and/or indicators? (illustrated by graphs, tables, or figures)
ACBSP-2009.4.3	Selection and Use of Comparative Information Data Describe the business school or program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with similar business schools or programs) information and data to improve overall performance.
ACBSP-2009.4.3.a	How do you determine what information and data is important to compare?
ACBSP-2009.4.3.b	What criteria do you use in seeking comparative information and data from within the academic community?
ACBSP-2009.4.3.c	What criteria do you use in seeking comparative information and data from outside the academic community?
ACBSP-2009.4.3.d	Have you used comparative information and data to set targets and/or to encourage performance improvements?
ACBSP-2009.4.3.e	How do you evaluate and improve the deployment of comparative information and data?
ACBSP-2009.4.3.f	How do you evaluate and improve the effectiveness of comparative information and data?
ACBSP-2009.4.4	>4.1 Selection and Use of Information and Data
ACBSP-2009.4.4.a	How do you evaluate your student learning and performance processes?
ACBSP-2009.4.4.b	How do you use the results of that evaluation to make changes or modifications to your student learning and performance processes?
ACBSP-2009.4.a	Do you have an outcomes assessment program? If you answered ???yes??? to question a, briefly describe.
ACBSP-2009.4.b	How are ???student learning outcomes??? appropriate to the rigor and breadth of the degree established?
ACBSP-2009.4.c	Does the program design involve the demonstration of such skills as analysis, comprehension, communication, and effective research?
ACBSP-2009.4.CRIT	CRITERIA Use the following to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Attempt to answer all criteria. Justify or explain a plan to address criteria not currently being addressed. ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business school or program. Accordingly, a business school or program must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take. The diversity of educational institutions, coupled with other characteristics unique to a given college or university, suggests that learning outcomes assessments may be conducted differently at each school. While the emphases may vary, the learning outcomes assessment plan implemented must approximate the learning outcomes assessment standard herein described.
ACBSP-2009.4.d	What internal learning outcomes assessment information and data do you gather and analyze?
ACBSP-	What external learning outcomes assessment information and data do you gather and analyze?

2009.4.e	
ACBSP-2009.4.f	Do you make needed information and data accessible to faculty, staff, and students?
ACBSP-2009.4.g	Do you have a process to keep your information and data availability mechanisms current with education service needs?
ACBSP-2009.4.h	Do you assess learning outcomes throughout the student's career, not just as an end process?
ACBSP-2009.4.i	How does evaluated student performance compare to intended learning outcomes?
ACBSP-2009.4.j	Do you have measures/indicators for tracking your business school or program's overall performance?
ACC.1	Demonstrate a solid basis of knowledge of the law, ethics, and economics.
ACC.2	Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.
ACC.3	Demonstrate proficiency in the application of spreadsheet and other accounting software.
ACC.4	Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.
ACC.5	Evaluate issues relating to the advanced concepts of financial aid and managerial accounting.
ACC.6	Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.
ACC.7	Determine appropriate career paths based on actual experience obtained in a professional business environment.

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

The Accounting Program course objectives align with the Business Administration program objectives which align with the Business Administration mission statement. The Business Administration faculty aligned its mission statement to the University Mission statement (hence the University Learning Outcomes). The Business Administration mission statement includes the words "professional endeavors" to support the major field competence objective. The word "empowers" supports the self-liberation objective. Lastly, the "words continue their education" supports the lifelong education objective. The mission statement does not include the word "ethics" in its mission statement but is implied in the wording "exceptional learning environment".

Aligned to the program mission statement, the seven program objectives support the University Student Learning Outcomes. The objectives include the wording: analyze data, interpret real-world phenomena, demonstrate leadership, communicate clearly, formulate, and justify decision-making, assess complex ethical issues, interpret human dynamics, utilize computer related applications, and integrate business concepts. Each course in this program supports and contributes to expanding students' knowledge. Faculty developed their courses to align with the Business Administration program's mission statement and program objectives. The course descriptions provide evidence of this alignment. Course descriptions include wording such as analyze financial data using software tools, evaluate the application of accounting concepts, formulate business communication processes, demonstrate a basis of law, ethics, and economics, investigate financial and managerial accounting functions, identify essential forms of business organizations, produce Excel spreadsheets, and defend logical positions of ethical issues.

The Accounting Program also includes a required internship. Internships provide students the opportunity for hands-on application of the theories and applications they have learned in the classroom. Below are the accounting program specific objectives and courses that align with the University Student Learning Outcomes.

1. Major Field Competence: Students will demonstrate excellence in an academic or professional discipline and engage in the process of academic discovery.

ACC 240 Principles of Accounting I

ACC 240 Principles of Accounting II

ACC 312 Intermediate Accounting I

ACC 322 Intermediate Accounting II

ACC 319 Taxation I

ACC 379 Taxation II

ACC 343 Cost and Managerial Accounting

ACC 425 Government & Nonprofit Accounting

ACC 430 Investments with Financial Statement Analysis

ACC 441 Auditing

BUS 335 Business Law

BUS 415 Corporate Finance

BUS 450 Business Police and Practices

ACC 403 Accounting Internship

2. Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.

BUS 335 Business Law

BUS 214 Business Ethics

ACC 425 Government & Nonprofit Accounting

ACC 319 Taxation I

ACC 379 Taxation II

ACC 441 Auditing

3. Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.

ACC 319 Taxation I

ACC 379 Taxation II

ACC 441 Auditing

ECN 251 Macroeconomics

ECN 252 Microeconomics

MAT 114 Elementary Statistics

MIS 125 Productivity Tools

BUS 335 Business Law

BUS 214 Business Ethics

BUS 450 Business Police and Practices

ACC 403 Accounting Internship

4. Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

ACC 319 Taxation I

ACC 379 Taxation II

ACC 441 Auditing

ECN 251 Macroeconomics

ECN 252 Microeconomics

MAT 114 Elementary Statistics

MIS 125 Productivity Tools

BUS 335 Business Law

BUS 214 Business Ethics

BUS 450 Business Police and Practices

ACC 403 Accounting Internship

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

General Education -Secondary Objectives

Course that address each Secondary Objective

1. Communication	ACC 403
2. Critical Thinking	ACC 441
3. Meaning	ACC 312, 322, 430
4. Creative and Esthetic	None
5. History	ACC 441, BUS 335
6. Math	All ACC courses, BUS 415, MIS 125
7. Natural Science	None
8. Diversity	BUS 335
9. Social Science	ECN 251, 252
10. Value	BUS 214

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

The accounting program was able to integrate the three NSSE objectives by (1) bringing together accounting majors and other business majors in BUS 450 to collaborate on the Capsim program, as well as using examples in the classroom discussions about various ways that accounting data is used by various industries. (2) discussing examples of issues related to the COVID-19 pandemic and looking at examples of financial statements of struggling organizations. (3) Incorporating participatory exercises in which every student is required to participate in calculating part of an answer.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Accounting Curriculum Map

	ACC 240	ACC 241	ACC 312	ACC 319	ACC 322	ACC 343	ACC 403	ACC 430	ACC 441
ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.	I, A	R	R	R	R	R	R	R, M	R
ACC.1 Demonstrate a solid basis of knowledge of the law, ethics, and economics.	A								M
ACC.2 Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.	I, A	R	R	R	M			M	
ACC.3 Demonstrate proficiency in the application of spreadsheet and other accounting software.	I, A		I		R			M	
ACC.4 Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.	A	I	R	R, M, A				M	R, M
ACC.5 Evaluate issues relating to the advanced concepts of financial aid and managerial accounting.	A		I		M	R		M	
ACC.6 Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.	I, A	R	R		R			M	
ACC.7 Determine appropriate career paths based on actual experience obtained in a professional business environment.							M, A		

	ACC 321	ACC 379	ACC 425	BUS 214	BUS 335	BUS 450	BUS 415	ECN 251	ECN 252	MAT 114	MIS 125
ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.	R			R	R	A	R	R	R	R	R

ACC.1 Demonstrate a solid basis of knowledge of the law, ethics, and economics.		R	R	I	M	A		R	R		
ACC.2 Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.		R	R			A, M				I	
ACC.3 Demonstrate proficiency in the application of spreadsheet and other accounting software.			R			A, M					I
ACC.4 Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.	R, M, A	R				A					
ACC.5 Evaluate issues relating to the advanced concepts of financial aid and managerial accounting.			R			A, M					
ACC.6 Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.			R			A, M					
ACC.7 Determine appropriate career paths based on actual experience obtained in a professional business environment.											

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

There were a few changes made to the curriculum map to better match the current program. The first change was the removal of ACC 412 Advanced Productivity Tools. This course was removed from the major and is no longer required of accounting majors. The second change was the addition of ACC 379 Taxation II, ACC 425 Government & Nonprofit Accounting, and BUS 450 Business Policy & Practices. These three courses were added to the accounting major requirements starting in the 2020-2021 school year. Finally, the accounting majors now complete the outbound Peregrine exam in BUS 450 Business Policy & Practices, instead of ACC 430 Investments & Financial Statement Analysis.

Assessment Findings

Assessment Findings for the Assessment Measure level for Accounting Curriculum Map

Standard/Outcome				
ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.				
Assessment Measures				
ACC 240				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The Peregrine inbound test will provide a benchmark for the value added to the Peregrine outbound test. The overall average score on the inbound peregrine was 35.80%. been met yet? Met			

Standard/Outcome				
ACC.1 Demonstrate a solid basis of knowledge of the law, ethics, and economics.				
Assessment Measures				
ACC 240				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The Peregrine inbound test will provide a benchmark for the value added to the Peregrine outbound test. Scores were 33% for Legal, 33% for Ethics, and 53% for Economics. been met yet? Met			

Standard/Outcome				
ACC.2 Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.				
Assessment Measures				
ACC 240				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The Peregrine inbound test will provide a benchmark for the value added to the Peregrine outbound test. Inbound average score for Accounting was 30%, and for Quantitative 40% been met yet? Met			

Standard/Outcome				
ACC.3 Demonstrate proficiency in the application of spreadsheet and other accounting software.				
Assessment Measures				
ACC 240				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The Peregrine inbound test will provide a benchmark for the value added to the Peregrine outbound test. Inbound scores were 30% and 40% for Accounting and Quantitative respectively. been met yet? Met			

Standard/Outcome				
ACC.4 Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.				
Assessment Measures				
ACC 240				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The Peregrine inbound test will provide a benchmark for the value added to the Peregrine outbound test. Scores for Accounting and Auditing were 30% and 23% respectively. been met yet? Met			
ACC 319				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% of students will master this objective. Students completed a comprehensive payroll project with an average score of 99.5% been met yet? Met			
ACC 321				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% of students will master this objective. Students completed comprehensive payroll project and the average score was 99.5% been met yet? Met			

Indirect - External Evaluation	Has the criterion 80% of students will perform at or above the national average on the Peregrine Academic Services assessment exam. Been met yet? Met			
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Standard/Outcome ACC.5 Evaluate issues relating to the advanced concepts of financial aid and managerial accounting.				
Assessment Measures				
ACC 240				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The Peregrine inbound test will provide a benchmark for the value added to the Peregrine outbound test. Inbound Accounting averages were 30%. been met yet? Met			

Standard/Outcome ACC.6 Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.				
Assessment Measures				
ACC 240				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The Peregrine inbound test will provide a benchmark for the value added to the Peregrine outbound test. The average inbound score on the Peregrine was 35.80%. been met yet? Met			

Standard/Outcome ACC.7 Determine appropriate career paths based on actual experience obtained in a professional business environment.				
Assessment Measures				
ACC 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion 100% of the students will receive positive evaluations from their internship employer/supervisors. been met			

	yet?			

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

During Student Performance Days on Tuesday, February 22nd and Wednesday February 23rd, the Business Department usually plans various activities for undergraduate business and accounting students and faculty. Those activities include the Principles of Business Test, Inbound/Outbound Peregrine Test, Information Session, Senior Luncheon and exit survey, Panel Discussion, Career Meet Up and Business Advisory Council. The purpose of collecting this data is to provide faculty to continuously improve their respective programs. Due to the COVID-19 pandemic, WWU only completed the Principles of Business Test and Inbound/Outbound Peregrine Test. The Information Session, Senior Luncheon and exit survey, Panel Discussion, Career Meet Up and Business Advisory Council were all cancelled.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

During Student Performance Days on Tuesday, February 22nd and Wednesday February 23rd, the Business Department usually plans various activities for undergraduate business and accounting students and faculty. Those activities include the Principles of Business Test, Inbound/Outbound Peregrine Test, Information Session, Senior Luncheon and exit survey, Panel Discussion, Career Meet Up and Business Advisory Council. The purpose of collecting this data is to provide faculty to continuously improve their respective programs. Due to the COVID-19 pandemic, WWU only completed the Principles of Business Test and Inbound/Outbound Peregrine Test. The Information Session, Senior Luncheon and exit survey, Panel Discussion, Career Meet Up and Business Advisory Council were all cancelled.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Student_Performance_Review_Schedule_2022.docx

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

Under normal circumstances accounting majors would complete senior showcase presentations in BUS 450. In this course the instructor facilitates the CompX external test at the end of the BUS 450 Policy and Procedure course as a part of the Capsimulation game. This test is ACBSP accredited, but the ACBSP Board has deemed it insufficient as our BAD program's external assessment tool. However, business faculty has found the information useful in assessing our students' knowledge by topic. In Spring Semester 2020 changes were made to the required courses in the accounting

major to include BUS 450 as a requirement. The addition of this course to the accounting requirements will give accounting majors the opportunity to collaborate with other business majors in the Capsim program. Due to COVID-19 external evaluators were not brought into class this school year.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Accounting_Annual__Assessment_Report_2021_2022.docx

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service-Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service-Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

N/A

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

1 of my graduating majors has already obtained a full-time position at a tax and auditing firm in Jefferson City, and another to continue on for his MBA.

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment, or professional milestones).

1 of my graduating majors has already obtained a full-time position at a tax and auditing firm in Jefferson City, and another to continue on for his MBA.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

Appendix

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	There is a discussion on the data but not a strategy to improve the numbers.			
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	The program is still aligned to the old mission, so that needs to be updated in the future.			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	This is actually asking what GE courses are used as a foundation for the Accounting program -- why and where does critical thinking come into play in the major.			
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:	It would be better if we had some specific examples of how these objectives were included in coursework.			

<p>Curriculum Map alignment and changes weight: 1.000</p>	<p>✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..</p>	<p>✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.</p>	<p>✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>The rationale for why the changes were made is missing.</p>			
<p>Assessment Map weight: 1.000</p>	<p>✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p>✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p>✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>The assessment for ACC 450 is blank in the Assessment Matrix -- the decision was discussed in the narrative section, but without this in the chart, it will not pull forward the opportunity for assessment findings. Also, no rationale is provided for why the change was made. IT is recommended that some assessment happen within the coursework for the program.</p>			
<p>Data Driven Decision-making is explained weight: 1.000</p>	<p>✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.</p>	<p>✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.</p>	<p>✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Documentation provided on assessment findings weight: 1.000</p>	<p>✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.</p>	<p>✓ The program uploads all rubric and support information to support the claims in assessment findings.</p>	<p>✓ The program did not upload the data to support assessment claims in the assessment findings.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>the Peregrine data was uploaded but it is unclear on the alignment of the wholistic data and how it relates to the individual program objectives.</p>			
<p>Analysis of Assessment weight: 1.000</p>	<p>✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</p>	<p>✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.</p>	<p>✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>the findings are provided from Peregrine, but there is no summary on how they relate to the objectives.</p>			
<p>Improvement narratives are selected with intentionality weight: 1.000</p>	<p>✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</p>	<p>✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</p>	<p>✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Student Performance Review weight: 1.000</p>	<p>✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</p>	<p>✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.</p>	<p>✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>Many of the activities were cancelled by the program due to COVID</p>			

<p>Senior Showcase weight: 1.000</p>	<p>✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.</p>	<p>✓ The program described the Senior showcase activities and provided some evidence of what was presented.</p>	<p>✓ Little to no content of Senior showcase was provided.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>Many of the activities were cancelled by the program due to COVID</p>			
<p>Co Curricular and LEAD activities weight: 1.000</p>	<p>✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.</p>	<p>✓ The program provided a listing of LEAD events and activities provided.</p>	<p>✓ The program provided little to no description of the Co-curricular activities provided throughout the year.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>There were no co-curricular or LEAD events sponsored by the program faculty over the course of the academic year</p>			
<p>Faculty, alumni, and Student accomplishments weight: 1.000</p>	<p>✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</p>	<p>✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.</p>	<p>✓ The program provided little to no data on students, alumni, faculty accomplishments.</p>	<p>✓ N/A</p>
<p>Comment:</p>				

Appendix: DATA