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WILLIAM WOODS  
UNIVERSITY

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**Accounting Annual Assessment 2023-2024**

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# Annual Assessment 2023-2024

## 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

##### Students Majors 2023-2024

20

##### Student Majors 2022-2023

21

##### Student Minors 2023-2024

3

##### Student Minors 2022-2023

3

#### Concentrations 2023-2024

*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 2022-2023

*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 Principles of Accounting I and ACC 241 Principles of Accounting II. 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 most students are eliminated from progressing as accounting majors.

There is also a second point of elimination, after ACC 312 Intermediate Accounting I. This class takes the student from bookkeeping to financial accounting and reporting. 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 ACC 312 Intermediate Accounting I, they will most likely graduate with an accounting degree. Of note, the program graduation rate is 66.67% compared to the university average of 56.99%. Students majoring in accounting generally persist to graduation.

### **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.

### **Marketing Material**

WWU\_Website\_Bachelors\_in\_Accounting.pdf

Accounting\_Majors\_11.2.23.xlsx

Accounting\_Annual\_Assessment\_Report\_2023\_2024.docx

Accounting\_Peregrine\_Data\_updated\_4.28.24.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 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-	How are student learning outcomes appropriate to the rigor and breadth of the degree

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

### **Alignment to the Institutional Objectives**

*Please discuss the Program alignment to the Institutional 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”, but is implied in the wording “exceptional learning environment”.

Aligned to the program mission statement, the seven accounting 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

Institutional\_objectives\_2.docx

### **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)?*

**General Education -Secondary Objectives**

**Course that address each Secondary Objective**

1. <b>Written Communication</b>	<b>ACC 403, 430</b>
2. <b>Oral Communication</b>	<b>ACC 403, 430</b>
3. <b>Information Literacy</b>	<b>ACC 312, 322, 430</b>
4. <b>Historical Perspective</b>	<b>ACC 441, BUS 335</b>
5. <b>Natural Science</b>	<b>None</b>
6. <b>Math</b>	<b>MAT 114, BUS 415, and all ACC courses</b>
7. <b>Expression and Invention</b>	<b>BUS 335</b>
8. <b>Inquiry and Analysis</b>	<b>ECN 251, 252</b>
9. <b>Culture and Communities</b>	<b>BUS 214</b>

## **NSSE Objectives Discussed Spring 2022**

### **Program Alignment to NSSE Objectives**

*Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.*

The accounting program was able to integrate the four NSSE objectives as follows:

#### **1C-Explained course material to one or more students.**

-Incorporated participatory exercises in ACC 312 Intermediate Accounting I which every student is required to participate in identifying various standards setting organizations in Financial Accounting.

-Incorporated participatory exercises in ACC 441 Auditing in which every student had to explain to their classmates a term, concept, classification, etc.

-Incorporated a project in ACC 430 Investments & Financial Statement Analysis in which each student had to perform a financial statement analysis and then present the quantitative results of their analyses to their classmates, along with other pertinent company information.

#### **2E-Tried to better understand someone else's view by imagining how an issues looks from his/her perspective.**

-By bringing together accounting majors and other business majors In BUS 450 Business Policy & Procedures, students are able to collaborate on the Capsim program and accounting students are able to gain experience and understanding of business majors perspectives.

-In ACC 319 Taxation I and ACC 379 Taxation II students investigated various perspectives through the lens of tax consequences. For example, how the Internal Revenue Code addresses low-income versus high-income wage earners, the differences in allowable tax deductions and tax credits, and the various tax benefits charitable contributions and benevolence.

#### **4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts.**

-Incorporated a project in ACC 430 Investments & Financial Statement Analysis in which each student had to perform a financial statement analysis and then present the quantitative results of their analyses to their classmates, along with other pertinent company information to determine if they believe the company to be a good investment.

-In ACC 319 Taxation I and ACC 379 Taxation II students prepared multiple tax returns for both individuals and business, to understand how various tax issues impact the tax return.

#### **4D-Evaluating a point of view, decision, or information source.**

-Investigated and researched the Internal Revenue Code in ACC 319 Taxation I and ACC 379 Taxation II.

-Researched and discussed the hierarchy of standards setting bodies in ACC 441 Auditing, including Generally Accepted Auditing Standards (GAAS), American Institute of Certified Public Accountants (AICPA), and Public Company Accounting Oversight Board (PCAOB).

## 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	ACC 321	ACC 379
<b>ACBSP-2009.4</b> 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	M, R			
<b>ACC.1</b> Demonstrate a solid basis of knowledge of the law, ethics and economics.	A			I					I		R, I
<b>ACC.2</b> Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.	I, A	R	R	I, R	M			M	R		A, R
<b>ACC.3</b> Demonstrate proficiency in the application of spreadsheet and other accounting software.	I, A		I	R	R			M	R		R
<b>ACC.4</b> Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.	A	I, A	R	A					R, M, A		M
<b>ACC.5</b> Evaluate issues relating to the advanced concepts of financial aid and managerial accounting.	A		I		M, A						
<b>ACC.6</b> Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.	I, A	R	R		R			M, A	M		R
<b>ACC.7</b> Determine appropriate career paths based on actual experience obtained in a professional business environment.							M, A				

	ACC 425	BUS 214	BUS 335	BUS 450	BUS 415	ECN 251	ECN 252	MAT 114	MIS 125
<b>ACBSP-2009.4</b> 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	A	R	R	R	R	R
<b>ACC.1</b> Demonstrate a solid basis of knowledge of the law, ethics and economics.		I	M	A		R	R		
<b>ACC.2</b> Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.				A, M				I	
<b>ACC.3</b> Demonstrate proficiency in the application of spreadsheet and other accounting software.				A, M					I
<b>ACC.4</b> Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.				A					
<b>ACC.5</b> Evaluate issues relating to the advanced concepts of financial aid and managerial accounting.				A, M					
<b>ACC.6</b> Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.				A, M					
<b>ACC.7</b> 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?*

This school year I have added a few new assessment items to the map. The purpose of collecting these data is to provide insights to help faculty continuously improve their respective programs.

The following assessment measures were added:

ACC 241 Principles of Accounting II - Students will complete a Payroll Register Problem with 80% accuracy.

ACC 319 Taxation I - Students will complete a Form 1040 for an individuals with 80% accuracy.

ACC 322 Intermediate Accounting II - Students will complete a Statement of Cash Flows with 80% accuracy.

ACC 430 Investments & Financial Statement Analysis - Students will complete a Financial Statement Analysis project with 80% accuracy.

ACC 441 Auditing - Students will complete an Audit Opinion problem with 80% accuracy.

These assessment additions will allow the faculty to identify and highlight weaknesses within the curriculum that need to be examined further.

## 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. been met yet? Met	As shown on Exhibits 1 and 2 of the attached ACC Peregrine Data file, inbound accounting students scored an average of 37.22%.	Accounting_Peregrine_Data_updated_4.28.24.xlsx	

BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	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	As shown on Sheet 2 of the attached Peregrine report, WWU students scored an overall average of 59.26%, compared to the ACBSP 55.60%	ACC_Outbound_Internal_Analysis_23_24.xlsx	

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	As shown on Exhibits 1 and 2 of the attached ACC Peregrine Data file, inbound accounting students scored an	Accounting_Peregrine_Data_updated_4.28.24.xlsx	

	test. been met yet? Met	average of 37.22%.		
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<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion 80% of students will perform at or above the national average on the Peregrine Academic Services assessment exam. been met yet? Not met	As shown on Sheet 2 of the Peregrine report, WWUs average scores for law, ethics, and economics were 43.33%, 80%, and 60% respectively. ACBSP averages for each area were 52.78%, 60.05%, and 51.21% respectively.	ACC_Outbound_Internal_Analysis_23_24.xlsx	- Curriculum Revision: The areas of the legal environment that students scored low are Equal Employment Opportunity, Financial Regulation, and Legal Agreements and Documents. For the financial regulation portion of this, I will emphasize the regulatory bodies more in-depth in my courses. I would also like to take the Peregrine Assessment Exam for myself to know how the information is presented.

Standard/Outcome  
ACC.2 Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.

Assessment Measures

<b>ACC 240</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion The Peregrine inbound test will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	As shown on Exhibits 1 and 2 of the attached ACC Peregrine Data file, inbound accounting students scored an average of 37.22%.	Accounting_Peregrine_Data_updated_4.28.24.xlsx	

<b>ACC 379</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Final Exam	Has the criterion Students will complete the Form 1120-S	As shown on the attached file, the average score including 2 outliers was	ACC_379_Taxation_Scorp_Assessment_Problem_Results.xlsx	- Refine Assessment Tool: ACC 379 Taxation II was a new course offered to students beginning in Spring 2022, so this is

	for a S-Corp with 80% accuracy. been met yet? Not met	69%. The 2 outliers were students that simply left the problem blank. With the 2 outliers removed from the data set, the average score increased to 79%.		only the second time I have taught this course. For this assessment in particular, next time I want to stress the importance of completing the tax problem and be more specific about exactly which line items should be completed.
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<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	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	As shown on Sheet 2 of the attached Peregrine report, WWU students scored an average of 66.67% in Quantitative Techniques, compared the ACBSP average of 52.67%	ACC_Outbound_Internal_Analysis_23_24.xlsx	

Standard/Outcome  
ACC.3 Demonstrate proficiency in the application of spreadsheet and other accounting software.

Assessment Measures

<b>ACC 240</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion The Peregrine inbound test will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	As shown on Exhibits 1 and 2 of the attached ACC Peregrine Data file, inbound accounting students scored an average of 37.22%.	Accounting_Peregrine_Data_updated_4.28.24.xlsx	

<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion 80% of students will perform at or above the national average on the Peregrine	As shown on Sheet 2 of the attached Peregrine report, WWU students scored an overall average of 59.26%, compared to the ACBSP 55.60%. In addition,	ACC_Outbound_Internal_Analysis_23_24.xlsx	

	Academic Services assessment exam. been met yet? Met	WWU students scored an average of 66.67% in Accounting Data Analytics and Balance Sheet Analysis, compared to ACBSP averages of 64.64% and 61.43% in those areas.		
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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. been met yet? Met	As shown on Exhibits 1 and 2 of the attached ACC Peregrine Data file, inbound accounting students scored an average of 37.22%.	Accounting_Peregrine_Data_updated_4.28.24.xlsx	

ACC 2411	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Quiz/Exam	Has the criterion Students will score an average of 80% on the Payroll Register Problem assessed during Exam 1. been met yet? Not met	Data revealed that average scores were 73% when including 2 outliers. When the outliers were removed the average scores were 78%.	ACC_241_Payroll_Problem_Assessment.xlsx	- Refine Assessment Tool: Several points were missed because students left the total columns of the payroll problem blank. In future assessments, I am going to stress to students that all blank boxes need to be filled in, especially the total columns.

ACC 319	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Final Exam	Has the criterion Students will complete the Form 1040 with 80% accuracy as a tax problem on their final	Data revealed the overall average score on the Form 1040 Tax Problem was 70%. For ACC majors and double majors (ACC and BAD) this average increased slightly to	ACC_319_Form_1040_Tax_Problem_Assessment.xlsx	- Curriculum Revision: As this course is still fairly new to me, there are several examples of revisions I have made to the coursework. For this assessment in particular, my goal is to increase the class time dedicated to practicing the Form 1040, as well as

	exam. been met yet? Not met	72%. For BAD majors the average score was 66%.		providing students with more clear instructions on the exact line items that should be completed on the Form 1040.
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<b>ACC 441</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	Has the criterion Students will be able to identify various types of audit opinions, based on report information and wording, with 80% accuracy. been met yet? Met	As shown in the attached file, the average score was 81%.	ACC_441_Audit_Opinion_Assessment_Results.xlsx	

<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	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	As shown on Sheet 2 of the attached Peregrine report, WWU students scored an overall average of 59.26%, compared to the ACBSP 55.60%, however when just the Auditing piece is separated, WWU scored 56.67, whereas the ACBSP average was 59.07%.	ACC_Outbound_Internal_Analysis_23_24.xlsx	- Refine Assessment Tool: Although in Auditing WWU scored 56.67% whereas the ACBSP average was 59.07%, due to the rotation of courses, these students did not complete their Auditing class prior to the Peregrine Assessment.

Standard/Outcome  
ACC.5 Evaluate issues relating to the advanced concepts of financial aid and managerial accounting.

Assessment Measures

<b>ACC 240</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion The Peregrine inbound test will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	As shown on Exhibits 1 and 2 of the attached ACC Peregrine Data file, inbound accounting students scored an average of 37.22%.	Accounting_Peregrine_Data_updated_4.28.24.xlsx	

<b>ACC 322</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Final Exam	Has the criterion Students will complete a Statement of Cash Flows with 80% accuracy as a problem on their Final Exam. been met yet? Met	As shown in attached file, the average score was 87%.	ACC_322_Statement_of_Cash_Flows_Assessment.xlsx	

<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	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	As shown on Sheet 2 of the attached Peregrine report, WWU students scored an overall average of 59.26%, compared to the ACBSP 55.60%	ACC_Outbound_Internal_Analysis_23_24.xlsx	

Standard/Outcome

ACC.6 Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.

Assessment Measures

<b>ACC 240</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion The Peregrine inbound test will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	As shown on Exhibits 1 and 2 of the attached ACC Peregrine Data file, inbound accounting students scored an average of 37.22%.	Accounting_Annual_Assessment_Report_2023_2024.docx	

<b>ACC 430</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Final Exam	Has the criterion Students will complete financial	As shown on the spreadsheet, the average scores	ACC_430_Financial_Statement_Analyses_Assessment.xlsx	- Refine Assessment Tool: As this was the first

	statement analyses with a minimum of 80% accuracy. been met yet? Not met	were 64%.		semester I taught this course, there are many areas that I would like to improve upon. For this assessment, I plan on incorporating more class time for financial statement analysis practice.
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<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	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	As shown on Sheet 2 of the attached Peregrine report, WWU students scored an overall average of 59.26%, compared to the ACBSP 55.60%. In addition, under the Business Finance section of the report, WWU students scored a 100% on Business Analysis and Ratio Calculations, compared to ACBSP 57.80%.	ACC_Outbound_Internal_Analysis_23_24.xlsx	

<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	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	As shown on Sheet 2 of the attached Peregrine report, WWU students scored an overall average of 59.26%, compared to the ACBSP 55.60%. In addition, under the Business Finance section of the report, WWU students scored a 100% on Business Analysis and Ratio Calculations, compared to ACBSP 57.80%.	ACC_Outbound_Internal_Analysis_23_24.xlsx	

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
Indirect - External Evaluation	Has the criterion Students will receive average positive scores of at least 4.5 out of 5 on the Employer Evaluation. been met yet? Met	As shown on the Internship Evaluation data attached, employers rated students 4.625 out of 5.	Internship_Evaluation_23_24.xlsx	

### 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.*

Accounting majors are objectively assessed several times throughout the coursework. During Student Performance Days on Wednesday February 21st, the Business Department usually plans various activities for undergraduate business and accounting students and faculty. This year's activities included the Inbound/Outbound Peregrine Tests, Principles of Business Test, and Student Networking Luncheon. In addition to these data collected during Student Performance Days, there have also been other assessment measures incorporated into the Assessment Map. The purpose of collecting these data is to provide insights to help faculty continuously improve their respective programs.

The following assessment measures were added to the Assessment Map:

ACC 241 Principles of Accounting II - Students will complete a Payroll Register Problem with 80% accuracy. These assessment data are collected via the first midterm exam. The Payroll Register includes 46 blank boxes that need to be filled in. Data were collected by determining the number of blank boxes filled in with correct answers.

ACC 319 Taxation I - Students will complete a Form 1040 for an individuals with 80% accuracy. These assessment data are collected via the Final Exam. The Form 1040 included 47 line items that should have been completed. Data were collected by determining the number of line items filled in with correct answers.

ACC 322 Intermediate Accounting II - Students will complete a Statement of Cash Flows with 80% accuracy. These assessment data are collected via the Final Exam. The Statement of Cash Flows included 23 line items that should have been completed. Data were collected by determining the number of line items filled in with correct answers.

ACC 430 Investments & Financial Statement Analysis - Students will complete a Financial Statement Analysis project with 80% accuracy. These assessment data are collected via the Final Exam. The Financial Statement Analyses problem included 10 different analyses calculations. Data were collected by determining the number of questions with correct answers.

ACC 441 Auditing - Students will complete an Audit Opinion problem with 80% accuracy. These assessment data are collected via the first midterm exam. The Audit Opinion Problem includes 10 different audit opinions that students have to identify. Data were collected based on correct audit opinions.

**Improvement Narrative List**

**Assessment Findings for the Assessment Measure level**

Standard/Outcome	ACC.4 Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.	
Legend	A	
Course/Event	ACC 241	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
	Refine Assessment Tool	Several points were missed because students left the total columns of the payroll problem blank. In future assessments, I am going to stress to students that all blank boxes need to be filled in, especially the total columns.

Standard/Outcome	ACC.4 Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.	
Legend	A	
Course/Event	ACC 319	
Assessment Measure	Direct - Final Exam	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
	Curriculum Revision	As this course is still fairly new to me, there are several examples of revisions I have made to the coursework. For this assessment in particular, my goal is to increase the class time dedicated to practicing the Form 1040, as well as providing students with more clear instructions on the exact line items that should be completed on the Form 1040.

Standard/Outcome	ACC.6 Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.	
Legend	A	
Course/Event	ACC 430	
Assessment Measure	Direct - Final Exam	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
	Refine Assessment Tool	As this was the first semester I taught this course, there are many areas that I would like to improve upon. For this assessment, I plan on incorporating more class time for financial statement analysis practice.

Standard/Outcome	ACC.2 Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.	
Legend	A	
Course/Event	ACC 379	
Assessment Measure	Direct - Final Exam	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
	Refine Assessment Tool	ACC 379 Taxation II was a new course offered to students beginning in Spring 2022, so this is only the second time I have taught this course. For this assessment in particular, next time I want to stress the importance of completing the tax problem and be more specific about exactly which line items should be completed.

Standard/Outcome	ACC.1 Demonstrate a solid basis of knowledge of the law, ethics and economics.	
Legend	A	
Course/Event	BUS 450	
Assessment Measure	Direct - External Testing	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement</b>	<b>Summary</b>

	<b>Type</b>	
	Curriculum Revision	The areas of the legal environment that students scored low are Equal Employment Opportunity, Financial Regulation, and Legal Agreements and Documents. For the financial regulation portion of this, I will emphasize the regulatory bodies more in-depth in my courses. I would also like to take the Peregrine Assessment Exam for myself to know how the information is presented.

Standard/Outcome	ACC.4 Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.	
Legend	A	
Course/Event	BUS 450	
Assessment Measure	Direct - External Testing	
Assessment Findings	Met	
Improvement Narrative	<b>Improvement Type</b>	<b>Summary</b>
	Refine Assessment Tool	Although in Auditing WWU scored 56.67% whereas the ACBSP average was 59.07%, due to the rotation of courses, these students did not complete their Auditing class prior to the Peregrine Assessment.

## 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 Wednesday February 21st, the Business Department usually plans various activities for undergraduate business and accounting students and faculty. This year's activities included the Principles of Business Test, Inbound/Outbound Peregrine Test, Mock Interviews and Student Networking Luncheon. The purpose of collecting these data is to provide faculty to continuously improve their respective programs. In our last faculty meeting in the School of Business & Technology we discussed bringing back the Career Meet Up, Resume Workshop, and Business Advisory Council. These were all activities that were part of Student Performance Days prior to COVID.

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

Student\_Performance\_Day\_Schedule.pdf

### 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?*

Accounting majors completed the Senior Showcase presentations in BUS 450 Business Policy & Procedures. The students scored an average of 7.9 out of 10 on their CapSim presentations. The results are attached.

### Tools used for Assessment

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

BUS\_450\_Assessment\_Results\_23\_24.xlsx

### 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.*

Throughout the school year I have discussed career possibilities with my accounting majors, facilitated the procurement and completion of accounting internships, helped students that were struggling in their coursework, and inquired about their successes outside the classroom. I have also recommended several students to WWU's Graduate Bridge Program. In addition, I have written several recommendation letters for job opportunities and scholarships.

I have also donated to several fund-raising events on campus. These fundraisers included a donation to the Men's Tennis Team, a purchase of a Pink Out shirt for WWU Volleyball's event, WWU Softball's Think Pink t-shirts for breast cancer awareness, and a fundraiser for WWU Honor's Society. I also attended several on-campus events to support students including the WWU Men's and Women's soccer game at Missouri Baptist, Delta Mu Delta ceremony, the WWU Softball double-header at Backer field, Convocation, the Ivy Ceremony, the Senior Soirée, and the undergraduate graduation ceremony.

### **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.*

One of my accounting majors, Shannon Jones, was awarded the prestigious "Outstanding Student of the Year" award, presented by the Student Alumni Council (SAC), celebrating remarkable individuals who embody excellence at William Woods University.

### **Alumni Accomplishments**

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

4 of my accounting majors (Allyson Mahoney, Cassidy Phillips, Tyler Abney, and Whitney Wibberg) that graduated in Spring 2023, all finished their Master's of Business Administration (MBA).

1 of my accounting majors that graduated in Spring of 2023, Cassidy Phillips, has already completed all four sections of the Certified Public Accountancy (CPA) Exam.

### **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.*

I am currently pursuing the Certified Public Accountancy (CPA). I have already successfully passed 3 of the 4 required sections. I also attended a webcast presentation given by Financial Accounting Standards Board (FASB) that highlighted updates for Private and Not-for-profit Organizations. In addition, I won the Distinguished Professor of the Year for 2024.

# Assessment Rubric

	3.00 <b>Exceeds</b>	2.00 <b>Meets</b>	1.00 <b>Falls Below Expectations</b>	<b>N/A</b>
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:	what do the program faculty to to try to retain the students? What is the goal for retention and degree completion set by the program?			
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 description of the Mission alignment is still aligned to the old mission statement - referencing "self liberation". Please update to the new mission statement of the university - the new University objectives are in the report for reference.			
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:				
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:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				

Assessment Map weight: 1.000	✓ 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.	✓ 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.	✓ 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.	✓ N/A
Comment:	It would benefit the program to review the assessments to try to even them out. Some objectives are assessed 4-5 times, while others are only assessed once? There should be some consistency in the assessment across objectives. Objective 7 is only assessed once? The addition of course based assessment is a strong addition to the program as it provides relational data for student work and triangulates with Peerline data.			
Data Driven Decision-making is explained weight: 1.000	✓ 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.	✓ 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.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ 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.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
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:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming 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:	this is really what kind of Accounting programming have you done outside of the classroom LEAD events or brought in speakers to talk about accounting positions in employment?			
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:				

**Appendix: Supporting Documentation**



## Speak 'the language of business.'

A company's story is told through its finances. What kind of year did they have? How are they compensating their employees? What sectors are generating the most revenues for them? The answers lie in financial records and reports. In business, accounting is used for investment decisions, evaluating management, negotiation with management and levying taxes. Understanding this language enables you to communicate in the world of business and pursue a number of career opportunities.

### An ACBSP-accredited program

At William Woods University, our bachelors in accounting starts with a strong foundation in accounting principles and practices and building on this with their applications in the world. We combine the importance of quantitative skills, accounting tools and attention to detail to a well-rounded curriculum in the arts and sciences.

Our faculty is dedicated to working with you to find the necessary coursework for particular certifications and your career goals — whether that is working as a CPA for one of the Big Four accounting firms or helping communities balance their budgets.

Pursue coursework in auditing, law, micro and macroeconomics, cost and managerial accounting, management and more.

### Special opportunities

- Learn technical skills for producing financial statements according to accounting industry standards; computer skills in Excel, Word, Access, and Quickbooks; and General Business knowledge in economics, finance, ethics, law, and math
- Gain internship experience locally and pursue opportunities across the country

- Work on an in-depth capstone project
- Take on real-world clients and solve real business problems in your coursework
- Pursue leadership roles in any of our student organizations or on-campus employment opportunities
- Obtain a global perspective with business opportunities all over the world

## Our Accounting degree at Work

Pursue an exciting career as a/an:

- Accounting clerk
- Auditing clerk
- Accounts payable or accounts receivable manager
- General accountant
- Certified Public Accountant (CPA)
- Controller
- In-house corporate accountant
- Credit analysis manager
- Tax accountant
- Treasury analyst
- Cost estimator
- Auditor
- Budget analyst
- Financial advisor
- Risk and compliance professional
- officer
- Commercial banker
- Underwriter
- Or, attend graduate school for a Master of Business Administration, a Juris Doctor degree or a Master of Science in accounting, finance, or more.

## Recent Employers

Our students are highly sought after by distinguished employers across the country, including:



Other employers of our recent alumni include:

- Numerous CPA firms
- Public Service Commission State of Missouri
- TKG Management

## Alumni Perspectives

*“An accounting degree from William Woods opened the door to a successful future. The education I received not only gave me the knowledge and confidence necessary to begin a career in the field of finance, but provided me with a strong foundation for my graduate studies as well. Choosing to be an accounting major at William Woods was the best decision I could have made.”*

Cale Fessler, Bachelor of Science in Accounting, '03

*“At William Woods, I earned my degree in accounting, and paired it with a minor in political and legal studies. William Woods was a great place for me to earn my degree. I found the smaller class sizes to be beneficial because I was able to become close with all the students studying in the same area. The professors were willing and able to put in the extra time to make sure that I really understood the material. At the same time, there was a wide selection of specialty courses to take so I was able to get the most of out of my chosen subjects.”*

Adam Mulari, Bachelor of Science in Accounting, '04, University of Colorado Sturm College of Law, '07

## Requirements/Curriculum

The Bachelor of Science in Accounting degree at William Woods University consists of 122 distinct credit hours for graduation—including 51 core major credits and 6 required electives.

### Courses you may take

- ▶ ACC 240 - Principles of Accounting I - 3.00
- ▶ ACC 241 - Principles of Accounting II - 3.00
- ▶ ACC 312 - Intermediate Accounting I - 3.00
- ▶ ACC 319 - Taxation I - 3.00
- ▶ ACC 322 - Intermediate Accounting II - 3.00
- ▶ ACC 343 - Cost and Managerial Accounting - 3.00
- ▶ ACC 379 - Taxation II - 3.00
- ▶ ACC 403 - ACC Internship III - 3.00
- ▶ ACC 425 - Governmental & Nonprofit Accounting - 3.00
- ▶ ACC 430 - Investments with Financial Statement Analysis - 3.00
- ▶ ACC 441 - Auditing - 3.00
- ▶ BUS 214 - Business Ethics -E - 3.00
- ▶ BUS 335 - Business Law - 3.00
- ▶ BUS 415 - Corporate Finance - 3.00
- ▶ BUS 450 - Business Policy and Procedures - 3.00
- ▶ ECN 251 - Macroeconomics -S - 3.00
- ▶ ECN 252 - Microeconomics -S - 3.00
- ▶ MAT 114 - Elementary Statistics -M - 3.00
- ▶ MIS 125 - Productivity Tools - 3.00

## Curriculum

- [View a complete list of courses and electives »](#)

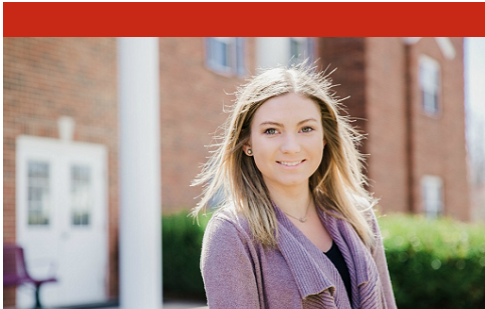
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# Admissions Information

Learn more about undergraduate admissions requirements, deadlines, tuition and financial aid available to you.

[Admissions and Financial Aid »](#)

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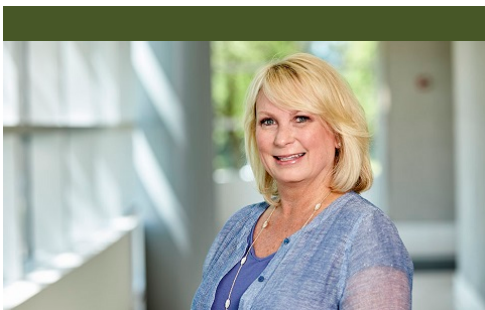
### **Student Spotlight: Courtney Ball**

How a business degree is helping one student prepare for a career in equestrian marketing.



### **Faculty Spotlight: Dr. Stephen Forsha**

From the battlefield to the classroom, here's how a professor is using his military background to teach business.

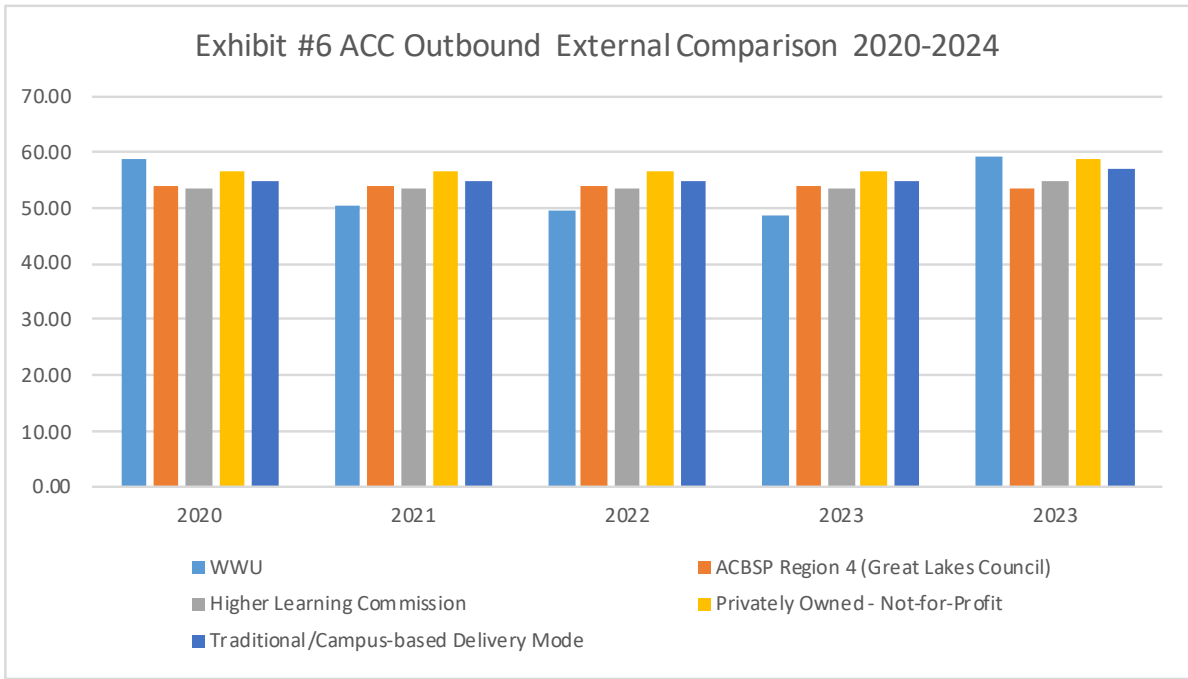


### **Alumni Spotlight: Shellee Spring**

Read how a Business graduate is now vice-president of one of the world's leading healthcare technology companies.

ID	FIRST NAME	LAST NAME	YEAR	major 1 desc	major 2 desc	MINOR DESC	con1	con2	CLASS
352172	Ella	Ardizoni	2324	Accounting		Equestrian Science			JUNIOR
356917	Jonathan	Bauer	2324	Accounting		Business Administration			FRESHMAN
354551	Jacob	Burgin	2324	Accounting	Business Administration		Advertising & Marketing	Management	SOPHOMORE
357094	Nicholas	Castner	2324	Accounting					FRESHMAN
351959	Reanna	Dodge	2324	Accounting					SOPHOMORE
348216	Erin	Garrison	2324	Accounting					SENIOR
358603	Sasha	Gill	2324	Accounting					SENIOR
353424	Karter	Koenig	2324	Accounting	Business Administration			Accounting & Finance	JUNIOR
354180	Kennedy	Lane	2324	Accounting		Coaching			FRESHMAN
360055	Zackary	Mings	2324	Accounting		Business Administration			FRESHMAN
353932	Maria Isabel	Ortiz Rozo	2324	Accounting	Business Administration		Accounting & Finance		SENIOR
355740	Jonathan	Sievert	2324	Accounting					SOPHOMORE
351415	Patrick	Bernius	2324	Business Administration	Accounting		Accounting & Finance		JUNIOR
353602	Alexis	Clifford	2324	Business Administration	Accounting		Accounting & Finance		JUNIOR
349778	William	Gibson	2324	Business Administration	Accounting		Accounting & Finance		SENIOR
355447	Shannon	Jones	2324	Business Administration	Accounting		Accounting & Finance		SOPHOMORE
356231	Andrej	Jovanovic	2324	Business Administration	Accounting		Accounting & Finance		FRESHMAN
358588	Anthony	Lint	2324	Business Administration	Accounting		Accounting & Finance		JUNIOR
358244	Grant	O'Haver	2324	Business Administration		Accounting	Accounting & Finance	Entrepreneurial Managemnt	
354535	Brendan	Rochelle	2324	Business Administration	Accounting		Accounting & Finance		SOPHOMORE
354132	Frederic	Zheng	2324	Business Administration	Accounting		Advertising & Marketing		SOPHOMORE
354604	Shania	Schoenrock	2324	Equine Administration	Business Administration	Accounting			

Year	WWU	ACBSP Region 4 (Great Lakes Council)	Higher Learning Commission	Privately Owned - Not-for-Profit	Traditional/Campus-based Delivery Mode
2019	61.75	54.15	53.35	56.73	55.07
2020	58.70	54.15	53.35	56.73	55.07
2021	50.37	54.15	53.35	56.73	55.07
2022	49.63	54.15	53.35	56.73	55.07
2023	48.89	54.15	53.35	56.73	55.07
2023	59.26	53.61	54.84	58.67	56.90



# William Woods University

## Internal Analysis Report

**Assessment Period:** August 1, 2023 - May 1, 2024

**Number of Exams (Outbound):** 3

**Academic Level/Assessment**

**Solution:** Bachelors/Accounting and Finance

**Aggregate:** ACBSP (U.S.) - Accreditation Council for Business Schools and Programs

**Assessment:** ACC430 Advanced Accounting

William Woods University					
<b>Assessment Period:</b>	August 1, 2023 - May 1, 2024				
<b>Number of Exams:</b>	3				
<b>Assessments:</b>	ACC430 Advanced Accounting				
Assessments	Time Line	Score	ACBSP (U.S.) - Accreditation Council	Percentile Rank	
1 Total	Outbound	59.259259	55.596	71	
2 Accounting	Outbound	53.333333	58.584	23	
3 Auditing	Outbound	56.666667	59.072	44	
4 Business Ethics in Accounting	Outbound	80	60.053	99	
5 Business Finance	Outbound	53.333333	56.291	38	
6 Economics	Outbound	60	51.21	92	
9 Leadership in Accounting	Outbound	60	56.061	73	
10 Legal Environment of Business	Outbound	43.333333	52.782	2	
11 Management	Outbound	60	57.796	62	
15 Quantitative Techniques, Statistics, and Research Analysis	Outbound	66.666667	52.667	97	

## William Woods University

Assessment Period: August 1, 2023 - May 1, 2024

Number of Exams: 3

Assessments: ACC430 Advanced Accounting

Topic: Accounting

Assessments	Time Line	Score	ACBSP (U.S.) - Accreditation Council	Percentile Rank
1 Total	Outbound	53.333333	58.526308	23
2 Accounting Data Analysis	Outbound	66.666667	64.642	58
3 Balance Sheet Analysis	Outbound	66.666667	61.429	73
4 Compliance in Accounting	Outbound	50	53.049	35
5 Credits and Debits	Outbound	33.333333	45.721	3
6 Dividends, Stocks, and Bonds	Outbound	75	49.599	97
7 Financial Statement Analysis	Outbound	33.333333	53.428	<1
8 Interest, Income, and Debt	Outbound	66.666667	56.931	88
9 Journal Entries	Outbound	66.666667	65.328	60
10 Management of Accounting	Outbound	25	61.974	<1

## William Woods University

Assessment Period: August 1, 2023 - May 1, 2024

Number of Exams: 3

Assessments: ACC430 Advanced Accounting

Topic: Auditing

Assessments	Time Line	Score	ACBSP (U.S.) - Accreditation Council	Percentile Rank
1 Total	Outbound	56.666667	58.964295	44
2 Audit Evidence	Outbound	25	58.976	<1
3 Audit Planning and Analytical Procedures	Outbound	66.666667	55.149	87
4 Audit Reports	Outbound	66.666667	59.114	81
5 Audit Strategy and the Audit Program	Outbound	66.666667	61.916	65
6 Completing the Audit	Outbound	25	62.436	<1
7 Fraud Auditing	Outbound	25	59.239	<1
8 Internal and Government Financial Auditing and Operations Auditing	Outbound	83.333333	60.121	99
9 Legal Liability	Outbound	100	60.201	99

## William Woods University

Assessment Period: August 1, 2023 - May 1, 2024

Number of Exams: 3

Assessments: ACC430 Advanced Accounting

Topic: Business Ethics in Accounting

Assessments	Time Line	Score	ACBSP (U.S.) - Accreditation Council	Percentile Rank
1 Total	Outbound	80	60.052632	99
2 Business Ethical Principles	Outbound	77.777778	63.449	95
3 Ethical Decision-Making and Judgment	Outbound	62.5	59.313	61
4 Ethical Models	Outbound	100	58.613	99
5 Ethics Management and Leadership	Outbound	83.333333	60.372	99

## William Woods University

Assessment Period: August 1, 2023 - May 1, 2024

Number of Exams: 3

Assessments: ACC430 Advanced Accounting

Topic: Business Finance

Assessments	Time Line	Score	ACBSP (U.S.) - Accreditation Council	Percentile Rank
1 Total	Outbound	53.333333	56.291139	38
2 Asset Valuation and Inventory	Outbound	33.333333	61.693	<1
3 Balance Sheets and Financial Statements	Outbound	25	54.508	<1
4 Business Analysis Ratios and Calculations	Outbound	100	57.799	99
5 Interest and Dividends	Outbound	60	52.902	68
6 Profit, Loss, Cash Flow, and Margins	Outbound	50	54.298	34
7 Stocks and Bonds	Outbound	33.333333	54.776	2
8 Tax Rates, Taxes, and Tax Codes	Outbound	50	53.749	36

## William Woods University

Assessment Period: August 1, 2023 - May 1, 2024

Number of Exams: 3

Assessments: ACC430 Advanced Accounting

Topic: Economics

Assessments	Time Line	Score	ACBSP (U.S.) - Accreditation Count	Percentile Rank
1 Total	Outbound	60	51.208451	92
2 Consumer Spending and Consumer Price Index	Outbound	50	40.018	86
3 Economics Trends and Forecasting	Outbound	66.666667	51.884	99
4 Employment and Labor Supply	Outbound	100	56.07	99
5 Gross Domestic Product: Calculation, Use, Analysis	Outbound	50	58.426	25
6 Inflation and Recession	Outbound	33.333333	54.721	<1
7 Interest Rates, Investment, and Fiscal Policy	Outbound	100	45.043	99
8 International Trade	Outbound	0	44.72	<1
9 Microeconomic Trends and Analysis	Outbound	66.666667	55.553	99
10 Price, Cost, and Profit	Outbound	100	46.412	99
11 Spending and Saving	Outbound	50	54.033	40
12 Supply and Demand	Outbound	50	47.715	66

## William Woods University

Assessment Period: August 1, 2023 - May 1, 2024

Number of Exams: 3

Assessments: ACC430 Advanced Accounting

Topic: Economics: Macroeconomics

Assessments	Time Line	Score	ACBSP (U.S.) - Accreditation Count	Percentile Rank
1 Total	Outbound	53.333333	50.939065	63
2 Consumer Spending and Consumer Price Index	Outbound	50	40.018	86
3 Economics Trends and Forecasting	Outbound	66.666667	51.884	99
4 Employment and Labor Supply	Outbound	100	56.07	99
5 Gross Domestic Product: Calculation, Use, Analysis	Outbound	50	58.426	25
6 Inflation and Recession	Outbound	33.333333	54.721	<1
7 Interest Rates, Investment, and Fiscal Policy	Outbound	100	45.043	99
8 International Trade	Outbound	0	44.72	<1

### William Woods University

Assessment Period: August 1, 2023 - May 1, 2024

Number of Exams: 3

Assessments: ACC430 Advanced Accounting

Topic: Economics: Microeconomics

Assessments	Time Line	Score	ACBSP (U.S.) - Accreditation Count	Percentile Rank
1 Total	Outbound	66.666667	51.507182	99
2 Microeconomic Trends and Analysis	Outbound	66.666667	55.553	99
3 Price, Cost, and Profit	Outbound	100	46.412	99
4 Spending and Saving	Outbound	50	54.033	40
5 Supply and Demand	Outbound	50	47.715	66

### William Woods University

Assessment Period: August 1, 2023 - May 1, 2024

Number of Exams: 3

Assessments: ACC430 Advanced Accounting

Topic: Leadership in Accounting

Assessments	Time Line	Score	ACBSP (U.S.) - Accreditation Count	Percentile Rank
1 Total	Outbound	60	56.013629	73
2 Assessing Leadership Styles	Outbound	66.666667	49.439	96
3 Building and Leading Teams	Outbound	33.333333	57.759	<1
4 Control and Types of Leader Power	Outbound	75	52.48	98
5 Employee Development	Outbound	50	56.436	25
6 Employee Motivation and Rewards	Outbound	50	56.838	15
7 Leader Expectations	Outbound	66.666667	64.714	60
8 Leader Traits and Attributes	Outbound	80	54.014	99
9 Models of Leadership	Outbound	50	54.867	17

BUS 450 Results

Year	n	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8
2022-23	14	8	8	7.833333	9.666667	7.333333	8	7.5	7.166667

Average 7.9375

**OBJECTIVES**

1. Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.
2. Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.
3. Analyze and interpret human dynamics in a business context.
4. Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.
5. Systematically formulate and justify personal positions in relation to management decision-making.
6. Systematically assess complex issues in relation to business ethics and legal issues. Student will be able to formulate and defend personal judgments pertaining to such issues.
7. Utilize computer-related applications as a business decision-making tool.
8. Integrate all the various business principles, concepts, and methods

**ASSESSMENT: Students will score an average of 80% on the Payroll Register Problem assessed during Exam 1.**

WITH OUTLIERS		WITHOUT OUTLIERS		Student #		Total Points out of 46			
1	32	1	32	1	32	69.57%			
2	45	2	45	2	45	97.83%	Above 80%	13	
3	39	3	39	3	39	84.78%	Below 79.99%	17	
4	46	4	46	4	46	100.00%			
5	31	5	31	5	31	67.39%			
6	34	6	34	6	34	73.91%			
7	43	7	43	7	43	93.48%			
8	32	8	32	8	32	69.57%			
9	34	9	34	9	34	73.91%			
10	40	10	40	10	40	86.96%			
11	1	11		11	1	2.17%			
12	38	12	38	12	38	82.61%			
13	26	13	26	13	26	56.52%			
14	33	14	33	14	33	71.74%			
15	2	15		15	2	4.35%			
16	33	16	33	16	33	71.74%			
17	25	17	25	17	25	54.35%			
18	35	18	35	18	35	76.09%			
19	45	19	45	19	45	97.83%			
20	24	20	24	20	24	52.17%			
21	45	21	45	21	45	97.83%			
22	34	22	34	22	34	73.91%			
23	46	23	46	23	46	100.00%			
24	46	24	46	24	46	100.00%			
25	38	25	38	25	38	82.61%			
26	46	26	46	26	46	100.00%			
27	45	27	45	27	45	97.83%			
28	12	28	12	28	12	26.09%			
29	32	29	32	29	32	69.57%			
30	32	30	32	30	32	69.57%			
AVG	34	AVG	36						
AVG%	73%	AVG%	78%						

**WITH OUTLIERS**

Student #	Points out of 22
1	20
2	11
3	21
4	16
5	15
6	16
7	0
8	16
9	21
10	17
11	21
12	0
13	21
14	19
15	13
AVERAGE	15.13333
AVG %	0.687879

**WITHOUT OUTLIERS**

Student #	Points out of 22	% per student
1	20	90.91%
2	11	50.00%
3	21	95.45%
4	16	72.73%
5	15	68.18%
6	16	72.73%
7		0.00%
8	16	72.73%
9	21	95.45%
10	17	77.27%
11	21	95.45%
12		0.00%
13	21	95.45%
14	19	86.36%
15	13	59.09%
AVERAGE	17.46154	
AVG %	0.793706	

**Assessment: Students will complete the Form 1040 with 80% accuracy as a tax problem on their final exam.**

<b>Student #</b>	<b>Total Points out of 47</b>	<b>Major</b>	<b>Averages Categorized by major</b>	
1	41	BAD		
2	47	ACC	ACC	72%
3	10	ACC/BAD	ACC/BAD	72%
4	25	BAD	BAD	66%
5	26	BAD		
6	42	ACC		
7	47	ACC/BAD		
8	26	BAD		
9	45	BAD		
10	32	ACC/BAD		
11	15	BAD		
12	47	ACC/BAD		
13	32	ACC		
14	47	BAD		
15	35	BAD		
16	31	ACC/BAD		
17	16	ACC		
18	37	BAD		
19	22	BAD		
20	30	ACC/BAD		
21	22	ACC/BAD		
22	24	BAD		
23	32	ACC		
24	40	ACC/BAD		
25	46	ACC/BAD		
<b>AVERAGE</b>	<b>32.68</b>			
<b>AVG %</b>	<b>70%</b>			

Student #	Points out of 10
1	7
2	7
3	10
4	10
5	3
6	8
7	10
8	10
9	9
10	7
AVERAGE	8.1
AVG %	0.81

Student #	Total Points out of 23
1	21
2	8
3	23
4	20
5	23
6	23
7	16
8	23
9	23
AVERAGE	20
AVERAGE %	87%



2023-2024 Accounting Assessment Information Report  
May 2024

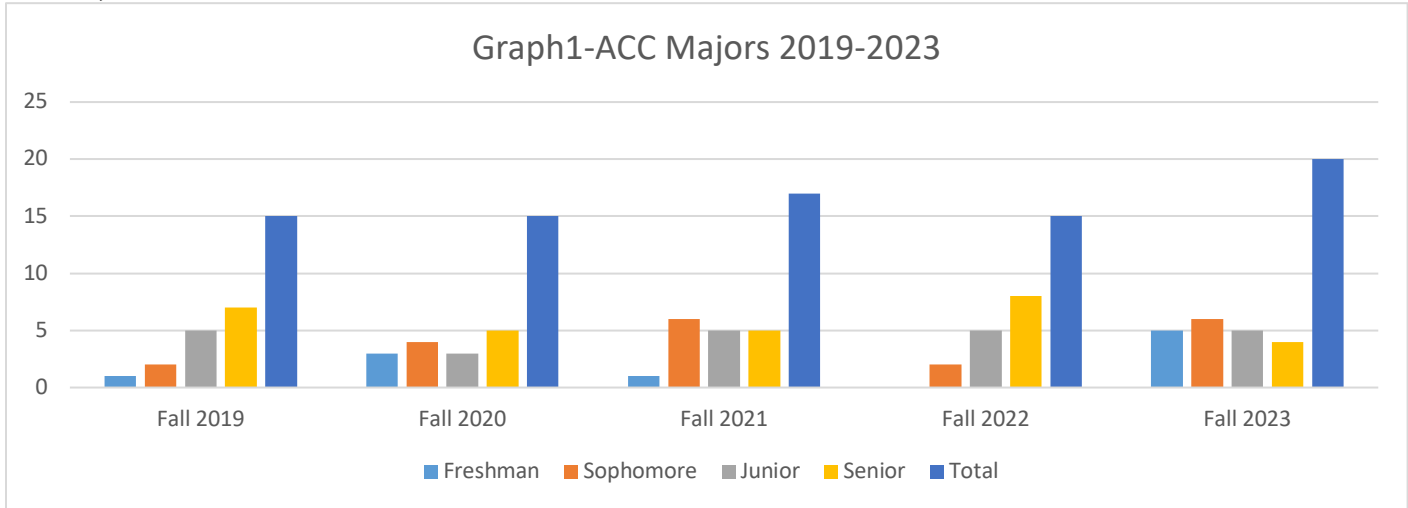


### **Introduction**

This report attempts to provide information about the processes used to produce evidence for the ACBSP Quality Assurance Reports and the Annual Accounting Program Reports. The data provided should enable faculty to continue to improve the students' educational experiences.

## Accounting Majors

Most accounting majors start at WWU as business majors, and then switch to accounting after ACC 240 Principles of Accounting I or ACC 241 Principles of Accounting II. It is very important for business students to take ACC 240 and ACC 241 in their freshman or sophomore year, so if they decide to major in accounting instead, they would still have enough time to complete all required accounting courses. Graph 1 shows small increases in the number of accounting majors from Fall 2019 to Fall 2023. According to the latest report pulled 4/29/24, WWU ended the 2023-2024 school year with 20 accounting majors: 4 Freshman, 4 Sophomores, 4 Juniors, 8 Seniors.

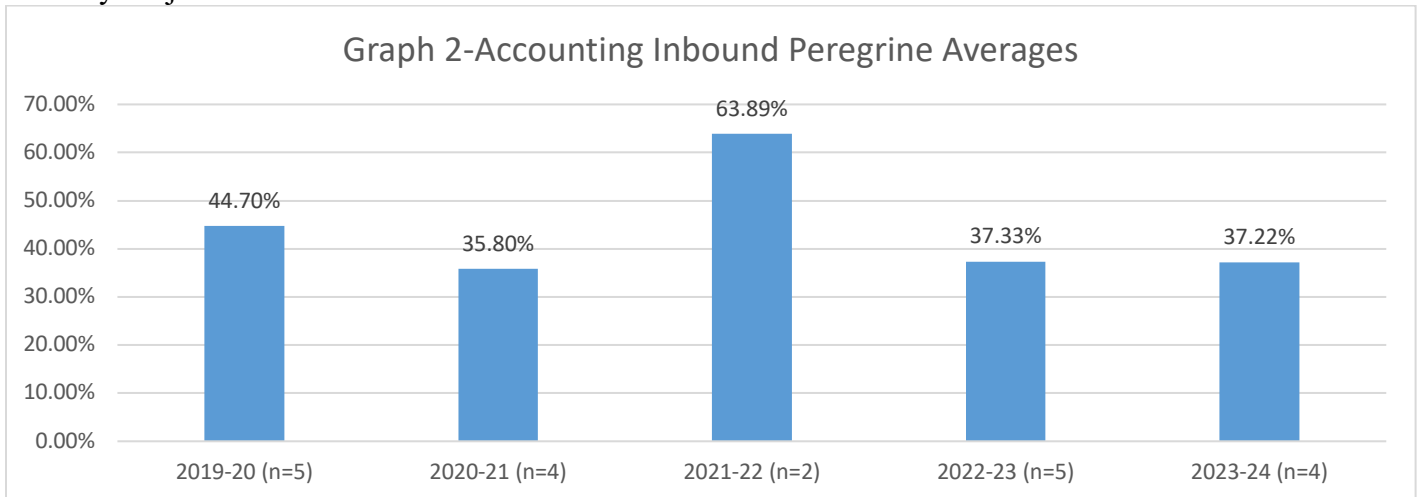


## 2024 Student Performance Days Aggregated Information

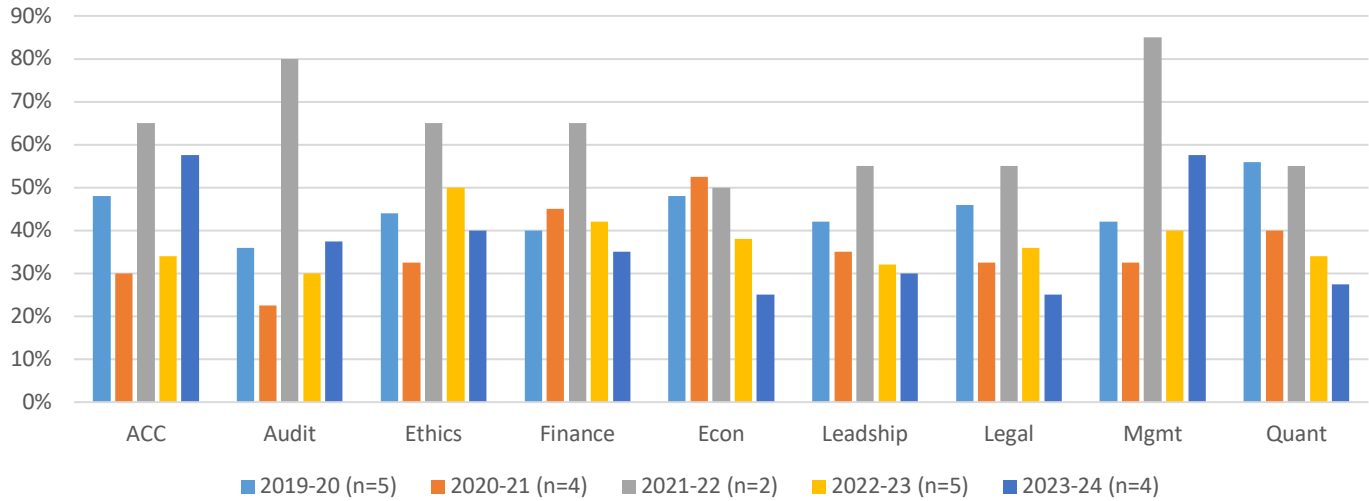
During Student Performance Days on Wednesday February 21st, the Business Department usually plans various activities for undergraduate business and accounting students and faculty. This year’s activities included the Inbound/Outbound Peregrine Tests, Principles of Business Test, and Student Networking Luncheon. The purpose of collecting these data is to provide insights to help faculty continuously improve their respective programs.

### Inbound Peregrine Test

On Wednesday February 21st, 4 accounting majors completed the inbound Peregrine test. In the previous school year, 5 accounting majors completed the test. The results of overall averages, as well as the averages listed by subject matter are shown below:



Graph 3-Accounting Inbound Averages by Subject



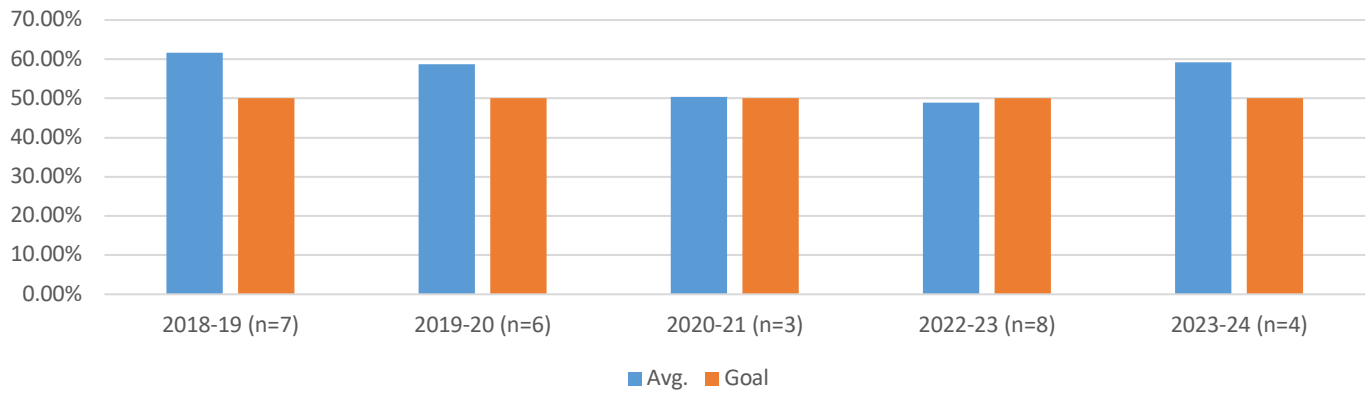
As shown on Graph 2, the average inbound scores decreased slightly from 37.33% in Spring 2023 to 37.22% in Spring of 2024. Graph 3 shows a mix of increases and decreases. Accounting, Auditing, and Management show increases, while Ethics, Finance, Econ, Leadership, Legal, and Quantitative all decreased. Inbound Peregrine exams are completed by accounting majors, usually freshman, who have not taken several of their accounting and business courses yet.

**Outbound Peregrine Test**

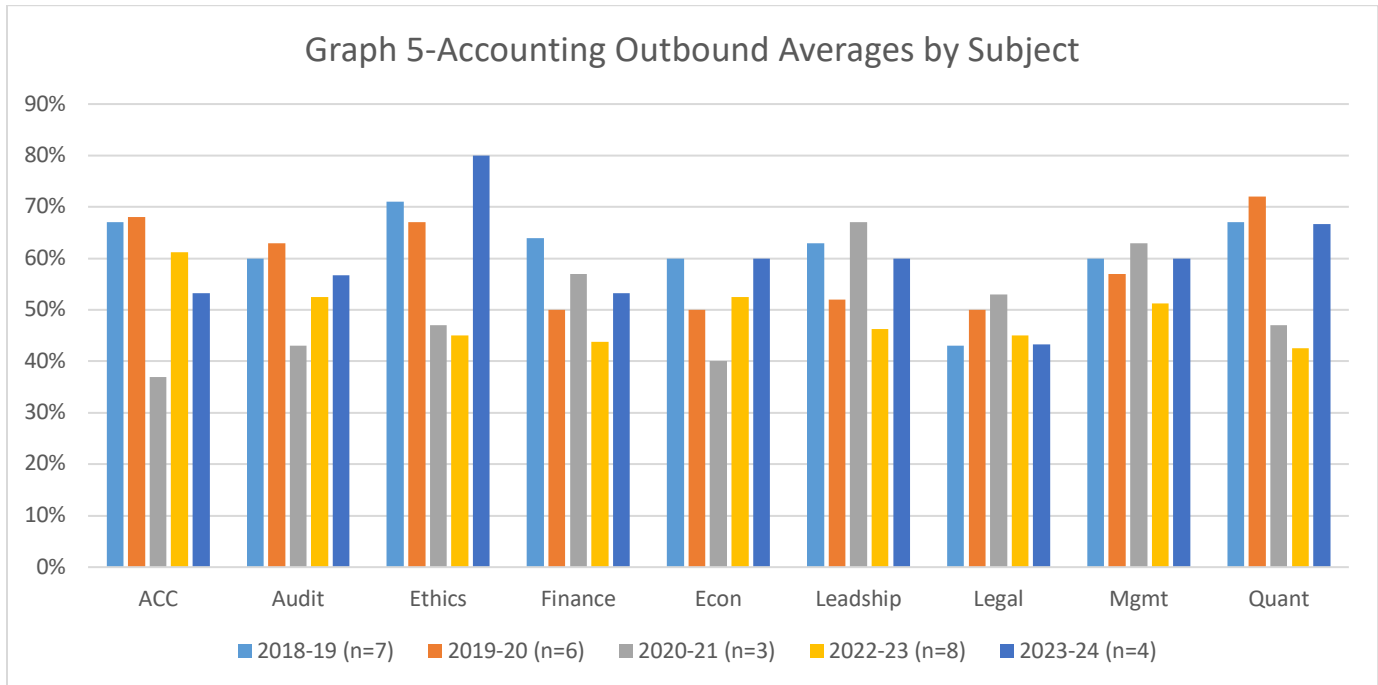
At the end of their coursework during their senior year, each student will complete the outbound Peregrine test during the BUS 450 Business Policy & Practice course. In the past students have completed this during the ACC 430 Investments and Financial Statement Analysis course. The purpose of this outbound exam is to provide evidence of value added to the students’ knowledge. Unfortunately, in Spring of 2022 graduating majors were only assessed through the CLA and Business test. Changes in faculty in the ACC 430 Investments and Financial Statement Analysis course, as well as the BUS 450 Business Policy & Practice course, inhibited the collection of Peregrine data for 2021-2022 school year. Graph 4 shows the overall outbound averages compared to WWUs 50% goal, Graph 5 shows the averages per subject, and Graph 6 shows an external comparison of WWUs scores.

As shown on Graph 4 the average outbound Peregrine score was 59.26%, with the goal being 50%.

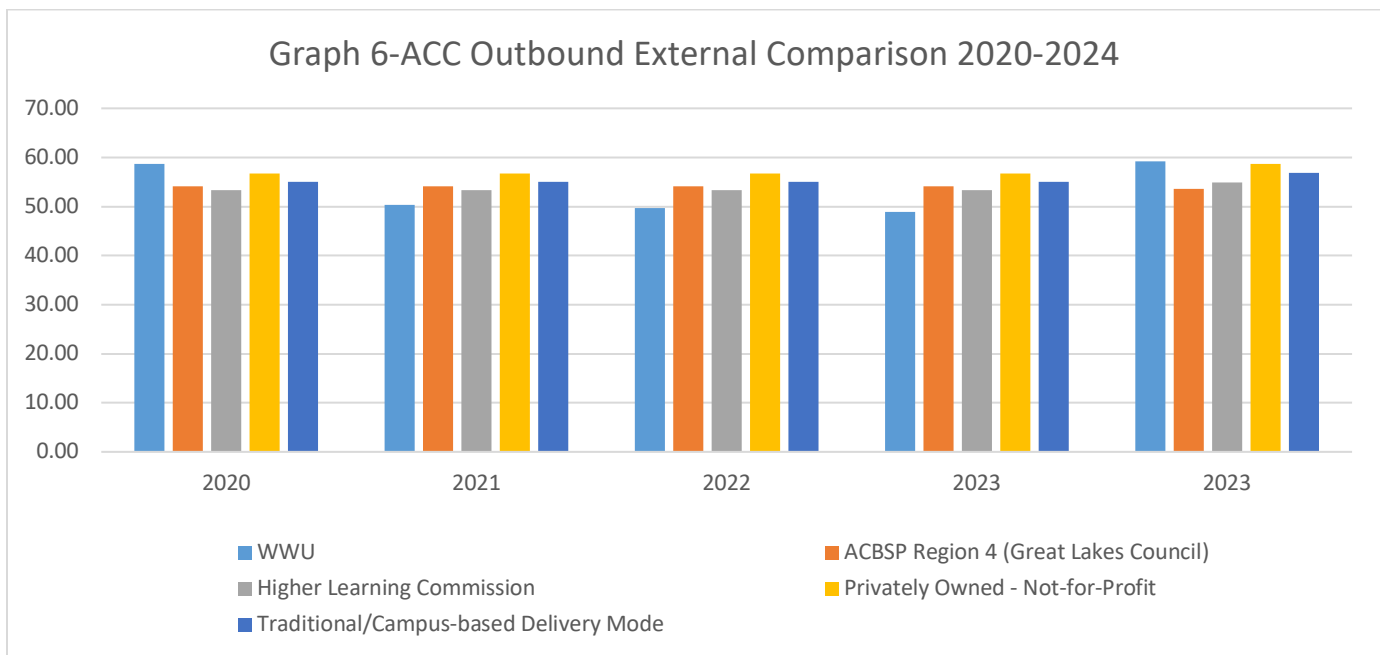
Graph 4-Accounting Outbound Peregrine Averages



Graph 5 shows the breakdown per subject. All subjects exceed WWUs 50% goal, except for the Legal Environment of Business which was 43%

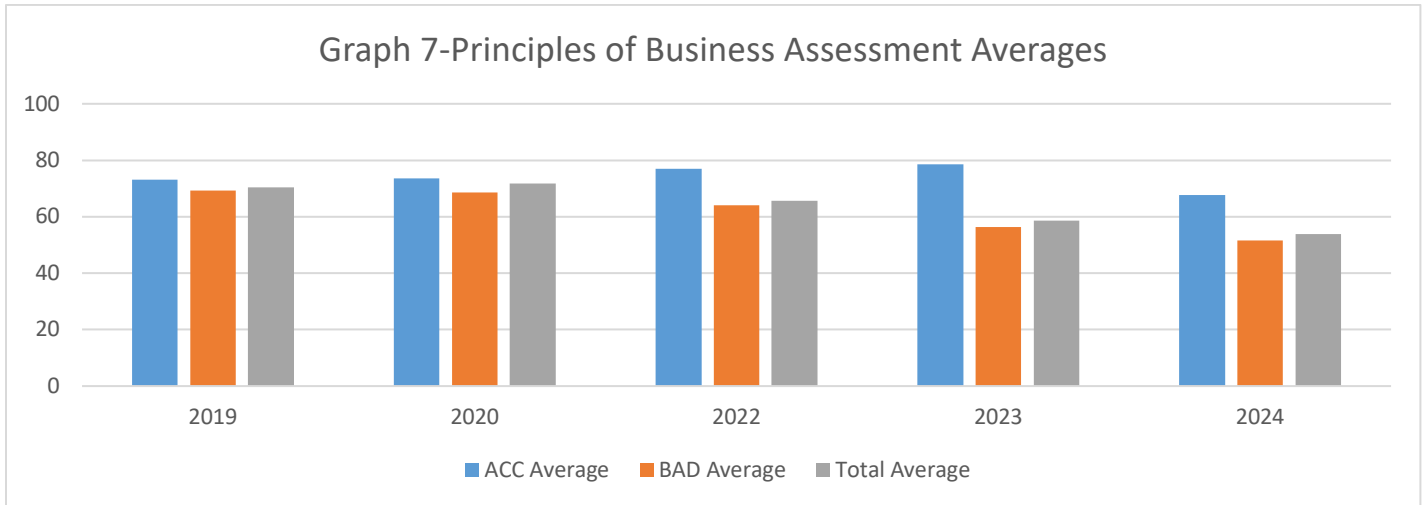


Graph 6 is an external comparison of WWUs Peregrine scores in relation to the ACBSP Region 4, Higher Learning Commission, Privately Owned-NFP, and Traditional/Campus-based delivery methods.



## Principles of Business Assessment

On Wednesday February 21<sup>st</sup> sophomore and junior business and accounting majors completed the Principles of Business Test for a total of 56 test completions. Graph 7 shows the average scores, as well as the breakdown of average scores from business and accounting majors. Accounting majors have consistently performed above the overall average, as well as the average scores of business administration majors.



### BUS 450 Assessment Processes

The BUS 450 instructor normally facilitates five assessment processes during each semester. The processes include Career Fair participation, Peregrine Test, CompX Test, external final report and presentation assessments, and LinkedIn Profile upgrade and submission of discussion topics. The following information provides detailed information about the processes and data the instructors have collected over the past four to six years from the CompX and external assessments. The Peregrine test results were listed in previous sections of this report.

### CompX Information and Trends

The BUS 450 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 have 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.

### External Evaluators Assessments

The following table illustrates the mean from the Capstone Rubrics Evaluation from 2022-2023 external evaluators. The rubrics reflect the Business Administration program’s eight objectives.

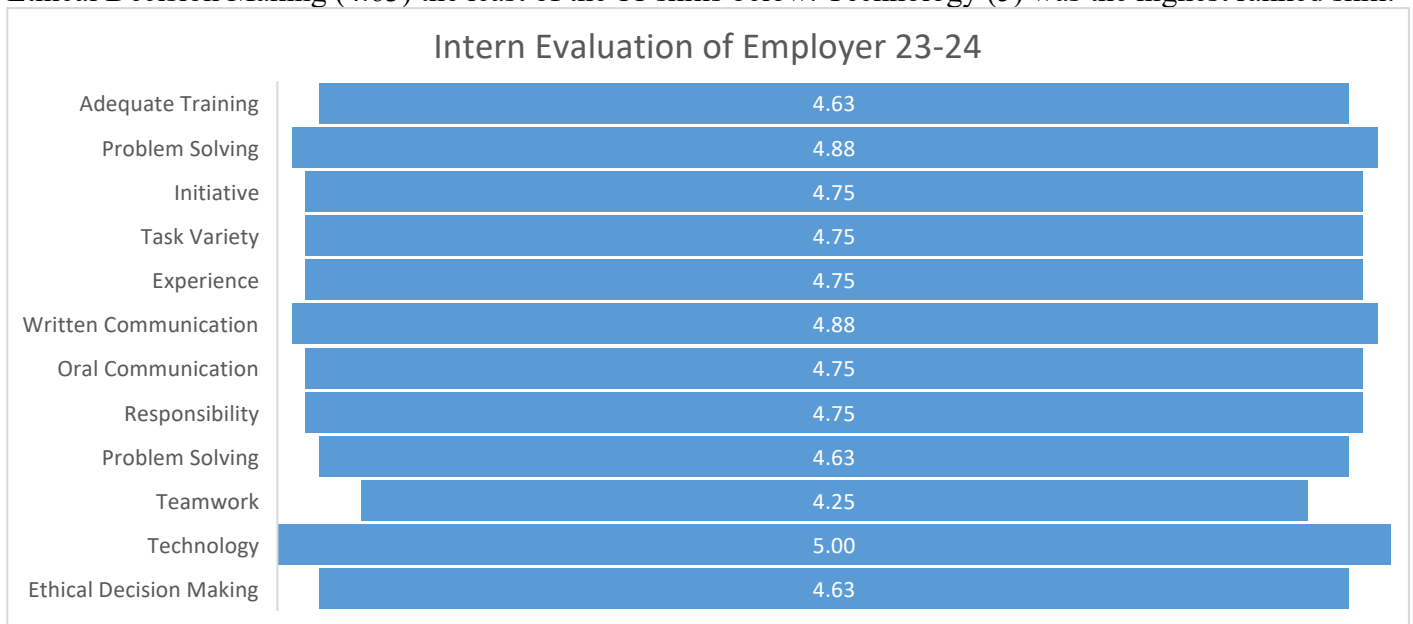
Year	N	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8
2022-23	9	10	10	9.5	9.5	9.5	10	10	9.5

1. Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.
2. Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.
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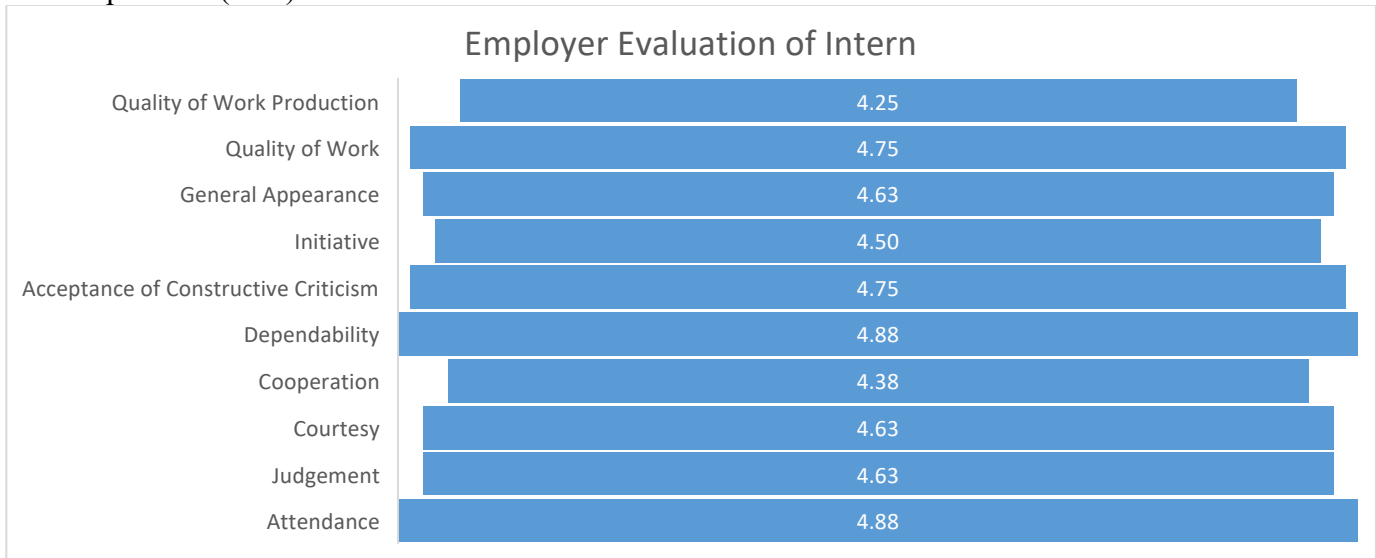
### Internship Information

The graphs below represent the mean values from 8 accounting students who completed their internships sometime during summer 2023 and spring 2024. On a scale of 1-5 (1 being the least and 5 being the most), students indicated they received strong training, staff assistance, opportunities to exercise initiative and completed a variety of tasks that supported their academic program. Overall, students indicated their internship was a valuable experience (4.72).

On average, the results show that the students indicated they used Teamwork (4.25), Problem Solving (4.63), and Ethical Decision Making (4.63) the least of the 11 skills below. Technology (5) was the highest ranked skill.

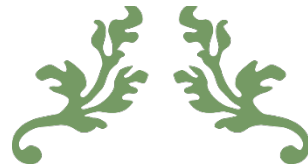


The graph below illustrates 8 employers' responses to a survey about their interns' performance from 2023-2024. On a scale of 1-5 (1 being inadequate and 5 being excellent) the overall score was 4.62. Employers rated Dependability (4.88) and Attendance (4.88) with highest scores. On average, quality of work production (4.25) and cooperation (4.38) were rated the lowest.





WILLIAM WOODS  
UNIVERSITY



2023-2024 Accounting Assessment Information Report  
May 2024

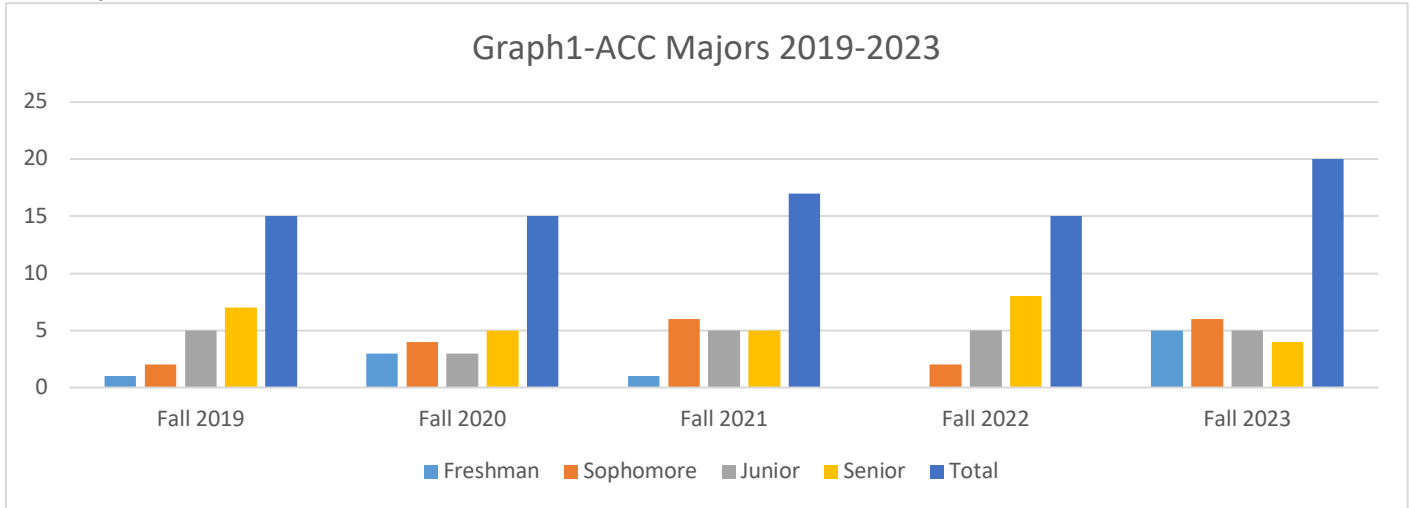


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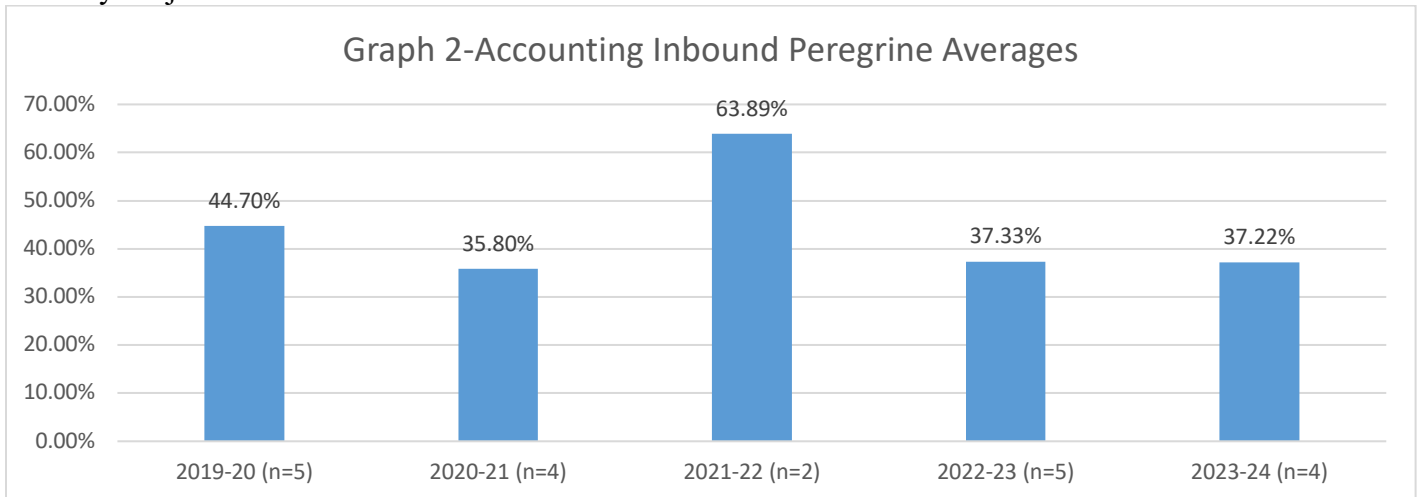


### 2024 Student Performance Days Aggregated Information

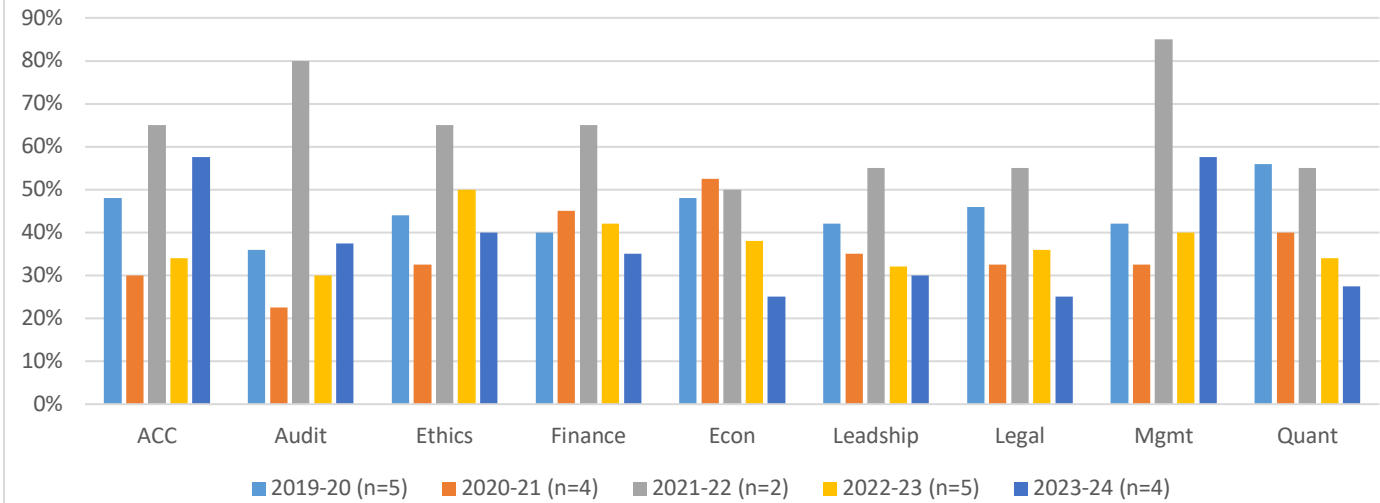
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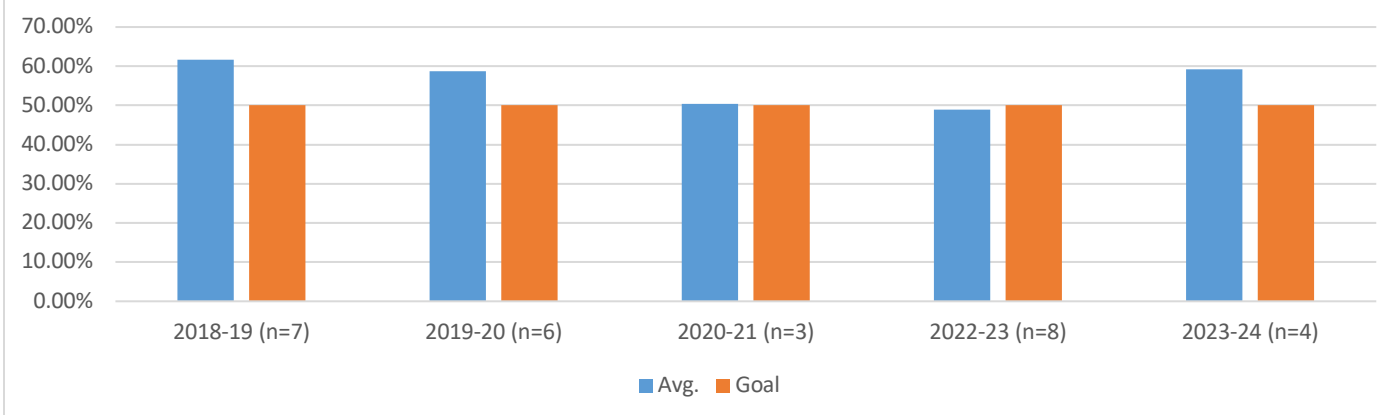
As shown on Graph 2, the average inbound scores decreased slightly from 37.33% in Spring 2023 to 37.22% in Spring of 2024. Graph 3 shows a mix of increases and decreases. Accounting, Auditing, and Management show increases, while Ethics, Finance, Econ, Leadership, Legal, and Quantitative all decreased. Inbound Peregrine exams are completed by accounting majors, usually freshman, who have not taken several of their accounting and business courses yet.

### Outbound Peregrine Test

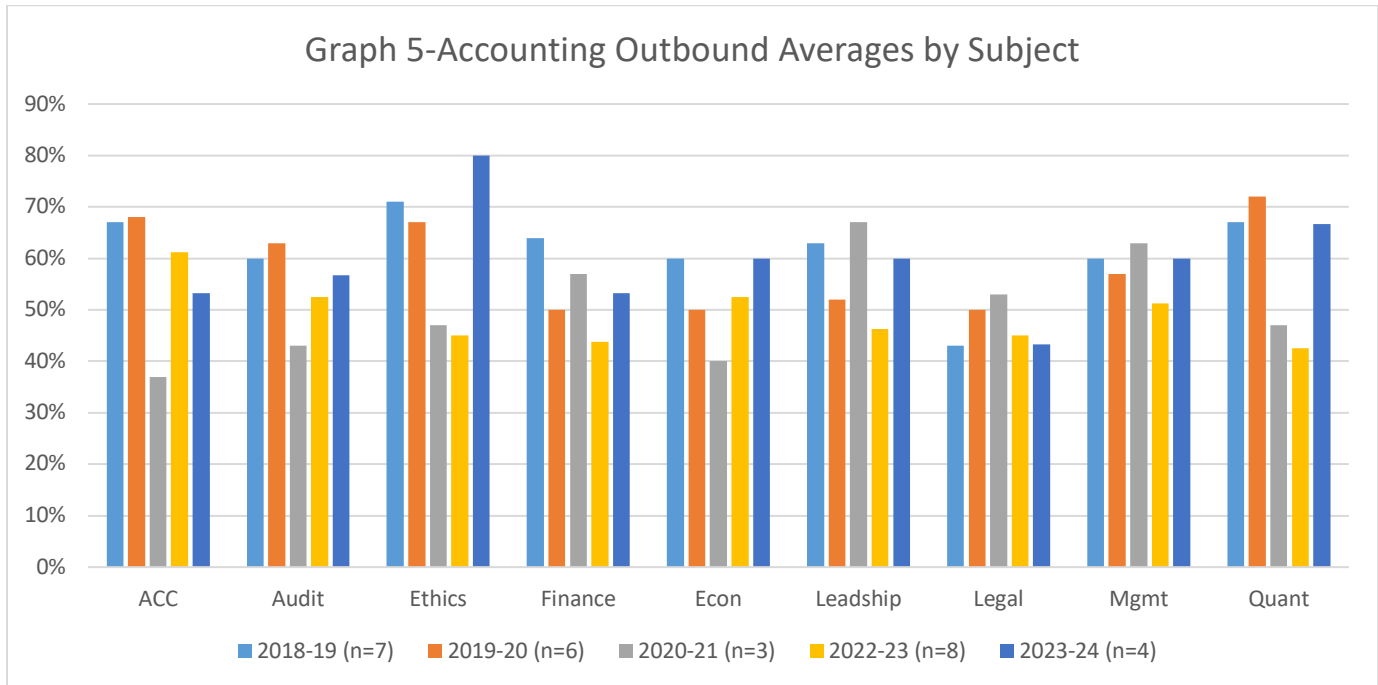
At the end of their coursework during their senior year, each student will complete the outbound Peregrine test during the BUS 450 Business Policy & Practice course. In the past students have completed this during the ACC 430 Investments and Financial Statement Analysis course. The purpose of this outbound exam is to provide evidence of value added to the students' knowledge. Unfortunately, in Spring of 2022 graduating majors were only assessed through the CLA and Business test. Changes in faculty in the ACC 430 Investments and Financial Statement Analysis course, as well as the BUS 450 Business Policy & Practice course, inhibited the collection of Peregrine data for 2021-2022 school year. Graph 4 shows the overall outbound averages compared to WWUs 50% goal, Graph 5 shows the averages per subject, and Graph 6 shows an external comparison of WWUs scores.

As shown on Graph 4 the average outbound Peregrine score was 59.26%, with the goal being 50%.

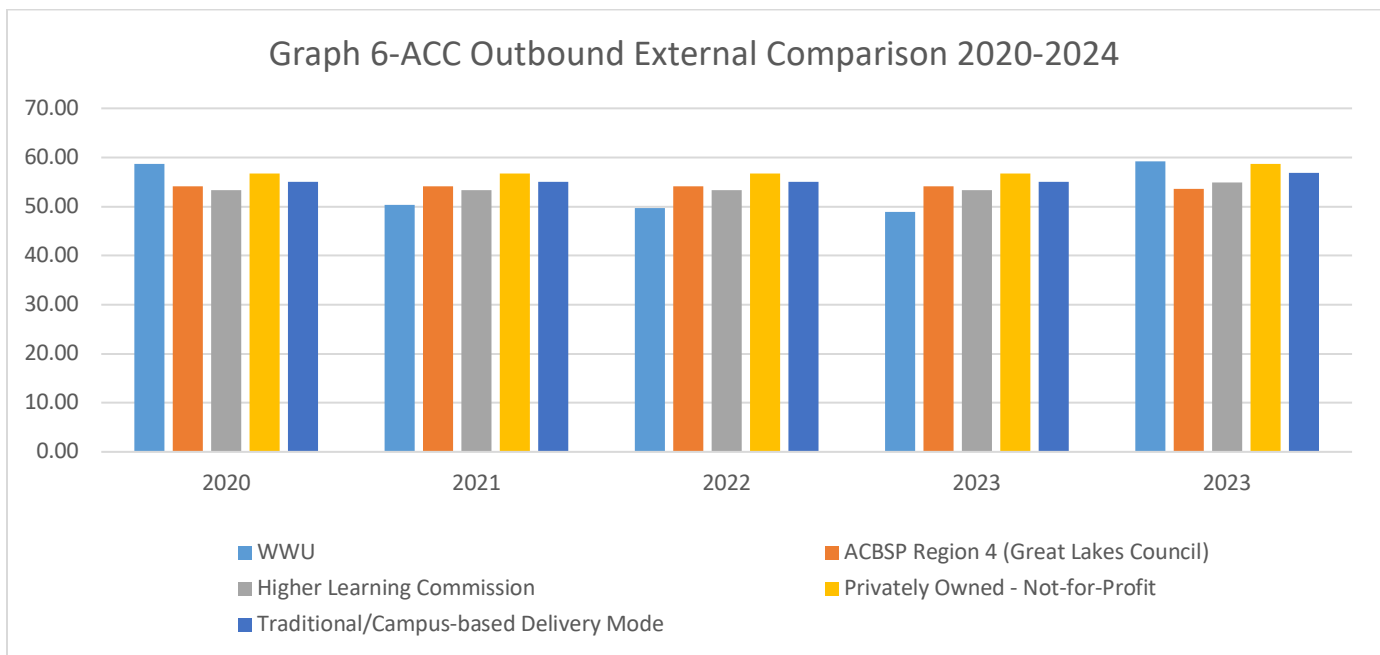
Graph 4-Accounting Outbound Peregrine Averages



Graph 5 shows the breakdown per subject. All subjects exceed WWUs 50% goal, except for the Legal Environment of Business which was 43%

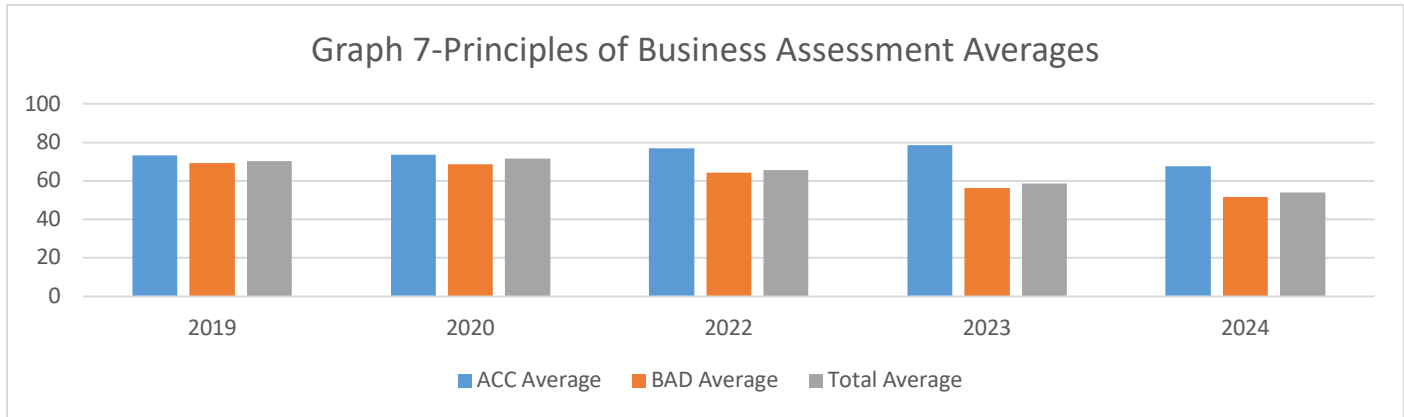


Graph 6 is an external comparison of WWUs Peregrine scores in relation to the ACBSP Region 4, Higher Learning Commission, Privately Owned-NFP, and Traditional/Campus-based delivery methods.



## Principles of Business Assessment

On Wednesday February 21<sup>st</sup> sophomore and junior business and accounting majors completed the Principles of Business Test for a total of 56 test completions. Graph 7 shows the average scores, as well as the breakdown of average scores from business and accounting majors. Accounting majors have consistently performed above the overall average, as well as the average scores of business administration majors.



### BUS 450 Assessment Processes

The BUS 450 instructor normally facilitates five assessment processes during each semester. The processes include Career Fair participation, Peregrine Test, CompX Test, external final report and presentation assessments, and LinkedIn Profile upgrade and submission of discussion topics. The following information provides detailed information about the processes and data the instructors have collected over the past four to six years from the CompX and external assessments. The Peregrine test results were listed in previous sections of this report.

### CompX Information and Trends

The BUS 450 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 have 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.

### External Evaluators Assessments

The following table illustrates the means from the Capstone Rubrics Evaluation from 2023-2024 external evaluators. The rubrics reflect the Business Administration program’s eight objectives. Overall students scored an average of 7.9 out of 10.

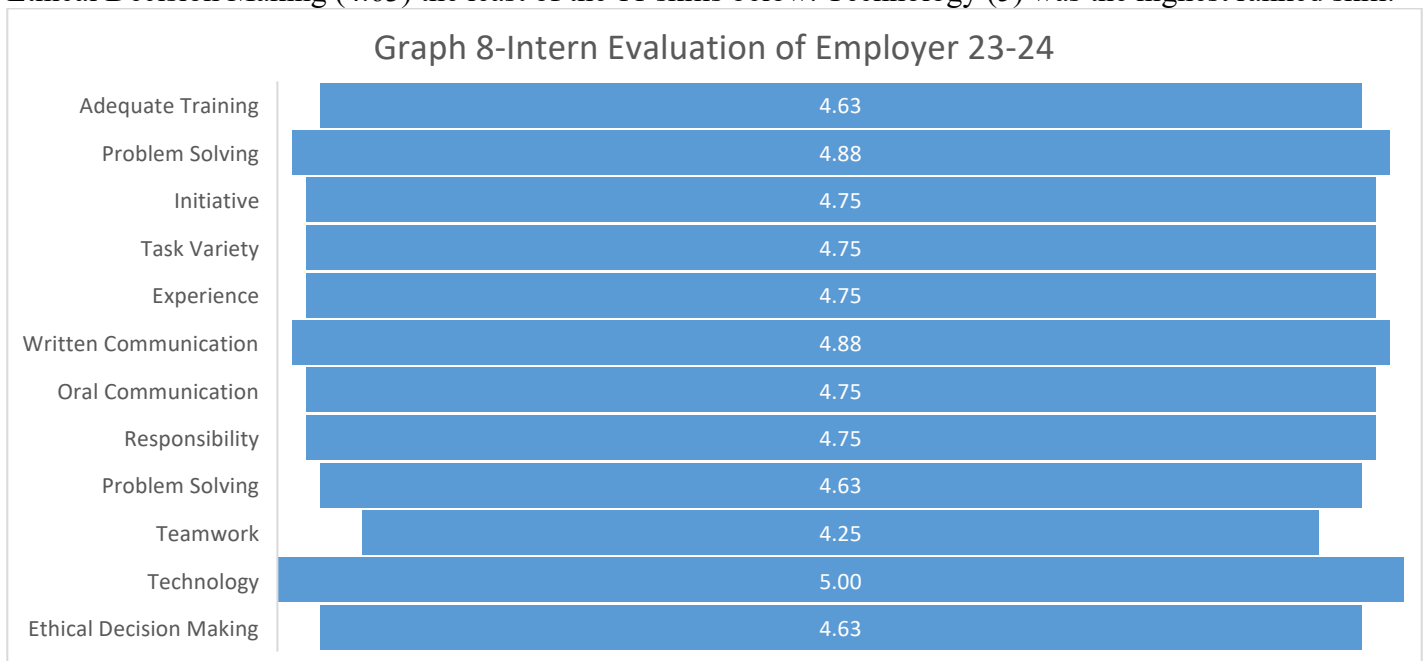
Year	N	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8
2023-24	14	8	8	7.8	9.7	7.3	8	7.5	7.2

1. Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.
2. Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.
3. Analyze and interpret human dynamics in a business context.
4. Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.
5. Systematically formulate and justify personal positions in relation to management decision-making.
6. Systematically assess complex issues in relation to business ethics and legal issues. Student will be able to formulate and defend personal judgments pertaining to such issues.
7. Utilize computer-related applications as a business decision-making tool.
8. Integrate all the various business principles, concepts, and methods

### Internship Information

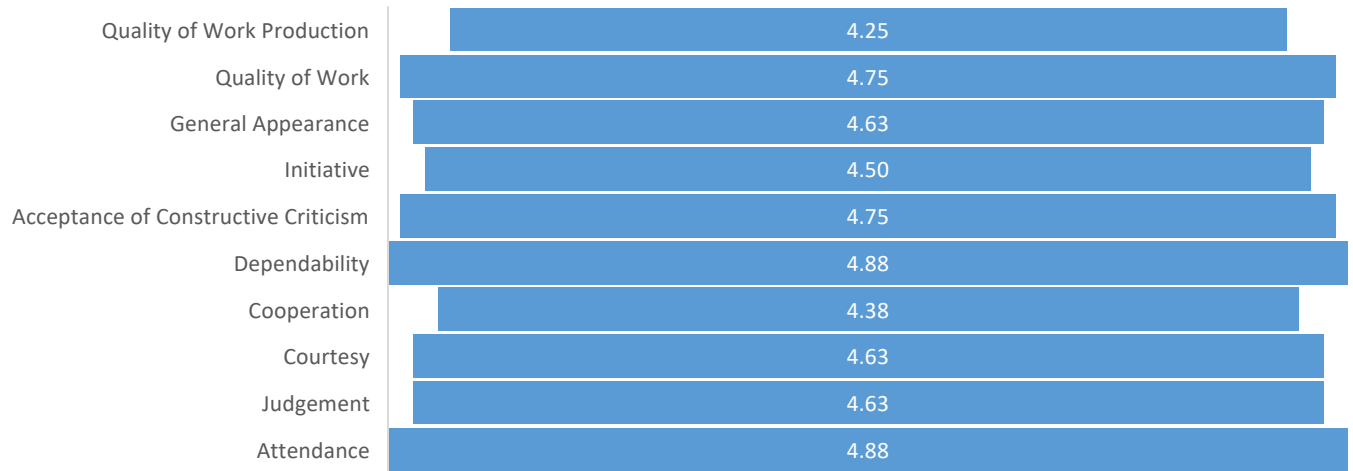
The graphs below represent the mean values from 8 accounting students who completed their internships sometime during summer 2023 and spring 2024. On a scale of 1-5 (1 being the least and 5 being the most), students indicated they received strong training, staff assistance, opportunities to exercise initiative and completed a variety of tasks that supported their academic program. Overall, students indicated their internship was a valuable experience (4.72).

On average, Graph 8 shows the students indicated they used Teamwork (4.25), Problem Solving (4.63), and Ethical Decision Making (4.63) the least of the 11 skills below. Technology (5) was the highest ranked skill.



Graph 9 below illustrates 8 employers' responses to a survey about their interns' performance from 2023-2024. On a scale of 1-5 (1 being inadequate and 5 being excellent) the overall score was 4.62. Employers rated Dependability (4.88) and Attendance (4.88) with highest scores. On average, quality of work production (4.25) and cooperation (4.38) were rated the lowest.

Graph 9 - Employer Evaluation of Intern



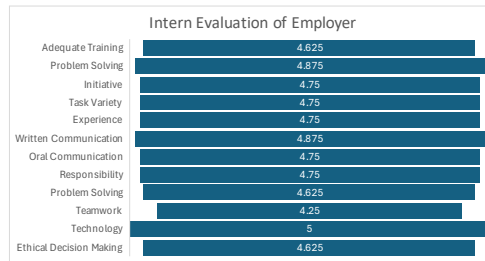
	Adequate Training	Problem Solving	Initiative	Task Variety	Experience	Written Communication	Oral Communication	Responsibility	Problem Solving	Teamwork	Technology	Ethical Decision Making
Student #1	5	5	5	5	5	5	4	5	5	5	5	5
Student #2	4	5	4	5	4	5	5	4	4	3	5	5
Student #3	5	5	5	5	5	5	5	5	5	5	5	5
Student #4	5	5	5	5	5	5	5	5	5	5	5	3
Student #5	5	5	5	5	5	5	5	5	5	5	5	5
Student #6	4	4	5	4	4	5	5	3	5	3	5	5
Student #7	5	5	5	5	5	5	5	5	4	4	4	5
Student #8	4	5	4	4	4	5	5	4	4	4	4	5

NOT AT

- 1 ALL
- 2 RARELY
- 3 SOMETIMES
- 4 OFTEN
- 5 USED FREQUENTLY

	Adequate Training	Problem Solving	Initiative	Task Variety	Experience	Written Communication	Oral Communication	Responsibility	Problem Solving	Teamwork	Technology	Ethical Decision Making
	4.63	4.88	4.75	4.75	4.75	4.88	4.75	4.75	4.63	4.25	5.00	4.63
total average	4.71875											

- NOT AT
- 1 ALL
  - 2 RARELY
  - 3 SOMETIMES
  - 4 OFTEN
  - 5 USED FREQUENTLY



## Final Updated Student Performance Day Schedule with Proctoring Locations

McKee, Nina <nina.mckee@williamwoods.edu>

Mon 2/19/2024 2:45 PM

To: Zimmerman, Scott <scott.zimmerman@williamwoods.edu>; Forster, David <david.forster@williamwoods.edu>; Manion, Jessica <jessica.manion@williamwoods.edu>; O'Callaghan, Miriam <miriam.ocallaghan@williamwoods.edu>; Oestreich, Sulea <sulea.oestreich@williamwoods.edu>; Sivkov, Roman <Roman.Sivkov@williamwoods.edu>; Sanders, Doug <Doug.Sanders@williamwoods.edu>

Good afternoon! Below is the final schedule for Student Performance Day (largely everything is the same from the one I sent out a couple weeks ago, I just specified some locations and mock interviews will only be running in the afternoon). If you are listed as an exam proctor, a separate email will go out with that information. Please let me know if you have any questions! Thank you!

9:00 am to 11:00 am Activities			
9:00 AM	<p>CLA Test BUR 205 (Seniors who began as WWU Freshmen) Carrie McCray</p>	<p>Internal Business/Accounting Exam BUR 206 and BUR 109 Computer Labs and Students with laptops in Burton 105 (All BUS and ACC Sophomores and Juniors) Proctors: Roman Sivkov - Burton 105 Doug Sanders - Burton 105 Jessica Manion - Burton 109 David Forster - Burton 206</p>	
9:30 AM			
10:00 AM			
10:30 AM			
11:00 AM			
11:30 AM	LUNCH (11:30 am-1:00pm)		
12:00 PM	Domino's Pizza and Water in Burton Lobby		
12:30 PM	(Burton 100 Overflow Lunch Seating)		
1:00 pm to 3:00 pm Activities			
1:00 PM	<p>Cybersecurity Assessment Quiz and Additional Activities BUR 105 (All Cybersecurity Majors) Facilitator: Nina McKee</p>	<p>Peregrine Exam BUR 206 and BUR 109 (All BUS and ACC Freshmen) Proctors: Jessica Manion - Burton 109 David Forster - Burton 206</p>	<p>Mock Interviews + Resume Reviews BUR 101, BUR 103, BUR 203 - Think Tank Priority to Seniors and then Juniors Scott Zimmerman - Burton 101 Debbie Larue - Burton 103 Linda Duke - Burton 203 (Think Tank)  (30 MIN Appointment Slots)</p>
1:30 PM			
2:00 PM			
2:30 PM			
3:00 PM			

### Nina McKee

Instructor of Cybersecurity

William Woods University

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(573)-592-4242

She/Her/Hers