SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: B.S. Accounting	Department: Accounting
Degree or Certificate Level: Undergraduate	College/School: Chaifetz School of Business
Date (Month/Year): December 2020	Primary Assessment Contact: Dept. Chair
In what year was the data upon which this report is based collected? AY19-20	
In what year was the program's assessment plan most recently reviewed/updated? 2018	

1. Student Learning Outcomes
Which of the program's student learning outcomes were assessed in this annual assessment cycle?

All five learning outcomes:
LO1: Students should have the ability to apply relevant accounting standards for financial reporting purposes and apply the appropriate tax laws for planning and compliance issues.
LO2: Students should be able to recognize and evaluate areas of risk in operations, decision making, and information technology.
LO3: Students should be able to apply analytical and quantitative techniques to analyze accounting related issues.
LO4: Students should be able to effectively communicate in both oral and written form.
LO5: Students should be able to make professional and ethical judgments and demonstrate professional conduct and demeanor.

2. Assessment Methods: Artifacts of Student Learning
Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Each outcome was assessed via direct measures of student work – exam questions, assignments, cases, projects, presentations, etc.

ACCT 3110 (spring 2020): exam questions, projects, presentations
ACCT 3220 (spring 2020): exam questions, homework problems
ACCT 4110 (fall 2018): exam questions
ACCT 4250 (fall 2019): exam questions
ACCT 4300 (spring 2019): exam questions, tax return problem
ACCT 4400 (spring 2020): exam question, cases
ACCT 4910 (summer 2020): intern performance evaluation forms completed by site supervisors

Business programs in Madrid are utilizing the same process as St. Louis – assessment of student learning outcomes via direct measures of student work. The timing of assess of major-specific outcomes is with a one-year lag to St. Louis. Madrid assessed the CBK in AY 17-18 and will assess the major-specific (IB and ECON only) learning outcomes in AY 18-19.

3. Assessment Methods: Evaluation Process
What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

The department analyzed the assessment data using rubrics for problem solving, written communication, and oral presentations. The rubrics used have been attached in a supplemental document. The faculty member that was responsible for the course being assessed would prepare a report that was shared at the department meeting during the semester following the assessment. The faculty member would distribute the report to the entire department and discuss changes made to the course based on previous assessments and provide insight as to whether this change improved the course. The department would provide feedback to the instructor of the course based on the assessment materials provided. Overall, the process helps the department be aware of the curriculum and projects of their colleagues' courses. Thus, all department members are involved in the analysis of assessment data to help create a more cohesive learning experience for the students.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

LO1:
  a) ACCT 3110: 80.77% students correctly answered at least 7 out of 10 assessment questions on accounting rules or their application, indicating that 80.77% of students' proficiency toward the learning objective meets the departmental standard. This percentage is lower than that in fall 2018. Part of the reason could be the transition to online learning in the middle of the semester. The assessment was administered in class with the Zoom polling function, instead of as part of an exam.
  b) ACCT 4110: Of the 36 students taking the assessment, 81% of them answered more than 75% of the questions correctly.
  c) ACCT 4300: The average score is 87.8% for the twelve multiple choice questions. 95% of the students achieved 75% or higher for the twelve questions. Students achieved 75% or greater in ten out of twelve questions (i.e., 83.33% of the questions), and achieved 70% or greater in all twelve questions. The average score of the tax return problem is 92.1%.

LO2:
  d) ACCT 3220: For the exam problem on whether it is in the best interest of a company to manufacture a product, the average score on the problem was 76.05%, but only 11 of the 20 students (55%) achieved at least a 75%. This problem was part of the first exam that was administered online due to the Covid-19 pandemic. In retrospect, the exam was too long for the students to complete in the allotted time. For future assessment, the instructor will insure proper time is allotted to complete the problem.
  e) ACCT 4250: For the exam questions on the understanding and evaluating risks in an entity's operations and information technology environment, 81.5% of the students got 80% or above correct.
  f) ACCT 4400: For the exam question on audit report, 81% of the students answered it correctly.

LO3:
  g) ACCT 3110: All student groups conducted thorough financial analysis of the company. *Support, Analysis, and Critical Thinking* scores on the rubric were sufficient for 100% of the teams.
  h) ACCT 3220: For the problem to calculate partial productivity ratios for both variable and fixed costs, the average score was 94.77%, and 95% of the students achieved at least a 75% on the problem; for the problem on the total factor productivity, the average score was 91.78%, with 90% of the students achieving at least a 90%.
  i) ACCT 4250: For the assessment on specialized data visualization tools, 96.3% of the students got above 80% correct for both questions.

LO4:
  j) ACCT 3110: research papers by 100% of student groups had a *Readability* score in the rubric greater than 15 which demonstrates they were able to effectively communicate their ideas; 83% of the project reports scored above acceptable levels in the *Organization* section of the rubric; students demonstrated strong knowledge of

their firms during group presentations as the *Engagement and Polish* scores on the project were sufficient for 83% (5/6) of the groups.

k) ACCT 4400: For the audit case assigned, the overall positive peer review was 97%.

LO5:

l) ACCT 3220: For the exam problem on cost allocation methods and decisions, the average score was 91.82%, with 17 of the 20 students (85%) scoring at least 75%.

m) ACCT 4910: For the Spring and Summer 2020 semesters, 11 student evaluations were received. The scores on all 16 evaluation areas averaged a rating of 4 or above. Out of the 11 students, 8 were rated to have met expectations.

n) ACCT 4400: For the ethics case assigned, on average, 83% of the students correctly resolved different aspects of ethical dilemmas.

5. Findings: Interpretations & Conclusions
What have you learned from these results? What does the data tell you?

The assessment results indicate that our students in general meet our goals with respect to technical competency and professional knowledge, risk analysis skills, critical thinking skills, interpersonal and communication skills, and professional values and ethics.

6. Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The assessment results were reported to the accounting faculty and discussed at department meetings. These discussions help instructors obtain feedback on their approach to assessment and student learning which will be implemented and discussed during the courses' next assessment to effectively close the feedback loop.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Course content	• Course sequence
	• Teaching techniques	• New courses
	• Improvements in technology	• Deletion of courses
	• Prerequisites	• Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan	• Student learning outcomes	• Evaluation tools (e.g., rubrics)
	• Artifacts of student learning	• Data collection methods
	• Evaluation process	• Frequency of data collection

Please describe the actions you are taking as a result of these findings.

The discussion and analysis of the course assessment results have helped us make changes in the curriculum to better serve our students. For example, if the assessment data indicates students failed to grasp a particular piece of technical knowledge, the instructor will tweak their teaching of the topic, and devote more time and assignments to this topic in hopes of improving the learnings outcome.

In the Fall of 2019, after reviewing the HLC guidelines, the Department of Accounting condensed our learning objectives from four broad learning objectives (each with multiple parts) to five core objectives. The department believes that a holistic approach to our assessment is a better gauge of whether we are adequately serving our students. Consistent with these updated learning objectives, the department created a new

schedule where each course would be assessed every two years and each learning objective would be assessed each year.

If no changes are being made, please explain why.

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**
   A. What is at least one change your program has implemented in recent years as a result of assessment data?

   Beginning in the Fall of 2020 the pre-requisite for enrollment in Accounting for Decision Making (ACCT 2220) is Microsoft Excel Certification. This change came from the assessment discussions regarding ACCT 4250 and ITM 2500 in department meetings. This new requirement will allow the department to focus on more upper level analytical tools (e.g., Python, Tableau, R) in upper level courses.

   B. How has this change/have these changes been assessed?

   The assessment for ACCT2220 (a CBK course) is scheduled for AY20-21.

   C. What were the findings of the assessment?

   The assessment for ACCT2220 (a CBK course) is scheduled for AY20-21.

   D. How do you plan to (continue to) use this information moving forward?

   This assessment will provide information on the adequacy of students' Excel skills, which will enable the department to design Excel based cases and the incorporation of advanced analytical tools in upper level courses.

   IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.