

## BSBA in Accounting and Financial Economics Concentration, Macon

Semester reporting: Spring Semester 2022

Reporting cycle: Annual Reporting Cycle

### Academic Program Assessment by Concentration Report Information

<b>Prepared on:</b> 5/24/2022 11:15:02 AM	Prepared by: carol.sargent@mga.edu
<b>Email address of person responsible for this report:</b>	carol.sargent@mga.edu
<b>In which college or school is this program located?</b>	Business
<b>Program Type:</b>	Undergraduate
<b>Approximately how many students are in this program at this location? Break out by concentrations.</b>	Accounting – 48 Financial Economics – 12

## Student Learning Outcomes

### SLO1

<p><b>SLO 1: What is the first Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b></p>	<p>Accounting - Analyze and research accounting issues, making recommendations to the client.</p>
<p><b>SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>	<p>Project in Intermediate III</p>
<p><b>SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)</b></p>	<p>70% of students score 70% or better on project.</p>
<p><b>SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>	<p>Passing grade in Intermediate Accounting III</p>
<p><b>SLO 1: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</b></p>	<p>80%</p>
<p><b>SLO 1: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</b></p>	<p>Students have to do research in the accounting literature (codification website), which they find challenging but relevant. As we work on curriculum changes, we may change this project to target employer skills other than the CPA Exam. This will be discussed among the faculty during the upcoming year.</p>

**SLO2**

<p><b>SLO 2: What is the second Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b></p>	<p>Solve complex problems using quantitative and qualitative data.</p>
<p><b>SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>	<p>Embedded questions in Costing Accounting</p>
<p><b>SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)</b></p>	<p>70% of students score 70% or better on the embedded questions.</p>
<p><b>SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>	<p>Passing grade for course requirements</p>
<p><b>SLO 2: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</b></p>	<p>65.60% Accounting 72% Financial Economics</p>
<p><b>SLO 2: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</b></p>	<p>Accounting: Of the four questions, two were passed by 70% of the students (met objective) and two were not. The faculty will be reviewing the instruction on the two question topics where the students struggled.</p> <p>Financial Economics: This was the first year for learning outcomes in the concentration and the measures did not get implemented as originally planned. The students did reasonably well (just above the threshold). Going forward we will review what we use to gather evidence of learning, hopefully closer to the original plan.</p>

**SLO3**

<p><b>SLO 3: What is the third Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b></p>	<p>Accounting - Using data analytics skills, investigate “big data” sets and report findings.</p>
<p><b>SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (I.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>	<p>Project in Auditing (P-Card internal audit using IDEA)</p>
<p><b>SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (I.e. 80% of all students will earn an average grade of 75% or better on....)</b></p>	<p>70% of students score 70% or better on the project.</p>
<p><b>SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>	<p>Passing grade for course requirements</p>
<p><b>SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</b></p>	<p>100%</p>
<p><b>SLO 3: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</b></p>	<p>This was a highly successful project using current software used by audit firms and a realistic professional task. Students were highly motivated by this project, and we received strong student feedback about finding this authentic work very relevant. No changes are expected in the upcoming year.</p>

**SLO4**

<p><b>SLO 4: What is the fourth Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b></p>	<p>Demonstrate written communication skills.</p>
<p><b>SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>	<p>Project in Intermediate III</p>
<p><b>SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (I.e. 80% of all students will earn an average grade of 75% or better on....)</b></p>	<p>70% of students score 70% or better on project.</p>
<p><b>SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>	<p>Passing grade for course requirements</p>
<p><b>SLO 4: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</b></p>	<p>80% - accounting 72% - financial economics</p>
<p><b>SLO 4: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</b></p>	<p>Accounting - Students do research in the accounting literature (codification website), which they find challenging, and relevant. Practice with technical writing helps them prepare for the CPA exam and accounting firm work, where these tasks are required. As we work on curriculum changes, we may change this project to target employer skills other than the CPA Exam. This will be discussed among the faculty during the upcoming year.</p> <p>Financial Economics – This was the first year for learning outcomes in the concentration and the measures did not get implemented as originally planned. The students did reasonably well (just</p>

	above the threshold). Going forward we will review what we use to gather evidence of learning, hopefully closer to the original plan.
--	---

**SLO5**

<b>SLO 5: What is the first Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	Financial Economics - Analyze and discuss situations involving a global environment and diversity issues.
<b>SLO 5: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b>	Paper in International Business
<b>SLO 5: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)</b>	70% of students score 70% or better on the embedded questions.
<b>SLO 5: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b>	Passing grade for class
<b>SLO 5: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</b>	0
<b>SLO 51: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</b>	No students in the financial economics concentration enrolled in International Business during this assessment cycle.

**SLO6**

<p><b>SLO 6: What is the fourth Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b></p>	<p>Financial Economics - Understand and apply core concepts in business effectively</p>
<p><b>SLO 6: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (I.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>	<p>Embedded questions Understand and apply core concepts in business effectively</p>
<p><b>SLO 6: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (I.e. 80% of all students will earn an average grade of 75% or better on....)</b></p>	<p>70% of students score 70% or better on the embedded questions.</p>
<p><b>SLO 6: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>	<p>Passing grade for class</p>
<p><b>SLO 6: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</b></p>	<p>0.7139999999999997</p>
<p><b>SLO 6: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</b></p>	<p>This was the first year for learning outcomes in the concentration and the measures did not get implemented as originally planned. The students did reasonably well (just above the threshold). Going forward we will review what we use to gather evidence of learning, hopefully closer to the original plan.</p>

**Sampling**

<p><b>How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number and by Concentration)(Example: BA Contemporary Musicianship - 26, BA Contemporary Musicianship Classical - 41, BA Contemporary Musicianship Commercial - 17)</b></p>	<p>16 – Accounting 7 – Financial Economics</p>
--	--

**Open Box for Assessment Comments**

<p><b>Required: In this field, please document the overall use of assessment results for continuous improvement (consider the past, present, and future and specifically address these in your narrative).</b></p>	<p>The department is in discussion about adapting the accounting concentration to write-up and compilation work rather than CPA-exam based curriculum. This will change the learning outcomes for the next reporting cycle.</p> <p>As this is the first assessment cycle for financial economics, both the measures and the outcomes need another round of faculty review. What was originally designed as the measures were not captured by faculty and so they need to meet and figure out whether the new measures are better or easier to capture vs. putting in a process to capture the original measures. Using the current measures, the students are just at the passing point (71.4% vs. 70% expected). In any case, whichever measures are adopted going forward, the faculty will decide what new learning and curriculum measures to take to raise the outcome levels.</p>
<p><b>Optional Open Text Box For Assessment Comments:</b></p>	<p>NA</p>
<p><b>If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below. (Also submit any COVID-19 correspondence from your accrediting body to <a href="mailto:assessment@mga.edu">assessment@mga.edu</a> when you submit this form with your Department name and program in the subject line.)</b></p>	<p>NA</p>