Annual Program Assessment Report
Academic Year Assessed: 2019-2020
Department/Program: Accounting/Business

1. Program Map

A curriculum map linking courses to program outcomes has been completed.

    _x__Yes

    ___No: Please contact Mandy if you need support with this.

<mark>If completed, does your program map need to be updated</mark>?

    _X_Yes: Please send your updated map to Mandy. *Attached, only a few very minor changes*

    ___No

2. Assessment Plan and Schedule

<mark>Please review your draft assessment plan & schedule and update as needed.</mark>

3. Courses Assessed

ACTG 180, Payroll Accounting

4. Program Outcomes Assessed

- Prepare and interpret financial records for a business while applying generally accepted accounting principles and industry standards.
- Compute payrolls and prepare basic federal and state payroll tax forms.

5. Faculty Data and Course Perceptions

a) Percentage of full-time faculty participating in assessment:

    100%

b) What went well?

    Schedule change breaking final project into multiple parts resulted in greater student success, as students had higher completion, better time management, and were able to make corrections throughout the project.

c) What might have gone better?

    Few students participated in optional daily video chats, making it hard to assess whether they were synthesizing the information or just plugging and chugging through assignments.

6. Overall Assessment of Student Learning

a) Areas of strength demonstrated in student learning.

Strong, quality discussion posts.

b) Areas that need improvement in student learning.

Students struggle to apply information from the text to real-world application of payroll rules.

c) Measures of student feedback/indirect learning used:

- Anecdotal/informal conversations with students
- Instructor-created feedback forms
- Institutional student course evaluations
- Student success rates in your course
- Other indirect measures of student learning (surveys, exit interviews, focus groups, job placement, etc.)

d) Planned changes and measures of success.

Mandatory video chats and create a classroom environment in online courses. Measures include number of students participating, responses to final feedback quiz, and comments in student evaluations.

e) Changes resulting from previous assessments. What was changed and what drove those changes? How was success measured?

No significant changes from previous assessments in the content of the course. Minor changes in timing of the overall content delivery and additional options for synchronous interaction added.

f) What previous program-level changes have led to outcome improvements?

n/a – no significant program-level changes

7. College Learning Outcomes Assessed

a) CLOs assessed and tools used:

CLOs	Assessment Tools
Critical Thinking	Solve problems by designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal. Problem-solving payroll assignment.

b) Average assessment of student CLO attainment:

4) Exceeded expectations

3) Met expectations

2) Approaching expectations

1) Did not meet expectations

c) Discussion of student CLO attainment.

Student performance on CLO assessment tool did not meet expectations. Some low scores may have been a result of students' lack of time management.

d) Areas of strength demonstrated in student CLO attainment.

50% of students submitted projects meeting the intended learning goals and demonstrating the ability to apply the knowledge and concepts for the assessment.

e) Areas that need improvement in student CLO attainment.

Some students seemed confused about the assignment expectations and were unable to complete it to expectations.

f) Planned changes to CLO assessment and measures of success.

Scaffold the course differently so that students can see how each unit and lesson builds upon previous learning experiences. A higher grade on the final project will indicate that more students understood the expectations and that the change to course structure helped.

8. High Impact Practices

a) High Impact Practices and integration methods

HIP	Integration
ePortfolios	Students put together a short portfolio to summarize the key concepts/terms from the course. This portfolio would serve as a reference for future accounting courses.

b) Impact on student success and discussion.

Some students saw value in the portfolio assignment and worked on it through the semester, while others completed it at the last minute, negating the purpose of the portfolio.

c) Planned changes to HIPs integration and success measures.

ePortfolios have been implemented in all ACTG courses. More specific direction on the purpose of and how to complete the ePortfolios will be provided and students will be expected to be more self-directed in their use of the portfolios for the course.

9. Response to Assessment

a) Based on the analysis of the data, what was learned from this assessment period?

Overall there are no concerns, but there is still room to improve student performance in a few areas. To accomplish this, small adjustments will be made in the delivery of the content in an attempt to increase student engagement resulting in a deeper level of understanding.

b) Will there be any program-level curricular or assessment changes (such as plans for measurable improvements, or realignment of learning outcomes)?
YES_____   NO_____X___

 If yes, when will these changes be implemented and how (if applicable) will they be measured?

c) If other criteria are used to recommend program changes (such as exit surveys, or employer satisfaction surveys) please explain how the responses are driving department, or program decisions.

The department does utilize comments from graduate surveys and advisory board meetings to inform curriculum changes as needed, but there wasn't anything specific from these annual tools that required or generated any curricular changes in the past year.

Please return this completed form to Mandy Wright at assessment@gfcmsu.edu.