

Indirect Assessment- Senior Exit Questionnaire was emailed to all graduating accounting seniors. The instrument was submitted to all graduating accounting seniors, with 4 students responding. The purpose of the instrument is to obtain a measure of student satisfaction as it relates to various aspects of the accounting curriculum. In addition, this instrument provides input on the accounting program's effectiveness in problem solving, communication skills, and decision making,

Assessment Findings and Interpretations/Conclusion:

Comprehensive Exam

The comprehensive exam was created to assess student understanding of basic financial accounting theory and practice. Overall, the average student scored 32 out of a possible 50 (63.7%) with a standard deviation of 17.8%. 10 out of 27 students scored 70% or higher (37%). When students who later dropped the course were removed from the population the standard deviation dropped; however a significant number did not receive a passing grade of 70% or higher (17 out of 27) reducing our confidence that the average accounting student from the population of students would score a 70% on the exam. However, to better assess student

Senior Exit Questionnaire

For this academic year, four students completed the senior exit questionnaires. The average ratings for this year indicate high overall satisfaction with the program.

Students indicated excellent ratings of their understanding of business communications (4.25/5.0), and decision-making/leadership skills (4.25/5.0). Students indicated good ratings of their understanding of problem solving (4.00/5.0) and being well prepared for a career in accounting (4.00/5.0). Students looked favorable at referring students to CSU with a rating of (3.75/5.0).

Students in the major perceived their understanding of financial accounting, as good overall. Their understanding of Intermediate and Governmental accounting was rated as weakest. In the comment section, a student noted “a need for more accounting tutors in all accounting courses,

weeks and any student with poor performance is identified for intervention before they fall too far behind.

Resources Needed

If a standardized assessment instrument is utilized, this will require additional monetary resources. The assessment coordinator will research the costs and benefits of doing so.

Publicizing Student Learning

At this time, we plan to publish the assessment results in the departmental website and create a brochure listing the assessment results for distribution to current and prospective students.

Accomplishments and Challenges

Our accounting majors continue to represent the University well at NABA conferences/workshops and SIFE competitions. Additionally, because of the performance of recent accounting graduates, the Big Four CPA firms and several Fortune 500 companies are interviewing on campus for internships and career positions.

One of our greatest challenges is how to motivate more of our graduates to sit for and pass the CPA exam. Even prior to the 150 hour requirement, a very low percentage of our graduates actually sat for the exam and an even smaller percentage were successful. Passing the CPA exam is very often one of the criteria used to assess an accounting program. Today, with the 150 hour requirement it is a more difficult task, but one that we address by encouraging accounting majors to select minors and/or going onto graduate schools. The College of Business is seeking approval for graduate programs – Master of Business Administration and Master of Accounting.

At this time there is no one assigned to coordinate the assessment efforts of the College as a whole. To ensure a cohesive and effective assessment plan, there must be greater communication among the COB assessment coordinators, the COB administrators and the Department Curriculum Committees – at the departmental and college levels.