

**Form 201BC: Assessment Report Form for Instructional Programs
2013– 2014 Academic Year**

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Grade	Number
A	2
B	3
C	5
D	0
F	0

Since the targeted level of performance was a minimum grade of B by the average student, our students are underperforming in the area of written communication since 5 of 10 received a grade

Their papers demonstrate good knowledge of financial accounting and its relevance to current issues. However, to continually improve student written communication, it is recommended the Department require a research paper/project in all applicable courses.

Senior Exit Questionnaire

For this academic year, twenty 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 general education skills (4.24/5.0) and student involvement in classroom learning activities (3.26/4.0). Students indicated good ratings of their academic experience at both the university (3.00/4.0) and the college of business (3.28/4.00). Students indicated fair experience ratings of their college experiences with faculty (2.31/4.0) and college activities with clubs and organizations (2.33/4.0).

In the comment section,

Eight . Two students
beneficial. One student each requested requested
that

To improve student writing skills and critical thinking require a research paper/project in all applicable courses using business presentation and analysis technology.

Construct a master course outline for all accounting classes. This course outline will specify the breadth and depth of material to be covered in each course. It will provide professors with necessary components to be included in their course syllabi.

Rotate professors among classes to allow students different teaching methods.

Include assignments that involve the use of computer technology in all accounting classes so students become proficient in business technology.

To better assess student retention of course knowledge, pretest students as they enter

The graduation rates as reported above are low; however, of the last three graduation periods ending 2012, the percentage went from 13% to 31%. While these graduation rates appear to be low, there is an explanation on why this has occurred. Since the 150 hour requirement to sit for the CPA exam, many students are transferring out of the program due to the significant amount of work needed to finish the program. Many of the students who completed the senior exit questionnaire stated their intent to enroll in graduate school to complete the 150 hour requirement.

The accounting program is a very demanding field of study. As such, the recommendations suggested should both have a positive impact on retention and graduation rates of incoming freshmen and transfer students by making them more job-ready, better decision-makers, and better leaders

Effectiveness of Program Assessment

The assessment coordinator in collaboration with Department Chair will research the possibility of utilizing a standard assessment instrument from an outside testing service to its students. This will allow benchmarking to be accomplished with other peer and model institutions. As it stands, we are not sure that our students are underperforming when compared to other state and national schools since the assessment instrument was developed in-house and the results are not comparable to that of other institutions.

Resources Needed

If an outside testing service 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 publish the assessment results in the departmental website and create a brochure listing the assessment results for distribution to current and prospective students. Information about student learning and achievement is made public through various media that include college electronic board mounted on the fourth and fifth floors, website and bill boards. Other avenues include during college meetings, town hall meetings, and business advisory board (BAB) meetings when the dean of the college would talk about student achievements and accomplishments.

Student Testimonials

My experience at Chicago State University College of Business both academically and personally, has been rich and memorable. The knowledge I have gained provided a great foundation for my success. My professors have been vital to my growth as a student and as a man.
William Watson, Graduate 2013

My experience within the College of Business was great. The professors were excellent and brought real world issues that happen within business into the classroom. The assignments that

