

The University of West Alabama

Detailed Assessment Report

2015-2016 Department of Accounting, Finance, & Economics

As of: 1/26/2017 11:27 AM EST

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**.)

Mission / Purpose

The mission of the Department of Accounting, Finance and Economics is to provide a quality education with the undergraduate accounting and finance degree programs and to provide research and service with the outstanding faculty and available extracurricular activities. With the accounting major, the student prepares for specializations in corporate, tax, and auditing careers with all types of businesses, government entities, and organizations. The Certified Public Accountant (CPA), Certified Management Accountant (CMA), and other professional certifications are important goals for accounting majors to pursue upon graduation. The finance major offers a curriculum designed to prepare the student with a knowledge of fundamental business concepts and the development of solid analytical and decision-making skills. Finance students have hands-on experience of portfolio investment decisions at the UWA Finance Lab using Morningstar and Stock Trak. A finance degree prepares students for a wide range of careers including trading stocks and other financial instruments, assisting with retirement planning, analyzing federal and local government budget spending, determining the feasibility of a business project, or managing an investment portfolio.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Address the educational, social, and cultural needs of the overall student body.

Address the educational, social, and cultural needs of the overall student body.

SLO 2: Students majoring in Accounting will demonstrate appropriate content knowledge.

Students majoring in Accounting will demonstrate appropriate content knowledge. See the attached student learning outcomes for the Accounting degree program. SLO 1 and SLO 2 address content knowledge. SLO 1: Record business transactions, prepare the basic financial statements, and analyze the results for decision making. SLO 2: Understand the fundamental concepts of generally accepted accounting principles, generally accepted auditing standards, tax law regulations, and cost accounting applications as they apply to all types of businesses, government entities, and organizations.

Connected Document

[UWA Accounting Major Student Learning Outcomes](#)

Strategic Plan Associations

The University of West Alabama

2 Mission: To provide opportunities for students to pursue a quality education and assist in developing the important qualities of independent thinking, respect for the ideas of others, personal integrity and character in order to realize their quests for a philosophy of life and self-fulfillment

3.1 Intellect

9.1 Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and the area

Related Measures

M 2: Test scores in Accounting major courses will measure content knowledge.

Test scores in Accounting major courses will measure content knowledge. In addition to chapter tests during the semester, a final examination will be given to include certain questions from previous chapter tests for reinforcement of core accounting knowledge.

Source of Evidence: Academic direct measure of learning - other

Target:

At least 80% of Accounting majors will score 70% or higher on the final exam.

Finding (2015-2016) - Target: Not Met

For Fall 2015 and Spring 2016 Accounting major courses, Final Exam scores were reported by faculty. Final Exam information included: (1) types of questions given (a) objective; (b) essay; (c) problem; (d) other. (2) types of embedded, repeated questions from earlier tests given, if applicable, for Comprehensive Final Exams. (3) number of students who scored 90% and above; 80%-89%; 70%-79%; 60%-69%; below 60%. (4) number of students who scored 70% and above for meeting Target: "At least 80% of Accounting majors will score at least 70% or higher on the Comprehensive Final Exam." Fall 2015 and Spring 2016 Final Exam scores for Accounting major courses are attached. An Action Plan is provided to improve future results.

Connected Documents

[2015-2016 Accounting SLO Assessment Report](#)
[Accounting Major Courses, Final Exam Results, 2015-2016](#)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Faculty members will specify the action to be taken to enhance student performance.

Established in Cycle: 2015-2016

Faculty members will specify on their course assessment forms the type of action that will be taken to enhance student performan...

SLO 3: Students majoring in Accounting will demonstrate appropriate application skills.

Students majoring in Accounting will demonstrate appropriate application skills. See the attached student learning outcomes for the Accounting degree program. SLO 3, SLO 4, and SLO 5 address skills. SLO 3: Demonstrate

proficiency with leading computerized accounting applications that are used in business settings. SLO 4: Utilize an online CPA Review/other certification review in preparation for graduate study and for taking professional examinations in the accounting field. SLO 5: Deliver accounting information by communicating effectively in professional roles.

Strategic Plan Associations

The University of West Alabama

2 Mission: To provide opportunities for students to pursue a quality education and assist in developing the important qualities of independent thinking, respect for the ideas of others, personal integrity and character in order to realize their quests for a philosophy of life and self-fulfillment
9.1 Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and the area

Related Measures

M 3: Computer assignments, rubrics, and related competency tools will measure appropriate application skills for Accounting majors.

Computer assignments, rubrics, and related competency tools will measure technology and communication skills. Related competency tools include the online homework products, Cengage and Connect. See the attached grading rubrics for communication skills.

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document

[Rubric for Communication Skills](#)

Target:

At least 80% of Accounting majors will score 70% or higher with each required application skill including computer assignments, communication skills assignments, and online Cengage and Connect homework assignments.

Finding (2015-2016) - Target: Not Met

For Fall 2015 and Spring 2016 Accounting major courses, application skills were assessed. Trend analysis was reported for a minimum of 3 data points (semesters). Based on results, the COBT Assessment Committee provided suggestions for improvement. The Fall 2015 and Spring 2016 results are attached. An Action Plan is provided to improve future results.

Connected Document

[2015-2016 Accounting SLO Assessment Report](#)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Faculty members will specify the action to be taken to enhance student performance.

Established in Cycle: 2015-2016

Faculty members will specify on their course assessment forms the type of action that will be taken to enhance student performan...

SLO 4: Students majoring in Finance will demonstrate appropriate content knowledge.

Students majoring in Finance will demonstrate appropriate content knowledge. See the attached student learning outcomes for the Finance degree program. SLO 1, SLO 2, SLO 3, and SLO 4 address content knowledge. SLO 1: Identify risk and return trade offs and time value of money as fundamental concepts in finance. SLO 2: Distinguish stock, bond, and other financial assets and explain asset pricing theories. SLO 3: Analyze the roles of financial intermediaries and illustrate the systems of capital markets. SLO 4: Explain short- and long-term corporate finance decisions, project evaluations, and capital budgeting.

Connected Document

[UWA Finance Major Student Learning Outcomes](#)

Related Measures

M 4: Test scores in Finance major courses will measure content knowledge.

Test scores in Finance major courses will measure content knowledge. In addition to chapter tests during the semester, a final examination will be given to include certain questions from previous chapter tests for reinforcement of core finance knowledge.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

At least 80% of Finance majors will score 70% or higher on the final exam.

Finding (2015-2016) - Target: Not Met

For Fall 2015 and Spring 2016 Finance major courses, Final Exam scores were reported by faculty. Final Exam information included: (1) types of questions given (a) objective; (b) essay; (c) problem; (d) other. (2) types of embedded, repeated questions from earlier tests given, if applicable, for Comprehensive Final Exams. (3) number of students who scored 90% and above; 80%-89%; 70%-79%; 60%-69%; below 60%. (4) number of students who scored 70% and above for meeting Target: "At least 80% of Accounting majors will score at least 70% or higher on the Comprehensive Final Exam." Fall 2015 and Spring 2016 Final Exam scores for Finance major courses are attached. An Action Plan is provided to improve future results.

Connected Documents

[2015-2016 Finance SLO Assessment Report](#)
[Finance Major Courses, Final Exam Results, 2015-2016](#)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Faculty members will specify the action to be taken to enhance student performance.

Established in Cycle: 2015-2016

Faculty members will specify on their course assessment forms the type of action that will be taken to enhance student performan...

SLO 5: Students majoring in Finance will demonstrate appropriate application skills.

Students majoring in Finance will demonstrate appropriate application skills. See the attached student learning outcomes for the Finance degree program. SLO 5 and SLO 6 address skills. SLO 5: Utilize the financial calculator, spreadsheets, financial databases, and stock simulations for managerial and investment decision making. SLO 6: Deliver financial information using financial accounting tools and financial statement analysis.

Related Measures**M 5: Computer assignments, rubrics, and related competency tools will measure appropriate application skills for Finance majors.**

Computer assignments, rubrics, and related competency tools will measure appropriate skills for Finance majors. Related competency tools include the Aplia and Connect online homework products, Morningstar online financial database, and Stock Trak online stock market game and online day trading. See the attached grading rubrics for communication skills.

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document

[Rubric for Communication Skills](#)

Target:

At least 80% of Finance majors will score 70% or higher with each required application skill including computer assignments, communication skills assignments, and Aplia, Connect, Morningstar, and Stock Trak assignments.

Finding (2015-2016) - Target: Not Met

For Fall 2015 and Spring 2016 Finance major courses, application skills were assessed. Trend analysis was reported for a minimum of 3 data points (semesters). Based on results, the COBT Assessment Committee provided suggestions for improvement. The Fall 2015 and Spring 2016 results are attached. An Action Plan is provided to improve future results.

Connected Document

[2015-2016 Finance SLO Assessment Report](#)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Faculty members will specify the action to be taken to enhance student performance.

Established in Cycle: 2015-2016

Faculty members will specify on their course assessment forms the type of action that will be taken to enhance student performan...

Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**G 1: Address the educational, social, and cultural needs of the overall student body.**

Address the educational, social, and cultural needs of the overall student body.

O/O 1: The Department of Accounting, Finance, and Economics will ensure quality of programs.

The Department of Accounting, Finance, and Economics will maintain a curriculum review process to ensure quality of programs and adherence to the regional accreditation standards of the Southern Association of Colleges and Schools (SACS) and to the separate business accreditation standards of the Accreditation Council for Business Schools and Programs (ACBSP). See the attached Accounting and Finance Major Course Assessment Report forms that are updated and completed at the end of each semester for all AFE Department courses, beginning 2015-2016.

Connected Documents

[Accounting Major Assessment Report](#)

[Finance Major Assessment Form](#)

Strategic Plan Associations**The University of West Alabama**

9.1 Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and the area

Related Measures**M 1: An annual COBT curriculum review process will monitor adherence to accreditation standards.**

To ensure the quality of programs in the Department of Accounting, Finance, and Economics, (1) A curriculum review of the Accounting and Finance degree programs will be accomplished by the departmental faculty for submitting changes to the UWA Academic Council in November and February of each year; and (2) The College of Business and Technology Assessment Committee will review all degree programs annually as part of the strategic planning process to monitor adherence to the accreditation standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Accreditation Council for Business Schools and Programs (ACBSP, business accrediting body).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

The Accounting and Finance degree programs will be reviewed annually by the College of Business and Technology Assessment Committee to monitor adherence to the SACS and ACBSP accreditation standards. All AFE Department syllabi will be available on the College of Business and Technology shared drive to be reviewed annually to ensure academic University standards are met.

Finding (2015-2016) - Target: Partially Met

For Fall 2015 and Spring 2016, faculty members who taught the following Accounting and Finance major courses completed Student Learning Outcomes trend analysis for a minimum of 3 data points (semesters) related to the ACBSP 2015-2016 self-study report for reaffirmation. THE GRAPHING OF AFE ASSESSMENT CAN BE FOUND IN FINDINGS 3 AND 5 BELOW. The COBT Curriculum Review Process Flowchart is attached and explains the annual curriculum review process. (1) AC 411—ADVANCED ACCOUNTING SLO #1: Record business transactions, prepare the basic financial statements, and analyze the results for

decision making. MEASURE: Accounting Majors will complete a consolidated company worksheet with debit/credit elimination entries and working drafts of the income statement and balance sheet to determine the financial position of the parent/subsidiary entity. TOOL: Rubric for Consolidation Template DATA POINTS: Spring 2014; Spring 2015; Spring 2016 (2) AC 331—TAX ACCOUNTING I SLO #2: Apply the fundamental concepts of tax law regulations as they relate to individuals. MEASURE: Accounting Majors will gain knowledge of tax law related to preparing individual tax returns. TOOL: Comprehensive Exam Checklist DATA POINTS: Fall 2014; Fall 2015; Fall 2016—pending data (3) AC 315—COMPUTER-BASED ACCOUNTING SLO #3: Demonstrate proficiency with leading computerized accounting applications that are used in business settings. MEASURE: Accounting Majors will record business transactions and analyze financial statement results using computerized accounting applications. TOOL: Rubric for Sage Product DATA POINTS: Spring 2014; Spring 2015; Spring 2016 (4) AC 407—INDEPENDENT STUDY IN ACCOUNTING SLO #4: Utilize an online CPA Review/other certification review in preparation for graduate study and for taking professional examinations in the accounting field. MEASURE: GDUF/UWA Dual Degree Chinese Accounting Majors will practice with a leading CPA Review product to understand how to develop a study plan and how to take simulated tests with the database of available CPA exam questions. TOOL: Rubric for Gleim CPA Review/4 Sections/Practice Guides DATA POINTS: Spring 2013; Spring 2014; Spring 2015; Spring 2016 (5) AC 312—INTERMEDIATE ACCOUNTING II and AC 333—VOLUNTEER INCOME TAX ASSISTANCE PRACTICUM SLO #5: Deliver accounting information by communicating effectively in professional roles. MEASURE: AC 312: Accounting Majors will prepare a research paper and oral presentation on one of a selected list of topics. AC 333: Accounting Majors enrolled in the VITA practicum course will pass the initial IRS exam to be qualified to complete individual tax returns for the community and to possess necessary knowledge and professional skills with serving the clients. TOOL: AC 312: Rubric for Research Paper and Presentation AC 333: VITA/IRS Guidelines; Evaluation Checklists DATA POINTS: AC 312: Spring 2014; Spring 2015; Spring 2016 AC 333: Spring 2012; Spring 2013; Spring 2014; Spring 2015; Spring 2016 FINANCE MAJOR ASSESSMENTS USING RUBRICS/CHECKLISTS (1) FI 407/Fall Semester—INDEPENDENT STUDY IN FINANCE SLO #1: Identify risk and return tradeoffs and time value of money as fundamental concepts in finance. MEASURE: Finance Majors will complete a research proposal with discounted cash flow analysis to evaluate the stock price for a company. TOOL: Rubric for Research Proposal DATA POINTS: Fall 2013; Fall 2014; Fall 2015 (2) FI 420—ASSET PRICING AND PORTFOLIO ANALYSIS SLO #2: Distinguish stock, bond, and other financial assets and explain asset pricing theories. MEASURE: Finance Majors will show the ability to use financial instruments with asset portfolio analysis. TOOL: Rubric for Use of Financial Calculator DATA POINTS: Spring 2014; Spring 2015; Spring 2016 (3) FI 451—INTERNATIONAL FINANCE SLO #3: Analyze the roles of financial intermediaries and illustrate the systems of capital markets. MEASURE: Finance Majors will select a company and present the effects of intermediary roles and market changes. TOOL: Rubric for Research Project/Paper DATA POINTS: Fall 2014; Fall 2015; Fall 2016—pending data (4) FI 480—FINANCIAL DERIVATIVES SLO #4: Explain short-and long-term corporate finance decisions, project evaluations, and capital budgeting. MEASURE: Finance Majors will present a recent news article related to financial derivatives. TOOL: Rubric for Presentation DATA POINTS: Fall 2014; Fall 2015; Fall 2016—pending data (5) FI 340—INVESTMENTS SLO #5: Utilize stock simulations for managerial and investment decision making. MEASURE: Finance Majors will show the ability to trade stocks and other financial instruments using stock simulation software. TOOL: Rubric for Use of StockTrak DATA POINTS: Fall 2014 (combine sections 01 and 02); Fall 2015; Fall 2016—pending data (6) FI 407/Spring Semester—INDEPENDENT STUDY IN FINANCE SLO #6: Deliver financial information using financial accounting tools and financial statement analysis. MEASURE: Finance Majors will prepare and present a research paper with discounted cash flow analysis to evaluate the current stock price for a company. TOOL: Rubric for Final Research Paper DATA POINTS: Spring 2014; Spring 2015; Spring 2016

Connected Document

[Curriculum Review Diagram for COBT](#)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Faculty members will specify the action to be taken to enhance student performance.

Established in Cycle: 2015-2016

Faculty members will specify on their course assessment forms the type of action that will be taken to enhance student performan...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

AC 211 students will continue to be monitored after Test 1 is given.

The students in AC 211 will continue to be monitored in upcoming semesters, particularly after Test 1 is given. Students who earned grades of D and F on Test 1 will be asked to meet with the professor to discuss how to improve their performance. Tutoring sessions will also be available through Student Support Services and the Athletics Department. Students will periodically meet with the professor during the semester.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Responsible Person/Group: Department Chair Course Professor

AFE Department faculty will apply for grants in their discipline areas.

AFE Department faculty will apply for campus research and teaching grants in their discipline areas. Also, the VITA grant will be submitted for the upcoming 2012 tax season. Department faculty will also participate in the campus Office of Sponsored Programs activities to pursue available funded grants in accounting, finance, and economics as well as interdisciplinary efforts with other College of Business and campus faculty.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 12/2011

Responsible Person/Group: Department Chair

Continued group and team project activities will be reported by faculty with rubric grading.

Accounting faculty will continue to report group and team project activities in the ongoing curriculum mapping work. In addition, rubric grading will be utilized to enhance consistent grading of students' skills across courses.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Using the results of the COB curriculum mapping with student learning outcomes, plans for curriculum improvement are ongoing.

Using the results of the COB curriculum mapping with student learning outcomes (Spring 2010--Summer 2011), AFE faculty members will continue to implement improvements in teaching courses and strengthening the requirements of the degree.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Projected Completion Date: 12/2011
Responsible Person/Group: Department Chair

The number of internships will continue to be increased.

Efforts are underway to increase internships in the local area for fall, spring, and summer internships. Also, internship opportunities are being explored in larger metropolitan areas, particularly for summer internships. All qualified students are encouraged to complete internships prior to graduation with the possibility of internships post-graduation. Contacts are being made with healthcare organizations, city governments, county governments, nonprofit organizations, manufacturing businesses, service companies, and other entities.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Projected Completion Date: 03/2013
Responsible Person/Group: Department Chair

The AFE Department will continue concentrated efforts to improve students' MFT scores in accounting, finance, and economics.

The AFE Department will continue concentrated efforts to improve students' MFT scores in the accounting, finance, and economics sections of the MFT exam during the 2014-2015 academic year.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Projected Completion Date: 05/2015
Responsible Person/Group: Dr. Mitzi Green, Department Chair

Hire new full-time Finance/Economics faculty

Hire a full time position to meet the need for increased faculty for the international students and the growing finance major enrollment. This person would teach finance and economics courses.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Implementation Description: Advertise, interview and hire new faculty. Salary \$70,000, Fringe Benefits \$18,900 for total of \$88,900
Responsible Person/Group: Dr. Mitzi Green
Additional Resources: Salary \$70,000, Fringe Benefits \$18,900 for total of \$88,900
Budget Amount Requested: \$88,900.00 (recurring)

Improvement in critical thinking and analysis skills

AFE and COB faculty will work with students to improve their critical thinking and analysis skills.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Projected Completion Date: 08/2016
Responsible Person/Group: AFE and COB Faculty

Improvement in oral and written communication skills

AFE and COB faculty will continue concentrated efforts to work with students to improve their oral and written communication skills.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Implementation Description: Improvement in oral and written communication skills
Responsible Person/Group: AFE and COB Faculty

Purchase computer software for Wallace Hall finance lab

The annual recurring cost for the computer software will be necessary to maintain the needs of the finance lab for academic support of finance, economics, and accounting courses, including the MBA program and the finance major. Also, other courses in the College of Business will utilize the computer software including management, marketing, and other related business disciplines.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Implementation Description: Renew and pay for the annual costs to the vendors of the computer software
Responsible Person/Group: Dr. Mitzi Green
Budget Amount Requested: \$20,000.00 (recurring)

Continue funding for Volunteer Income Tax Assistance (VITA) program

The continued funding for the Volunteer Income Tax Assistance (VITA) program will be necessary to maintain the technology and marketing needs. The VITA program is provided to the community each spring semester during the tax season.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Implementation Description: Purchase technology and marketing products to meet the needs of the program

Projected Completion Date: 05/2015

Budget Amount Requested: \$5,500.00 (recurring)

Faculty members will specify the action to be taken to enhance student performance.

Faculty members will specify on their course assessment forms the type of action that will be taken to enhance student performance on assessments not met/or partially met for each student learning outcome target.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: An annual COBT curriculum review process will monitor adherence to accreditation standards. | **Outcome/Objective:** The Department of Accounting, Finance, and Economics will ensure quality of programs.

Measure: Computer assignments, rubrics, and related competency tools will measure appropriate application skills for Accounting majors. | **Outcome/Objective:** Students majoring in Accounting will demonstrate appropriate application skills.

Measure: Computer assignments, rubrics, and related competency tools will measure appropriate application skills for Finance majors. | **Outcome/Objective:** Students majoring in Finance will demonstrate appropriate application skills.

Measure: Test scores in Accounting major courses will measure content knowledge. |

Outcome/Objective: Students majoring in Accounting will demonstrate appropriate content knowledge.

Measure: Test scores in Finance major courses will measure content knowledge. | **Outcome/Objective:** Students majoring in Finance will demonstrate appropriate content knowledge.

Implementation Description: Completion of 2015-2016 Accounting and Finance Major Course Assessment Reports

Projected Completion Date: 10/2016

Responsible Person/Group: AFE Department Chair and Faculty

Additional Resources: n/a

Analysis Questions and Analysis Answers

What specific strengths did your assessments show? (Strengths)

Two AFE faculty received formal training on reporting the results of assessments in Atlanta, Georgia during the ACBSP Annual Conference in June 2016. The assessment of student learning outcome training expands the knowledge of faculty members with writing and assessing student learning outcomes. Faculty have a clear understanding of crafting student learning outcomes, course objectives, and reporting assessment versus course grades to better determine where adjustments are needed in content delivery. Continued in-service training provides faculty members the opportunity to engage with information in the assessment process. Additionally, all AFE faculty were assigned to a standards committee to further the distribution of knowledge necessary to continuously improve AFE programs.

What specific weaknesses or challenges did your assessments show? (Weaknesses)

Faculty members still require additional training in curriculum mapping and course assessment. Student learning outcomes need to be reassessed continuously to ensure we are measuring the desired outcomes. Curriculum mapping must be continuously reviewed to ensure students are adequately prepared for the courses that require pre-requisites. The challenge that still exists is the faculty's ability to review curriculum mapping as an integrated versus independent process.

What plans were implemented?

The following action plans were implemented: Continue to monitor AC 211 students after Test 1 is given. Continue group and team project activities by faculty with rubric grading. Continue concentrated efforts to improve students' MFT scores in accounting, finance, and economics. Continue concentrated efforts to improve students' writing skills. Purchase computer software for Wallace Hall finance lab. Continue funding for Volunteer Income Tax Assistance (VITA) program. Apply for faculty grants in the AFE discipline areas. Use the results of the COBT curriculum mapping with student learning outcomes for ongoing curriculum improvement.

What plans were not implemented?

The following action plans were not implemented. Require a portfolio of each accounting major in AC 411, Advanced Accounting and AC 451, Auditing I. Reason: Portfolios and similar materials are required of each COBT student in BA 400, Professional Development Seminar, and the 4-part series of BA 401, 402, 403, and 404--Professional Development Seminars I, II, III, and IV. Increase the number of AFE internships. Reason: Internships are available, yet they have not increased. Limited opportunities exist locally, and ongoing efforts to increase will continue. Also, several students tell us they cannot afford the tuition cost for the 3-hour internship course. Instead, they are taking jobs with the opportunity to include on their resumes and are not pursuing internship academic credit on their transcripts. The BA 400 course and the 4-part series of BA 401, 402, 403, and 404 offer work shadows for COBT majors. We are in the process of compiling information about the number of junior and senior COBT students who currently have campus jobs and off-campus jobs related to their majors. Hire new full-time Finance/Economics faculty. Reason: Funding has been limited to date, and we are in the process of requesting this position as a COBT budget priority with the finance degree to be offered online in the near future and with the increased course offerings in the MBA program. Improve critical thinking and analysis skills. Reason: In the posted 3 data points of trend analysis with accounting and finance courses, certain data points of improvement have been accomplished with overall improvement efforts ongoing. Improve oral and written communication skills. Reason: In the posted 3 data points of trend analysis with accounting and finance courses, certain data points of improvement have been accomplished with overall improvement efforts ongoing.

How will assessment results be used for continuous improvement?

This 2015-2016 cycle assessment continues to validate the need for additional in-service training in a host of areas, such

as curriculum mapping, student learning outcomes, and WEAVE assessments.

Annual Report Section Responses

Key Achievements

Host of first annual Accounting and Finance Day, March 2016 Recognition with national top rankings for affordability in Accounting online degree program Pursuit of Chartered Financial Analyst (CFA) designation in Finance degree curriculum Renovation of Finance Lab classroom Purchase by UWA Library of Mergent financial database

Faculty Achievements

See the attached 2015 Faculty Service Reports for Sharon Stipe, Kristy Doggette-Chapman, Joo Lee, Linyuan (Adam) Cai, Anna Cai, and Uchenna Akpom. See the 2016 Faculty Achievement Reports for Sharon Stipe, Kristy Doggette-Chapman, Joo Lee, Linyuan (Adam) Cai, Anna Cai, Uchenna Akpom, and Mitzi Green.

Connected Documents

[Akpom, Uchenna--2015 Faculty Service Report](#)
[Akpom, Uchenna--FAR, 2016](#)
[Cai, Anna--2015 Faculty Service Report](#)
[Cai, Anna--FAR, 2016](#)
[Cai, Linyuan--2015 Faculty Service Report](#)
[Cai, Linyuan--FAR, 2016](#)
[Chapman, Kristy--2015 Faculty Service Report](#)
[Chapman, Kristy--FAR, 2016](#)
[Green, Mitzi--FAR, 2016](#)
[Lee, Joo--2015 Faculty Service Report](#)
[Lee, Joo--FAR, 2016](#)
[Stipe, Sharon--2015 Faculty Service Report](#)
[Stipe, Sharon--FAR, 2016](#)

Staff Achievements

n/a

Public/Community Service

The Volunteer Income Tax Assistance (VITA) program on the UWA campus served more than 300 clients during the 2016 filing season. The program is offered by the IRS and the UWA College of Business and Technology through an elective in the accounting curriculum, AC 333 Voluntary Income Tax Assistance Practicum. The IRS processed over 275 e-filed returns from the UWA clinic, in addition to a number of paper returns, including nonresident alien returns for UWA international students. Free income tax advice was provided by the students and the Site-Coordinator, also. In addition to the UWA site, services were also made available on an as needed basis at a temporary site in Eutaw, AL. The Site-Coordinator for the VITA program at UWA is Sharon Stipe.