

## Institutional Effectiveness

2019-2020

**Program:** Accounting BS

**College and Department:** College of Business – Department of Accounting

**Contact:** Richard Rand

**Mission:**

- Provide an educational foundation that enables its students to become successful accounting professionals,
- Engage in scholarly activity that makes meaningful contributions to the understanding and practice of accounting and to accounting education, and
- Serve the region, state, community, university, and the profession through outreach activities

We believe teaching, scholarly activities, and service are interdependent and synergistic, and that the spirit of discovery and pursuit of knowledge underlie our educational focus and guide our service activities.

**Our Vision:** The Department of Accounting will be a recognized leader in undergraduate and graduate accounting education with a focus on technology, and will be the destination of choice for those seeking rich and diverse learning experiences that inspire innovation, leadership, and value creation.

**Our Character & Values:** The Department of Accounting maintains the highest level of dedication to its academic program, exemplified by a focus on excellence in instruction, commitment to scholarly activity, and engagement in professional and community service by the faculty.

The Department of Accounting is distinguished by...

- A high-touch, personal learning environment fostered by a caring faculty,
- A commitment to experiential learning that produces practical knowledge and professional development in students,
- A strong collegial environment characterized by robust collaboration and high levels of



- Accounting Advisory Board: Historically, the Accounting Advisory Board at TTU was comprised of anywhere between 25-50 alumni. They attended an annual meeting where they were provided a "State of the Department" report. They had no governance structure and were not asked to participate in direct efforts to assist the Department in their other Program or Student Learning Goals.

In January 2015, the Accounting Advisory Board was re-organized into a smaller, self-governing body with a specific and direct purpose. The group now has 10.1 members.

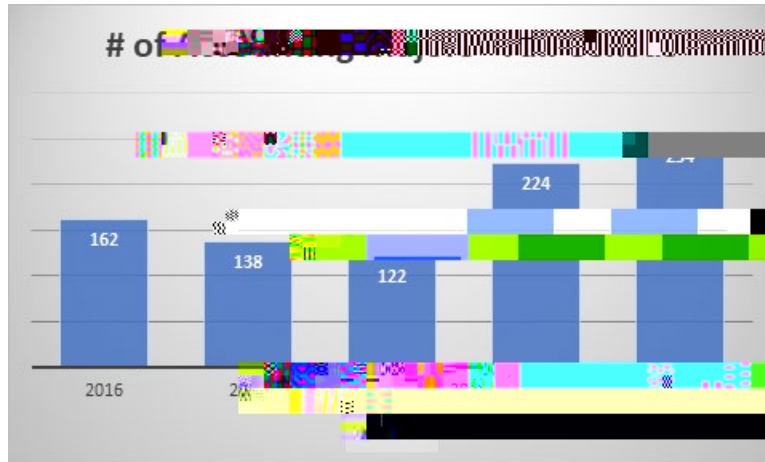
made to focus on student achievement as defined by Bloom's first three levels of learning (Remembering, Understanding, and Applying) at the undergraduate level. Homework problems and exercises in the CONNECT system are pre-tagged as to the level of Bloom's taxonomy that each item tests. For each chapter in each core course, an assignment is created that includes some Remembering, some Understanding, and some Applying questions. At the end of the semester, a report can be generated to show how students performed on each of those Bloom's dimensions over the course of the term.

The goal was for accounting majors to achieve 75% on the dimensions of Remembering, Understanding and Applying in the core areas of accounting at the undergraduate level (Financial, Cost, Audit, and Tax).

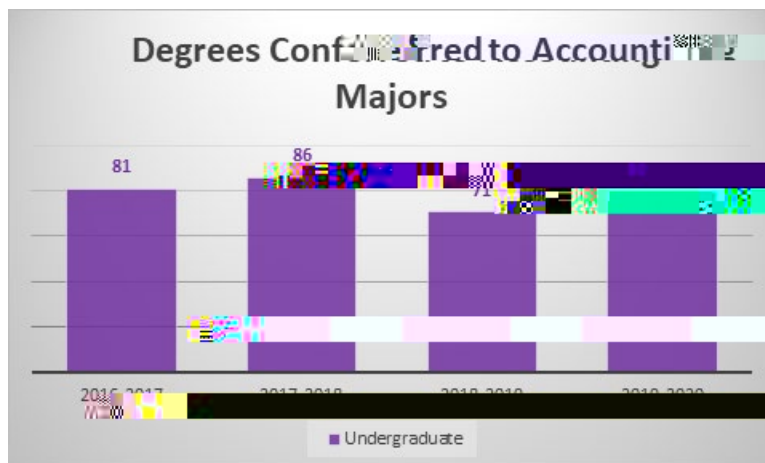
**SLO 2: Demonstrate problem-solving skills.**

- California Critical Thinking Skills Test: The California Critical Thinking Skills Test (CCTST) taken in Fall and Spring semesters by graduating seniors. The CCTST proTp9(e)-6 .3 (d)5.1.6 (ort7m)4.5 (e)otysntor

while confounding the interpretation of this particular metric in the short-run, will nonetheless result in better retention of students in the long-run.



# of Degrees Conferred – As can be seen from the chart below, while the number of Accounting majors appeared to fall, the number of degrees conferred remained healthy, except for the 2018-2019 academic year, which showed a small decline.



# of Undergraduate SCH Generated – As the data indicates, the number of SCH generated at the undergraduate level decreased from 2016-2018, following the pattern indicated by the declining number of Accounting majors. However, the number was up for academic year 2020 and is forecasted to increase again in academic year 2021.



students to overcome natural anxieties about new experiences; specifically, international travel. After preparing in class for 6-8 weeks, the class travels to London during Spring Break, accompanied by a team of faculty. Visits include ICAEW, Enterprise UK/.9 (y)-5JJ0 Tc3 (ak)-l.2 ra/.9 (y)-5JJ0 Tb (/ .9 (y)-5JJ0)-5J0Q(C)10.2 (rp)2.L-4

Undergraduate Program Coverage of Technology Skills	Total
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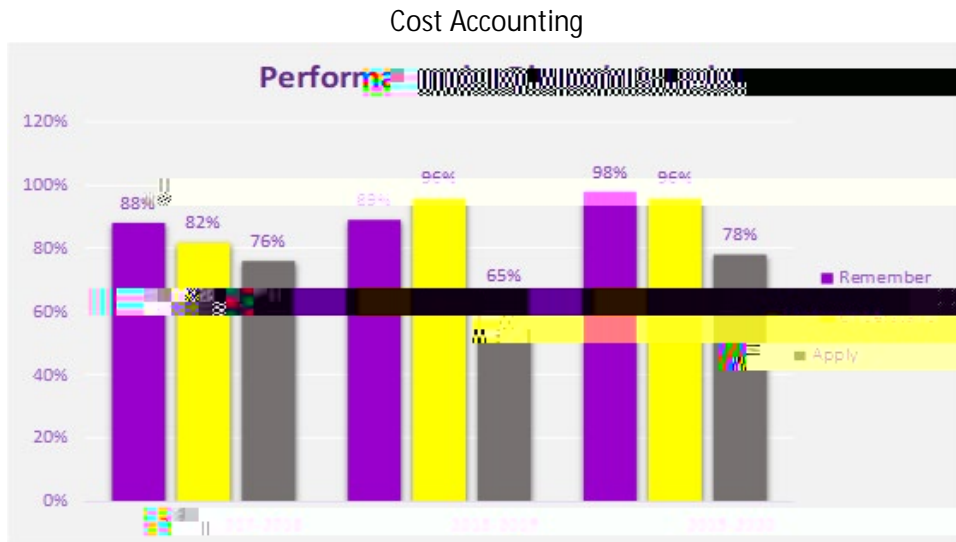




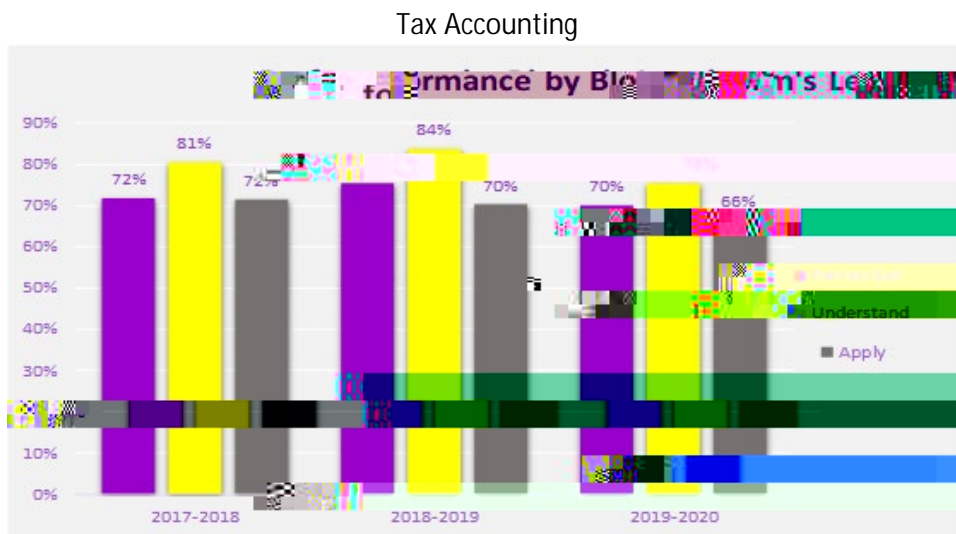
SLO 1b: Demonstrate competency in financial accounting.

first three levels of learning (Remembering, Understanding, and Applying) at the undergraduate level, while focusing on Applying, Analyzing, and Evaluation at the graduate level (Master of Accountancy).

In the core area of Cost Accounting, students far exceeded expectations across the board. As expected, the performance on the dimension of Applying was lower than expected, with 2019 performance falling below the benchmark. Overall, the Department felt that the goal was achieved.



In the core area of Tax, students performed consistently well on the dimension of Understanding. The dimensions of Remembering and Applying fell short of the benchmark, but performance, overall seems acceptable.



In the core area of Audit, the benchmark was achieved only in 2019 and 2020 for Remembering. In all other years and for the dimensions of Understanding and Applying, students fell short of the benchmark.

## Audit Accounting

SLO 2: Demonstrate problem-solving skills.





