

Institutional Effectiveness 2023-2024

Program: Accounting BSBA

College and Department: College of Business, Department of Accounting

Contact: Dr. Richard Rand

Mission:

The mission of the Department of Accounting is to graduate students characterized by a commitment to professional competence, ethical conduct, excellent communication skills, and critical thinking.

To facilitate our mission, we

- Provide an undergraduate and a graduate educational foundation that enables students to become successful business professionals.
- Engage with professional stakeholders both in the classroom and in an advisory capacity.
- Integration of technology, critical thinking, and communication skills throughout the curriculum.
- Engage in scholarly activity that makes meaningful contributions to the understanding and practice of accounting and to accounting education, and that contributes to the currency of our faculty.

Our Vision: The Department of Accounting at Tennessee Tech University will be recognized regionally in the field of accounting through its engaged students, qualified and committed faculty, and career-ready graduates known for their professional and technical competence, ethical conduct, and strong work ethic.

Our Character & Values: The core values that distinguish the Department of Accounting are:

- **Integrity** - We believe that personal integrity, measured in part by adherence to the AICPA Code of Professional Conduct and the College of Business Code of Conduct, should guide us in all decisions and activities.
- **Professionalism** - As professionals, we will conduct ourselves at all times in a manner of respectfulness to each other and to our students and will maintain a high level of intellectual preparedness, technical skill, and intellectual contribution to practice and the academy.
- **Diversity of Thought** - We advocate respect for a diversity of backgrounds and thought by creating an environment of support for all of age, ethnicity, gender, religious beliefs, national origin, sexual orientation, or disability.
- **Excellence** - We will strive to be the best we can be in the performance of our assigned responsibilities and will instill in our students the importance of a strong, disciplined, and reliable work ethic.

- Teamwork Collaborative - We believe that we are better and stronger as a team than we are as individuals. We will work together to support the best outcome possible for our students.

Attach Curriculum Map (Educational Programs Only):

Curriculum map attached.

Attached Files: Appendix 1

PO1: Maintain and Grow the Number of Undergraduate Students

Define Outcome:

The Department will maintain and grow the number of undergraduate students registered as Accounting majors.

Assessment Methods:

- # of Accounting Majors - This metric is provided from Institutional Research data.
- # of Degrees Conferred - This metric is provided from Institutional Research data.
- # of Undergraduate SCH Generated - This metric is tracked internally by the Department and is viewed as measure of efficiency and appropriate deployment of resources.

Criteria for Success (Thresholds for Assessment Methods):

- # of Accounting Majors -
- # of Degrees Conferred -
- # of Undergraduate SCH Generated

Compared to the previous year, # of Accounting Majors increased 200 in Fall 2023, from 192 in Fall 202s. While the senior class for 2024/2025 is low, the overall # of majors is expected to increase in Fall 2024 and again in 2025, as a result of larger Freshman classes in both Fall 2024 and Fall 2025.

Compared to the previous year, # of undergraduate degrees conferred decreased to 55 in the 2022/2023 academic year, compared to 58 in the 2021/2022 academic year. As of the updating of this document in July 2024, the # of undergraduate degrees conferred for the 2023/2024 academic year is unavailable from Institutional Research. # of Degrees Conferred is expected to begin to increase in the 2025/2026 academic year, as freshman and sophomore classes begin to graduate.

Link to 'Tech Tomorrow' Strategic Plan:

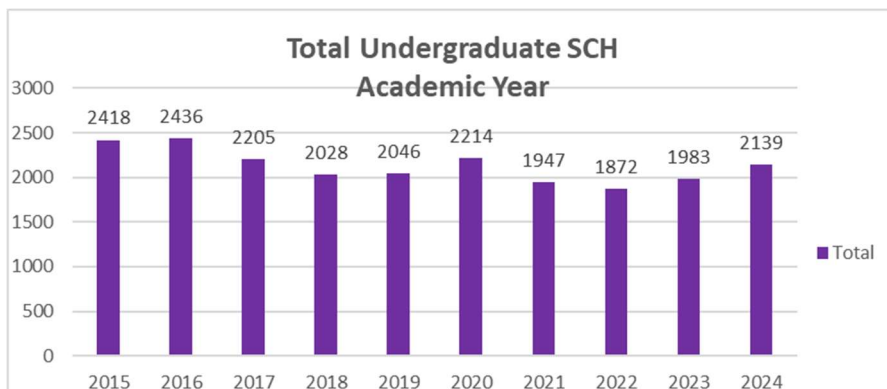
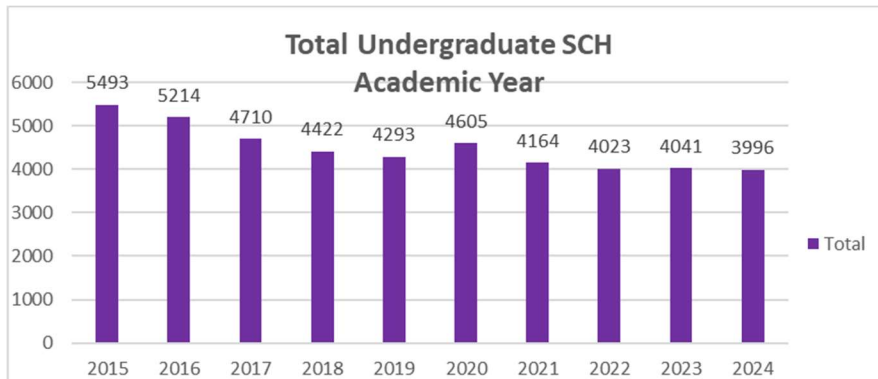
3.A Efficiency and Effectiveness

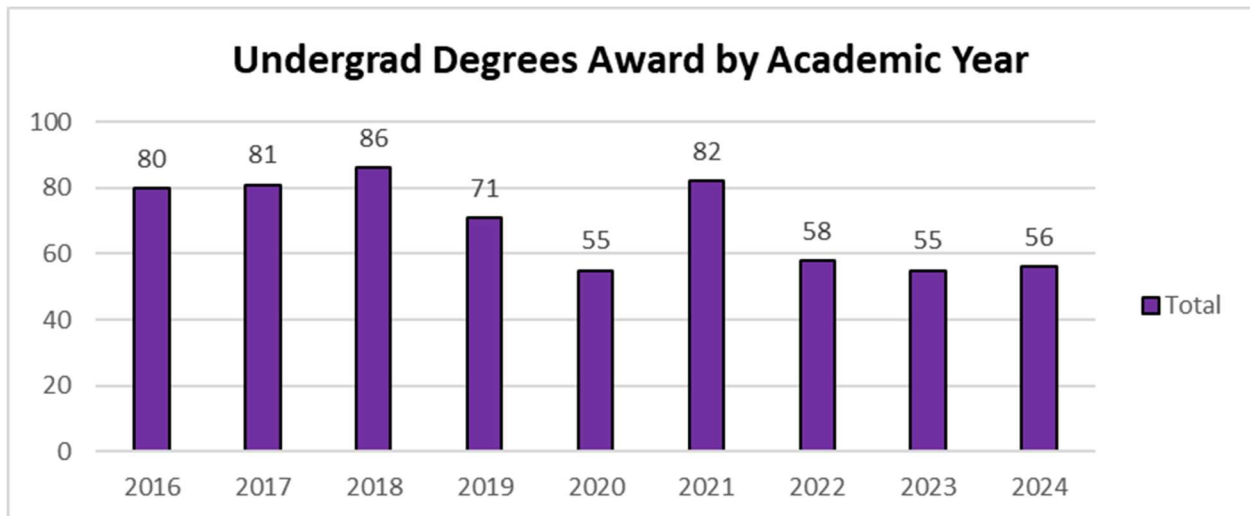
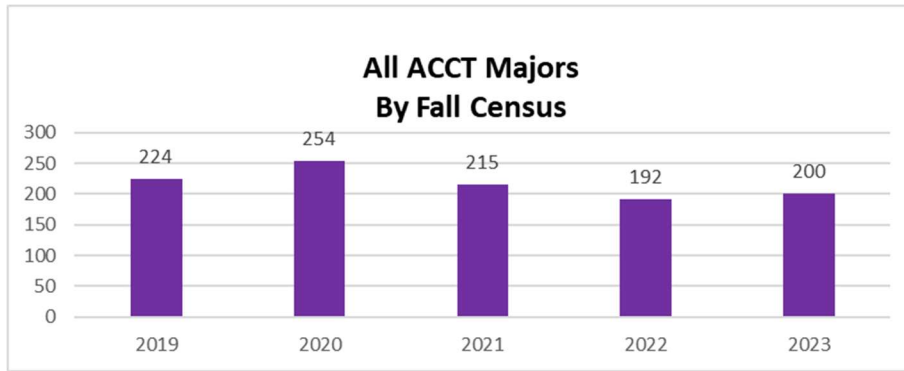
Results and Analysis:

Head count in the Department mirrors the national decline in Accounting majors following Covid. The cause is a combination of the largest accounting firms hiring more students with IT backgrounds and fewer Accounting majors and competition from computer science disciplines focused on IT and Analytics. However, while total credit hours generated has declined from a high of 5,493 SCH in academic year 2015 to 3,996 in academic year 2024, the last five years have seen a stabilization of demand, overall. The data also shows that Fall 2024 enrollment is up 7.87% over Fall 2023, which follows an increase the prior year of 5.9%.

The Fall 2023 freshman class at TTU was one of the largest in school history, with the Fall 2024 class being very similar in size. While the drop in SCH generated is primarily in the upper division courses, freshman and sophomore numbers would indicate that future upper division SCH should see an increase over current levels. Currently the Number of Accounting majors has stabilized and appears to be increasing. While the 2025 senior class is small, the numbers of students in the following classes suggests that the total number of majors should continue to increase modestly going forward.

The number of Degrees Conferred to Accounting majors have remained stable for the past 5 years. The exception being 2021, when there were 82 degrees conferred. This outlier was largely influenced by the Pandemic.





Use of Results to Improve Outcomes:

In Spring 2024, the Department participated in an enhanced effort by the College of Business to reach out to high school students who had been admitted to TTU for Fall 2024. In addition to "swag" boxes sent to every student who had been admitted to the College of Business, handwritten notes were sent to every student by the Department Chairs. Anecdotal evidence suggests that there were more freshman students identifying as Accounting majors during Summer 2024 SOAR events than in previous years. At the opening Department meeting, faculty were charged with increasing efforts at recruiting and retention.

- Implementation of “No Student Left Behind” – Faculty were encouraged to be proactive in identifying students in their classes who appear at-risk (low attendance, not turning in assignments, failing to respond to communications). Faculty were encouraged to engage with those students to find ways to help them be more successful.
- On September 13, 2024, the TSCPA Discover Accounting Day was hosted on campus by the Department. Over 60 students from surrounding high schools were invited to attend with over 20% indicating there are interested in majoring in Accounting.

- Faculty are encouraged to engage with Junior College and 2-Year Schools to recruit transfer students to the Accounting major.

PO2: Integrate Relevant Technology Skill Sets

Define Outcome:

As the accounting profession changes, the Department will successfully integrate relevant technology skill sets at appropriate places in the undergraduate program to insure students graduate with digital acumen.

Assessment Methods:

Technology: Each Spring term, the Department distributes a survey to faculty to conduct an inventory of technology topics and skillsets included in their courses at both the undergraduate and Master of Accountancy levels.

Criteria for Success (Thresholds for Assessment Methods):

As of Fall 2023, the Department has implemented a new required course in ACCT 3150 Accounting Analytics for all accounting majors. In addition, all Faculty were distributed a list of all technology topics covered in the course. Faculty can structure their own technology based assignments based on the skillsets that the students learn in ACCT 3150. If students have forgotten skills from ACCT 3150, they can refresh their knowledge at anytime by accessing related instructional videos on any skill set at www.youtube.com/@stuffinexcel, a Youtube channel established and maintained by Dr. Richard Rand for the purpose of making instructional videos available to all students.

Link to 'Tech Tomorrow' Strategic Plan:

2.A Technology Infused Programs

Results and Analysis:

As the table below indicates, the Department has made progress in deploying appropriate technology skillsets across the undergraduate accounting curriculum. Some of the skillsets not covered in the undergraduate accounting curriculum are covered in the other undergraduate business core courses. In addition, additional technology skillsets are deployed in the Master of Accountancy curriculum, as appropriate. In addition, in Fall 2022, the Department launched a new required course in the accounting major focused on Accounting Analytics (ACCT 3150).

As the Department begins to evaluate the requirements of the American Institutes of Certified Public Accountants' (AICPA) new CPA Evolution, additional technology integration solutions will be considered. In addition, the AICPA Model Curriculum identifies additional technology skillsets that will be integrated between 2021 and the new Model Curriculum implementation date of January 2024. In Fall 2024, there are over 60 accounting majors enrolled in ACCT

3150. The inventory of technology skillsets deployed in the undergraduate accounting program has not been updated since 2022, but will be updated in Spring 2025.

Undergraduate Technology Skills	2021	2022
Basic Excel Spreadsheet Skills	6	7
Excel Visualization Skills (Charts and diagrams)	0	1
Excel Pivot Tables	1	2
Use of Online Auditing Standards	1	1
Use of Online Tax Resources	1	1
Use of Online Accounting Standards Codification	2	2
Use of Online AICPA Code of Professional Conduct	1	1
Computer-based Preparation of Tax Returns	1	1
Computer-based Audit Tools	0	0
Computer-based Audit Workpapers	1	1
Data-base Manipulation	0	0
Visualization Software Skills (such as Tableau or Power BI)	0	1
Data Encryption	0	0
Electronic Retention of Data	0	0
Cybersecurity	0	0
SOC Reporting	1	1
Use of online writing assessment tools, such as Grammarly and Turnitin.	2	2
Use of online plagiarism tool Turnitin.	4	4
Use of Pitchvantage	0	1

Use of Results to Improve Outcomes:

In Fall of 2023, the new Accounting Analytics course was fully implemented for new Accounting majors. The course was intentionally numbered as the lowest-numbered upper division accounting course to reinforce the idea that the course should be taken early in an Accounting major's program of study. Every faculty member received a list of all skills taught in the class in Fall 2023. This list will serve as an inventory that faculty can rely upon when making technology-based assignments. In addition, every Excel, Tableau, and PowerBI skill that was taught in ACCT 3150 is available to students in video format on YouTube (www.youtube.com/@stuffinexcel). As we gain a better understanding of the technology expectations on the new CPA Exam (which is being launched in January 2024), we will look for ways to better integrate those skillsets into our undergraduate curriculum. In addition, the Department will look to integrate ethical application of AI in our curriculum.

PO3: Demonstrate Appropriate Knowledge in Core Areas

Define Outcome:

The Department will insure that students demonstrate appropriate knowledge in the core areas of accounting study.

Assessment Methods:

Using data collected from Online Learning Systems, faculty report data from the core classes they teach to our Data Assessment Coordinator in the Department. Data represents student performance on selected topics, as well as Bloom's Taxonomy.

Criteria for Success (Thresholds for Assessment Methods):

On average, students will perform at the 75% level on selected topics in financial accounting, cost accounting, taxation, and auditing.

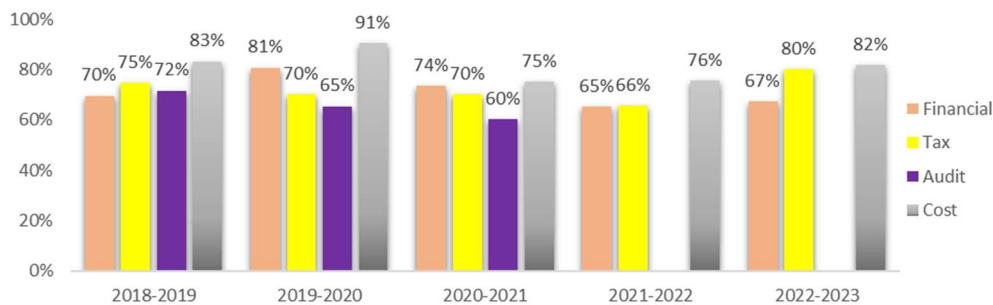
Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness

Results and Analysis:

The Department gathers data annually to assess the progress of students toward the content learning goals at the levels of Remember, Understanding, and Applying. Data are aggregated into a Mean Bloom's Performance metric for each of the four primary content areas in the curriculum, with a threshold goal of 75%. Data for academic year 2024 has not yet been entered, but progress over the previous five-year period indicates that students have met the 75% threshold in Cost Accounting in each year measured. Students met the threshold for Financial accounting in two of the five years. While performance was strong in 2019/2020, the performance was subsequent 2 year, likely due to the effects of the pandemic. Students met the threshold for Tax academic year 2019 and again in academic year 2023, with results in the other three years strong, but falling short of the threshold goal. Data for Audit was not available for academic years 2022 or 2023. However, students failed to meet the threshold for any of the three years measured.

Mean Bloom's Performance by Field



Use of Results to Improve Outcomes:

For now, there is no need for a major plan for improvement. Overall, performance remains strong. There is much chaos in the Accounting discipline currently. Our primary focus is to adjust to the changing Accounting environment, integrating more technology into the curriculum. In addition, the Department is focusing on efforts to identify students at risk to improve overall student success

PO4: Improve Student Written Communication Skills

Define Outcome:

The Department will work to improve student written communication skills by integrating more writing assignments into the curriculum and leveraging appropriate AI software.

Assessment Methods:

Student writing proficiency will be evaluated annually using rubrics designed by the College of Business and administered through the BGMT 3720 Professional Communications course.

Criteria for Success (Thresholds for Assessment Methods):

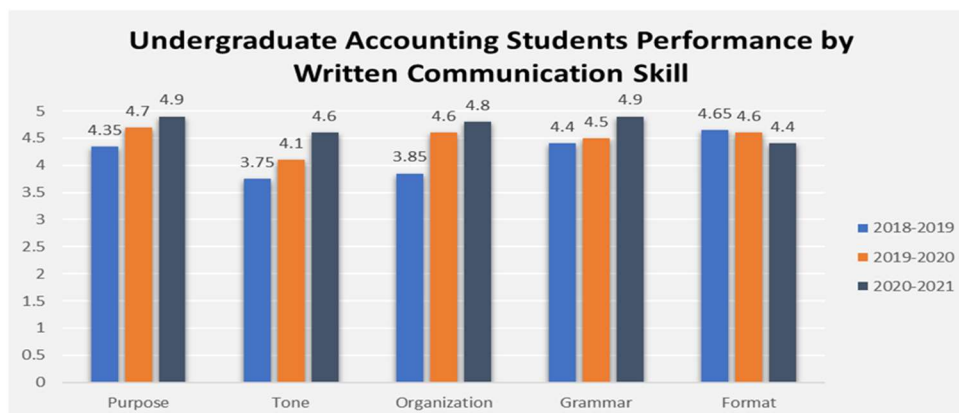
We expect students to perform at the 75th percentile.

Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness

Results and Analysis:

There is no new data available since the 2020-2021 academic year, as the College still seeks to re-start data collection following instructor transition. In the 2020-2021 academic year, Accounting students improved their written communications skills in the areas of Purpose, Tone, Organization, and Grammar. Only in the area of Format did student performance fall, though the decline was not significant. Our Assurance of Learning Coordinator is working with the new business communications instructors to restart the process of gathering data for the Fall 2024 term.



Use of Results to Improve Outcomes:

With student performance consistently strong, there are no recommended modifications for improvement at this time.

SLO1a: Demonstrate Overall Competency in the Business Core Areas

Define Outcome:

Accounting students will demonstrate overall competency in the business core areas.

Assessment Methods:

ETS Exam: Assessed by ETS Exit Exam (Major Field Test in Business) taken by graduating seniors in Spring semesters. The results for Accounting majors on the ETS exit exam are analyzed and discussed by the Department faculty.

Criteria for Success (Thresholds for Assessment Methods):

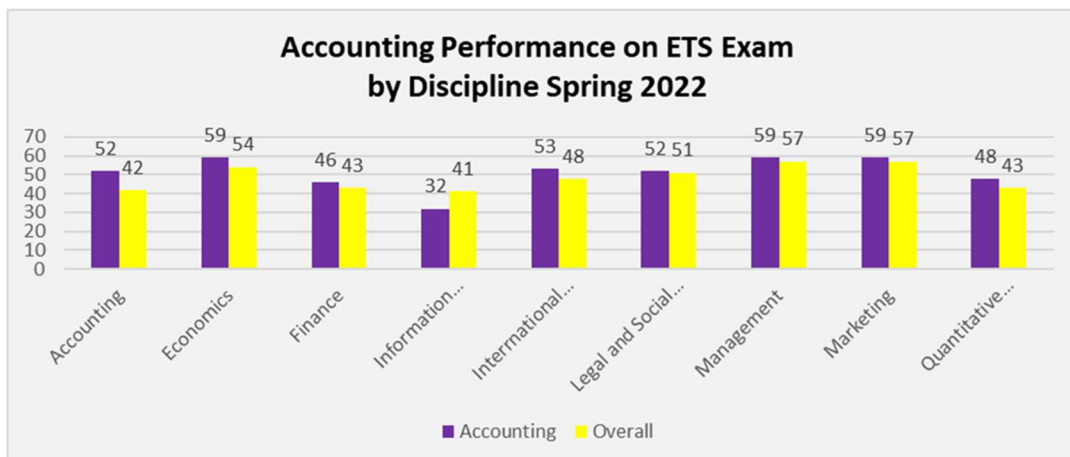
We expect student to perform above the national norm.

Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness

Results and Analysis:

We do not yet have Accounting ETS scores for Spring 2023 or Spring 2024. ETS Score Summaries for Spring 2022 indicate that Accounting students performed above the College of Business average in all areas except in the area of information systems (though it should be noted that performance overall in the area of Information Systems fell significantly across the College of Business for Spring 2022). In the areas of Economics, International, Legal and Social Environment, Marketing, and Quantitative Analysis, Accounting student performance increased in Spring 2022, compared to Spring 2021. In the areas of Finance and Management, performance fell slightly from Spring 2021.



Use of Results to Improve Outcomes:

In Fall 2022, the Department introduced a new required course in Accounting Analytics, ACCT 3150. It is expected that, with the addition of this new course, which includes a focus on information systems, Accounting student performance will eventually improve in the area of Information Systems.

SLO1b: Demonstrate Competency in Financial Accounting**Define Outcome:**

Business students will demonstrate competency in the area of basic financial and managerial accounting.

Assessment Methods:

ACCT 2110 and ACCT 2120 Average Final Exam Scores: To measure COB student progress in the first accounting course, we will use the Final Examination scores as a proxy, as well as annual average performance of College of Business students on the Accounting section of the ETS Exam.

Criteria for Success (Thresholds for Assessment Methods):

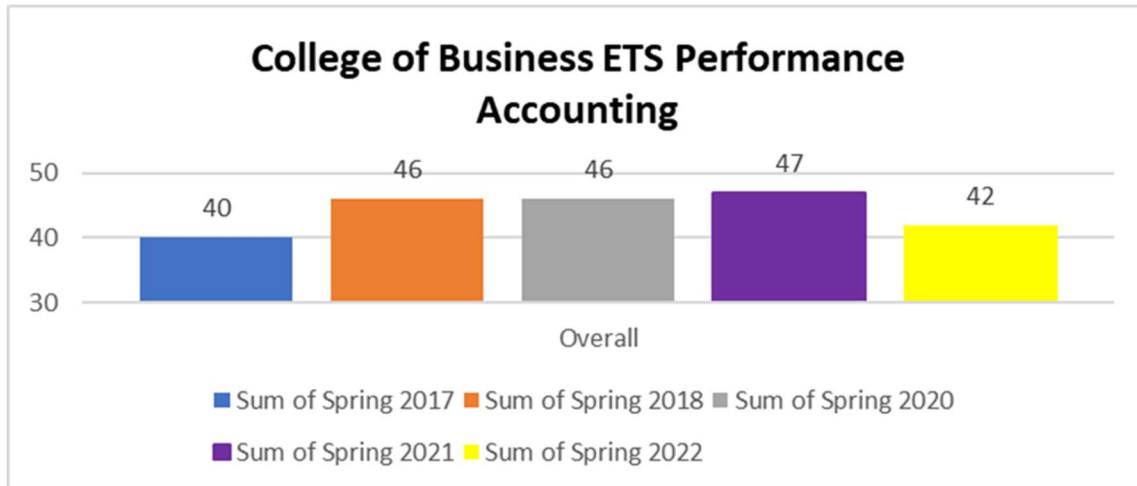
Students are expected to perform on average above 75%.

Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness

Results and Analysis:

We do not yet have the results for Spring 2023 or Spring 2024. On the ETS Exam, in the area of Accounting, the College of Business fell slightly from Spring 2021 (47) to Spring 2022 (42). Overall, the trend for the College of Business appears to be fairly consistent over the past five years.



Use of Results to Improve Outcomes:

There are no recommendations for improvement at this time.

SLO1c: Demonstrate Competency on the Bloom's Dimensions

Define Outcome:

Accounting major students will demonstrate competency on the Bloom's dimensions: Remembering, Understanding, and Applying.

Assessment Methods:

Accounting majors will achieve 75% on the selected dimensions of Bloom's Taxonomy of Remembering, Understanding, and Applying in the core areas of accounting at the undergraduate level (Financial Accounting, Cost Accounting, Taxation, and Audit). Data is obtained from the online Learning Management System.

Criteria for Success (Thresholds for Assessment Methods):

Accounting majors are expected to demonstrate competence at the 75% threshold on the following dimensions of Bloom's Taxonomy: Remembering, Understanding, and Applying.

Link to 'Tech Tomorrow' Strategic Plan:

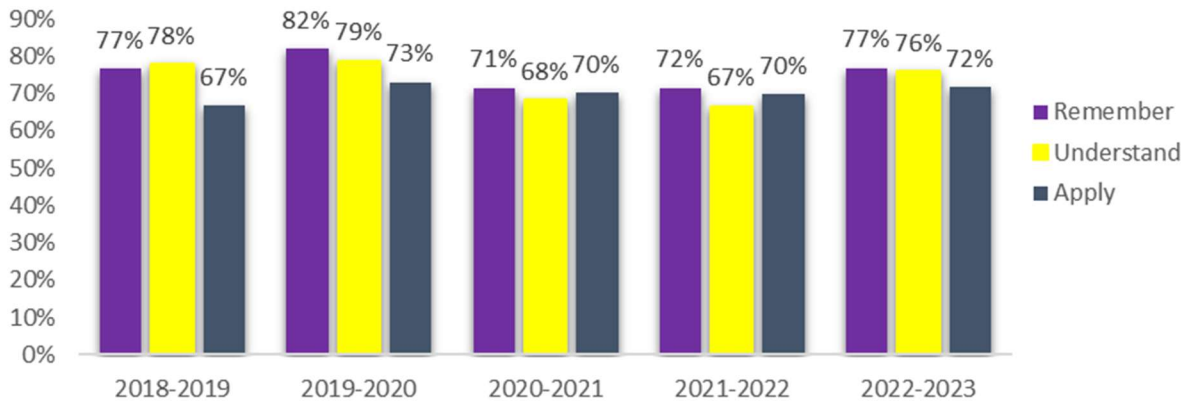
3.A Efficiency and Effectiveness

Results and Analysis:

We do not yet have results for Spring 2024. Accounting majors are expected to demonstrate competence at the 75% threshold on the following dimensions of Bloom's Taxonomy: Remembering, Understanding, and Applying. The dimensions of Applying, Analyzing, and other critical thinking dimensions are assessed in the Master of Accountancy Program. In 2022-2023, Accounting majors scored above the threshold goal in the areas of Remembering and

Understanding, but slightly below the threshold in the area of Applying. This is consistent with our focus on Remembering, Understanding, and Applying at the undergraduate level, while focusing on Analyzing and Evaluating at the graduate level.

Overall Performance by Bloom's Level by Academic Year



Use of Results to Improve Outcomes:

In 2023-2024, Financial and Audit faculty have been encouraged to examine their courses and to focus on fundamentals and drilling in their classes in an effort to improve student performance, particularly in the areas of Remembering and Understanding. While performance is considered good, continued efforts to maintain performance above the 75% threshold is the overall goal.

SLO2: Demonstrate Problem-Solving Skills

Define Outcome:

Accounting major students will demonstrate the ability to apply problem-solving skills.

Assessment Methods:

California Critical Thinking Skills Test: The California Critical Thinking Skills Test (CCTST) taken in Fall and Spring semesters by graduating seniors. The CCTST provides a direct measure of the various dimensions of critical thinking.

Criteria for Success (Thresholds for Assessment Methods):

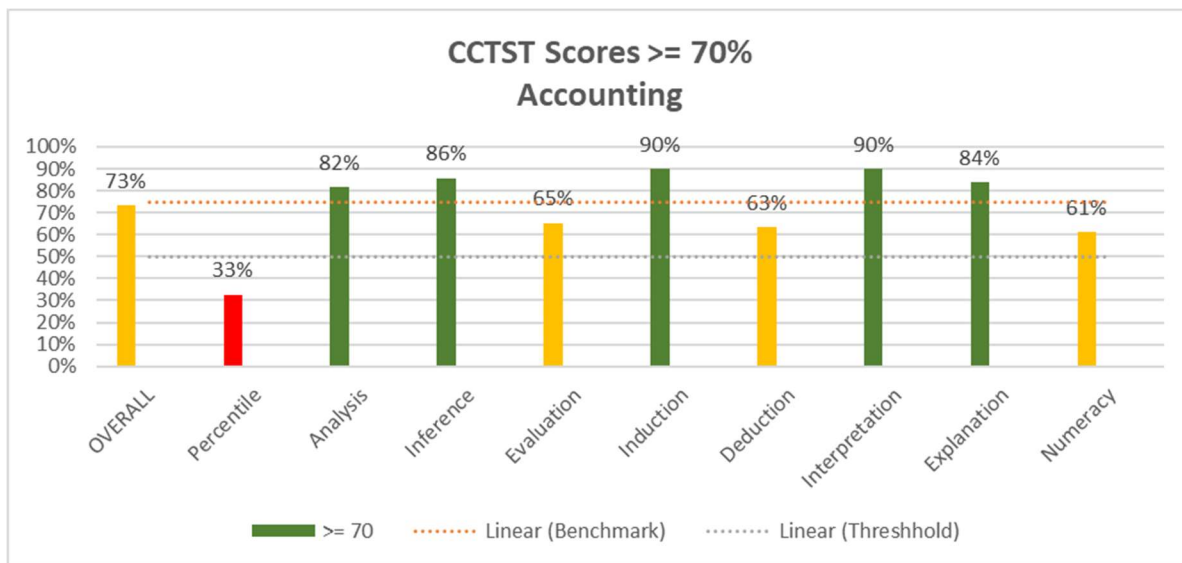
The threshold is 50% and the benchmark goal is 75%.

Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness

Results and Analysis:

Twenty-two Accounting majors took the CCTST in Spring 2023 to obtain a measure of their critical-thinking and problem-solving skills. The minimum threshold was 50% and the benchmark goal was 75%. In all areas, except for Percentile, accounting majors met or exceeded the 50% threshold. Accounting majors exceeded the 75% benchmark goal in the areas of Analysis, Inference, Induction, Interpretation, and Explanation. In the areas of Evaluation, Deduction and Numeracy, Accounting majors met or exceeded the threshold, but failed to achieve the benchmark goal. Overall performance was at 74%, just below the benchmark goal.



Use of Results to Improve Outcomes:

In 2024-2025, some students taking the CCTST will have completed the required Accounting Analytics class that was introduced in Fall 2022. We should see improved performance in both evaluation and numeracy.

SLO3: Demonstrate Awareness of the Professional Expectations

Define Outcome:

Accounting students will demonstrate that they are aware of the professional expectations with respect to ethical conduct.

Assessment Methods:

Ethics: At the undergraduate levels, students' ethical awareness is measured in ACCT 3330 (Federal Taxation) and ACCT 3620 (Auditing). Students are presented with a video on a framework for ethical decision-making. Students are also taught about the online AICPA Code of Professional Conduct and the IRS's Circular 230 ethical requirements for tax preparers. Then

embedded course assessments are used to determine the degree to which students have internalized concepts to which they have been exposed.

Criteria for Success (Thresholds for Assessment Methods):

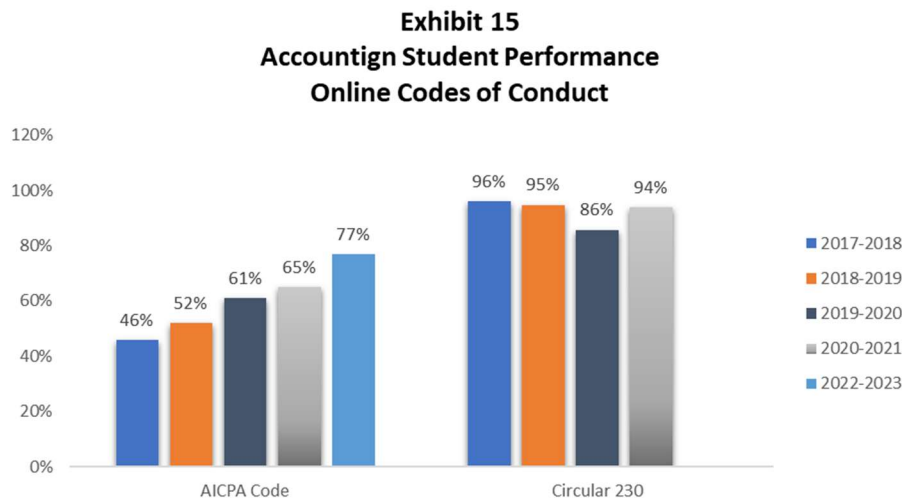
Students should score above 75% on the assessment tool.

Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness

Results and Analysis:

Data is not yet available for the 2023/2024 academic year. Data for SLO 3 was last gathered in 2022-2023. Accounting students are assessed with respect to their understanding of the ethical expectations of the Accounting profession primarily by assessing their understanding of the two primary sources delineating those expectations; the AICPA Code of Professional Conduct and the IRS Circular 230, which outlines expectations of tax preparation professionals. Overall, understanding of Circular 230 appears to be strong, with a four-year record of strong performance. Understanding of the AICPA Code of Professional Conduct is steadily improving. The results in the 2022-2023 academic year represent the best performance to date for our students. Historically, coverage of the AICPA Code of Professional Conduct is primarily in the Audit course (ACCT 3620), which many students do not take until their senior year.



Use of Results to Improve Outcomes:

In 2024-2025, the Department will develop a program add-in that introduces the AICPA Code of Professional Conduct earlier in the curriculum and reinforces the basic tenets of expected conduct throughout the curriculum.

Summative Evaluation:

PO2: In Fall of 2022, the new Accounting Analytics course (ACCT 3150) will be fully implemented for new Accounting majors. Every faculty member receives a list of all skills taught in ACCT 3150 at the beginning of every term. The list will serve as an inventory that faculty can rely upon when making technology-based assignments. In addition, every Excel and PowerBI skill that was taught in ACCT 3150 is available to students in video format on YouTube (www.youtube.com/@stuffinexcel).

SLO1a: In Fall 2022, the Department introduced a new required course in Accounting Analytics, ACCT 3150. It is expected that, with the addition of this new course, which includes a focus on information systems, Accounting student performance will eventually improve in the area of Information Systems.

SLO1c: In 2024-2025, Financial and Audit faculty have been encouraged to examine their courses and to focus on fundamentals and drilling in their classes in an effort to improve student performance, particularly in the areas of Remembering and Understanding.

SLO2: In 2024-2025, most students taking the CCTST will have completed the required Accounting Analytics class that was introduced in Fall 2022.

SLO3: In 2024-2025, the Department will develop a program add-in that introduces the AICPA Code of Professional Conduct earlier in the curriculum and reinforces the basic tenets of expected conduct throughout the curriculum.

Assessment Plan Changes:

NONE

List of Appendices:

Appendix 1: Accounting BSBA Curriculum Map

Appendix 1: Accounting BSBA Curriculum Map

Appendix 1: Curriculum Map

COURSE	SLO 1a*	SLO 1b	SLO 1c	SLO 2	SLO 3	SLO 4
ACCT 2110	X	X				
ACCT 2120	X	X				
ACCT 3170			X	X		
ACCT 3180			X	X		
ACCT 3190			X	X		
ACCT 3210			X	X	X	X
ACCT 3330			X	X	X	X
ACCT 3620			X		X	X
Note: SLO 1a relates to topics covered in core Business courses outside Accounting.						