Assurance of Student Learning Reflection 2024-2025	
Gordon Ford College of Business	*Accounting Department*
602 – Bachelor's of Science in Accounting	
Chair: Stacy Bibelhauser, Assessment Coordinator: Braden Grant	
Is this an online program? ☐ Yes X No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☐ Yes, they match! (If they don't match, explain on this page under **Evaluation)**

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your ASL Rep by May 15, 2025.

Program Student Learning Outcome 1	
Program Student Learning Outcome	**Discipline Knowledge:** Students will demonstrate an understanding of basic technical accounting skills and knowledge in various tracks of accounting.
Evaluation	This program learning outcome is still relevant and we do not believe that it needs to be revised at this point. This outcome is measured through an Accounting Exit Exam administered in the ACCT 499 course during both the Fall and Spring semesters.
Measurement Instruments	The measurement instrument that is utilized is the Accounting Exit Exam, which is a direct measure. We believe that the artifact is still appropriate. The rise in AI should not affect this artifact because the Exit Exam is proctored in person. We also administer a student survey in the ACCT 499 course that serves as an indirect measure.
Criteria & Targets	We believe that the criteria for success (Students should score ≥ 70% on the Exam) is still relevant. We may consider revising the target (At least 70% of students taking the exam should score 70% or higher on the overall exam) in the future but we do not believe that it needs to be revised at this point.
Results & Conclusion	Over the last few years, the target above has not been achieved. Therefore, we have created a Study Guide for the Exit Exam to help students better prepare and review for the Exam. We have also embedded the Exam questions in the various courses where the topics are discussed, so that students are exposed to the questions already before taking the Exit Exam. This semester we also had an optional Study Day where students could come to prepare and ask questions about the Exit Exam. The changes above (Study Guide, Embedding Exam questions, & optional Study Day) have occurred in the last year or so. We want to give these changes time to see if they are effective in helping students achieve the target. Therefore, we will continue to monitor the scores on the Exit Exam and then consider whether any additional changes need to be made.

**IMPORTANT - Plans for Next Assessment Cycle:	During future assessments, we would like to continue to monitor whether the target should be adjusted or whether we need to provide more support to help students reach the desired target.

Program Student Learning Outcome 2	
Program Student Learning Outcome	**Oral Communication:** Students will demonstrate effective oral communication skills.
Evaluation	This program learning outcome is still relevant and we do not believe that it needs to be revised at this point.
Measurement Instruments	In the past, we had students complete individual presentations (over a book, internship experience, etc.) in person to their fellow students and to faculty members. In the Spring 2025 semester, we moved the instrument to a personal elevator speech, which is a direct measure. This allows us to be in line with the instrument that is used by other departments in the College of Business. This artifact is administered in the ACCT 499 course during both the Fall & Spring semesters. AI should not affect this instrument as all of the information in the personal elevator speech is specific to each student. The rubric for the personal elevator speech is utilized by other departments in the College of Business and would be adjusted at the College level if it were to be adjusted.
Criteria & Targets	The criteria for success is that “Accounting students should score in the “Excellent” or “Good” categories of the rubric”. Also, the target is “70% of students should score in the “Excellent” or “Good” categories of the rubric.” Since both the Criteria for Success and the target were just implemented in the Spring 2025 semester, we do not believe that they need to be changed at this time.
Results & Conclusion	The results of oral presentations in the past have exceeded our success targets. Since we have moved to evaluating this learning outcome using the personal elevator speeches, we will continue to monitor and discuss whether changes need to be made (rubric changes, better guidance on instructions provided, etc.). We do offer an optional outline sheet for students to utilize to organize their thoughts but we want to make sure that students are not just reading directly off of their outline sheet/notes.
**IMPORTANT - Plans for Next Assessment Cycle:	During future assessments, we would like to continue to monitor whether the target should be adjusted or whether we need to provide more support to help students reach the desired target.

Program Student Learning Outcome 3

Program Student Learning Outcome	**Written Communication:** Students will demonstrate effective written communication skills.
Evaluation	This program learning outcome is still relevant and we do not believe that it needs to be revised at this point.
Measurement Instruments	In the past, this outcome was measurable through a one page summary gleaned from reading a best-selling career/life development book. In the Spring 2025 semester, we moved to a Harvard Business Review Case, which is a direct measure. The students were required to read a 26 page Harvard Business Review Case and then write their response to 5 business related questions. This case was administered in the ACCT 499 course in the Spring 2025 semester. We do believe that AI will affect this artifact and therefore this artifact will no longer be utilized starting in the Fall 2025 semester.
Criteria & Targets	The criteria for success is that students are expected to score in the "Excellent" or "Proficient" categories for each of the 5 questions that are posed to the students. The target is that "At least 70% of accounting graduates' written assignments will be rated at a "excellent" or "proficient" level in all areas listed above." Since the Harvard Business Review case is being removed as an artifact, we will reassess the criteria for success and targets once the new artifact has been implemented.
Results & Conclusion	The results in the past have for this learning outcome have been quite strong. Because of the rise of AI (mentioned previously), we do believe that a new artifact is necessary to assess this learning outcome. It has been discussed that the new artifact may be an essay that is incorporated into the GFCB Exit Exam.
****IMPORTANT - Plans for Next Assessment Cycle**:	During future assessments, we would like to continue to monitor whether the target should be adjusted or whether we need to provide more support to help students reach the desired target.

Program Student Learning Outcome 4	
Program Student Learning Outcome	**Data Analysis:** Students will demonstrate knowledge of data analytics using emerging information technologies.
Evaluation	This program learning outcome is still relevant and we do not believe that it needs to be revised at this point.

Measurement Instruments	The measurement instrument that is utilized is an Accounting in Analytics case designed by Wendy Tietz, which is a direct measure. This case is administered in the ACCT 499 course in Fall semesters. We believe that the artifact is still appropriate. The rise in AI could affect this artifact, so we will continue to monitor/discuss adjusting this artifact if we deem that it is necessary.
Criteria & Targets	The criteria for success is that “students should score at least 70% on the data analytics assessment artifact.” The success target is that “at least 70% of accounting graduates’ data analytics projects will be rated at a distinguished or proficient level in all areas listed above (4 categories on the rubric).” We do not believe that the criteria for success or the target needs to be adjusted at this time.
Results & Conclusion	The results in the past have for this learning outcome have met the targets. We are continuing to implement more data analytics into our curriculum and we have added an additional Accounting Elective course (ACCT 413). As data analytics continues to be more prevalent in the Accounting field, we will monitor to make sure that our students are well prepared in this area.
****IMPORTANT - Plans for Next Assessment Cycle**:	During future assessments, we would like to continue to monitor whether the target should be adjusted or whether we need to provide more support to help students reach the desired target. We will also continue to discuss whether other programs (other than Excel) would be more useful for this artifact.

Program Student Learning Outcome 5	
Program Student Learning Outcome	**Critical Thinking:** Students will demonstrate the use of appropriate skills to solve accounting and business-related problems. We just implemented this learning outcome and it has not been added to Course Leaf yet.
Evaluation	As we just added this learning outcome, we do not believe that it needs to be revised at this point.
Measurement Instruments	The artifact for this outcome is a short case involving cost-volume-profit concepts, which is a direct measure, where a business is evaluating 3 proposals for raising revenue. This case is administered in the ACCT 499 course in Spring semesters. With the rise of AI, we will continue to monitor whether this artifact needs to be adjusted.
Criteria & Targets	The criteria for success is that “students should score at least 70% on the critical thinking assessment artifact.” The success target is that “at least 70% of students will score proficient or above overall on each criteria assessed.” We do not believe that the criteria for success or the target needs to be adjusted at this time.
Results & Conclusion	Since this learning outcome was just added this year, we will continue to monitor student progress to make sure that they are meeting the desired targets.

****IMPORTANT - Plans for Next Assessment Cycle**:	In the next assessment cycle, we will be reviewing the students results and determining whether any adjustments need to be made to the rubric, instructions provided, etc.