

CPR Report Submitted!

Thank you for submitting a Comprehensive Program Review Report. Below is the information you sent on July 31, 2006. *Please note* this is a *temporary* web page and *cannot* be bookmarked. You may wish to print this page for your records. You will also receive confirmation via email.

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- 5 **Institution:** Columbus State University
- 6 **Review Status:** Non-triggered Review
- 7 **Degree level:** Bachelors
- 8 **Degree acronym:** BBA
- 9 **Degree/Major:** BBA in Accounting
- 10 **CIP Code:** 52030100
- 11 **College,**
 School/Division: D. Abbott Turner College of Business
- 12 **Department:** Accounting and Finance
- 13 **CPR Plan**
 followed: Yes
- 14 **Future institutional**
 plans for program: Expand and enhance
- 15 **Supplemental file:** BBA Acc Exec-Sum.doc
- 16 **File Type:** MS Word
- 17 **CPR Web site:** aa.colstate.edu/assess/cprtbl.htm

EXECUTIVE SUMMARY FOR THE BACHELOR OF BUSINESS ADMINISTRATION IN ACCOUNTING

Major Findings of the Program's Quality and Productivity

The following outline indicates some of the program's major strengths, areas needing improvement, and recommendations for improvement. Supporting tables, figures and charts are available upon request.

1. Program Strengths:
 - a. General – AACSB accreditation, endowments
 - b. Teaching –
 - All instructors in the Accounting area have been deemed academically qualified by AACSB.
 - Intellectual contributions (details)
 - Numerous orientation activities are conducted by the university and college for new faculty to help with the teaching function.
 - The college offers generous travel allowances for faculty to present research in their areas of expertise at conferences. Attendance at conferences helps to keep faculty current in their fields and to create a publishing record.
 - The CSU students' averages in Accounting are at the national averages on the ETS Major Fields Exam.
 - Students had passing score in five of seven of the program outcomes. The highest Accounting program outcome scores in the college's Major-Specific Exit Exam was "Demonstrate a working knowledge of tax accounting."
 - c. Curriculum –
 - The Accounting curriculum shows a clear alignment with BBA program outcomes and the college mission.
 - Over the past several years, the college and the degrees within it have undergone intensive and extensive reviews (AACSB, SACS), which have produced continuous improvements in the curriculum.
 - Assessment is receiving increasing attention at the college, discipline, and course levels.
 - Very clear degree progress sheets in (1) hall display stands and Student Services Center (2) in the published and online catalogue, and (3) in the DATCOB Student Handbook. Very clear suggested Freshman, Sophomore, Junior and Senior 1st and 2nd semester schedules.
 - Very strong and increasing enrollment in required courses.
 - d. Students –
 - Enrollment in the Accounting area continues to grow. The number of part-time and full-time Accounting majors has steadily increased from 141 in Fall 2000 to 219 in Fall 2005, representing a 55% increase. Accounting degrees numbered 23 in 2001/2 and numbered 28 in 2004/5, representing a 22% increase.
 - Applications to the Accounting major are up 24% compared to this time last year (83 in Fall 2004 and 96 for Fall 2005.) With the status of the college enhanced through AACSB accreditation and with the large increase in personnel expected at Fort Benning, enrollment is expected to continue to increase in the Accounting major.
 - SAT scores for Accounting majors have declined slightly during the past four years due to decline in verbal scores. The verbal scores have decreased from 494 in 2001/2, to 479 in 2004/5. The math scores have remained relatively constant over this period just above the 500 mark. In 2004/5, the Accounting mean was 979, 8 points above the college mean.
 - While enrollment of Accounting majors continue to increase, GPAs for Accounting majors show some decreases. However there has been mild improvement between 2003/04 and 2004/5. However, Accounting majors have the second highest GPA in the College.

- Business growth in Georgia is well documented and the need for students majoring in Accounting is significant. Our graduates are attractive to employers because so many of them work and have had a chance to immediately apply what they have learned.
 - Enrollment and the number of Accounting degrees awarded is expected to continue to increase as we shrink the General Business major by strengthening the rigor of the General Business major.
2. Program Weaknesses:
- a. Teaching –
 - Increasing enrollment will put an additional strain on the college’s ability to offer a quality undergraduate business program unless additional faculty are hired.
 - Although more attention is beginning to be paid to assessment in particular courses, few direct assessment methods are being used.
 - Though passing score were exhibited in five of the seven Accounting program outcomes, the lowest scores in the Major-Specific Exit Exam included “Demonstrate a working knowledge of financial accounting”, and “Demonstrate a working knowledge of cost/managerial accounting.” The Accounting faculty will review the exam to make sure the questions have validity. Appropriate measures will be instituted to insure that content is covered in required major courses.
 - b. Curriculum –
 - Few direct methods available for program assessment.
 - Based upon best practices in other universities, program outcomes need to be reworked to become more assessable.
 - All core courses are taught every semester, but most electives only once a year.
 - c. Students –
 - Relatively few occasions for faculty to interact with students.
 - Lack of effective tracking of students after graduation.

List of Recommendations for Improving Program Quality

3. Program Improvements:
- a. Teaching –
 - Continue to improve the use of course-embedded assessment.
 - Hire additional terminal qualified faculty.
 - b. Curriculum –
 - While a few faculty are including direct, “authentic” assessment in their courses, more can be done. An expert who comes highly recommended by AACSB International (Kathryn Martell) has been invited to campus to guide the college in its assessment efforts. The assessment coordinator has also been gathering data involving practices and attitudes about assessment among the DATCOB faculty. He has made presentations to the faculty about assessment information acquired at conferences and seminars. Interviews with individual faculty will be completed by mid-October. A report of findings will be presented to the college, and an assessment plan will follow.
 - Accounting group will meet to review and restate program outcomes.
 - We are publishing when electives are taught (i.e. fall or spring).
 - c. Students –
 - Accounting faculty will work to further develop student organizations for Accounting majors.
 - Off-campus, informal gatherings involving students and faculty would help create stronger connections among them and enhance mentoring relationships.

List of Recommendations for Improving Program Productivity

- Enrollment and the number of Accounting degrees awarded is expected to continue increasing as we shrink the General Business major by strengthening the rigor of the General Business major.
- CSU is aggressively expanding dormitory space and aggressively recruiting students from the Atlanta area which should continue to increase the number of Accounting majors.
- DATCOB has established a partnership with CSU Student Services and Columbus Bank and Trust Co. to group business majors into a single dormitory designated as “Wall Street”. The group meets monthly with select faculty and business leaders who take them on field trips, show them movies, hold “team building” exercises, etc. This is expected to increase the Accounting program productivity.
Additional college efforts to improve retention and graduation rates include:
- Requiring student participation in orientation for all new students prior to registration. Process involves curriculum specific session with DATCOB faculty.
- Maintaining advising holds as a primary strategy to make certain that students are making contact with faculty advisors. The DATCOB has protested the move by other colleges within the university to do away with advising holds. Advising holds may be removed only after the student has consulted with their faculty advisors (or in some cases, the professional staff of the Student Services Center) and been given guidance on course sequencing, scheduling, and degree completion progress.
- Revising and updating the college’s *Faculty/Staff Guidebook* (contains extensive information on advising).
- Providing advising training for new and returning faculty.
- Increasing staff of the Student Services Center.
- Providing extensive training for Student Services Center staff.
- Requiring faculty advisors or department chairs to contact students placed on academic probation.
- Sending letters from the Student Services Center to remind students about advising and registration timetables.
- Extending Student Services Center hours during advising and registration to accommodate non-traditional students’ needs.
- Giving each student a handbook specific to DATCOB.
- Updating the college’s Web page to provide course schedule information.
- Modifying the Return-from-Academic-Exclusion process to require advising sessions with college faculty in addition to the university’s Enrollment Services.
- Increasing interaction between students and faculty through student groups (Phi Beta Lambda, Student Advisory Council, Beta Gamma Sigma, AdFed, and Wall Street).

Conclusion about the Program’s Viability at CSU

The program is **Very Strong**, from the standpoint of quality in its teaching, curriculum, and students. The program has been growing significantly over the last several years in its numbers of applicants, majors, and degrees offered. SAT scores for Accounting majors have also been increasing over the last several years.

Program Improvement Plan

- Put International Business into the Junior core this year.
- Alignment of multi-section courses to assure that learning outcomes are being met in each course.
- Add at least one terminally qualified faculty member.

Summary Recommendation and Supporting Rationale

Results of the Accounting program review suggest that the program should be Enhanced or Expanded.