Program Name:___Accountancy_____

Academic Year of Annual Report:__15/16_____

Date:_9/18/16_____

Faculty Members (list all full-time and part-time)

Cindi Bearden

Jon Birkeli

Linda McMullen

Lydia Rosencrants

Mariangela Vecchiarini

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Executive Summary Page

This year was the best year in the seventeen-year history of the Accountancy program.   Throughout the history of the degree, we have had an average of six to seven students per class. This year we have 13 junior majors. We also had three of our graduates head to outstanding graduate school programs: Wake Forest University, University of Georgia and University of Virginia. One of those students has already passed a part of the CPA exam. Not only do our students tell us that they are prepared for graduate school; they tell us that they are BETTER prepared than their peers from larger schools. One alum sent this: "I wanted you to know during my first day of class in derivatives we did a refresher on trading securities, available for sale securities and bonds payable. Apparently it's the foundation for this course, but I mostly knew how to do all of it from Webworks (case we use). I definitely feel better about this course than most."

One outcome that we worked on this past year was "Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment." Our assessments in this area had previously shown that our graduating seniors and alumni did not believe overwhelmingly that we had helped them meet this goal. It was not that we were not giving them opportunities to work in teams; almost every course in the major involves informal or formal teamwork. The issue appeared to be that we were not teaching them HOW to work effectively in teams before we set them upon their task. In an attempt to address this, we were more deliberate about helping students understand how to work in teams. In our first course, Foundations in Business, we discuss the importance of teams, the differences between groups and teams, and how teams function together productively. In Managerial Accounting, a class which makes heavy use of team work, the students were placed into teams on day 1 and hashed out rules for the functioning of their team. Results from this year's assessments show some improvement in this area, but not as much as we'd hoped. Of course, it will take a few years, before the students participating now will be answering as alumni. Still, we are not waiting. We will continue to work on ways to help our students become successful contributing team members.

Our program outcomes were a mixed bag. We successfully hired a new faculty member, introduced new online offerings and led travel courses in support of our global engagement initiative. We did not propose new programs this year other than working with Psychology on a new degree in I/O Psychology. Our main reason for this is that we can barely staff the programs we have now. Most of us teach overloads and we make very heavy use of adjuncts, not always a good thing. We desperately need to fill our empty faculty position. Once we are able to do this, we hope to enhance degree offerings. We also created a Certificate in Business as requested, but no recruiting was done for it, and thus we had no students.

Overall, it was a fantastic year for Accountancy. We expect continued greatness this coming year!

_____   _____
Signature of Department Chair   Date

See number 4a – 4c on pages 8 – 9 of Assessment Manual for directions.

Academic Program Annual Report (Program Outcomes)   Plan Year: _15/16___

Academic Program Name: Accountancy	
Individual completing form: Lydia Rosencrants	**Date Submitted: 9/26/16**

Academic Vision Statement: The Department of Business will be acknowledged by stakeholders as an incubator and developer of graduates who are ethically responsible, globally aware and capable of understanding and creatively solving complex problems utilizing excellent interpersonal and communication skills.

Program Outcomes
1. We will continue to create and offer new programs which support the mission and vision of the department and College, focusing especially on global issues.
2. Fill one of our open faculty positions with a candidate who supports the College's and Department's goals and mission.
3. Launch a certificate in business.
4. Increase on online offerings, especially in the evening program.
5. Increase opportunities for our students to study abroad.

Which part of LaGrange College's Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as "I,C,1" to identify the part of the strategic plan that each supports.

1. II, B, 3
2. I, C, 3 and II, B, 3
3. II, B, 5
4. II, B, 6
5. II, A, 1

Outcomes	Assessment Tools	Results/Analysis (Add additional pages, if needed.)	Recommendations/Improvement (Add additional pages, if needed.)	New Resource Impact (financial, personnel, equipment, facilities)
1. We will develop at least one new major program (either alone or in conjunction with another program) with a global focus over the next three years .	Number of new viable programs developed.	We are part of a new concentration in Religion, but have not developed a new program specific to Business.	We cannot staff the programs we have with our current faculty size. We will need new faculty before we can add programs.	Salary and benefits for new faculty.

2. We will hire at least one new faculty member who has experience and/or interest in online teaching.	Successfully filling open position.	We were successful. We hired Preston James, IV.	We are still in need of additional faculty.	Salary and benefits for new faculty.
3. We will launch a certificate program in business.	Enrollment of certificate candidates in at least one online business course.	We did launch a new certificate in business. No students were recruited.	We were asked to create an online certificate program and did so, but no advertising was done and no students were recruited.	Cost of advertising and recruiting.
4. We will offer at least one new course online.	Successfully offering a course online which has previously only been taught in seat.	We offered several classes online for the first time, including MRKT 3380, MGMT 2200 and ACCT 4440.	None.	
5. We will offer at least one study away course during the year.	Successfully traveling with at least one course to another country.	We offered two study away courses this year, one to Italy and one to Ecuador.	None.	

See page 11 of the Assessment Handbook for directions.

Academic Program Annual Report (Student Learning Outcomes)   Plan Year: _15-16_____

Academic Program Name: Accountancy	
Individual completing form: Lydia Rosencrants	**Date Submitted: 9/26/16**

Academic Vision Statement: The Department of Business will be acknowledged by stakeholders as an incubator and developer of graduates who are ethically responsible, globally aware and capable of understanding and creatively solving complex problems utilizing excellent interpersonal and communication skills.

Student Learning Outcomes
1. Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems in a dynamic global environment.
2. Students should show an awareness of their responsibility to be ethical, global leaders who will engage in innovative, sustainable, business enterprises.
3.Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.
4.Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.

Which part of LaGrange College's Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as "I,C,1" to identify the part of the strategic plan that each supports.

1. I, C, 1 and I, C, 3
2. I, C, 2 and I, C, 3 and II, A, 1
3. I, C, 1
4. I, B, 3 and I, C, 3

Outcomes	Assessment Tools	Results/Analysis (Add additional pages, if needed.)	Recommendations/Improvement (Add additional pages, if needed.)	New Resource Impact (financial, personnel, equipment, facilities)
Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems in a dynamic global environment.	Exit Interview Alumni Survey Internship Supervisor Survey SIRs DAP CLA	Every goal was met overwhelmingly.	No improvements appear to be needed at this time.	None.
Students should show an awareness of their	Exit Interview Alumni Survey	Every assessment showed overwhelmingly that our	We are pleased with these results, but expect even better	None.

responsibility to be ethical, global leaders who will engage in innovative, sustainable, business enterprises.	Internship Supervisor Survey SIRs DAP Participation in Enactus	students are meeting this goal.	things now that we have a full-time professor teaching our Legal and Ethical Environment of Business class.	
Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.	Exit Interview Alumni Survey Internship Supervisor Survey SIRs DAP CLA	All goals were met. Our students outperformed their peers on the CLA this year, which they did not do last year. Our Business Communications class continues to receive high marks on our senior exit interview and our alumni survey.	No improvements needed at this time.	None.
Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.*	Exit Interview Alumni Survey Internship Supervisor Survey SIRs DAP	All goals were met, however certain comments that we received on Senior Exit Interviews are concerning. Students are stating that they value working in teams, because they know they will do so in the workplace. But they are also stating that teammates are not doing their share and they are expressing frustration.	It can be difficult for a professor to ensure that all team members are doing their share in a team project. We want teamwork to be an educational experience for our students, not an exercise in frustration or a chance to freeload. Trying to help students learn to work together can be difficult, but it is important. We can't just assign projects and not teach them to work together. We are continuing to implement additional team-building skills into our courses this year – not just requiring teamwork, but actually helping students think through the process of building and working in a successful team. For example, in ACCT 3311, which requires significant teamwork, students worked within their groups on the first day to hammer out a contract which specified how conflicts would be handled and issues such as leadership and slacking. We are also discussing what	None.

			other courses might be good for teaching students these skills.	

*Please see attached assessment report for individual goals for each outcome. There are too many to include in this table.

See number 6 on page 9 of Assessment Handbook for directions.

Progress report on faculty scholarship and creative activity as well as faculty/student scholarship and creative activity (15 August 2014 - 14 August 2015).

Faculty Member's/ Student's Name	Full-time (FT) or Part-time (PT)	Type of Scholarship or Creative Activity	
Cindi Bearden	FT	Delta Mu Delta	
		Georgia Association of Accounting Educators	
		American Institute of Certified Public Accountants	
		Association of Collegiate Business Schools and Programs	
		Georgia Society of CPAs	
		West GA Technical College Accounting Advisory Board	
		Delta Mu Delta	
		Georgia Association of Accounting Educators	
Jon Birkeli	FT	Kleen-Tex Industries, Inc. - member Board of Directors	
		Jammates, LLC - advisor	
		Georgia State CIBER	
		Business & Accountancy Advisory Council	
		Program Coordinator - Business Programs	
		Internship Coordinator	
		LC Technology Roundtable	
		Faculty representative to BOT	

Linda McMullen	FT	Boys & Girls Clubs of West Georgia, board chair	
		THINC Academy Board of Directors, governance chair	
		speaker for college-city bus trip to Selma, AL	
		judge for Georgia Literary Regional Competition	
		Business & Accountancy Advisory Council	
		member of LIFT selection committee	
		Southern Management Association peer reviewer and conference discussant	
Lydia Rosencrants	FT	Accounting Program Leadership Group of the American Accounting Assoc.	
		Principles of Managerial Accounting Business Plan Project	
		Georgia Society of CPAs College Outreach Task Force	
		Advisory Board for THINC Business Program	
		American Institute of CPAs	
		NetVUE grant Champion	
		Institute of Management Accountants	
		Georgia Teaching Fellow	
Mariangela Vecchiarini	FT	Enactus Advisor	
		Presenter for 3D Journeys	
		Entrepreneurs in class	
		Business and Accountancy Advisory Council	

See number 7 on page 9 of Assessment Handbook for directions.

Progress report on recent graduates.

Student's Name	Employed? Provide any details known (full-time, part-time, name of employer, etc.)	Accepted to graduate school? Provide any details known (Names of graduate schools, assistantships or scholarships offered, etc.)	Attending graduate school? Provide any details known (Names of graduate school, assistantship or scholarship offered, major field, etc.)
Brandon Culler			Attending Wake Forest University for MSA.
Blake Schuck			Attending UGA for MACC. Already passed one part of the CPA exam.
Nick Rowell	Junior Accountant at Phoenix Senior Living		
Ryan Garcia-Carroll	Staff Accountant at Gay and Joseph CPAs		
Wade Fegley			Attending UVA for MACC.
Caelin Campbell			Attending University of Tampa for MACC.

See number 8 on page 10 of Assessment Handbook for directions. You may circle or highlight the block that describes the rating.

Academic Program Assessment Rubric – for Program Outcomes

	Vision Statement	Program Outcomes	Assessment Tools	Results/Analysis	Recommendations/ improvement	New Resource Needs
Developing	A Vision Statement has been given, but does not align with the College's Strategic Plan.	Program outcomes are identified, but some may not be measurable. Little or no attempt has been made to determine the part of the College's Strategic Plan that is supported by each outcome.	Assessment tools have not been identified for each outcome.	Data are collected for some outcomes.	The program makes recommendations.	The program makes little or no attempt to describe resource needs for recommendations made.
Competent	A Vision Statement has been given that does not seem contrary to the College's Strategic Plan.	Measurable program outcomes are identified. An attempt has been made to determine the part of the College's Strategic Plan that is supported by each outcome, but some work is needed.	Assessment tools have been identified, but the administration of such tools does not seem realistic due to time or financial constraints.	Data are collected for most outcomes and some analysis is described.	The program makes recommendations for changes, but fails to link each recommendation to data analysis.	The program makes an attempt to describe resource needs for each recommendation made, but more specific details are needed.
Exemplary	A Vision Statement has been given. It is very clear how it aligns with the College's Strategic Plan.	Measurable program outcomes are identified and clearly support the College's Strategic Plan. It is clear how the "success" of each outcome will be determined. A link to the Strategic Plan is given for each outcome.	Assessment tools have been identified that are appropriate to measure each outcome. It is realistic to expect that each tool can be used to measure each outcome in an efficient manner.	Data are collected for all outcomes. It is obvious how tracking and evaluating the results can lead to further improvements in the program.	The program makes recommendations for changes, states how the change will occur, and explains how each recommendation is tied to assessment practices.	The program clearly describes resource needs for each recommendation made.

See number 8 on page 10 of Assessment Handbook for directions. You may circle or highlight the block that describes the rating.

Academic Program Assessment Rubric – for Student Learning Outcomes

	Vision Statement	Program Outcomes	Assessment Tools	Results/Analysis	Recommendations/ improvement	New Resource Needs
Developing	A Vision Statement has been given, but does not align with the College's Strategic Plan.	Program outcomes are identified, but some may not be measurable. Little or no attempt has been made to determine the part of the College's Strategic Plan that is supported by each outcome.	Assessment tools have not been identified for each outcome.	Data are collected for some outcomes.	The program makes recommendations.	The program makes little or no attempt to describe resource needs for recommendations made.
Competent	A Vision Statement has been given that does not seem contrary to the College's Strategic Plan.	Measurable program outcomes are identified. An attempt has been made to determine the part of the College's Strategic Plan that is supported by each outcome, but some work is needed.	Assessment tools have been identified, but the administration of such tools does not seem realistic due to time or financial constraints.	Data are collected for most outcomes and some analysis is described.	The program makes recommendations for changes, but fails to link each recommendation to data analysis.	The program makes an attempt to describe resource needs for each recommendation made, but more specific details are needed.
Exemplary	A Vision Statement has been given. It is very clear how it aligns with the College's Strategic Plan.	Measurable program outcomes are identified and clearly support the College's Strategic Plan. It is clear how the "success" of each outcome will be determined. A link to the Strategic Plan is given for each outcome.	Assessment tools have been identified that are appropriate to measure each outcome. It is realistic to expect that each tool can be used to measure each outcome in an efficient manner.	Data are collected for all outcomes. It is obvious how tracking and evaluating the results can lead to further improvements in the program.	The program makes recommendations for changes, states how the change will occur, and explains how each recommendation is tied to assessment practices.	The program clearly describes resource needs for each recommendation made.

Academic Program Annual Report (Program Outcomes)   Plan Year: _15-16_____

Academic Program Name: Accountancy

Individual completing form: Lydia Rosencrants	**Date Submitted: 9/26/2016**

Academic Vision Statement: The Department of Business will be acknowledged by stakeholders as an incubator and developer of graduates who are ethically responsible, globally aware and capable of understanding and creatively solving complex problems utilizing excellent interpersonal and communication skills.

Program Outcomes (program outcomes should include at least one outcome related to the academic mission of the program, one outcome related to global engagement, and if appropriate, one outcome related to online instruction – see pages 8 – 11 for further directions)
1. We will continue to create and offer new programs which support the mission and vision of the department and College, focusing especially on global issues.
2. We will increase interest in our minor programs, especially our newest minor in International Business.
3. Increase on online offerings, especially in the evening program.

Which part of LaGrange College's Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as "I,C,1" to identify the part of the Strategic Plan that each supports.

1. II, B, 3
2. II, B, 5
3. II, B, 5

Specific desired <u>measurable</u> results related to outcomes itemized above	Assessment Tools	Results/Analysis (Add additional pages, if needed.)	Recommendations/Improvement (Add additional pages, if needed.)	New Resource Impact (financial, personnel, equipment, facilities)
1. We will develop at least one new major programs (either alone or in conjunction with another program) with a global focus over the next three years .	Number of new viable programs developed.			
2. We will recruit at least 5 students for the International Business minor.	Successfully enrolling students into the minor.			
3. We will teach at least 2 classes online that have previously only been taught in seat.	Number of new online classes.			

Academic Program Annual Report (Student Learning Outcomes)   Plan Year: _15-16_____

Academic Program Name: Accountancy	
Individual completing form: Lydia Rosencrants	**Date Submitted: 9/26/2016**

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2. Students should show an awareness of their responsibility to be ethical, global leaders who will engage in innovative, sustainable, business enterprises.
3.Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.
4.Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.

Which part of LaGrange College's Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as "I,C,1" to identify the part of the strategic plan that each supports.

1. I, C, 1 and I, C, 3
2. I, C, 2 and I, C, 3 and II, A, 1
3. I, C, 1
4. I, B, 3 and I, C, 3

Outcomes	Assessment Tools	Results/Analysis (Add additional pages, if needed.)	Recommendations/Improvement (Add additional pages, if needed.)	New Resource Impact (financial, personnel, equipment, facilities)
Students should demonstrate the ability to apply business concepts in creatively and critically	Exit Interview Alumni Survey Internship Supervisor Survey SIRs			

solving complex problems in a dynamic global environment.	DAP CLA			
Students should show an awareness of their responsibility to be ethical, global leaders who will engage in innovative, sustainable, business enterprises.	Exit Interview Alumni Survey Internship Supervisor Survey SIRs DAP Participation in Enactus			
Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.	Exit Interview Alumni Survey Internship Supervisor Survey SIRs DAP CLA			
Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.	Exit Interview Alumni Survey Internship Supervisor Survey SIRs DAP			