

**University of North Alabama
Academic Department Program Review**

Department of Accounting and Business Law

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Departmental Assessment

2. **Five-Year Departmental Enrollment and Faculty Data** (Complete five-year data set is presented in Appendix I.)

➤ *Statistical Overview*

Data listed below present the annual averages from the five-year data set provided by Institutional Research, Planning, and Assessment for the Academic Years 2003-2004 through 2007-2008. *Data Set is provided in Appendix I.*

1. Number of Undergraduate Unduplicated Majors (Summer, Fall, and Spring Semesters Combined): 213.20
2. Number of Undergraduate Degrees Conferred: 34
3. Undergraduate Majors/Degrees Conferred Ratio: 6.28
4. Undergraduate Student Credit Hours: 4,585.60
Graduate Student Credit Hours: 864.60
Total Student Credit Hours: 5,450.20
5. Average Undergraduate Class Size: 23.96
Average Graduate Class Size: 18.92
6. Number of Faculty (Fall Semester): 9.60
7. FTE Student/FTE Faculty Ratio (as per U.S. News definition): 19.69
8. Credit Hours/FTE Faculty: 629.94
9. Department Expenditures (including Actual Personnel and Non-Personnel): \$750,509.05
10. Cost Per Credit Hour: \$135.87

3. **Assess the Department as it Relates to Students**

➤ *Enrollment*

During the five-year program review period, the average number of unduplicated undergraduate majors enrolled in the Department of Accounting and Business Law was 213. Further analysis reveals a fairly constant number of 195 majors during the three-year period, 2003-2006, followed by an approximate increase of 12.5% during each of the next two years. This suggests that more students recognized the advantages of the accounting major, including the high marketability of the degree, and accordingly, selected accounting as a major.

➤ *Degree Productivity*

While there was an increase in the number of accounting majors during the period of 2006-2008, the number of degrees awarded remained virtually constant over the review period with an annual average of 34 degrees. Two explanations are (1) there had not been sufficient time for the increase in majors to translate into a greater number of degrees and (2) a substantial number of students change their major from accounting due to student preferences and to the depth and rigor of the program.

➤ *Student Services*

The Department of Accounting and Business Law is recognized as a leader in developing the model for student advising within the College of Business. Faculty members conduct multiple group advising sessions for freshman, sophomore, and mid-junior accounting majors each semester. These effective and efficient gatherings, which do include a time of individual advising, are very popular with the students. Upper-level accounting majors meet with their individual advisors to discuss career planning and career opportunities.

Dr. Greg Carnes has led the Department in launching an Accounting Scholars program during the 2008-2009 school year. The program was considered a tremendous success by the students involved and it will be continued in the future. Over 20 students participated in 2008-2009 and 14 met all requirements to receive the Accounting Scholar designation.

Accounting Scholars is an organization for the best accounting majors that provides opportunities for them to further develop their professional skills and expand their knowledge about the accounting profession. This additional knowledge and skills will help these students obtain internships and entry-level positions in the profession. More importantly, it will provide these students with a higher likelihood of success and achievement in their careers. To be eligible to participate in this program, a student must:

- Be a declared accounting major;
- Be enrolled in or have completed at least one upper-division accounting course;
- Have an UNA GPA of at least 3.40 (3.20 for graduate students); and
- Have at least a B in AC 291 and AC 292, or equivalent courses at other institutions (undergraduate student requirement).

To complete the Accounting Scholars program, students must attend/participate in at least 75% (9) of 12 scheduled events. Students meeting the above guidelines, and whose UNA GPA remains above 3.40, receive an official plaque recognizing them as an Accounting Scholar. These are awarded at the Annual Accounting Awards Banquet in the spring.

Business professionals attend each event to engage in discussion with the students. The professional do not present a speech; rather, the meetings are run around a conference table as a professional business meeting to teach students how to communicate in this forum. Events during the 2008-2009 year included discussing a current business bestseller; a certified fraud

examiner discussed his role in investigating AIG; local CPAs discussed networking skills; accounting professionals discussed keys to career success, and we also had an interviewing clinic followed with mock interviews. Students also hosted a Career Awareness Event where they promoted accounting careers to interested students in the student center for three days.

- *Outcome Information (including student performance on licensure/certification exams, job placement of graduates, student, alumni and employer surveys)*

Certification

UNA has a long history of preparing students to enter the accounting profession and to achieve certification in accounting, usually the CPA certificate. Many states require one to have 150 hours of education and professional work experience in order to become a licensed CPA. While we encourage our alumni to let us know of their progress on the CPA exam, and many do keep us informed, often we do not know if, or when, they take the CPA exam and whether they are successful. Tracking our graduates' success on the CPA exam is complicated by the fact that former students take the exam in different states, females marry and change their last name, etc.

However, we do have an incomplete list of UNA alumni who have completed the CPA exam over approximately the last six years. Recent CPAs include the following:

Bell, Lindsey	Hamm, Rebecca
Blackburn, Anna White	Irons, Stephen
Blackburn, Jeremy	James, Andrea
Byram, Jenny	Johnson, Abbie
Carter, Clinton	Kilpatrick, Heather
Choat, Stacey	League, Jennifer
Clem, Shannon	Murphy, Andrea
Doss, Tim	Newcome, Laura
Edmonds, Elgin	Newton, Diana
Elliott, Kevin	Riddle, Kathryn
Everson, Camino	Sabbarini, Ahmed
Godwin, Bethany	Stack, Allison
Godwin, Stephanie	Williamson, David

We also have several recent graduates who are currently working to complete one or more remaining parts of the CPA exam which is a four-part exam. An example is Lori Hipps Hall who has taken and passed two parts of the exam and is currently preparing for the remaining two parts.

Job Placement

During the last few years the department has worked to expand opportunities for our graduates beyond the Shoals/Huntsville area. Each fall the Department solicits resumes from students who have interest in various cities in the Southeast (included the Shoals area). We then work with the

students to improve their resumes and interviewing skills. We mail the resumes to our contacts at accounting firms and businesses throughout the Southeast to expand the placement opportunities for our students.

These efforts have resulted in some excellent placements for our students over the last two years including the following:

Sara Clark Badger, U.S. Treasury Department, Birmingham, AL
Ben Burford, Ingram Entertainment, Nashville, TN
Katie Coats, Hartmann, Blackmon & Kilgore, P.C, Mobile, AL
Lisha Guschke, Ernst & Young, Atlanta, GA
Kristy Hasseltine, Crowe Chizek, CPAs, Brentwood, TN
Justin Jordan, Deloitte, Memphis, TN
Miki Sugaya, KPMG, Los Angeles, CA
Sabin Shrestha, Magna Services of America, Detroit, MI

4. Assess the Department as it Relates to Faculty

➤ Teaching Productivity and Activities Designed To Enhance Teaching and the Curriculum

Department faculty engage in many professional activities to support the vision of the College of Business that programs will stress quality, currency, relevancy, and practical applications. Faculty participate in national, regional, and special interest meetings of the American Accounting Association in order to stay abreast of changes in the technical aspects of accounting and in contemporary accounting curriculum and teaching methods. Three accounting faculty also teach many CPE courses at the national, regional, and state level on taxation, business valuation, accounting services, and recent developments in financial accounting. Both business law faculty members engage in consulting activities and other professional activities to remain current in the field. Also, virtually all faculty take advantage of the training and learning opportunities provided in house by Distance Learning and Educational Technology Services.

Undergraduate student credit hour production was relatively constant over the five-year reporting period with an average of 4,585.6 credit hours. Graduate student credit hours increased substantially during the two-year period of 2006-2008 due to large enrollment of international students and online students in the core accounting course required in the general MBA program. With the advent of higher College of Business graduate admission standards in fall 2008 and the downsizing of recruiting of international students by UNA, graduate student credit production may return to the pre-2006 level of approximately 700 credit hours.

➤ Research Productivity

As stated in the College of Business Mission Statement, the College emphasizes teaching excellence, and a learning environment in which the College contributes to student development

and to the business community through professional involvement and applied intellectual contributions. Accordingly, most of the research conducted by the Department faculty is classified as “contributions to practice.” During the reporting period, our six faculty whom we expect to be classified as “academically qualified” by AACSB have published over 13 articles in peer-reviewed journals and one article in a non peer-reviewed journal. The journals include *The CPA Journal*, the *Journal of Accountancy*, *Issues in Accounting Education*, *The Value Examiner*, *The Tax Advisor*, *Journal for Entrepreneurs*, and *Journal of Business, Industry, and Economics*. In addition, faculty presented over ten papers at national, regional, and state conferences. Dr. Greg Carnes is an author of tax materials for the nation’s leading internet based CPA Review course and is a contributing author on leading tax textbooks. Dr. Keith Sellers is writing the first edition of a textbook on the valuation of closely held businesses.

➤ ***Service (including service to public schools).***

Our faculty are active in service to the accounting and legal professions, the University, the College of Business, and the community. Over the last five years, faculty members have held the following leadership positions for one year or longer:

- President, Accounting Program Leadership Group of the American Accounting Association
- President, Treasurer, and many other leadership positions, Muscle Shoals Chapter of the Institute of Management Accountants
- Treasurer, UNA Chapter of Phi Kappa Phi
- Chair, UNA Athletic Committee
- Faculty Advisor, Delta Mu Delta
- Chair, College of Business Faculty Qualifications Committee
- Coordinator, College of Business Alumni Relations Program

Faculty have also served on many UNA committees including Undergraduate Curriculum, Ad Hoc Budget Review, Student Financial Services, Readmissions, and others. The Business Law faculty are active in the Rotary Club and on the Board of Safeplace and the Accounting faculty serve as instructors for volunteer income tax return preparation programs.

➤ ***Faculty Development Plans***

All academically-qualified (AQ) faculty and professionally-qualified (PQ) faculty maintained their status during 2008-2009. Many of our faculty hold active professional certifications (CPA, CMA, CVA, etc.) that require 40 hours of CPE annually. Faculty often attend meetings of the American Accounting Association or other professions organizations to earn CPE, stay current in the field, network with other academics, and to informally or formally recruit faculty.

5. Assess the Department as it Relates to Facilities and Resources

➤ *Library*

The accounting profession focuses on the application of accounting, auditing, and tax rules to business planning. For our students to be prepared for successful careers they need to be adept at using electronic databases that house this information. While the library subscribes to the CCH Tax Research Network which provides this tax information, our students also need access to databases for the accounting and auditing information.

➤ *Laboratories*

Students have access to individual computers in the library, Academic Resource Center, and labs in Keller Hall, prior to the temporary closing of Keller for renovation. Due to the University's commitment to timely replacement of computers and other equipment, the computer labs are adequate.

➤ *Equipment*

While one faculty member is definitely in need of a replacement computer in order to prepare materials for online delivery of a course, the University typically provides sufficient equipment. We expect that our equipment needs will generally be met as long as the University can continue its recent pattern of technology replacements.

➤ *Space*

The Department offices and classrooms are all located in Keller Hall and the Raburn Wing of Keller Hall. Once the current renovation of Keller Hall is complete and we can return to Keller, we will resume having sufficient space for our programs.

➤ *Support Personnel*

The Department has one full-time professional academic secretary and one student worker who works approximately 20 hours a week. The secretary is very knowledgeable about accounting, office technology, student advising, departmental scholarships, and professional activities of the faculty and department. This direct support, along with the general support from the College of Business and University, is sufficient for our programs at present.

6. List Notable Achievements by the Department

➤ *Departmental Achievements*

Recent accomplishments of the Department of Accounting and Business Law include:

- Development of Accounting Scholars program. This program provides opportunities for our best accounting students to develop professional skills, interact with accounting professionals, and provide service to the department and/or profession. There are approximately 20 students in the Accounting Scholars Program this year.
- Continued expansion of the Business Valuation Center. Dr. Keith Sellers, the LaGrange Eminent Scholar of Business Valuation, has added several student assistants to the center's staff who are helping to provide valuation services for businesses throughout the country.
- Continued implementation of the revised Accounting MBA program which prepares students to be successful accounting professionals and business advisors.
- Delivery of continuing education programs by accounting faculty for local business professionals, accounting academicians from across the country, and national accounting firms.
- Publications by faculty include articles in the *Journal of Accountancy*, *The CPA Journal*, *Issues in Accounting Education*, *The Tax Advisor*, *The Value Examiner*, *Business Valuation Update*, *Research in Accounting Regulation*, *Journal for Entrepreneurs*, *The Business Edge*, *National Public Accountant*, and *Journal of Business, Industry, and Economics*.
- Development of the Accounting Business Council to serve in an advisory role to the Department. Our first meeting was held in May 2009.

➤ *Student Achievements*

Within the College of Business and across the University, accounting majors are known for their strong work ethic, academic achievement, and leadership abilities. Academic achievements include the following memberships:

- Delta Mu Delta, National Honor Society in Business Administration – minimum 3.5 GPA
31 accounting students were active members during 2008-2009

- Phi Kappa Phi, National Honor Society – top 10% of university class
14 accounting students were active members during 2008-2009

Each year, accounting majors excel in state and national Phi Beta Lambda competitions. The results of the 2008 Phi Beta Lambda State Leadership Conference are provided as an example of a fairly typical year:

- First Place, Accounting Principles – Luke Chenault
- First Place, Financial Concepts – Luke Chenault
- First Place, Accounting Analysis & Decision Making – Agenda Overton
- Second Place, Accounting for Professionals – Agenda Overton
- First Place, Business Law – Ashley Foster

➤ ***Other Awards and Distinctions – Accounting Awards Banquet***

A highlight of each academic year is the annual accounting awards banquet. The most recent awards banquet was held April 20, 2009 at the Marriott Shoals Conference Center and was a resounding success, with over 150 people attending. Coach Terry Bowden was a popular speaker and approximately 50 students were recognized as scholarship recipients, Accounting Scholars, or for other academic achievement. This event is sponsored by the Department of Accounting and Business Law, the Muscle Shoals Chapter of the IMA and the North Alabama Chapter of the ASCPA and is a morale booster for students and alumni. Our constituents demonstrate their support of the program by providing scholarships and presenting them at the award banquet. Recent banquet speakers include the following accounting alumni.

- 2008 Charles H. Adams UNA 1969
Partner, MDA Professional Group, Huntsville, AL
- 2007 Weldon Cole UNA 1960
Philanthropist and retired executive, Tuscaloosa, AL
former President and COO of Beloit Corporation
former Senior VP of Corp. Planning and Bus. Dev. of Albany Int'l Corp.
- 2006 Neal T. McGrath UNA 1974
Retired Partner, Ernst & Young, Atlanta, GA
- 2005 Lowell M. Guthrie UNA 1964
CEO and Chairman of the Board, Trace Die Cast, Inc., Bowling Green, KY
- 2004 Harry Smith UNA 1964
Chairman and CEO, Schilling Enterprises, Memphis, TN
- 2003 Travis Smith UNA 1967
Retired Partner, Ernst & Young, Memphis, TN

7. **How The Department Has Responded to Previous Program Review Recommendations**

This is the first program review under this policy. The department chair is not aware of a program review within the last ten years.

8. **State the Vision and Plans for the Future of the Department**

➤ ***Vision Statement – In Five Years with Steady Costs and Resources***

- Offer a CPA Review Program for our students to help them prepare for the CPA Exam once they complete our undergraduate and/or graduate programs. We have been actively working on this and hope to begin this program no later than 2010.
- Increase the quality of our undergraduate students through the Accounting Scholars program and other similar efforts.
- Increase the number of accounting firms and businesses who actively recruit UNA accounting students.
- Revise our curriculum so that our best students can participate in a paid internship during the spring of their senior year.
- Increase the number of students pursuing the Accounting MBA on a full-time basis. If our undergraduates will complete this program before beginning their full-time careers, they will have much better opportunities.
- We have several faculty who are likely to retire in the next five years. We need to replace these individuals with high-quality faculty who can help us continue to improve the Department of Accounting so that it will be an exemplary program for the University.

➤ ***Vision Statement – In Five Years with Additional State Resources***

- Become known as the best undergraduate accounting program in Alabama, Tennessee, and Mississippi. As a regional institution our competitive advantage may be at the undergraduate level.
- Deliver a high-quality graduate accounting program throughout northern Alabama, southern Tennessee, and northeast Mississippi using hybrid courses that include classroom learning in remote locations with distance learning.

Program Assessment

9. Program Overview

Accounting is recognized as one of the most rigorous and marketable majors in virtually all business programs. The UNA BBA program in accounting is no exception. UNA's contemporary accounting program encompasses the broad areas of accounting information systems, financial accounting, managerial accounting, tax accounting, and auditing. Students may also select courses in governmental accounting, financial statement analysis, and advanced cost accounting. In addition to the undergraduate degree in accounting, UNA offers a MBA with a concentration in accounting. This graduate program includes the remaining courses required to take the CPA exam.

➤ *Mission Statement for the Program*

Within the context of the UNA mission and the mission of the College of Business, the mission of the Department of Accounting and Business Law is to prepare students to enter the accounting profession or graduate study and to become successful accounting and business professionals capable of performing a variety of professional, technical, and leadership roles within accounting, business, government and not-for-profit organizations found throughout a diverse and dynamic global economy. The Department emphasizes teaching excellence and provides a learning environment in which the faculty and programs contribute to student development and to the business community through professional involvement and applied intellectual contributions.

➤ *Goals and Objectives of the Program*

Teaching goals:

- Faculty will provide a quality program that is current and relevant.
- The education experience will provide students learned skills applicable to both graduate study and the contemporary business environment.

Research goals:

- Faculty will participate in research and professional development activities appropriate for maintaining currency in their teaching areas in order to enhance the educational experience of the student.
- Faculty will participate in research activities yielding intellectual contributions sufficient to achieve or maintain AQ or PQ status in accordance with the College of Business guidelines.

Service goal:

- Full time faculty will participate in university service, community service, student advising, and service to the discipline and profession which will qualify each individual for participating faculty status in accordance with the College of Business guidelines.

➤ *Student Learning Outcomes of the Program*

The student learning outcomes of the accounting program are congruent with the program goals and learning outcomes of the UNA College of Business BBA program.

UNA College of Business BBA Program Goals:

- BBA Goal 1: To be able to identify, analyze, and solve business related problems and make effective decisions.
- BBA Goal 2: To be able to communicate effectively
- BBA Goal 3: To be able to demonstrate qualities of leadership and teamwork
- BBA Goal 4: To be able to act professionally and ethically
- BBA Goal 5: To be able to function effectively in a diverse, dynamic global economic environment.
- BBA Goal 6: To be able to exhibit knowledge and skills appropriate to a chosen major.

BBA in Accounting Program Student Learning Outcomes:

Graduates of the UNA College of Business BBA program in accounting will be able to demonstrate the following knowledge, skills, or attributes at a level appropriate for entering the accounting profession or graduate study:

1. the ability to apply knowledge and skills, including technology skills, to structured problems.
2. the ability to evaluate unstructured or ambiguous situations and provide relevant business alternatives.
3. oral and written communication skills.
4. team-building skills.
5. an understanding of ethical issues and expectations for professional conduct in business.

6. technical expertise and competence in cost management, financial accounting, accounting information systems, auditing and assurance services, taxation, and related business areas.

➤ ***Governance Structure of the Program***

The full-time accounting faculty members are collectively responsible for program governance. With respect to curriculum matters, all full-time faculty members serve as a committee of the whole for undergraduate curriculum issues. The graduate faculty members who routinely teach the accounting graduate courses function as the Accounting MBA curriculum committee.

➤ ***Admissions Requirements***

The College of Business established admission requirements for all BBA students that became effective in fall 2008. Students are required to complete most of their general education coursework, including the lower-level business core, with at least a 2.0 grade point average before taking upper-level major courses.

Several changes have been made in course prerequisites in order to improve the likelihood of student success in accounting courses and to safeguard the quality of the accounting program. Effective fall 2007, Math 112, Precalculus Algebra, or any Area III math included in the UNA general studies component became a prerequisite or co-requisite for AC 291, Accounting Concepts I.

Recognizing that AC 391 Intermediate Accounting I is a pivotal course in the accounting program, the department faculty now require the successful completion of AC 391 with a minimum grade of C as a prerequisite for several upper-level accounting courses, including AC 392 Intermediate Accounting II, AC 395 Accounting for Nonbusiness Organizations, and AC 472 Tax Accounting. This simple prerequisite change is reinforcing the department's message that one must master introductory and intermediate skills in order to be successful in more advanced courses.

➤ ***Degree Requirements***

The BBA in Accounting is a 128-hour degree program with a common general education and business core for all business majors. During the five-year review period, the accounting major was a 24 credit hour major. As a result of the demise of the UNA requirement for 50 hours of 300/400 level coursework, the department increased the requirements for the accounting major to 27 hours with the addition of a three-credit hour 300/400 level accounting, business law or business elective. The 27-hour accounting major becomes effective in fall 2009.

➤ *Curriculum*

The 27-hour accounting major is comprised of six prescribed accounting courses, two accounting electives and one 300/400-level elective from accounting, business law, or business. The courses are listed below followed by prerequisites in parentheses.

- AC 390 Accounting Information Systems (AC 292 and CIS 125 with a minimum grade of C in both courses)
- AC 391 Intermediate Accounting I (AC 390 can be prerequisite or co-requisite for AC 391)
- AC 392 Intermediate Accounting II (AC 391 with a minimum grade of C)
- AC 471 Cost Accounting (AC 390 with a minimum grade of C)
- AC 472 Tax Accounting (AC 391 with a minimum grade of C)
- AC 473 Auditing (AC 390, AC 392, and AC 471)
- Two Accounting Electives from among
 - AC 395 Accounting for Nonbusiness Organizations (AC 391 with a minimum grade of C)
 - AC 481 Financial Statement Analysis (AC 392 with a minimum grade of C)
 - AC 495 Advanced Cost Accounting (AC 471 with a minimum grade of C)
 - AC 480 Accounting Internships (AC 392 and approval of department chair)
- Accounting, Business Law, or Business Elective

Our newest course offering is AC 481 Financial Statement Analysis which addresses a previous deficiency in our program. Students are required to evaluate situations that are less structured and more ambiguous than the typical problems in some accounting courses.

A sample four-year plan for an accounting major is provided on the following page:

U N A C C O U N T I N G

Accounting Careers: 360° of Opportunity

Four Year Plan if **MA 100** Taken First Semester
2009 – 2010

	First Semester			Second Semester		
		Grade	Quality Points		Grade	Quality Points
FRESHMAN	EN 111 or EN 121	3 hrs.		EN 112 or EN 122	3 hrs.	
	MA 100 ^A	3 hrs.		MA 112^A	3 hrs.	
	Natural Science w/lab^B	4 hrs.		Natural Science w/lab^B	4 hrs.	
	HI 101 or HI 101-H or HI 201	3 hrs.		HI 102 or HI 102-H or HI 202	3 hrs.	
	CIS 125	3 hrs.		EC 251	3 hrs.	
	TOTAL	16 hrs.		TOTAL	16 hrs.	
SOPHOMORE	EN 231 or EN 233	3 hrs.		EN 232 or EN 234	3 hrs.	
	COM 201 or COM 210	3 hrs.		QM 292	3 hrs.	
	AC 291	3 hrs.		AC 292	3 hrs.	
	QM 291	3 hrs.		BL 240	3 hrs.	
	EC 252	3 hrs.		Fine Arts Elective^C	3 hrs.	
	General Elective	1 hr.		General Elective	1 hr.	
	TOTAL	16 hrs.		CAAP & apply to CoB major	0 hrs.	
			TOTAL	16 hrs.		
JUNIOR	AC 390	3 hrs.		AC 392	3 hrs.	
	AC 391	3 hrs.		AC 471	3 hrs.	
	QM 295 or MA 121	3 hrs.		FI 393	3 hrs.	
	MG 382W	3 hrs.		MG 330	3 hrs.	
	MK 360	3 hrs.		General Elective(s)	4 hrs.	
	General Elective	1 hr.		Apply for Graduation		
	TOTAL	16 hrs.		TOTAL	16 hrs.	
SENIOR	AC 472 or AC 473	3 hrs.		AC 472 or AC 473	3 hrs.	
	AC elective ^D	3 hrs.		AC elective ^D	3 hrs.	
	MG 420	3 hrs.		MG 498	3 hrs.	
	International Elective^E	3 hrs.		AC/BL/ Business Elective^F	3 hrs.	
	General Elective(s)	4 hrs.		General Elective(s)	4 hrs.	
	TOTAL	16 hrs.		TOTAL	16 hrs.	

^Aas appropriate, based on SAT or ACT score and high school courses. Subsequent courses chosen, based on whether MA 100 is included in the student's program of study.

^BFROM PRESCRIBED LIST – General Education – Area III

^CFROM PRESCRIBED LIST – General Education – Area II; foreign language if pursuing B.A.

^DSix hours of Accounting Electives Required from the following: AC 395, AC 481, AC 495, and AC 480 (if eligibility requirements are met). AC 395 is required to take the CPA exam in Alabama.

^EInternational Electives include: EC/FI 463 and MG/MK 491

^FBL 480 (taught Spring only) is strongly recommended for CPA exam candidates.

Must be completed or enrolled prior to application for CoB major admission **Must be completed before or immediately after admission to CoB major**

➤ ***Associated Institutes and Centers – Center for Business Valuation***

In the fall of 2006, the College of Business launched the Center for Business Valuation Research and Education under the directorship of Dr. Keith Sellers, the LaGrange Eminent Scholar of Business Valuation. As one of its core missions, the Center promotes scholarly research on issues pertaining to the valuation of closely-held businesses. Dr. Sellers has lead research teams from all departments of the College of Business in a variety of business valuation related research projects including estimating the cost of equity capital, valuation of subchapter S corporations, and the valuation of derivatives. It is noteworthy that this research has resulted in an article in the journal of the American Institute of Certified Public Accountants, the *Journal of Accountancy*, which is the most widely-read accounting journal in the nation; and two more articles are forthcoming in the *Journal of Accountancy*. These applied intellectual contributions definitely contribute to the professional community and support the mission of the College of Business.

➤ ***Involvement of External Constituents***

Accounting Business Council

The Accounting Business Council (ABC) held its first meeting on May 28, 2009 with approximately 10 of the 15 members attending. Members were very engaged in the meeting and expressed their approval of initiatives of the Department and their willingness to help the Department where appropriate. A second meeting is planned for fall 2009.

The Accounting Business Council provides strategic guidance to the Department of Accounting and Business Law through the following initiatives:

- reviewing the Department’s mission statement and objectives,
- providing strategic guidance to the Department for its undergraduate and graduate programs,
- serving as a resource as appropriate to facilitate the Department’s accreditation efforts,
- partnering with the Department to develop revenue streams through fundraising initiatives and professional programs,
- reviewing courses to insure they focus on appropriate knowledge areas and professional skills,
- providing opportunities for faculty to develop relevant practical experience, and
- serving as UNA ambassadors at firms and corporations.

College of Business Alumni Relations Program

Dr. Walter Campbell has served as the coordinator of the College of Business Alumni Relations outreach activities. In particular, he has worked very diligently to improve the CoB Alumni database and organize alumni receptions with the purpose of strengthening alumni relations. The alumni receptions were very successful and very well attended, particularly by accounting alumni. Students and young alumni definitely benefited from the opportunity to network with more established alumni. The following receptions were held for alumni and friends of the College of Business:

- Huntsville Area Huntsville Marriott October 25, 2007
- Shoals Area Turtle Point Yacht and Country Club October 26, 2006
- Nashville Area Richland Country Club November 4, 2004
- Memphis Area Home of Travis Smith October 7, 2004

➤ *Community College Articulation*

The Department accepts and abides by all articulation agreements existing between UNA and community colleges. The Department also participates in College of Business recruiting activities at community colleges, particularly Northeast MS Community College and Calhoun Community College.

➤ *Program Productivity*

During the five-year program review period, the average number of unduplicated undergraduate majors enrolled in the Department of Accounting and Business Law was 213. While there was an increase in accounting majors during the period of 2006-2008, the number of degrees awarded remained virtually constant over the review period with an annual average of 34 undergraduate degrees.

10. **Program Evaluation**

➤ *Means of Assessment*

The Department of Accounting and Business Law will follow the College of Business Assessment Plan (see Appendix II) including using a three-year assessment cycle. For the Accounting major, our goal is to assess two of the six student learning outcomes each year, beginning no later than fall 2010. While a specific plan will be developed during the 2009-2010 academic year, the primary means of assessment will likely be course-embedded measurements.

➤ *Continuous Improvement Plan*

The Department of Accounting and Business Law will follow the College of Business Continuous Improvement Process (see Appendix III). The faculty strives to update course content to remain current with changes in generally accepted accounting principles, tax laws, auditing standards, and other aspects of accounting and business. We will also continue to listen to our alumni and other constituents for their suggestions on possible changes to the curriculum. During the 2009-2010 year, when developing our specific plan for assessment of student learning outcomes, we understand the importance of planning a timeline that does not exceed three years for assessment of a learning outcome, evaluation of the assessment results, development of an action plan when appropriate, implementation of changes if needed, and (re)assessment of the learning outcome.

➤ *Grade Distribution Patterns*

Tables summarizing grade distributions in accounting and business law courses are presented below:

**2004-2008 Grade Summary - Accounting Courses
Percentage of Students by Course Category and Letter Grade**

Subject	A	B	C	D	F	I	W	Total
AC 291 – BBA Core	17.0%	18.8%	19.6%	11.8%	7.4%	0.0%	25.4%	100.0%
AC 292 – BBA Core	19.9%	27.0%	23.9%	10.0%	3.3%	0.0%	15.8%	100.0%
Undergrad – AC Major Courses	31.5%	32.3%	18.9%	5.8%	2.8%	0.1%	8.6%	100.0%
Grad - AC MBA Courses	44.6%	39.9%	2.9%	0.2%	0.6%	0.0%	11.7%	100.0%
AC 626 - MBA Core	73.9%	19.4%	0.6%	0.0%	1.7%	0.2%	4.2%	100.0%

**2004-2008 Grade Summary – Business Law Courses
Percentage of Students by Course Category and Letter Grade**

Subject	A	B	C	D	F	I	W	Total
BL 240 - BBA Core	21.2%	33.9%	20.9%	5.9%	6.1%	0.0%	11.9%	100.0%
BL 380	38.3%	32.8%	8.6%	0.8%	3.1%	0.0%	16.4%	100.0%
BL 381	18.1%	47.2%	16.0%	3.5%	3.5%	0.0%	11.8%	100.0%

Overall, the grade distributions are as we would expect. It is unfortunate that approximately 33% of students either fail or withdraw from AC 291 Accounting Concepts I, but this is not unusual for this course at other institutions. Many students do not spend the necessary time on the course, particularly during the first month, and thus never learn the basic concepts of accounting. During the 2009-2010 year, we will implement a computerized homework system in AC 291 that we hope will facilitate student learning in the introductory course.

11. Program Recommendations

- Revise our undergraduate curriculum so that our best students can participate in a paid internship during the spring of their senior year.
- Increase the number of students pursuing the Accounting MBA on a full-time basis. If our undergraduates will complete this program before beginning their full-time careers they will have much better opportunities.
- Offer a CPA Review Program for our students to help them prepare for the CPA Exam once they complete our undergraduate and/or graduate programs. We have been actively working on this and hope to begin this program no later than 2010.
- Revise curriculum to integrate technology skills more directly into the accounting coursework.
- Consider ways to leverage our expertise in business valuation and taxation to increase enrollments and bring more prestige to our academic programs.

Appendix I: Department of Accounting and Business Law, Five-Year Data Set

UNIVERSITY OF NORTH ALABAMA
INSTITUTIONAL RESEARCH, PLANNING, AND ASSESSMENT

Five-Year Department Evaluation Data

DEPARTMENT: *Accounting and Business Law*

1. Number of Unduplicated Majors (Summer, Fall, and Spring Semesters Combined)

<i>Bachelor</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
Status						
Full-Time	130	139	130	150	151	140.00
Part-Time	65	62	65	79	95	73.20
Total	195	201	195	229	246	213.20
FTE Students	151.67	159.67	151.67	176.33	182.67	164.40

<i>Master</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
Status						
Full-Time					12	12.00
Part-Time					53	53.00
Total					65	65.00
FTE Students					29.67	29.67

2. Number of Degrees Conferred

<i>Bachelor</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
Degrees Awarded	33	33	33	38	33	34.00

<i>Master</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
Degrees Awarded					14	14.00

3. Majors/Degrees Conferred Ratio

<i>Bachelor</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
Ratio	5.91	6.09	5.91	6.03	7.45	6.28

<i>Master</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
Ratio						

4. Student Credit Hours (Summer, Fall, and Spring Semesters Combined)

<i>Level</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
Undergrad	4,287	4,524	4,716	5,005	4,396	4,585.60
Graduate	486	651	735	1,035	1,416	864.60
Total	4,773	5,175	5,451	6,040	5,812	5,450.20

5. Average Class Size

<i>Division</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
Undergrad	22.3	24.3	23.1	24.5	25.6	23.96
Graduate	13.5	18.1	17.5	23	22.5	18.92

6. Number of Faculty (Fall Semester)

<i>Faculty</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
Full-Time	7	8	9	9	8	8.20
Part-Time	1	1	1	0	4	1.40
Total	8	9	10	9	12	9.60
FTE Faculty	7.33	8.33	9.33	9.00	9.33	8.67

7. FTE Student/FTE Faculty Ratio (as per U.S. News definition)

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
Ratio	20.68	19.16	16.25	19.59	22.75	19.69

8. Credit Hours/FTE Faculty

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
CH/Faculty	650.86	621.00	584.04	671.11	622.71	629.94

9. Department Expenditures (including Actual Personnel and Non-Personnel)

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
Budget	\$513,925	\$568,899	\$726,925	\$903,472	\$1,039,325	\$750,509.05

10. Cost Per Credit Hour (Total Department Expenditures/Total Credit Hours)

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Average</i>
Cost	\$107.67	\$109.93	\$133.36	\$149.58	\$178.82	\$135.87

Source: UNA IRPA Office

Appendix II: College of Business Assessment Plan

The University of North Alabama will assess all program learning objectives over a three-year period. Two committees, appointed by the Dean, are responsible for the outcomes assessment. The first committee, the Coordinators Committee, is composed of all course coordinators for BBA and MBA core courses. The second committee, the Assessment Review Committee, is composed of a representative from each department, none of whom serve on the Coordinators Committee. The responsibilities of these committees in the outcomes assessment process are delineated below. All committee work is documented and available on the College of Business group page.

Each year, approximately one-third of the objectives will be assessed. The following instruments will be used in the assessment:

- 1. in-class assessments by external reviewers.*
- 2. the Educational Benchmarking Inc. (EBI) survey.*
- 3. faculty-developed knowledge-based exams.*

The main assessment tool used will be in-class assessments by external reviewers. These capture direct measures of outcomes, as opposed to the indirect nature of the EBI surveys. Faculty-developed knowledge-based exams will be used primarily for assessing student comprehension of core concepts from general business courses.

An example of the process of an in-class assessment by an external reviewer is the Department of Computer Information Systems' assessment of written communication in CIS 236 by faculty from the Department of English. An assignment is submitted by each student in the course. A faculty member from the English Department will independently assign a rating using an agreed upon rubric for the purpose of assessing the writing. This rating will not impact the students' grades but is used to assess the writing skills exhibited in the course.

With respect to faculty-developed knowledge-based exams, an example is the MBA-core exam that will be administered to all graduating MBA students. The collective exam scores over specific topics will be used to identify content areas in need of improvement.

The work of the Assessment Review Committee is to review the outcomes of the various assessments (in-class assessments by external reviewers; Educational Benchmarking, Inc. [EBI] survey results; and results of faculty developed knowledge-based exams). As a result of these assessments, the Assessment Review Committee will identify one to three areas as targets for improvement.

Once the College of Business Assessment Review Committee has identified and communicated one to three targets for improvement, responsibility for action shifts to the College of Business Coordinators Committee. Each committee member will initially coordinate development of learning outcomes for his or her core course(s). The Assurance of Learning Committee will perform an analysis to determine if the learning outcomes are consistent with and reflect the College of Business learning goals and objectives.

The Assessment Review Committee will develop and implement an Improvement Action Plan to specifically address needed improvements. Results of the actions taken are evaluated as part of the future assessment process with the Assessment Review Committee reporting results to the Coordinators Committee and to the College of Business Administrative Committee. Improvement plans are reinforced, altered, or eliminated based on performance improvements that have taken place.

Specific improvement-plan items include minor course-specific changes such as technology upgrades, innovative pedagogy, and other new tools. However, alterations to course learning objectives may be required. Other major changes, such as curriculum-wide modifications, may be required. When necessary, the Coordinators Committee will recommend curriculum changes to the Administrative and Curriculum Committee.

The time-frame for each learning outcome is three years. Specifically, when a learning outcome is assessed, the committees will meet in the following fall semester to develop the action plans. Implementation will begin during the following spring semester. All ongoing work over the next year will be documented by the Coordinators Committee. Finally, the loop will be closed during the third year, when the applicable outcome will be assessed next.

Implementation of the Assessment Plan began in the 2007-2008 academic year. The status of outcomes assessment agenda items are given below:

- *Coordinators Committee Formation: completed Spring 2008*
- *Development of Learning Outcomes for Core Courses: completed Spring 2008*
- *Assurance of Learning Committee Analysis of Learning Outcomes: completed Spring 2008*
- *Assessment Review Committee Formation: to be completed – early Fall 2008 (priority item)*
- *Initial Assessment Cycle: to be completed Fall 2008*
- *EBI Survey: administered Spring 2008 for undergraduate program*
- *Improvement Action Plan: to be developed Fall 2008 (based on Spring 2008 EBI survey)*

With respect to the curriculum, the College of Business Administrative and Curriculum Committee will be responsible for all change and review. The Department Chair for the applicable area will submit any proposed curriculum changes to the Curriculum Committee for review and approval. All approved changes will be submitted to either the Undergraduate Curriculum Committee (for BBA) or the Graduate Council (for MBA). Faculty should be cognizant of meeting times for the above committees, as well as any posted deadlines for submission of changes to be made in the next catalog.

Any faculty member(s) may initiate the curriculum change process, based on community needs, industry changes, discipline changes, results of the outcomes assessment process, or other impetuses as deemed applicable. Departments are expected to review their curricula regularly to determine timeliness and relevance of course coverage and offerings.

Source: College of Business Outcome Assessment Study and Curriculum Development”; Approved February 26, 2008, Revised June 30, 2008.

Appendix III: COB Continuous Improvement Process

The continuous improvement processes within the College of Business focus on identifying and initiating improvement at several levels:

- *There is an on-going review of curriculum as part of the College of Business' assurance of learning processes. The assurance of learning program is discussed in more detail in response to question 17 of Part III (Assurance of Learning) in this application.*
- *The University and College of Business have initiated a comprehensive five-year program review process for each program offered within the College.*
- *Annual strategic planning initiatives are a part of the College of Business' strategic planning process. These initiatives focus on improvements in a variety of areas, including strategic management, participant quality, and program quality.*

Source: UNA Revised AACSB Eligibility Application,
Submitted December 4, 2008.