

UNIVERSITY OF WEST GEORGIA
ANNUAL REPORT TEMPLATE (ACADEMIC)
FY 2010 (July 1, 2009 to June 30, 2010)

DEPARTMENT OF Accounting and Finance (RCOB)
Name of Department Chair Ron Colley
Name of Person Completing Report Ron Colley

DEPARTMENTAL MISSION & ASSESSMENT

1. Departmental Mission & Goals

Departmental Mission/Vision Statement : The Department of Accounting and Finance provides high quality student learning in a personal environment and develops and maintains professionally accomplished faculty. Excellence in student learning and professional development activities complement each other. The primary means by which instructors can enhance and update the content of their present courses and design new ones is through research and professional development activities. Professional development is also essential to enhance the status of the institution among AACSB member schools and potential employers.

Service to the institution and professional community is the glue which combines the two core values and supports the activities necessary to develop them. Involvement in academic and professional organizations and University and Departmental committees supports the design of a superior academic program, placement of graduates, acquisition of new ideas for professional development and student learning, and the provision of external funding for departmental activities.

Departmental Goals [*Align with institutional goals in 5 below*]

To realize the vision and develop the core values, several core services and competencies have been designed. Implementing these core services and competencies will ensure that:

1. Our programs have an excellent reputation among employers **SPG 1**
2. We provide the best possible undergraduate and graduate learning experiences to students **SPG 1**
3. Ample institutional and external support exists for professional development activities **SPG 6**
4. Student learning, scholarship, and service activities are goal directed, conducted efficiently and effectively, and rewarded based on the value of their contributions to our core values **SPG 1**
5. The prospects for attracting and retaining quality students and faculty are high **SPG 3, 6, 7**
6. The relations between the Department and various stakeholder groups are excellent **SPG 12**

III. Core Services

A. Internal Customers (Students)

1. Provide a quality curriculum **SPG 1**
2. Provide quality courses **SPG 1**
3. Provide flexible course delivery using a variety of media, including distance and on-line learning where appropriate **SPG 1**
4. Provide user-friendly class schedules **SPG 1, 4**
5. Provide a personal environment **SPG 4, 8**
6. Provide quality advising and mentoring **SPG 1, 4**
7. Provide quality internships and coop opportunities **SPG 1**
8. Provide international learning opportunities **SPG 1**
9. Provide students with an educational foundation which will assist in the pursuit of quality employment or acceptance in masters or doctoral programs **SPG 1**

10. Provide scholarship opportunities **SPG 1**

B. External Customers (Businesses, Governmental Organizations and Educational Institutions of Higher Learning)

1. Provide quality graduates for employment **SPG 1**
2. Provide quality graduates for enrollment in masters and doctoral programs **SPG 1**
3. Provide technical and topical expertise to businesses **SPG 12**
4. Provide local and global continuing education opportunities **SPG 12**

IV. Core Competencies

A. Student Focus

1. Attract high quality high school and junior college graduates to the BBA **SPG 7**
2. Attract high quality BBA and liberal arts students to the MPAcc and MBA **SPG 3**
3. Maintain and enhance our personal environment in student learning, advising and mentoring **SPG 3, 4**

B. Market Focus

1. Seek alumni and employer input for curricular improvements and establishing course program learning outcomes **SPG 1, 12**
2. Establish relationships with alumni and employers to supply/secure student internships and jobs **SPG 1, SPG 1, 12**

C. Customer Focus and Accessibility

1. Bring innovative student learning methods and cutting-edge content into the classroom including:
 - a. Written assignments that are graded for composition and grammar as well as for technical content **SPG 1**
 - b. Oral presentations that are graded for delivery and style as well as for the propriety of the solution **SPG 1**
 - c. Solving cases that are based on actual experiences **SPG 1**
 - d. Discussions of business ethics **SPG 1**
 - e. The proper amount of content in a given subject to acquire an in-depth knowledge **SPG 1**
 - f. The appropriate use of technology **SPG 1**
2. Continuously improve curriculum structure and content to anticipate market demand for skills **SPG 1**

D. Reputation

1. Maintain AACSB general accreditation and separate Accounting Program accreditation **SPG 1**

E. Successful Faculty (For the Department as a Whole)

1. Produce an average of one peer reviewed paper per faculty per year **SPG 1**
2. Pursue an active research agenda to include article submissions, presentations at academic/ professional meetings, and publications in proceedings and academic and professional journals **SPG 1**
3. Involve faculty in professional and academic organizations **SPG 1**

4. Ensure faculty use of cutting-edge course content and student learning methods including multi-media and DL/on-line technology where appropriate **SPG 1**
5. Involve faculty in CPE, certificate, and training programs **SPG 1**
6. Involve faculty in grant applications **SPG 1**
7. Involve faculty in the continuous improvement of institutional processes **SPG 1**

F. Continuous Improvement

1. Have updated library and reference holdings **SPG 1, 6**
2. Have technology and faculty training opportunities **SPG 1, 6**
3. Have technology infrastructure **SPG 1, 6**
4. Support faculty travel, membership, and meeting attendance **SPG 1, 6**
5. Support student recruitment and placement and other networking activities by faculty **SPG 3, 7**
6. Provide faculty internship opportunities **SPG 1, 6**
7. Develop support strategies aimed at alumni and employers **SPG 12**
8. Reduce the effect of salary compression/inversion to the extent possible **SPG 6**
9. Support faculty research and service through administrative processes and reward strategies **SPG 1, G 1, 6**
10. Maintain administrative processes that lead to goal congruent faculty behavior **SPG 1, 6**
11. Improve the quality of input and monetary support by the Accounting Advisory Board to obtain the following benefits:
 - a. Curriculum review and update **SPG 1, 7**
 - b. A catalyst for long-range planning **SPG 7, 12**
 - c. Faculty and student development suggestions and opportunities **SPG 1, 12**
 - d. New ideas based upon the profession's changing environment **SPG 1, 12**
 - e. Direct interaction with senior level professionals **SPG 1, 12**
 - f. Increased opportunities for students **SPG 1**

2. Assessment Summary: Results of Student Learning Outcome Goals Addressed This Academic Year

1. In Acct 4241, the flowcharting results were poor.
2. In Acct 5242, results were below expectations for the development of an Entity-Relationship model and the corresponding set of database tables.
3. In Acct 2102, the results for cost-volume-profit analysis were below expectations.

3. Changes/Improvements Made as a Result of Assessment

- In Acct 4241, more emphasis was placed on flowcharting. This resulted in a substantial improvement in outcomes over a series of semesters.
- In Acct 5242, more time was spent on Entity Relationship diagrams and the development of a set of database tables. The extra time carried the assessment to a point in the course that was much later than before. This resulted in substantial improvement in the outcomes.
- In Acct 2102, a change was made in which the students were not allowed to bring a formula sheet for the exam on cost-volume-profit relationships. The results are pending analysis.

STRATEGIC PLAN UPDATES

The Strategic Plan (2010-2015) is designed to shape the University of West Georgia for the next five years in such a way as to place it as a **destination university**, particularly among peer universities in the state of Georgia and among those universities in the nation granting doctoral degrees in programs that balance liberal arts education with professional preparation.

4. What are your targeted expectations by 2015 for the strategic plan?

The department will continue to strive to achieve its goals as specified in the above section on departmental goals. The expectation is to have a growth in number of faculty members to correspond with the growth in enrollment. The department would also like to increase the frequency of offerings of particular courses as well as to implement some new courses. The expectation is that enrollment and tuition revenue will be increased through the implementation of more programs for international students.

5. Identify the strategic plan goals pursued by your department during this academic year:

No.	Institutional Strategic Plan Goals (SPG) (2010-15)	Check the SPG pursued	Indicate your Departmental Initiatives that correspond to applicable institutional SPG
i	Every undergraduate academic program will demonstrate a distinctive blending of liberal arts education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21 st century.	√	A blending of a liberal arts education is inherent in the course requirements of all students, as they are required to take Areas√ A, B, C, D, and E courses in the curriculum. This constitutes 42 semester hours in the curriculum. In addition, some students take liberal arts electives. Professional competencies are emphasized through the varied major course requirements, as well as the requirements of the major specific (Area F) and business core courses in the curriculum. Experiential learning takes place through such assignments as case studies and other homework and class assignments. In addition, some students do internships. Ethics are emphasized throughout the curriculum, as is globalization.
ii	Every undergraduate student will be advised to take advantage of one of multiple available learning communities. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations – Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major.	√	The department supports the Honors Program by offering an Accounting Principles I honors section fall semester and an Accounting Principles II honors section spring semester. In addition, it is common for instructors to agree to convert non-honors courses to honors section credit as needed by particular students.
iii	The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs, that have as their mark a practical professional	√	A few years ago, the enrollments in the Master of Professional Accounting

	purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.		(MPAcc) classes were often around 5 or 6 students. Considerable efforts have been made to increase enrollments. This included the establishment of a Director of the MPAcc program by Dean McIntyre. Dr. Haynes (the Director of the MPAcc program) has diligently worked on increasing enrollments. As a result, present MPAcc classes often have 20 or more students.
iv	The University will maintain an environment that is safe and conducive to learning.		
v	The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.		
vi	All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.	√	Every effort is made to make the work environment as pleasant and friendly as possible. Individual preferences are taken into account in scheduling of classes, committee assignments, and work duties.
vii	The University will endeavor to increase our overall enrollment to 14,500 by the year 2015.	√	In addition to seeking to attract students from the local area, the department recently initiated a program for students in Finance major to come to the University of West Georgia from the Zhongnan University of Economics and Law (ZUEL) in Wuhan, China. The program had its beginning this spring semester with the entry of three students. Two more students will join the others in the fall. Efforts are currently underway to increase the number of students from ZUEL. One such effort will be to establish a similar program in the Accounting major. In addition, contact has been made with another university in China to initiate talks about setting up a similar program.

viii	With our enrollment growth, West Georgia will remain committed to the following targets of academic quality: faculty-student ratio of 18 to 1; average class size of 29; full-time to part-time faculty ratio of 4.4 to 1.	√	While the department seeks to achieve the stated goal regarding class sizes, the faculty members of the department have shown a willingness to take on large class sizes at a time of enrollment growth without a corresponding increase in the number of faculty members.
ix	West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth		
x	Capital Campaign: The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia.		
xi	Communication and Marketing: The Office of University Communications and Marketing (UCM) will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning the institution's integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.		
xii	Community Relations: The University will engage the local community educationally, culturally and recreationally.		

6. How did you measure successes/failures toward your expected goal(s)? What metrics are being used?

The department has annual evaluations through an MBO system which is explained as follows:

II. Personnel Evaluation Procedures

A. Student Learning

Various output measures and externally controlled procedures outlined in Part 2 provide evidence of the effectiveness of the Department in developing its core values. However, the performance of individual faculty members in providing quality learning must also be evaluated (i.e., input evaluation). Moreover, such evaluations must be performed at least annually. These evaluations are necessary for short-term assessment of our success in implementing core services and competencies, and the successful implementation of the procedures of the MBO-based Departmental governance structure.

The evaluation of our effectiveness (excellence) in promoting student learning is a very difficult task. Promoting student learning involves six general categories: 1) planning and organization; 2) content; 3) delivery; 4) standards; 5) workload; and 6) overall quality and skills.

The following procedures will be used in determining effectiveness in promoting student learning:

1. Student evaluations will be conducted by a colleague in order to assure fairness in the administrative process

2. The results will be summarized and key statistics tabulated for each question on the survey, while data on the level of difficulty and type of courses will be considered in the interpretation and comparison of statistics
3. A copy of each course syllabus will be provided for review
4. The academic administrator will solicit opinions from graduating students during the course of exit interviews that are part of routine Departmental procedure
5. Faculty members will complete the forms provided in the Faculty Handbook

The evaluation of student learning will recognize the following 4 categories, each with their weights within this area shown in parenthesis:

i. Workload (20%)

Assessed by item number 6 above and evaluated as follows:

<u>Activities</u>	<u>Points</u>
a. Number of sections	1 per course 2 per course above 6
b. Off campus courses	1 per course
c. New preparations - never taught or not taught within five years	2 per course
d. Number of course preparations	1 per course above average of two
e. FTEs:	15-25% above budget - 1 point 25% or more above budget- 2 points
f. Scoring :	
9 and above	100%
8	90%
7	80%
6	70%
5	60%

ii. Evaluations by Students/Graduates/Peers (20%)

Assessed by items numbered 1, 2, 4, and 5 above and scored as follows:

4.6 - 5.0	100%
4.3 - 4.5	90%
4.0 - 4.2	80%
3.7 - 3.9	70%
below 3.7	60%

iii. Innovation and Development in Student Learning (Maximum 40% - Minimum 20%)

Assessed by course syllabi, annual reports, and observations concerning the following:

- a. Innovative format to course syllabus
- b. Utilization of guest lecturer/speakers
- c. Field trips
- d. Utilization of cases as a learning tool instead of pure lecture
- e. Utilization of case presentations as a part of learning outcome evaluation
- f. Utilization of a practice set, audit case, tax case, computer simulation, and other comprehensive projects
- g. Demonstration of current technology/practice, such as software packages
- h. Incorporation of ethical issues
- i. Incorporation of international issues
- j. Utilization of reading lists and research agendas in undergraduate courses
- k. Utilization of student presentations to supplement learning or serve in lieu of lectures
- l. Utilization of relevant videos
- m. New course development
- n. Incorporation of current issues into courses
- o. Lead and/or participate in educational seminars
- p. Grants

iv. Accessibility to Students (Maximum 40% - Minimum 20%)

Assessed by course syllabi, annual reports, and observations concerning the following:

- a. Conduct students lab hours
- b. Do departmental advising
- c. Conduct review sessions
- d. Attend alumni functions
- e. Keep extended office hours
- f. Attend freshmen orientation sessions
- g. Visit high schools and junior colleges
- h. Assist in placement activities, such as obtaining interviews for students, participating in Accounting Interview Day, assisting the Office of Career Services in developing internships, co-op opportunities, and securing new recruiters
- i. Supervise an internship or co-op program
- j. Represent the Department at High School Visitation Days
- k. Advise Developmental Studies students
- l. Advise student pre-majors and majors for registration
- m. Supervise Independent Study projects
- n. Develop and implement on-line or distance learning courses for targeted audiences.

The total of categories iii. and iv. can not exceed 60%. A faculty member will not be adversely affected if a class appearing in the bulletin is cancelled.

B. Research and Service

Each faculty member should include the following documents in his/her annual personnel evaluation file:

- 1. Copies of articles, cases, and other materials published
- 2. Copies of research output submitted for review
- 3. Copies of handouts used in CPE instruction
- 4. Copies of presentations made to academics and professionals

5. Chronological and other information concerning institutional, professional, academic, civic, and other meetings, seminars, and workshops attended
6. Copies of any other materials pertaining to research and service activities
7. Copies of research grant proposals

Generally, two journal publications are required to receive full credit when a 50% weight is assigned to research (one journal publication receives full credit for a 40% weight). Based on the Chair's evaluation of the nature of a journal publication, full credit may be given for one journal publication when a 50% weight is assigned to research. Less than full credit is assigned when there are other research outcomes (proceedings publications, academic presentations, books, book and article reviews, and grants) but no journal publications.

7. Describe some notable achievements toward selected goal(s) during this academic year.

FINC 4561 - Best

Incorporated the newest version of the American Bankers Association BankExec (with swaps) banking simulation.

ACCT - 6216 - Haynes

Hands on training using the new financial accounting research system (FARS) database

ACCT 6263 - Moffeit

Used the Ethics Game - with computerized analysis software

Best

Instructor, Graduate School of Banking, LSU.

Lead Instructor and Coordinator, Bank Simulation, Alabama Banking School

Instructor, South Carolina Banking School.

Moffei

t

Vice President, Board Member, West Georgia Chapter of the Georgia

Society of CPAs

Implemented the first online section of Acct 2101

Implemented a new program with the Zhongnan University of Economics and Law(ZUEL), which is in Wuhan, China. The first students, who will received dual degrees from ZUEL and the University of West Georgia, enrolled at UWG in January, 2010.

8. What resources could have helped you achieve or exceed your goals for the year? How would you have used them to facilitate/improve the work of your department?

Additional faculty members would have allowed for more frequent and more varied course offerings and would have enabled the teaching loads for the faculty members to be more in line with our peer institutions. For example, one faculty member had preparations for six different courses during the year, and also supervised a student internship. This included two graduate courses as well as courses that are considered difficult to prepare for by others in the teaching profession.

DEPARTMENTAL ACHIEVEMENTS

Place NA if not applicable or 0 if zero for the year.

9	Percent of Students passing licensing, certification, or other accreditation examinations related to their chosen field	NA
10	Proportion of graduating students going on to graduate or professional schools	20
11	Number of nationally recognized programs	0
12	Number of Endowed Chairs and Full Professors	0
13	Types of licensure <i>(please list)</i>	
	NA	
14	How does the department prepare students for licensure?	
	NA	
15	Other notable achievements by the department	
	NA	

STUDENT ACHIEVEMENTS

Place NA if not applicable or 0 if zero for the year.

16	Total Published Research Papers	0
17	Total Presentations	0
18	Total Internships	5
19	Total Co-ops	0
20	Total Scholarships	5
21	Total Fellowships	0
22	Total Students engaged in Funded Research	0
23	Total Students receiving National Awards and/or National Recognition	0
24	Total Students inducted into Academic Honor Societies	21
25	Total Student Programs (debate, cheerleaders, athletic teams) receiving national recognition	0
26	Other notable achievements by students	

FACULTY/STAFF PRODUCTIVITY

Place NA if not applicable or 0 if zero for the year.

Total Number of Faculty: Full-Time _____ Part-time _____

TEACHING

27	Total New Course Developments	0
28	Total Faculty Teaching Honors Courses	2
29	Total Faculty Traveling Abroad for Teaching Purposes	0
30	Total Number of Faculty Involved in Academic Advisement	10

RESEARCH/PRODUCTIVITY

31	Total Books and Monographs	0
32	Total Book Chapters	0
33	Total Peer Review Articles	5
34	Total Other Shorter Works	0
35	Total Paper Presentations	5
36	Total Other Presentation	2
37	Total In-House Publications	0
38	Total Juried Exhibits/Performances	0
39	Total Other Exhibits/Performances	0
40	Total Positions Held in Journal Editing/Review	5
41	Total Faculty involved in Notable Continuing Education Efforts	0
42	Total Faculty traveling Abroad for Research Purposes	0

PUBLIC SERVICE

43	Total Participants in Honors Organizations	9
44	Total Offices held in Professional Organizations	2
45	Total Advisors of Student Organizations	1
46	Total Participants in Cooperative Consulting Efforts	0
47	Total System-wide/UWG Committee Activities	0
48	Total Participants in Public Service Activities	2
49	Other notable achievements by faculty	

GRANTS/AWARDS

50	Total Proposals Submitted	0
51	Total Proposals Funded	0
52	Total Amount Awarded	0
53	Total Grants Generated by Department	0
54	Total Faculty receiving Grants	0
55	Total Fellowships Awarded	0

IMPORTANT: Please do not abbreviate. Please spell out all organization/program names.

56	New Degree Programs or Deletions <i>(name of program and semester added/deleted)</i>
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NA

57	New Departments or Other New Units; Also any Restructuring of These
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	NA
58	Accreditation or Similar Distinction or Renewal <i>(name of accrediting body and date department/program received accreditation)</i>
	NA
59	Additional Comments Concerning Your Department

UPON COMPLETION

Please email completed report to the **Dean of Your College** & to:

Institutional Research and Planning

Tara Pearson

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