

UNIVERSITY OF WEST GEORGIA
ANNUAL REPORT TEMPLATE
FY 2011 (July 1, 2010 to June 30, 2011)

DEPARTMENT OF Accounting and Finance _____
Name of Person Completing Report Ron Colley _____

DEPARTMENTAL MISSION & ASSESSMENT

What is your department's mission statement?

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.

Please list your department's goals for this reporting year.

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**

Please list the assessments used to measure progress toward departmental goals.

Undergraduate:

LG4 Understand the principles and practices common to the major forms of accounting.

LO4.1 Students will be able to demonstrate knowledge of product costs.

LO4.2 Students will be able to demonstrate knowledge of operational and financial budgets.

LO4.3 Students will be able to demonstrate an understanding of the balance sheet accounts and statement of cash flows. **LO4.4** Students will be able to compute AGI, taxable income, and tax on taxable income.

LO4.5 Students will be able to demonstrate knowledge of an audit plan and an audit report.

LO4.6 Students will demonstrate knowledge of audit procedures.

LO4.7 Students will be able to demonstrate knowledge of the basics of internal control

LO4.8 Students will be able to demonstrate knowledge of the revenue and expenditure cycles

Graduate:

LG1 Communicate at a professional level in oral presentations and in writing.

LO1.1 Students will be able to conduct research relevant to accounting issues and

problems.

LO1.2 Students will be able to create effective written documents.

LO1.3 Students will be able to prepare and deliver effective oral accounting presentations.

LG2 Identify how globalization affects organizations and their environment.

LO2.1 Students will be able to identify the impact of international accounting standards on the accounting profession.

LG3 Recognize the importance of ethical decision making.

LO3.1 Students will be able to identify ethical theories and concepts and their importance.

LO3.2 Students will be able to evaluate situations from various ethical frameworks.

LG4 Understand the major forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems.

LO4.1 Students will be able to identify tax planning issues involving like-kind exchanges.

LO4.2 Students will be able to differentiate between for-profit, non-profit, and governmental accounting and auditing rules and regulations.

LO4.3 Students will have an understanding of strategic management accounting tools.

LO4.4 Students will be able to recognize fraudulent financial reporting.

LO4.5 Students will be able to develop entity relationship diagrams and understand modeling of business processes.

LO4.6 Students will be able to identify standard setting policies and procedures and develop implications for the accounting profession.

Please discuss any departmental improvements based on the assessment of the departmental goals listed above.

ACCT 6233 (Strategic Cost Management) is a Master of Professional Accounting course. In the spring semester of 2009, the results of assessment indicated that 50 percent of students did not meet expectations and only 11 percent exceeded expectations. The learning goal assessed was number five, which at that time was: Understand the principles, practices, and professional responsibilities common to the major forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems. (As a result of the September 2010 rewriting of the learning goals, this is now learning goal number four.)

The learning objectives measured were: 1) Apply quantitative skills to business problems; and 2) Master management accounting course content. The assessment instrument was a 20 question exam which was given at the end of the semester. Analysis of the results indicated that two areas of poor performance were total quality management and the theory of constraints.

As a course of action, the pedagogy was shifted to generalized verbal comprehension in class presentations (students were not allowed to use notes), class discussions, and having a course participation grade. Also, the topics of total quality management and the theory of constraints received special emphasis. The results for the spring semester 2010 assessment showed there were no students who did not meet expectations and 40 percent of students exceeded expectations.

ACCT 6264 (Nonprofit Accounting and Auditing) is an MPAcc course offered in the fall semesters. In the fall semester of 2009, learning goal number five was assessed in this class. The learning objectives were: 1) Understand Not for Profit (NFP) Accounting and Auditing (A & A) theory and apply its underlying procedures to specific situations; and 2) Understand the system design consequences of the unique accountability and operational characteristics of NFPs. Assessment was done in the form of embedded examination questions. The result was that 32 percent of the students did not meet expectations.

The course of action taken was to provide more coverage on potential component units, hospital accounting for charity services, and the Single Audit Act. As a result, the assessment of 2010 had no students who did not meet expectations and 77 percent who exceeded expectations, a substantial improvement from the previous assessment.

ACCT 4241 (Accounting Information Systems) is an undergraduate major course offered in the fall and summer semesters. The learning goal assessed in the fall semester of 2007 was to understand the principles and practices common to the major forms of accounting. The assessment of a flowcharting assignment produced a result of 68 percent of students who did not meet expectations. As a result of this outcome, a special (previously unscheduled) assessment was conducted in the summer session of 2008. The course of action was to have increased emphasis on the topic of flowcharting.

The result of the follow-up assessment in the summer session of 2008 was that only six percent of students did not meet expectations. Based on the success of the emphasis and importance placed on the topic of flowcharting, the decision was made to have a flowcharting examination as a component of the next offering of the course. Having the increased emphasis on flowcharting resulted in having no students who did not meet expectations when the assessment was conducted for the fall semester of 2008. The results over the course of the three assessments are summarized as follows:

	Fall 2008	Summer 2008	Fall 2008
Did not meet expectations	68%	6%	0%
Met expectations	29%	47%	38%
Exceeded expectations	3%	47%	62%

The courses of action taken based on assessments do not always result in such immediate and dramatic improvements. In some instances, the process of improving student learning takes longer. The instructor may try something and have results that are the same as before or, in some cases, even worse than before. However, with continued effort, the instructor is usually able to figure out what works, and the result is an improvement in student learning. One such example is the results of assessments in ACCT 3232 (Managerial Accounting).

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.

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		A blending of a liberal arts education is inherent in the

	<p>be ethically responsible and civically engaged professionals in the global economy of the 21st century.</p>	<p>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.</p>
<p>ii</p>	<p>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.</p>	<p>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.</p>
<p>iii</p>	<p>The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs, that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.</p>	<p>A few years ago, the enrollments in the Master of Professional Accounting (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.</p>

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 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 of 2010 with the entry of three students. Those three students continued through the fall semester of 2010. An increase in the number of students is expected for the next academic year.
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.		

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

1. Revised the learning goals and also added learning objectives for both the undergraduate and graduate programs.
2. Began preparation for the upcoming accreditation visit from the Association to Advance Collegiate Schools of Business (AACSB).
3. A tenure-track accounting position was filled.
4. A Lecturer of Accounting was hired.

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?

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DEPARTMENTAL ACHIEVEMENTS

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

If your department prepares students for state licensure or certification, please list the percent of students who passed the examination.	N/A
What percent of graduating students, in your department, go on to graduate or professional schools?	20
How many nationally recognized academic programs does your department offer?	0
How many endowed chairs are in your department?	0
How many full professors are in your department?	8

STUDENT ACHIEVEMENTS

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

What types of licensure does your department prepare students to receive? (please list)	N/A
How does your department prepare students for licensure?	N/A
Please list notable achievements accomplished by your department this year.	

The department had 20 students who were Ingram Scholars.

How many research papers were published by students in your department this year?	0
How many research presentations were completed by students in your department this year?	0
How many internships were completed by students in your department this year?	6
How many cooperative education experiences were completed by students in your department this year?	0
How many scholarships were awarded to students in your department this year?	7
How many fellowships were received by students in your department this year?	0
How many students were engaged in funded research in your department this year?	0
How many students in your department received national awards and/or recognition this year?	0
How many students in your department were inducted into Academic Honors Societies this year?	20

How many students in your department participated in a student program (which received national recognition) this year? (i.e. debate, cheerleading, athletic teams)	0
Please list other notable achievements accomplished by students in your department this year.	
FACULTY/STAFF PRODUCTIVITY	
Place NA if not applicable or 0 if zero for the year.	
FACULTY EXTRACURRICULAR ENGAGEMENT WITH STUDENTS TEACHING	
How many new course developments were completed by faculty in your department this year?	0
How many honors courses were taught by faculty in your department this year?	2
How many members of the faculty in your department participated or led a study abroad program this year?	0
How many faculty in your department participated in academic advisement this year?	10
FAUCLTY RESEARCH PRODUCTIVITY	
How many books and/or monographs were published by faculty in your department this year?	0
How many book chapters were published by faculty in your department this year?	0
How many peer-reviewed articles were published by faculty in your department this year?	4
How many shorter works were published by faculty in your department this year?	0
How many papers were presented by faculty in your department this year?	9
How many other presentations were delivered by faculty in your department this year?	2
How many in-house publications were published by faculty in your department this year?	0
How many juried exhibits were completed by faculty in your department this year?	0
How many other exhibits or performances were completed by faculty in your department this year?	0
How many members of the faculty in your department served in journal editing/reviewing positions this year?	3
How many members of the faculty participated in notable continuing education efforts this year?	3
How many members of the faculty traveled abroad for research purposes this year?	0
FACULTY PUBLIC SERVICE	
How many members of the faculty in your department served in honors organizations this year?	9
How many members of the faculty in your department held positions in professional organizations this year?	2
How many members of the faculty in your department served as advisors to student organizations this year?	2
How many members of the faculty participated in cooperative consulting efforts this year?	0
How many members of the faculty in your department served on institution (UWG) wide committees this year?	4
How many members of the faculty in your department served on USG system committees this year?	0
How many members of the faculty in your department participated in public service activities this year?	3

FACULTY GRANTS/AWARDS

How many grant applications were submitted by members of the faculty in your department this year?	0
How many grant proposals were funded for members of the faculty in your department this year?	0
What is the total dollar amount of the grants funded for members of the faculty in your department this year?	0
Please list the total number of grants generated by faculty members in your department.	0
Please list the total number of faculty receiving grants in your department this year.	0
Please list the total number of faculty receiving fellowships in your department this year.	0

Please list other notable achievements accomplished by faculty in your department this year.

Instructor, Graduate School of Banking, LSU.
 Lead Instructor and Coordinator, Bank Simulation, Alabama Banking School.
 Instructor, South Carolina Banking School.

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

Please list all new degree or certificate programs launched in your department this year. Please list the full and accurate program title.	N/A
Please list any changes to the structure of your department (or the substructures within your department) implemented this year.	N/A
Please list new or renewed accreditation or similar distinction received in your department this year. Please include the name of the accrediting body and date received.	N/A
Please list any additional comments about your department based on this year's work.	