

Undergraduate College  
Discipline Review

**Discipline:** Business, Accounting & International Business

**Chair:** *Esme Faerber and Paulette Hutchinson*

**General Education courses that are required for a major in this discipline:**

Students are required to complete ECO-0100, Introduction to Macro-Economics, ECO-L100, Macroeconomics Problems and Applications, and PHI-0270, Business Ethics, as part of their General Education program.

**General Education courses that are required for a minor in this discipline:**

Students are required to complete ECO-0100, Introduction to Macro-Economics, ECO-L100, Macroeconomics Problems and Applications as part of their General Education program.

**Courses required for a major in Business:**

BUS-0100	Legal Environment of Business	3 credits
BUS-0220	Statistics I	3 credits
BUS-0221	Statistics II	3 credits
BUS-0240	Management Information Systems I*	3 credits
BUS-0300	Organizational Theory of Management	3 credits
BUS-0305	Introduction to Finance	3 credits
BUS-0350	Marketing	3 credits
BUS-0455	Internship**	1-6 credits
BUS-0490	Senior Seminar for Business and Accounting Majors	3 credits
	Business or Accounting Elective	3 credits
ACC-0100	Financial Accounting I	3 credits
ACC-0101	Financial Accounting II	3 credits
ACC-0200	Managerial/Cost Accounting	3 credits

\*Students may test out of BUS-0240 by placement testing.

\*\* Students may also consider a Study Abroad program.

**Courses required for a minor in this discipline:**

ACC-0100	Financial Accounting I	3 credits
ACC-0101	Financial Accounting II	3 credits
BUS-0240	Management Information Systems	3 credits
	Three Business or Accounting electives.	9 credits

**Required supporting courses from other disciplines:**

ECO-0101	Introduction to Micro-Economics	3 credits
ECO-L101	Micro-Economics Problems and Applications	1 credit

**Courses Required for a Major in Accounting:**

**- Same as those listed for Business with the exception of Marketing and the elective requirements, plus the following:**

ACC-0210	Intermediate Accounting I
ACC-0220	Intermediate Accounting II
ACC-0350	Auditing
ACC-0450	Advanced Accounting
ACC-0410	Federal Income Taxes

**Assessment Goals and Objectives**

**Goal 1: For students to be able to integrate the knowledge from their Business and Accounting courses in an effective presentation, both written and oral in the Capstone Project/Senior Seminar.**

**Objective 1:** To demonstrate their learning of these business and accounting concepts in case studies and projects that mirrors real life business problems in the Senior Seminar.

**Outcome 1:** Students must prepare written and oral presentations summarizing the results of their company, which is competing within an industry. These written and oral presentations are evaluated by departmental and college-wide rubrics. Oral presentations are done twice a semester and students are expected to show significant improvement in the second presentation. Students are expected to receive at least a 3 or greater according to the rubric scale.

**Objective 2:** Students must successfully complete case studies, papers and examinations that support this culminating experience.

**Outcome 2:** Students are expected to achieve a C+ or better as demonstration of their comprehension of the course materials.

**Goal 2: Students are expected to demonstrate functional knowledge of the key concepts and practices of the business and accounting discipline.**

**Objective 1:** Students shall have obtained a core level of knowledge of business and accounting concepts comparable to other students from other institutions.

**Outcome 1:** On the ETS exam, which tests general business knowledge, 50% of all students will score above the 6-year Rosemont College mean of 141. *(If you compare them to other institutions, you'll need to substitute the ETS average score, not the Rosemont average.)*

The courses that provide the foundation of knowledge include, but are not limited to Economics, Financial Accounting, Finance and Managerial Accounting.

**Goal 3: To be able to use the key ideas and concepts of the business and accounting world.**

**Objective 1 :** Students must be able to analyze financial statements.

**Outcome 1:** In the Intermediate Accounting I & II courses, students are given problem sets that cover the chapter concepts and require the student to demonstrate their ability to apply theoretical concepts to a given situation and support their answer. Students are expected to achieve at least a 75% on at least 9 out of 12 problem sets given in a semester. If a student does not achieve this, they must correct and redo the problem set, making the appropriate corrections and achieving at least 80% on 10 out of 12.

**Objective 2 :** Students must be able to analyze cost concepts

**Outcome 2:** Students will learn to utilize the theoretical concepts and practical applications in the course, Cost Accounting. Simulated problem sets and examinations require them to support a management decision by providing the appropriate quantitative support. Students are expected to achieve at least a 75% overall score.

**Objective 3 :** Students must be able to support a decision based on their analysis of the facts in the situation and learn critical decision making skills.

**Outcome 3-1:** In the course on Federal Income Taxes, students are expected to apply the Federal tax law to a factual situation and apply logical reasoning skills to support their conclusion. This must be demonstrated in a written format that is clear and concise and supported by the appropriate tax and case law. Students are expected to achieve at least 80% on 7 out of 9 problem sets.

**Outcome 3-2:** In the course entitled "Finance," students are expected to apply key financial concepts to case studies and problems supporting their work with appropriate calculations as they take on the role of manager in problem solving. Students are expected to achieve at least a 70% overall score from the compilation of case studies, papers and examinations.

Undergraduate College  
Discipline Review

**Discipline:** International Business – a major that builds upon the regular Business major

**Chair:** *Esme Faerber*

**General Education courses that are required for a major in this discipline:**

Students are required to complete ECO-0100, Introduction to Macro-Economics, ECO-L100, Macroeconomics Problems and Applications, and PHI-0270, Business Ethics, as part of their General Education program.

**General Education courses that are required for a minor in this discipline:**

Students are required to complete ECO-0100, Introduction to Macro-Economics, ECO-L100, Macroeconomics Problems and Applications as part of their General Education program.

**Courses required for a major in this discipline:**

BUS-0100	Legal Environment of Business	3 credits
BUS-0220	Statistics I	3 credits
BUS-0221	Statistics II	3 credits
BUS-0240	Management Information Systems I*	3 credits
BUS-0300	Organizational Theory of Management	3 credits
BUS-0305	Introduction to Finance	3 credits
BUS-0350	Marketing	3 credits
BUS-0480	Introduction to International Business	3 credits
	3 courses in the areas of International Finance, International Trade and Marketing International Economics, International Law or International Relations.	9 credits

Students may also  
choose a business internship or study abroad  
program.

ACC-0100	Financial Accounting I	3 credits
ACC-0101	Financial Accounting II	3 credits
ACC-0200	Managerial/Cost Accounting	3 credits

\*Students may test out of BUS-0240 by placement testing.

**Courses required for a minor in this discipline:**

ACC-0100	Financial Accounting I	3 credits
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ACC-0101	Financial Accounting II	3 credits
BUS-0480	Introduction to International Business	3 credits
BUS-0305	Introduction to Finance*	
	International Finance	3 credits
	or International Marketing (offered at Villanova University)	
	Business or Accounting Elective	3 credits

\*Students may substitute BUS 0350, Introduction to Marketing, 3 credits.

Students in this proposed program are encouraged to spend a semester abroad, preferably during their junior year. Students who study abroad should take international business courses.

**Required supporting courses from other disciplines:**

ECO-0101	Introduction to Micro-Economics	3 credits
ECO-L101	Micro-Economics Problems and Applications	1 credit

**See Business major for Assessment goals and Objectives.**

**Assessment Reports Electronic Template\***  
**Rosemont College – Undergraduate**

**I General Information**

Date of Report: November 11, 2009  
Academic Years Covered: 2009-2010  
Department : Business and Accounting  
Chair: Esme Faerber and Paulette Hutchinson

**II Department Profile:**

Number of Graduating Majors: 6  
Number of Full time Faculty: 2

**III. Assessment Results**

**A. Learning Outcomes for Majors**

Data is being collected for the three goals listed in the business and accounting plan. Refer to plan for details.

**B. Assessment of Majors**

Goal 1: The data collected on the thirteen graduating seniors in 2009 showed that they had satisfied the requirement of receiving at least a 3 or greater on the rubric scale on their written and oral case study projects in the senior seminar. Students prepared mid semester annual reports and end of the semester annual reports, summarizing the financial position of their companies. The average grade on the mid-term annual report was C, and there was some improvement to C+ on the final report, satisfying the requirement of the outcome.

However, the results on their decision-making skills in the computer simulation fell short of this goal. As a result, the computer simulation in the senior seminar will be replaced by readings, and hands-on exercises focusing on financial statement analysis of public companies. See the changes made to Outcome 1 in the plan for 2009-2010. Goal 1c: The average grades earned on papers, and examinations were C+, thereby satisfying the requirements of the outcome.

Goal 2, Outcome 1: The results of the ETS exam given to senior business and accounting students in January 2009 were as follows: One student scored in the 92<sup>nd</sup> percentile, two scored in the 77<sup>th</sup> percentile with the other 10 students scoring below the 46<sup>th</sup> percentile. The Rosemont College average was 141 and the stated goal of 80 percent of students scoring above the 5-year Rosemont mean was not met. Consequently, the outcome in the plan has been changed to 50 percent of students scoring above the 141 mean of the past 6 years.

**Goal 3**

10 students were enrolled in Cost/Managerial Accounting , in 2008 which focused on analyzing cost concepts. The average score of the ten students was 63 percent, which did not fulfill the required outcome. This outcome has been changed in the plan to achieve at least a 70 percent overall score.

Outcome 2: 17 students were enrolled in Finance, in 2008 which focused on analysis and application of financial concepts. The average was 72 percent, which did not satisfy the required outcome. The outcome remains the same to achieve an average of 75 percent.

### **C. Changes Based on Assessment**

The scores earned by this year's students indicate that several changes need to be made. The low scores earned by the majority of seniors on the ETS exam have not improved from prior years. The scores correlate with the grades earned on tests, papers and case studies, indicating that the majority of students need to build on their financial and analytical skills. As a result more emphasis is being placed on more written homework assignments, and oral analysis of projects in classes.

Assessment Results:

Since the 2009 Senior Seminar class had tremendous difficulty in understanding and preparing financial statements and their analysis, the following changes are being instituted in the Financial Accounting I and II and Intermediate Accounting I and II classes beginning in Fall 2009:

1. Students must complete a college math course to register for Financial Accounting if they are deficient in math based on the college placement process.
2. In the Financial Accounting course – greater emphasis is being placed on the understanding of the components of the financial statements. More exercises and problems are being assigned to reinforce this understanding. Student are being assigned more problems that require them to answer questions that will highlight certain aspects of financial statements of real life companies.
3. In the Intermediate Accounting I course, more focus is being put on the understanding of the relationships found among the financial statements, their component parts and the variables that impact these statements. More analysis is being done to aid the student understanding of what the numbers mean. In the second semester, students will be assigned more research involving Annual Reports.

Goal #3 – To be able to use the key ideas and concepts of the business and accounting world.

Objective#1. Outcome 1: During the Fall 2009, I am collecting data from the Intermediate Accounting I problem sets. Students are given a comprehensive problem set for each chapter covered. These problem sets require that they understand the problem; analyze what is required and then solve for a solution. Their thought process must be documented and all calculations must support what they do. The outcome requires that they are expected to achieve at least a 75% on  $\frac{3}{4}$  of the problems sets assigned during the semester. Students are asked to redo any problem in which they lost

points to reinforce the key ideas and concepts. Thus far, the data is as follows:

Problem set #1 – out of 9 students 7 scored 75% or better. The average for the problem set was 83.67%.

Problem set#2 – out of 9 students, 9 scored 82% or better. The average for the problem set was 91.22%.

Problem set#3 – out of 9 students, 9 scored 75% or better. The average for the problem set was 84.22%

Goal #3: Objective#3: Outcome 3-1. During the Spring 2010 semester, I will collect data from the Federal Income Tax course.

### **Recommendations for Improving the Assessment Process**

1. Students to be encouraged to take the ETS exam more seriously. If students have not taken all the required courses in business and accounting, they will not be allowed to enroll in the senior seminar.
  2. Apply rubrics to goal 2, and change the senior seminar to include many projects both written and oral to replace the computer simulation.
- This template is adapted from *Assessment Clear and Simple, A Practical Guide for Institutions, Departments and General Education* by Barbara E. Walvoord, 2004, John Wiley and Sons, Inc.