

# **Auburn University at Montgomery School of Accountancy**

Continuous Improvement Review  
2013-2018

**Dr. W. Rhea Ingram**  
*Dean, College of Business*

**Dr. Scott J. Lane**  
*Director, School of Accountancy*



**AUM**  
**COLLEGE OF BUSINESS**

P.O. Box 244023  
Montgomery, AL 36124  
[business.aum.edu/accounting](http://business.aum.edu/accounting)

# Sections

## 1 ENGAGEMENT, INNOVATION, & IMPACT

Engagement	06
Innovation	06
Impact	07

## 2 SITUATIONAL ANALYSIS

Background & Governance	10
Positives/Strengths	11
Negatives/Weaknesses	11

## 3 PROGRESS UPDATE ON TEAM CONCERNS

Distinct Mission	14
Extend AOL	15
Secure Resources	16

## 4 STRATEGIC MANAGEMENT & INNOVATION

School of Accountancy Mission, Vision, and Strategic Goals	18
Strategic Management Planning Process and Outcomes	18
Financial Strategies and Allocation of Resources	20
Intellectual Contributions, Impact and Alignment with Mission	21

## 5 PARTICIPANTS: STUDENTS, FACULTY & PROFESSIONAL STAFF

Students	23
Faculty	24
Professional Staff	26

## 6 LEARNING & TEACHING

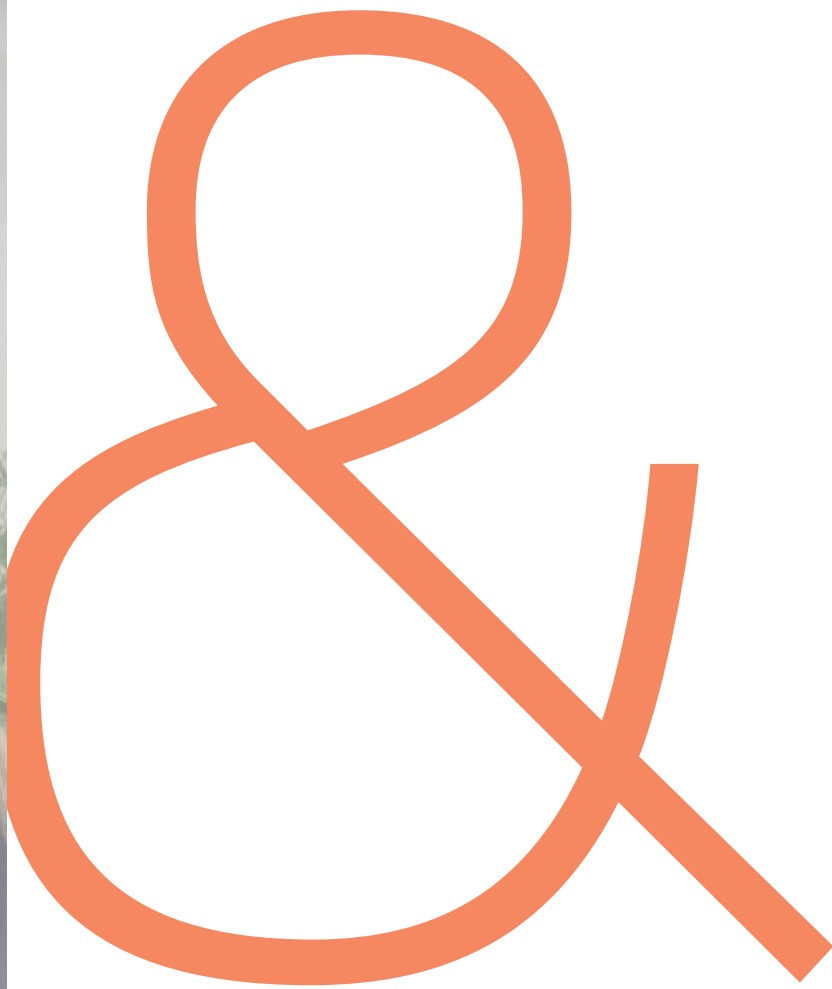
Curriculum Management and Assurance of Learning	28
Learning Goals for Degree Programs and Assessment	29
Closing the Loop: Key Curricular Revisions by Program	30

## 7 ACADEMIC & PROFESSIONAL ENGAGEMENT

Student Engagement Activities	32
Faculty Engagement	33

## 8 APPENDICES 35





## Engagement, Innovation, & Impact

*"The AUM College of Business MAcc program provides realistic access to a graduate-level education, which serves to propel students into opportunities that promote the pursuit of their professional goals and life-long dreams. The courses offered in the MAcc program not only help fulfill the educational requirements necessary to sit for the CPA exam, they also help prepare students for the challenge of a career in any area of accounting or related field."*

-DENA ROATE, BSBA '14, MAcc '15

**The School of Accountancy** in the AUM College of Business provides a dynamic education for the future leaders of the accounting profession. Accounting faculty seek to engage students, employers, professionals, alumni and the community through comprehensive educational and professional opportunities.

In alignment with the missions of Auburn University at Montgomery and the College of Business, the School of Accounting aims to prepare students, both undergraduate and graduate, with the knowledge and skills necessary for positions and advancement in accounting. The programs include in-depth studies in the basic areas of accounting and serves a market consisting of both traditional and non-traditional students from Montgomery and the Central Alabama region.



## Engagement

*Student Competitions.* Accounting majors have competed in the American Government Accountants (AGA) Undergraduate Case Challenge on Citizen Centric Reporting (CCR). In fall 2015, an AUM student team competed and finished among the national finalists. One of these students also competed in the AGA National Collegiate Leadership Program and was awarded a scholarship to attend the AGA National Leadership conference, held in Washington D.C., with corporate partners and government officials in February 2016. Contacts made at the conference include a KPMG partner which subsequently led to internship offers and later job offers for the two accounting majors, who after completing the MAcc program, now are employed by KPMG in the government audit sector in Washington D.C.

In fall 2017 another AUM team entered the competition, and mentored by members of the 2015 team, finished fourth in the national competition. In fall 2018, two AUM teams of three students each are competing. One of the teams is a top three finalist and is competing in the video round at the time of this report.

*Student Organizations.* Accounting majors are welcomed into the Accounting Club as they arrive on campus. Each accounting major is contacted and invited to become a member and attend Accounting Club meetings and events each semester. These Accounting Club activities are promoted by faculty and students in both the introductory and upper level accounting courses. The goals of promoting the club activities is two-fold – first and foremost to create relationships among students, faculty, and accounting professionals as well as retention of accounting majors. Accounting Club officers work with faculty advisor Haley Daniel to obtain funding from the Student Government Association in order to host a slate of meetings and events each semester. (See Appendix A.) The Accounting Club has won the Office of Student Engagement Awards for Collaboration, Educational Programming, and Community Service in 2016, 2017, and 2018 respectively. The Accounting Club is the largest academic club on campus with over 100 members and typically draws 40-50 students to each activity.

Xi Gamma is the AUM Chapter of Beta Alpha Psi (BAP), an international accounting honorary and service organization. Established as a petitioning chapter in 2016, AUM's chapter achieved full member status in February

2018. Accounting Majors with a minimum 3.0 Grade Point Average after completing an upper division accounting course can apply for membership. The chapter has 17 members and 14 candidates as of fall 2018. The chapter is led by co-advisors Rhonda Seay and Walter Smith.

AUM's BAP chapter's funding comes from student initiation dues along with donations from alumni. Most of the funding is used to send student officers to BAP conferences. In March 2017, two student officers and Mrs. Seay attended the BAP regional conference in North Carolina and in February 2018, seven officers and Mrs. Seay attended the Beta Alpha Psi regional convention in Birmingham, Alabama. Later in 2018, two student officers attended the National BAP meetings in Washington DC.

Membership in Beta Alpha Psi recognizes academic excellence and complements the members' formal education by providing interaction among students, faculty and professionals. Many accounting professionals from national and regional accounting firms, private industry, and state and federal government agencies have visited the AUM campus to meet with Beta Alpha Psi members. (See Appendix A.)



## Innovation

*The Master of Accountancy (MAcc).* The new Master of Accountancy program was launched in fall 2015 based on demand from students and the local accounting community. The curriculum was developed to articulate with the requirements of the CPA exam and includes an elective Becker CPA review course, where Mrs. Seay has been an academic beta-tester for Becker's Navigator software. The MAcc program has been very successful as 32 students have graduated to date and 56 students are enrolled in courses in fall 2018. The MAcc is drawing students from AUM accounting majors and from other 4-year schools in the southeastern region. The CPA exam pass rate for the first two graduating classes (AY16/17) is approximately 75% for all four parts for those who elected to sit for the exam either at end of MAcc or after graduation. This is well above the national average (see Appendix B).

*Intermediate Accounting Sequence.* A strategic planning review of the Intermediate accounting sequence (ACCT 3110 & ACCT 3120) determined, as many colleges have, that there was too much complex financial

accounting material to cover in two courses. The School of Accountancy decided to increase the intermediate sequence from two courses to three (adding ACCT 3130) to allow faculty more time to cover the recent FASB standards as well as build the foundational financial accounting knowledge needed for students to succeed. Adding the additional class time to the Intermediate course sequence also allowed the School of Accountancy faculty, working with the College of Business Undergraduate Curriculum Committee, to revise the content in undergraduate core business course ACCT 2010 Introduction to Financial Accounting. Reducing the use of debits and credits in this introductory course is expected to provide a more user friendly experience for the non-accounting majors in the College of Business. The coverage of debits and credits was added to Intermediate Accounting I.

*Governmental Accounting Connections.* AUM's School of Accountancy offers three governmental accounting courses that articulate with the national Certified Government Financial Manager (CGFM) certification exam. The School of Accountancy has close ties to the State of Alabama agencies and place many interns and graduates at those agencies. Several CFOs of state agencies are AUM accounting alumni.

*Incorporating Real World Research Skills – FASB Codification/ Auditing Standards.* During the review period, faculty have revised the course coverage so that students are exposed to the FASB codification database in the undergraduate Intermediate Accounting sequence and graduate Accounting Theory courses. The School of Accountancy pays an annual fee to allow students access to this database. Additionally, the undergraduate Auditing I course now incorporates Audit Standard Research assignments and the Seminar in Auditing graduate course requires students to perform research using the Statements on Auditing Standards and the PCAOB Audit Standards to respond to questions on audit cases on a weekly basis.

*Joint Undergraduate and Graduate Program.* The School of Accountancy has been successful with a new initiative spearheaded by the College of Business to allow high-achieving undergraduates to take up to 3 special 5000 level graduate courses that would count towards both their undergraduate requirements as well as the requirements of the MAcc. In fall 2017, School of Accountancy faculty assessed/ revised the curriculum and designated the three "bridge" graduate accounting courses to be Advanced Financial Accounting (ACCT 5130), Taxation of Business Entities (ACCT 5320), and Government and Nonprofit Accounting and Financial Reporting (ACCT 5510). Students accepted into this program must have earned at least 90 undergraduate

credits and have a 3.3 overall GPA. Acceptance into the Joint Undergraduate Graduate program includes acceptance into the MAcc with a waiver of the GMAT requirement, given student success in these courses. Seven undergraduate accounting students successfully completed the program during the first semester it was offered (Spring 2018).

*Quality Matters.* AUM uses the national Quality Matters (QM) rubric for design and development of online and hybrid courses, and a goal of the university is to have all hybrid and online courses certified by Quality Matters. Professor Deal's online ACCT 2010 Introduction to Financial Accounting has undergone university review for QM and will be reviewed for the national QM certification in AY2019.

*Social Media Presence.* The School of Accountancy has active Facebook, Instagram, and LinkedIn accounts. Our Beta Alpha Psi chapter has its own webpage.

### **Impact**

*CPA Exam Pass Rates.* The School of Accountancy focuses on career preparation and specifically on preparing students for the CPA exam. Students graduating from the MAcc program have done very well on the CPA Exam. The pass rate for students in the first two graduating classes (AY 16/17) who elected to sit for the CPA exam is 75% (see Appendix B).

*Serving the Community.* Beta Alpha Psi and The Accounting Club members give back to the community with popular service events such as working at the Montgomery Food Bank or volunteering at the Brantwood Children's' home.

In addition, accounting majors volunteered with SaveFirst (VITA) to receive IRS tax training and file income tax returns for low-income taxpayers. The program has grown each year and AUM students who participate in the program interact with other local university accounting students, tax professionals and the Junior League of Montgomery. In spring 2018, 41 undergraduate and graduate accounting majors volunteered over 1,300 hours of service. According to the data provided by Save First, the Montgomery area received over \$2.8 million in total tax refunds and 1,638 tax returns were prepared for working families in our area as a result of this initiative.

*The State of Alabama Accounting Initiative.* The School of Accountancy has a long relationship with the State Government Financial offices. In 2013, following a State of Alabama accounting software modernization project, members of the AUM Accounting Advisory Board brought the urgent need for Alabama state employee training to the School of Accountancy. Since the training

program was implemented in 2014, 119 state employees have taken classes, 52 have completed enough courses to be promoted by the state agencies that employ them, 5 students have continued on as AUM undergraduate accounting majors, and 777 semester credit hours have been generated for the university.

*Job Placement / Graduate School Acceptances.* Placement rates (in either work or graduate school) for the School of Accountancy undergraduates are very high and are close to 100% for the MAcc Graduates, many of whom are already in accounting positions during the program.

*Research productivity.* School of Accountancy faculty published 18 journal articles and 10 published proceedings among their 46 total intellectual contributions. Teresa Lang won 2 best paper awards (NE Business and Economics Conference in October 2017 & ABD Conference in November 2014).

*Leadership Roles of Faculty and Staff.* All accounting faculty are actively involved in professional and community organizations as leaders. These individuals and their engagements are:

**Keren Deal** has served as the President/Immediate Past President of the Government Finance Officers Association of Alabama (GFOAA - 2017 - 2019), the Regional Vice-President of Association of Government Accountants (AGA - 2014 - 2016), Vice Chair of the Journal of Government Financial Management (2013 - 2017), member of the AGA Ethics Board (2013 - 2017), member of the AGA Higher Education Committee (2013 - 2018) and is the Alabama Society of CPA's Educator of the Year for 2018.

**Teresa Lang** is an academic member of the AICPA subcommittee on the Business Environments and Concepts (BEC) section of the CPA exam. She also serves on the Executive Council of the AUM Faculty Senate.

**Scott Lane** is a member of the ASCPA's Education Committee (2017-present)..

**Walter Smith** is a Director of the National American Accounting Society (2015-present).

**Haley Daniel** is a board member of the Salvation Army of Birmingham, Al. (2016-present).

**Rhonda Seay** is a member of the finance committee for the Ezekiel Academy of Montgomery (2016 - present).

*Leadership Roles of Students.* Students serve as officers in both the Accounting Club and the Beta Alpha Psi Honor Society. These student leaders are responsible, under the supervision of faculty advisors, for planning activities, inviting speakers to campus, and, in the case of Beta Alpha Psi, attending regional and national conferences representing the AUM School of Accountancy.

*Alumni.* Many graduates of the School of Accountancy have gone on to become partners, CFOs, and leaders in the Accounting field. (See Appendix C.) Examples of successful alumni are Phyllis Ingram, a name partner at Carr, Riggs, Ingram, Kath Carter, a partner at Ernst & Young, and Kathleen Baxter, the Comptroller of the State of Alabama.



# Situational Analysis

56

The MAcc currently boasts 56 enrolled students for Fall 2018.



School of Accountancy faculty hold leadership roles in the state-wide community.



### **Background and Governance**

In 1967, Auburn University at Montgomery (AUM), was established, primarily at the request of the Montgomery Chamber of Commerce. Since AUM opened its doors in 1969, the College of Business and the accounting program have been an integral part of the university.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) granted AUM its original accreditation to award bachelor, master, and specialist degrees in 1978 with SACS reaffirmation in 2018.

Today, the College of Business is one of five academic units on campus and has four degree programs: the Bachelor of Science in Business Administration (BSBA) with eight specializations including accounting, the Master of Business Administration (MBA), the Master of Information Systems (MIS) and the Master of Accountancy (MAcc). The School of Accountancy, although historically partnered with other academic units, is now one of three academic units within the College of Business.

The College of Business achieved initial AACSB accreditation of its undergraduate and graduate programs in business administration in 1984, and has been reaffirmed many times since, most recently in 2014.

The initial separate accounting accreditation from AACSB for its undergraduate accounting concentration was granted in 2012. The department of accounting was renamed the School of Accountancy in 2014 and earned AACSB reaffirmation in 2014 to coincide with the College of Business's reaffirmation cycle.

The School of Accountancy has a long tradition of delivering a superior education to its students. The mission of the School of Accountancy, therefore, includes a commitment to providing high quality accounting education to its students, as well as to making intellectual contributions that can be applied to the business environment and classroom instruction. The School of Accountancy strives to produce a mix of scholarly works focused on contributions to practice, learning and pedagogical research, as well as some discipline-based research. In addition, the faculty provides strong support of student organizations that facilitate students' introduction to the accounting profession. The School of Accountancy is committed to maintaining strong ties with the business community, especially the accounting profession, and to providing responsible service to its various stakeholders.

As a result of the School of Accountancy's quality education focus, it enjoys an excellent regional reputation. The accounting professional community not only supports the program with donations of time and funds but also through the employment of its graduates for internships, part-time and full-time positions. Graduates of the AUM accounting program are employed by international, regional and local CPA firms, government agencies, industry, and nonprofit organizations. Further, its faculty members are committed to teaching excellence and have won state-wide teaching-related awards. The faculty members manage to do this while meeting the School's research requirements and participating in service to various stakeholders.

The School of Accountancy's reputation assists in attracting students who are academically strong and compete successfully for employment, internships and success on the CPA examination. The students participate in the School of Accountancy's two student organizations' activities that are geared to their professional development.

Alumni of the School of Accountancy are valuable assets to the continuous improvement process. Many hold partnership/principle status in public practice firms, CFO positions in government and business, as well as senior management positions in industry and nonprofit organizations. These alumni have provided significant support both financially and as members of our Accounting Advisory Board. This Board provides valuable input to the School of Accountancy's strategic plan, curriculum development, student development, fund-raising, and promotion. The alumni contacts also result in invitations to the faculty to participate in seminars and continuing professional education sessions that are essential to the School of Accountancy's mission and accreditation.

### **Undergraduate Degree Program**

The School of Accountancy offers a Bachelor of Science in Business Administration degree (BSBA) with a specialization in accounting. The program is delivered primarily on campus by 6 full-time faculty members (two are tenured Full Professors, two are tenure-track Associate Professors; two are Senior Lecturers) and part-time adjuncts, as needed. The BSBA degree with an accounting specialization requires 120 total hours, which includes 21 hours of required accounting courses, 9 hours of accounting electives, and 6 hours of accounting principle courses taken as part of the business core. Six hours of accounting elective courses can substitute for 6 hours of business electives. (2017-2018 AUM Undergraduate Academic Catalog)

During the five-year review period, academic years 2013-2014 through 2017-2018, there were 104 BSBA degrees with an accounting specialization awarded, representing 13% of all BSBA degrees awarded during that time. The average fall accounting major enrollment for the review period was 174, which represents 18.6% of all undergraduate students enrolled in the School of Business for that census period. (*AUM OIE Data*)

### **Graduate Degree Program**

The School of Accountancy began offering a Master of Accountancy degree (MAcc) in fall 2015. The MAcc degree requires 30 credit-hours of accounting courses consisting of four core courses and six elective courses. The MAcc program has quickly grown in the three years since it was started. 31 MAcc students have now completed their degree programs and there are 56 MAcc students enrolled in the fall 2018 semester.

### **Environmental Factors and Internal Analysis - School of Accountancy focused items**

#### ***Positives/Strengths***

*Faculty-Student Relationships.* The School of Accountancy emphasizes building relationships with the student body both inside and outside of the classroom. Story after story from alumni turn to faculty members who impacted their time at AUM and their careers, as alumni testimonial on page 5 indicates.

*Focus on Career Readiness.* Professional certification preparation is very important in a field like accounting. The MAcc program has a growing reputation for quality and a high CPA exam pass rate.

*Maintenance of High Quality Standards.* Students, faculty, staff and business partners alike seek a standard of excellence, which is key to reputation. The School of Accountancy has been accredited since 2012, and is committed to such standards.

*External Recognitions and Community Support.* The School of Accountancy has an excellent image in the professional community with a reputation for quality teaching and proficient graduates. Keren Deal, in particular, has many connections to CPA firms, industry professionals and state government accounting officials and was awarded the Alabama Society of CPA's Educator of the Year for 2018. The School of Accountancy won AUM's Core Values Award in 2016 for Citizenship and Community as the academic department best representing these core values of the University. The undergraduate accounting major was noted by Accountingedu.org as the most affordable bachelor's program in Alabama in 2018.

*The Success of the MAcc Program.* The launch of the MAcc not only created a growing graduate program, but it also supports the undergraduate program. The marketing of the MAcc has enhanced the reputation of the School of Accountancy in the Montgomery area and among regional schools, colleges and employers.

#### ***Negatives/Weaknesses***

*Budget Situation.* AUM as a whole ran a deficits for several years prior to the change in leadership. Chancellor Stockton (arrived 2016) and Provost Varma (arrived 2017) have turned the repetitive \$3 Million deficits into \$3M+ surpluses for the past two years. While this emphasis on budget turnaround has led to cuts in funding at the college and department levels for operations, faculty travel has been centralized in the Provost's office. The School of Accountancy has other resources available including revenue generated from annual conferences and private giving from alumni that help to mitigate the cuts.

One spending cut that did cause problems was a summer 2016 travel ban that limited recruiting efforts at that time as noted in section three on prior Team Concerns.

*Enrollments.* Enrollments had declined across the university and particularly in the College of Business over the review period before trending upward in fall 2018. Accounting undergraduate enrollment has stayed relatively flat, but the MAcc has experienced a dramatic rise over its short existence.

*Change in the Leadership of the College.* Dean Rhea Ingram has worked with the provost to begin a national search for the next dean of the college. She will be stepping down after the 2018-2019 academic year.

*Faculty Sustainability.* The School of Accountancy has a high quality faculty with excellent teaching skills and relationships to students and community leaders. However, two faculty members are eligible to retire in upcoming years, both of whom would be difficult to replace, based on institutional knowledge, teaching experience, and relationships with the community. Mostly, the School of Accountancy has been understaffed through the review period. The difficulty of finding and hiring qualified accounting faculty is well known. The School of Accountancy is currently conducting a search for two tenure track faculty to begin fall 2018.



# Progress Update

## on team concerns

The AACSB Accounting Peer-Review Team recommended reaffirmation of accreditation and it was conferred by committee in spring 2014. The Accounting peer review committee had comments on several areas of concern. The following section addresses the steps taken to address these concerns.



**If the Department moves forward with a masters of accountancy program, significant work will need to be accomplished to develop an appropriate mission that is distinct from the undergraduate mission. (2013 Standard A1: Accounting Academic Unit Mission, Impact and Innovation)**

TEAM CONCERN 1



## Distinct Mission

The School of Accountancy, with support from the college, university, and the Accounting Advisory Board, decided to move forward with a Master in Accountancy program. During summer 2015, the program was approved by the Alabama Commission of Higher Education, and students began coursework in fall 2015.

In April 2015, the faculty and advisory board of the School of Accountancy spent time developing an appropriate mission for the graduate program that is distinct from the undergraduate mission. The graduate program mission is focused on accounting knowledge required to pass the CPA exam and development of leadership skills.

### *Masters of Accountancy (MAcc) Mission Statement*

In support of the missions of Auburn University at Montgomery and the College of Business, the Master of Accountancy Degree is designed to develop the dynamic skill sets required for an accounting professional in a strategic leadership position in a globally competitive environment.

### *BSBA in Accounting Mission Statement*

In support of the missions of Auburn University Montgomery and the College of Business, the Bachelor of Science in Business Administration–Accounting Specialization is intended to provide students with the knowledge and skills necessary for entry-level positions and advancement in accounting. The program provides an in-depth study in the basic areas of accounting and serves a market consisting of full-time, part-time, and evening students from Montgomery and the Central Alabama region.

**If the Department moves forward with a masters of accountancy program...Then the assurance of learning program should be extended to the new graduate learning goals developed as part of the strategic planning process. (2013 Standard A5: Accounting Curricula Management and Assurance of Learning-Related Business Standard 8)**

TEAM CONCERN 2

Following the new mission, the School of Accountancy developed the Master of Accountancy learning goals and assessment plan by extending the same Assurance of Learning process. The new assessment for the graduate program began Fall 2016. One cycle is complete and faculty are currently collecting data for the second cycle.

**Extend  
AOL**





# Secure Resources

**It is important to secure an appropriate level of resource support before launching the graduate program. (2013 Standard A5: Accounting Curricula Management and Assurance of Learning-Related Business Standard 8)**

TEAM CONCERN 3

New resources for the MAcc included:

1. Senior Lecturer Rhonda Seay, who receives course reductions to serve as the MAcc advisor.
2. Revision of the duties for Senior Program Associate Angie Corbett to include MAcc duties.
3. A new faculty line was added specifically for the MAcc.
4. An office suite (Clement Hall 314) was designated for the MAcc program.

In general, recruiting accounting faculty is a national problem as a review of the annual American Accounting Association (AAA) career fair can attest. Currently the School of Accountancy is recruiting two positions to bring it up to the eight positions it had in 2015-2016 (a visiting professor left and a new PhD left unexpectedly after 1 year). In the 2016-2017 academic year, we had an unsuccessful recruiting process, hamstrung by a travel ban in the summer of 2017. A professor signed a contract in May 2018 and then reneged on his commitment in June, too late to start a new search.

In the current search process, the School of Accountancy ran ads in the AAA career fair, the director attended the AAA annual meetings and interviewed 10 candidates, and we have enhanced position salaries with the permission of the Provost. The recruiting process continues in fall 2018 and we hope to hire both slots.

# Strategic Management & Innovation

The School of Accountancy's strategic planning process is aligned with the AUM College of Business's strategic planning process, which reflects the Auburn University Montgomery Strategic Plan. The School of Accountancy 2013-2018 Strategic Plan reflected the College of Business Plan as the primary guiding document for this accreditation cycle. This plan was revised in 2014. The mission, vision and goals are stated below.

### **The Vision, Mission Statement and Strategic Goals of the School of Accountancy Strategic Plan**

#### *Vision*

The Auburn University at Montgomery Accounting Program envisions becoming a global model for accounting education and a partner/provider of choice for educational and professional opportunities with business, government, and non-profit organizations.

#### *Mission*

In support of the missions of Auburn University at Montgomery and the College of Business, the Bachelor of Science in Business Administration-Accounting Specialization Program and the Master of Accountancy are focused on providing a dynamic education for the future leaders of the globally competitive environment.

### **School of Accountancy Strategic Goals (2013-2018)**

1. Blend the requirements of students, stakeholders and potential future employers, and deliver a curriculum in the accounting discipline that:
  - a. is current in its content and develops relevant skills as well as certification opportunities;
  - b. serves a diverse student body to enhance their ability to be successful in a multicultural environment; and
  - c. serves a diverse student body to enhance their ability to become future leaders in a competitive global environment.
2. Implement and grow the Master of Accountancy to better serve our students and stakeholders.
3. Engage our stakeholders to lead actively in cultivating highly qualified accounting professionals through the AUM accounting program.
4. Achieve accounting reaffirmation in 2018 based on the required adherence to the AACSB principle of continuous improvement.
5. Provide professional service to the College, the University, and the professional community.

### **Strategic Management Planning Process and Outcomes**

#### *Strategic Management Planning Process*

The School of Accountancy's strategic planning process includes the faculty and School of Accountancy director drafting a plan which incorporates the University's and the College of Business's strategic plans. Then, feedback is received from the dean, the school's leadership team, the Accounting Advisory Board members and officers of the two student organizations. Their input is taken into consideration with appropriate modifications made by the accounting faculty for the final strategic plan.

*Financial Strategies.* The Director of the School of Accountancy has administrative and budgetary responsibility for all matters concerning the School of Accountancy. The director manages the various resources (money, other assets and people) that are allocated to the School of Accountancy by the University and the Dean. The funding is provided by the state, student tuition, accounting firms, alumni and friends of the School of Accountancy.

Annual allocations, distributed by the University through the Dean's office, are primarily to pay for the School of Accountancy's operating expenses. Travel-related expenditures are paid through the Provost's office. The School of Accountancy also has scholarship funds provided by friends and alumni, subject to rules of the University's foundation office, which provide scholarship awards to juniors and seniors. In addition, the School of Accountancy has access to funds generated from Continuing Professional Education programs jointly sponsored with the Alabama Society of CPAs (ASCPA) and, in the past, with the Association of Government Accountants – Montgomery Chapter (AGA). These funds have been used to promote School of Accountancy academic programs and faculty development, research, and travel. These funds provide reserves for future programming or events.

*Assurance of Learning.* The School of Accountancy had three learning goals during the census period for initial accounting accreditation. The AACSB peer review team made the following recommendation for continuous improvement:

"While AUM's assurance of learning program is adequate, the School of Accountancy should continue to develop the program by considering whether more learning goals and learning objectives would be helpful in guiding curricular development.....the School of Accountancy continue to evaluate whether other learning goals could be useful, whether those learning goals could be supported by additional or revised learning objectives, and whether the analysis of measures could be improved...."



The School of Accountancy has revisited its assurance of learning program with the result of (1) modifying the learning goals (and adding a fourth goal) and objectives; (2) improving assessment measurements; and (3) restructuring the entire process.

The School of Accountancy engaged in a systematic planning process that included faculty and student representatives, advisory board members and additional community partners. The discussions during the last planning process considered initiatives for the upcoming years. Cross-sectional teams were called upon to examine School of Accountancy strengths, weaknesses, opportunities and threats. The groups generated action items and once those action items were identified, task forces were formed to develop recommendations for implementation.

*School of Accountancy Outcomes.* The School of Accountancy accomplished a great deal over the last five years. Here are a few summary accomplishments that are discussed in greater depth elsewhere in this report:

#### *Continually updating the curriculum*

- Added ACCT 3130, a third intermediate accounting course in the sequence as we revised the intermediate accounting course sequence to spread coverage over three semesters rather than two semesters – to be current with both changes in FASB conceptual framework and evolving standards
- Added elective course ACCT 3000 Excel for Accounting after consultation with Advisory Board
- Reached an agreement with College of Business that two accounting electives will fulfill two business electives. This prevents the two above courses from increasing the total credit hours needed to graduate with a BSBA in accounting.
- Added elective course: ACCT 4380 Taxation Serving the Community
- Added elective MAcc Course – ACCT 6330 Research in Federal Taxation
- Adjusted ACCT 2010 and 2020 introductory accounting courses by removing debits and credits to make the course more user friendly for all College of Business majors
- Added data analytics materials to ACCT 6210 Accounting Information Systems

#### *Innovation*

- Implemented the Master of Accountancy program.
- Established the Beta Alpha Psi Honor Society Chapter Xi Gamma.
- After the College of Business assigned Leann Reeves to be the undergraduate advisor for all accounting majors, Ms. Reeves became part of the School of Accountancy meetings so she can be informed of curricular and academic issues for accounting majors and also inform faculty of issues she hears from students.

#### *Outreach*

- Improved relations with alumni through events and better social media communications.
- Attracted additional scholarship funding for School of Accountancy students.

#### *Resources*

- Increased the number of Graduate Assistant positions working directly with School of Accountancy faculty on research projects.
- Increased the number of scholarships for accounting majors.
- Raised money directly from Accounting Advisory Board members and developed plans to raise money from Alumni and Accounting firms.

## Financial Strategies and Allocation of Resources

The School of Accountancy is dependent on funding from the University. Table 1 shows the budget for the School for the past five academic/fiscal years. AUM's Budgeting runs (concurrent with state appropriations) on a fiscal year, October 1 to September 30. Spending increased in 2017-2018 budget due to two added faculty positions, which are being recruited for the 2019-2020 academic year.

TABLE 1

# Budget

## for the School of Accountancy

Fiscal Year	Budget
2013-2014	\$ 1,127,176
2014-2015	\$ 998,942
2015-2016	\$ 961,232
2016-2017	\$ 1,020,677
2017-2018	\$ 1,304,886

Source: University budget book.

*Other Funds available.* The School of Accountancy has been able to supplement this funding with earnings from hosting continuing professional education. The Financial Accounting and Auditing Conference (FAAC) is held in September each year and is co-sponsored by the ASCPA. Proceeds are split 50/50 with ASCPA. The funding from the 2017 conference was \$6,874, which exceeded the School Operations and Management (O&M) budget. In addition, the American Government Accountants (AGA) funds are the remainder of a similar CPE program hosted by AUM and the Alabama chapter of AGA. This agreement ended in 2016.

The CPA review account is the remains of earnings from a Becker CPA review program hosted on-site by AUM faculty. That agreement ended in 2014.

The School of Accountancy has been successful in acquiring funds from friends, family and alumni. As of September 30, 2018, the School of Accountancy had fund accounts available earned from gifts, CPA review courses and CPE conferences run by faculty. (See Table 2 below.)

TABLE 2

# School of Accountancy

## Other Funds Available

Fund Account	Available Funds
School of Accountancy Gifts	\$ 8,974
CPA Review Account	\$ 2,411
FAAC CPE Funds	\$ 31,291
AGA Funds	\$5,677
Total funds available	\$48,353

Source: Banner Finance.

*Scholarships:* The School of Accountancy has four endowed scholarship funds (see below) and six other annually funded scholarships. School of Accountancy students also apply and receive accounting scholarships from the ASCPA, AGA, FMA, IMA and Becker CPA Review as well as compete for College of Business and AUM scholarships. Endowment market value was \$145,359 and \$131, 320, in 9/30/16 and 9/30/15, respectively.

TABLE 3  
**School of Accountancy**  
 Endowment Scholarships

Name of Endowed Scholarship	09/30/17 Balance
David L. Sayers Endowed Scholarship	\$ 31,601.65
Marilyn Fletcher Ray Endowed Scholarship	\$ 36,226.29
Hallman Endowed Scholarship	\$ 21,421.69
Friends of Mary Golden Endowed Scholarship	\$ 90,488.06
<b>Total Endowed Scholarship Funds</b>	<b>\$179,737.69</b>

*Source: University Development.*

**Intellectual Contributions, Impact and Alignment with Mission**

The College of Business mission states faculty members “engage in the development and transfer of information, knowledge and viewpoints via research, professional development and other activities.” Intellectual contributions addressing effective business practices, learning and pedagogy research and conceptual/theoretical research in the faculty members’ respective disciplines are the primary focus of professional development. Contributions of applied research, in alignment with the university and college mission, is encouraged to ensure faculty enhance students’ knowledge and skills in conducting business effectively, with learning and pedagogy research being a secondary focus creating innovation in the classroom. Conceptual/theoretical research in the discipline is valued but does not hold the same prominence in the College of Business.

Table A2.1 Five-Year Summary of Intellectual Contributions (See Appendix D) highlights the fact that contributions to practice research accounts for the largest percentage (85%) of the faculty’s intellectual contribution production comparative to the other types of research. In addition, peer-reviewed journal articles total 41% of the total intellectual contribution over the last five years, with five of six faculty publishing at least one. In total the School of Accountancy faculty have produced 29 cited articles which have been cited 389 times, 216 since 2013.



# Participants: Students, Faculty & Staff



## Students

### Enrollment and Completions

*Enrollment Trends:* While both the university and college enrollments had declines prior to 2017, the School of Accountancy enrollment was essentially flat at the undergraduate level while the MAcc program grew dramatically. Over the last two years (Fall 2016 to fall 2018), the university enrollment is up 6% and the College of Business has a 6% uptick in fall 2018.

TABLE 4

## Enrollment Trends 2013-2018

Fall	School of Accountancy		Enrollment		School of Accountancy
Year	UG	TGP	Total UG	MAcc	Total
2013	172	2	174	0	174
2014	186	4	190	0	190
2015	166	2	168	22	190
2016	180	8	188	31	219
2017	164	13	177	44	221
2018	167	9	176	56	232

*TGP = second degree students taking graduate prerequisites prior to qualifying for entrance into the MAcc.  
Source: AUM OIE Census Data.*

*Admissions.* Undergraduate admissions requirements are the same as those of the College of Business. (See College of Business CIR.) Entrance into the MAcc requires an undergraduate degree in accounting from an accredited college or university and a satisfactory Graduate Management Aptitude Test (GMAT) Score (current within 5 years) unless you have an accounting certification (i.e.; CPA, CMA, CIA, CGMA, CISA, CGFM) or a graduate degree from an accredited college of university. If not a degree in accounting, the applicant can still qualify for the MAcc by completing all prerequisite accounting courses (Introduction to Financial Accounting, Introduction to Managerial Accounting, Intermediate Accounting I, Intermediate Accounting II, Accounting Information Systems, Managerial Cost Accounting, Income Tax Accounting & Auditing I). These students would be designated TGP (Taking Graduate Prerequisites).

*Completions:* Better staffing, consolidated advising, and improved scheduling have led to increased completions in the past two years.

TABLE 5

## Completions 2014-2018

Annual*	School of Accountancy Completers		
Year	UG	MAcc	Total
2014	16	0	16
2015	15	0	15
2016	11	5	16
2017	33	10	43
2018	29	16	45
Total	104	31	135

\*Source: AUM OIE Annual Data (Summer, Fall, Spring).



TABLE 6

## Undergraduate Demographics 2014-2017

Fall	Total*	Female	Male	Black/AA	White	NR Alien	Other
2014	186	68%	32%	30%	57%	5%	8%
2015	166	64%	36%	31%	55%	4%	10%
2016	180	69%	31%	32%	56%	2%	10%
2017	164	65%	35%	32%	54%	3%	12%

\* Totals do not include students taking graduate prerequisites.

## MAcc Demographics 2015-2017

Fall	Total	Female	Male	Black/AA	White	NR Alien	Other
2015	22	64%	36%	14%	50%	5%	32%
2016	31	68%	32%	16%	55%	13%	16%
2017	44	57%	43%	9%	59%	20%	11%

Source: AUM OIE Census Data

### Diversity

The School of Accountancy recognizes a responsibility to serve a diverse student body with a variety of educational needs. The school welcomes all interested students. Diversity in the tables above is identified by ethnicity as well as sex. The undergraduate accounting major is remarkably stable over time. The difference in the MAcc demographics may be caused by the influx of students from other schools in the Montgomery area.

Approximately two thirds of the undergraduates identify as full-time (defined as enrolled in 12 hours or more). Many students are working as well as attending classes. This dynamic drives School of Accountancy decisions on scheduling and delivery methods. All core accounting classes are offered both day and night in alternating semesters.

MAcc students, on the other hand, primarily identify as part-time and the MAcc courses are offered either nights or on-line to facilitate the students' schedules.

### Faculty

#### Faculty Sufficiency and Deployment

AUM, in particular the College of Business, prides itself on the faculty who teach in all degree programs in terms of qualifications, diversity, effectiveness and deployment. As of fall 2018, the School of Accountancy faculty teaching courses consists of a total of 6 individuals with all 6 serving full-time. 67% of full-time faculty are female, and 67% have doctorate degrees in their teaching field.

Over the review period, the total number of faculty for the School of Accountancy has slightly decreased from 8 total faculty teaching in fall 2016. Two searches are underway as of October 2018. In summary, the School of Accountancy has

TABLE 7

## Summary

### School of Accountancy Faculty Sufficiency

	Participating CHP	Supporting CHP	Total CHP	% CHP taught by Participating
Fall 2017	1266	246	1512	83.7%
Spring 2017	1335	270	1605	83.2%

\* For more detail see College of Business CIR Appendix L: AACSB Table 15.1

seen 3 full-time faculty retire, 3 full-time faculty leave AUM for another appointment, and 4 new full-time accounting faculty arrive on campus since 2013.

Table 7 (see above) summarizes Faculty Sufficiency for the School of Accountancy for fall 2017 and spring 2018. The School of Accountancy meets the minimum requirements set by AACSB.

The School of Accountancy aims to retain a higher percentage of full-time, participating faculty because this allows the operations of the college to be more faculty-driven than administratively driven, and the deployment across programs sufficient. Full-time, Scholarly Academic faculty, produce the majority of credit hours in all programs across the College, with the exception of the MAcc program due to the presence of senior lecturers. (See Appendix E.)

As Senior Lecturers Mrs. Seay and Mrs. Daniel are in an unusual position in their relationship between practice and the classroom. Both are managers at their respective firms on reduced duties to allow them to serve as Senior lecturers at AUM. Both are extremely capable in the classroom and provide significant service, whether it be advising the Accounting Club or advising BAP or providing career advice for students.

A recent BizEd article [Professionally Qualified, BizEd, February 2018 page 28] made the case for gaining up-to-the-minute expertise through the use of clinical faculty: "When you have highly specialized programs, you need highly specialized faculty.... It's also true for traditional programs serving rapidly changing field such as accounting and taxation."

#### Faculty Qualifications

The College of Business Faculty Qualification standards were developed by the Faculty Development Committee and approved by the faculty in February 2015, and revised March 2017 adding the quality metrics. The standards are summarized below with details provided in College of Business CIR Appendix T.

TABLE 8

## Summary

### School of Accountancy Faculty Qualifications

	SA	SA+PA+SP	SA+PA+SP+IP
Fall 2017	63%	78.8%	100%
Spring 2018	61.9%	77.4%	100%

\* For more detail see College of Business CIR Appendix L: AACSB Table 15.1

In the College of Business, the primary faculty qualification in hiring is Scholarly Academic although over the last five years we have intentionally created a more diverse portfolio of faculty. Faculty are expected to maintain their qualification, currency and relevance through continuing development activities based on their qualification and in their teaching field.

Faculty sufficiency and qualifications data are given in College of Business CIR Appendix L. To summarize, for AY 17-18, 63% of faculty are SA, 78% for SA + PA + SP and 100% are SA + PA + SP + IP for the School of Accountancy; each exceeding the minimum AACSB requirements of 40%/60%/90%.

### ***Faculty Support***

*Faculty Support.* The University and College of Business provides financial support for faculty to attend conferences, make presentations or attend professional development seminars. All travel requests, historically, had been funded at \$1,500 per faculty member at the departmental level. Starting in AY 17-18, the Provost Office centralized these funds for this academic year and limited the amount to \$1,000 per faculty member. The School of Accountancy has been able to supplement funding through its reserve accounts and FAAC funds.

### **Professional Staff**

The School of Accountancy has a full-time administrative assistant, Mrs. Rebecca Williamson, and a full-time senior program associate, Mrs. Angela Corbett. Mrs. Williamson is responsible for general office activities, travel expenses, prepares reports, organizes club and BAP events, and assists the MAcc advisor as needed. Mrs. Corbett is responsible for managing projects such as:

1. the State of Alabama Initiative program,
2. conferences like the Financial Accounting and Auditing Conference (FAAC),
3. student events such as the Accounting Networking Event,
4. assisting the MAcc Advisor with recruiting events,
5. registering all MAcc students for classes,
6. many other support duties associated with the MAcc program,
7. coordinating all Accounting Advisory Board meetings, and
8. other projects as assigned by the School of Accountancy Director, State Initiative Sponsor and the MAcc Advisor.

Also the Undergraduate Advising Office has assigned Mrs. Leann Reeves to all undergraduate accounting majors as their advisor. Mrs. Rhonda Seay is the advisor for the MAcc program, for which she receives a course reduction.

All staff are supported with financial and professional development support both from the University and the College of Business. Over the years, most of the staff within the College of Business have been members of their professional organization and attended conferences and/or workshops related to their positions.





# Learning & Teaching

Similar to the College of Business, the School of Accountancy is committed to an ongoing process of assuring student learning and continuous improvement. With a focus on applied learning, our goals center on engaged, comprehensive educational experiences incorporating curriculum and experiential learning from our faculty, business partners and alumni. With a culture of assessment and continuous learning (which is typical of accountants!) the School of Accountancy has a goal of maintaining quality through a cycle of assessment, review and curricular improvements. This assurance of learning process is necessary to meet the expectations of Auburn University at Montgomery, AACSB and our regional accrediting body, the Southern Association of Colleges and Schools (SACS).

AUM provides resources to assist faculty in this process with the support of the Faculty Development Institute (FDI) on campus that runs extensive training programs covering teaching and technology. Faculty seeking to teach on-line or hybrid courses must be qualified by taking a training program from FDI. Funds are available for training off campus in some circumstances; Teresa Lang, for example, has attended training programs on Data Analytics as we add coverage of that topic to our systems courses. Several faculty have professional certifications that require CPE credits on an annual basis.

### Curriculum Management and Assurance of Learning

The School of Accountancy is responsible for the development and management of the accounting curriculum. The frequent interaction with stakeholders and employers as well as regulators and other educators has helped the School of Accountancy update the curriculum on a frequent basis. The result is what we hope is an up-to-date, high quality accounting curriculum.

The Assurance of Learning Process for all College of Business programs involves five major steps (See Figure 1 below): Inputs, Development, Execution, Evaluation and Action. The first step, Inputs, is the baseline to the process, providing the guidelines that will shape the other steps.

Figure 1: Assurance of Learning Process



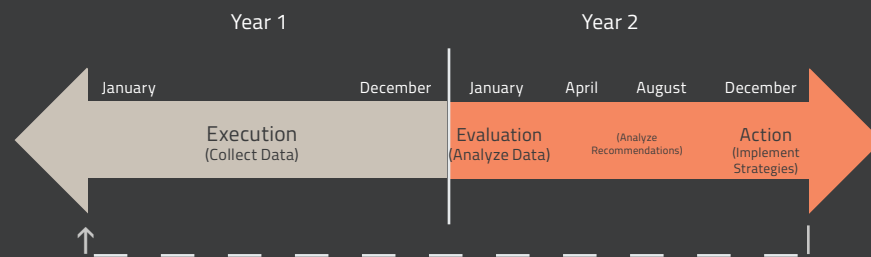


In the School of Accountancy, curricular change has often been facilitated by the inclusion of the Accounting Advisory Board as a sounding board. Both the Excel for Accounting and the impetus for the MAcc program came from the board. School of Accountancy faculty met to discuss and work with the Chair (later Director) to draft the changes needed to add a course, a program or a requirement. As the changes clear the School of Accountancy they would go to one of two standing faculty committees, the Undergraduate Curriculum Committee of the College of Business or the Graduate Committee of the College of Business. More discussion of the processes of these committee and the university committees can be found on the College of Business Document in section 6.

A complete cycle time includes execution, evaluation, and action in a continuous process; this assessment cycle in the Assurance of Learning Process spans two years (See Figure 2 below). Faculty and committees collect data to determine student learning across the curriculum, use that data to make improvements, and then begin the next assessment cycle. An entire cycle time involves the process of collecting data, analyzing data, making recommendations and closing the loop (i.e., implementing changes).

For the School of Accountancy program, data was collected continuously and major curricular changes were made as a result. The MAcc program did not start until fall 2015 so there was only 1 cycle of assessment. Nonetheless, collection of assessment data led to the closing of feedback loops which led to learning and changes in the program and its administration.

Figure 2: Complete Assessment Cycle Time



### Learning Goals for Degree Programs and Assessment

The following sections highlight the BSBA program and Graduate Programs, identifying the learning goals and measurement tools followed by a discussion of the results and closing the loop activities for each program and ending with a look into the future of Assurance of Learning plans.

The AUM School of Accountancy learning goals for the undergraduate accounting program (that are in addition to those adopted for all business students) are that upon graduation, our accounting graduates will:

LG1 - Identify and measure relevant data and report results in formats that meet the needs of the report users and adhere to legal and professional standards.

LG2 - Effectively use technology in an accounting environment,

LG3 - Recognize and analyze ethical issues that occur in the accounting environment.

LG4 - Identify internal control weaknesses, their impact and recommended mitigation for weakness.

The complete learning objectives are listed in Appendix F.

The first three undergraduate learning goals were established by faculty vote in 2006. Learning goals 1 and 3 were revised in 2011 based on the initial accreditation review recommendations. Learning goal 4 was added in 2014.

Assessment was done across six upper division accounting courses, as noted in Appendix F.

Course curriculum changes and some assessment data were discussed with the Accounting Advisory Board, which led to suggestions for improvement.

The AUM School of Accountancy MAcc Learning Goals provide the foundation for the program and the basis for the expected student learning outcomes and achievements:

LG1 - Our graduates will be able to research problems using the appropriate professional literature.

LG2 - Our graduates will be able to use accounting concepts to solve problems and make business decisions.

LG3 - Our graduates will be able to define their ethical responsibilities as members of the accounting profession.

LG4 - Our graduates will demonstrate effective communication skills needed for success as an accounting professional.

Complete learning objectives are listed in Appendix G.

### **Closing the Loop: Key Curricular Revisions by Program**

While detailed Undergraduate Assessment tables can be found in Appendix H, notable closing the loop revisions were:

#### *Undergraduate*

1. LG1 objective (a) – Steps in the accounting cycle – the feedback from assessment and the monitoring of student success rates led to the extension of the intermediate sequence to three courses starting in the 2017-2018 calendar year. The increasing amount of financial accounting content and the difficulty of students to integrate complex financial transactions led the faculty to add a third intermediate course to improve the absorption of fundamental accounting knowledge. The change also led to additional coverage of the FASB conceptual framework and evolving standards, and the use of the FASB codification for research, which was designated as a best practice by the AICPA.
2. LG1 objective (b) – Data for decision making purposes – upon arrival at AUM, professors Lane and Smith reviewed the assessment of this objective in ACCT 3210 and reorganized the coverage of these cost accounting concepts in ACCT 3210 Managerial Cost Accounting and ACCT 6230 Advanced Managerial Accounting. The reorganized coverage allowed the use of a single text and increased the emphasis of advanced topics in ACCT 6230.
3. LG1 objective (c) – Prepare appropriate tax documents for individuals – the feedback from assessment indicated that students needed more classroom time and practice in completing entire individual tax returns so at least four more complete returns were added in 2016 to address this need.
4. LG2 – Changes in technology in the accounting curriculum - Assessment and discussion led to changes to ACCT 3200 in 2014 to increase coverage of MS Excel in this course while phasing out MS Access. Continuing assessment, discussions with the Accounting Advisory Board, and debriefing of students after internships led to the development of ACCT 3000 Excel for Accounting in the 2017-2018 curriculum cycle. With the addition of ACCT 3000, Professor Lang has, after attending additional training, increased the coverage of data analysis in ACCT 3200.

5. LG3 Objective (b) – Recognize and analyze ethical issues – based on assessment results, students needed more exposure to independence scenarios so additional class discussion and short assignments were added to the course in 2017. Also, students are introduced to the Codes of Professional Conduct for AICPA, AGA, and IMA in Intermediate II (now Intermediate III) as part of the course coverage and given small case scenarios to complete.
6. LG4 – Identify internal control weaknesses – no weaknesses were indicated in the coverage of internal control so course coverage did not change during this review period.

*The Master of Accountancy Program*

The MAcc program began operation in fall of 2015; learning goals were established and assessment was begun but we have only begun a single assessment cycle to date. Many of the changes in the MAcc program to date have been due to the learning pains of a new program and feedback from our students on scheduling and sequencing of classes rather than curricular. While detailed Graduate Assessment tables can be found in Appendix I, some assessment activities are as follows:

1. MAcc LG1 – Research problems using appropriate professional literature. Assessment materials are being reviewed and adapted.
2. MAcc LG2 - The reorganized coverage of cost accounting concepts in ACCT 6230.

Managerial Cost Accounting and ACCT 6230 Advanced Managerial Accounting allowed the increased coverage of advanced topics in ACCT 6230 and the creation of a new project in ACCT 6230 that is used to perform AOL. The revised MAcc LG2 and objectives led to the creation of a new project in 6230 that is used to perform AOL on this LG.

3. MAcc LG3 – Define their ethical responsibilities as members of the accounting profession. Additional content of AICPA Code of Professional Conduct will be added.
4. MAcc LG4 – Demonstrate effective communication skills needed for success. Students partially met the requirements but additional emphasis will be added on preparation and presentation skills.



# Academic & Professional Engagement

The School of Accountancy has established relationships with many alumni, business leaders, government officials, and nonprofit leaders primarily to provide our students and faculty many opportunities to interact with community leaders inside and outside the classroom. For students, these activities involve guest speakers in classes, active student organization meetings, internships, site visits, and more. In addition, our students are provided real-world experiences.

For faculty, these professionals understand the importance of academic research, which allows the transfer of current knowledge within their discipline. Many business professors are not only involved in research projects, but are also professionally qualified through certifications and professional development activities within their field.

## **Student Engagement Activities**

The Accounting Club and Beta Alpha Psi were discussed in section 1 along with student competitions such as the AGA Case Challenge. Here are some other ways we engage our students:

*The Accounting Networking Event.* Each fall semester the School of Accountancy hosts the Accounting Networking Event (commonly referred to as Meet the Firms in other accounting programs) for identification of internship candidates. The event is coordinated with other university accounting programs in Alabama so that the internship offer period timeline requirements are met each fall semester. The event was started in 2006 and each year over 50 AUM students interact with professionals from national, regional and local CPA firms.

In addition, other participating organizations include State of Alabama agencies such as the Alabama Department of Revenue (ADOR) and Retirement Systems of Alabama (RSA) and professional organizations such as Alabama Society of CPAs (ASCPA), AGA, The Institute of Management Accountants (IMA), & Government Finance Officers Association of Alabama (GFOAA).

*The Resume Building and Mock Interview Workshop.* Held the week prior to the Networking Event, faculty, alumni and recruiters meet with students to provide feedback on resumes and conduct mock interviews. In August 2018, 12 professionals from the accounting community met with over 50 students in this increasingly popular event.

*Internships.* A variety of firms and government agencies have provided accounting internships during the review period. Many of these internships are provided by alumni in support of the School of Accountancy programs. 35 accounting majors have received course credit for internships in the review period and other students completed internships that were not for credit. Many of these internships led to full-time job offers. (See College of Business Table 6 for internship data.)

*Extending the Classroom (ETC).* A partnership between the Learning Center and the School of Accountancy, ETC provides tutoring support for students enrolled in ACCT 2010 - Introduction to Financial Accounting, ACCT 2020 - Introduction to Managerial Accounting and ACCT 3110 & ACCT 3120 - the first two Intermediate Accounting courses. Tutors are typically senior accounting majors recommended by School of Accountancy faculty and managed by the AUM Learning Center. Tutors coordinated with faculty on coverage and sent reports to faculty on topics and frequency of student visits. Both business and accounting majors are highly complementary of ETC tutors. For the 2017-2018 academic year, the Learning Center reported 147 students in accounting courses utilized the tutoring services.

*The School of Accountancy Advisory Board.* The School of Accountancy Advisory Board has twenty-eight accounting professionals representing public accounting, private industry, and state and federal government. (See Appendix J). This active group meets twice a year (May and December) and provides feedback on areas of curriculum, strategic planning, and professional engagement necessary for our programs to best serve our students. School of Accountancy Advisory Board recommendations played a significant role in the development of ACCT 3000 Excel for Accounting and the development of the MAcc program, for example. In addition, advisory board members, many of whom are AUM alumni, have been supportive financially to the School of Accountancy, donating to scholarship funds and BAP.

*Service events in the community.* Beta Alpha Psi and The Accounting Club members give back to the community with popular service events such as working at the Montgomery Food Bank or volunteering at the Brantwood Children's' home. In addition, 41 accounting majors volunteered with SaveFirst Alabama, an organization coordinating VITA program efforts in Alabama. AUM students volunteered more than 1,500 service hours during the fall 2017 / spring 2018 academic year.

### **Faculty Engagement**

During 2017-2018 year the School of Accountancy had 6 full-time faculty; two were tenured full professors; two were tenure track associate professors, and two were senior lecturers.

Dr. Keren Deal:

- is a CPA and a member of the Alabama Society of CPAs,
- is a CGFM (Certified Governmental Finance Officer) and was the president of the Alabama Government Finance Officers Association,
- a member of AGA and GFOA,
- supervised the AGA Undergraduate Research Case Challenge mentioned under student engagement,
- is the Immediate Past President of the Government Finance Officers Association of Alabama, and
- presented her research to the State of Alabama Finance Director, Chief Examiner of Public Accounts, Alabama State Comptroller, Association of Alabama School Board, and Alabama Superintendent of Education during professional improvement leave.

Dr. Teresa Lang:

- is a CPA and a CISA (Certified Information Systems Auditor),
- a member of the AICPA and ISACA (Information Systems Audit and Control Assn),
- was the Academic member of the AICPA BEC subcommittee on the CPA Exam.

Dr. Scott Lane

- is an Inactive CPA, an academic member of the AICPA, IMA, and ASCPA, and
- is a member of the ASCPA Educator's Committee

Dr. Walter Smith:

- is a CMA (Certified Management Accountant) and a member of the IMA,
- is a director of the North American Accounting Society, and
- is an advisor for BAP.

Mrs. Rhonda Seay:

- is a CPA and a Tax Manager at Aldrich Borden & Co.,
- is the AUM MAcc advisor,
- is a BAP advisor, and
- is a SaveFirst Sponsor for AUM.

Mrs. Haley Daniel:

- is a CPA and an Senior Assurance Manager at PricewaterhouseCoopers, LLP.
- is a member of the AICPA and the ASCPA, and
- is the advisor for the AUM Accounting Club.

The School of Accountancy faculty were highly engaged in practice and the Montgomery Community.

As can be seen in the School of Accountancy Engagement Activities (Appendix A), faculty spent significant class time bringing experiential projects or assignments and students benefited from significant on-campus presence of professionals and professional organizations.





# Appendices

Appendix A:  
School of Accountancy  
Student Engagement  
Activities

 36

Appendix B:  
MAcc graduates  
and CPA pass rate  
information

 42

Appendix C:  
School of Accountancy  
Alumni List

 43

Appendix D:  
Table A2.1: 5-year  
Summary of Intellectual  
Contributions

 44

Appendix E:  
Table A6.1: Assignment  
of Faculty to Teach

 46

Appendix F:  
Assurance of Learning  
Process and BSBA  
Learning Goals

 47

Appendix G:  
MAcc Learning Goals

 50

Appendix H:  
BSBA Assurance of  
Learning Tables

 51

Appendix I:  
MAcc Assurance of  
Learning Tables

 55

Appendix J:  
School of Accountancy  
Advisory Board

 58

# Appendix A: School of Accountancy Student Engagement Activities

## **2014-2018 Accounting Club and Beta Alpha Psi Professional Meetings:**

- April 2, 2018, "An Introduction to the Information Systems Audit and Control Association (ISACA)", Elaine Arnold, Manager, IS Compliance & Application Security
- March 21, 2018, "Preparing for the CPA Exam and Accounting Careers", Ashley Stephens, Becker CPA Review Representative
- March 5, 2018, "A Career with a Local CPA Firm", Hartmann, Blackmon & Kilgore, CPAs
- January 22, 2018, "Being a KPMG Intern in Washington D.C.", Lindsay Miller and Tony Thornton, KPMG Interns
- November 13, 2017, "Working for the State of Alabama", Retirement Systems of Alabama
- October 24, 2017, "Regional CPA Firms", Phyllis Ingram, Carr Riggs & Ingram, CPAs and Advisors
- October 3, 2017, "Taxation for the Community", Stephen Black, founder of Impact America - SaveFirst
- April 10, 2017, "Backpacks to Briefcases", Adam Arnold and Shane Thompson, PriceWaterhouseCoopers
- March 1, 2017, "Generational differences and How Millennials can learn from older generations", Renee Hubbard and the recruiting team from Jackson Thornton, CPAs and Consultants
- February 13, 2017, "Find great accounting jobs and internships", Deanna Laird, National Director of University Services for Accountingfly
- February 7, 2017, "The CPA Exam and Ethics", Boyd Busby, CPA Executive Director of the Alabama State Board of Public Accountancy
- November 7, 2016, "Junior/Senior Accounting Panel Discussion", Aldridge Borden and Company
- October 10, 2016, "Accounting Across 5 States and 15 Companies", Amanda Davis, VP of Finance at Goodwill, Mills & Cawood, Inc.
- September 28, 2016, "Making a Difference with SaveFirst", Stephen Black, President and CEO of SaveFirst
- September 14, 2016, "Lunch with KPMG", Jacquelyn Birkett, KPMG Washington D.C. Office
- August 29, 2016, "The Trusted Advisor", Justin Clark, Warren Averett
- April 19, 2016, "Management Accounting", Janice McCollum, Financial Controller at Wind Creek Wetumpka
- March 24, 2016, "Public Accounting - the Possibilities!" Jerry Grant, Bern, Butler, Capilouto, & Massey, P.C.
- March 23, 2016, "Learning more about the Montgomery Chapter of the Institute of Management Accountants (IMA)", Sandra Passmore, VP and CFO of Giles Enterprises, Inc. and Sheila Munday, Controller, Caddell Construction Co.

March 7, 2016, "How Becker Can Help You Pass the CPA Exam!", Ashley Stephens, Becker Representative

February 25, 2016, "How to tell your story in an interview", Blair Bingham, Finance Administrator of Alabama Housing Finance Authority

October 21, 2015, "How Becker Can Help You Pass the CPA Exam!", Ashley Stephens, Becker Representative

October 19, 2015, "Working for Aldridge Borden", recruiting team from Aldridge Borden and Company

September 14, 2015, "A Career with the State of Alabama", Kathleen D. Baxter, Administrative Director of the State of Alabama Accounting and Resource System

April 8, 2015, "Corporate Accounting", Steve Robinson, COO and Tina Parker, VP of Accounting from AMTech LLC

March 4 2015, "A Career in Public Accounting", Jackson Thornton recruiting team

February 9, 2015, "The HealthSouth Scandal", Bill Owens, Former CFO of HealthSouth (first person to go to prison under Sarbanes Oxley)

October 20, 2014 – Kath Carter Alumni Event – Reception and presentation, AUM, Montgomery AL.

August 21, 2014 – "Welcome Back Luncheon", AUM SOA, Montgomery AL.

#### **2014-2018 Accounting Club and Beta Alpha Psi Volunteer Events**

March 23, 2018, Montgomery Area Food Bank Club Service Day

November 10, 2017, Accounting Club service day with Brantwood Children's Home. Some students taught Financial Literacy Classes for the children and others worked on spring cleaning of the facilities

April 21, 2017, Brantwood Children's Home Service Day, Spring cleaning of the facilities

April 4, 2017, Accounting Club Blood Drive on Campus

February 11, 2017, Brantwood Children's Home Love Run Annual 5K Service Project

October 21, 2016, Montgomery Area Food Bank Club Service Day

April 29, 2016, Brantwood Children's Home Service Day, Spring cleaning of the facilities

November 2015, Operation Christmas Child Service Project

April 15, 2015, Veterans' House Community Service Day

### **Accounting Club and Beta Alpha Psi Experiential Learning:**

January 29, 2018, “Excel for Accountants Workshop”, Adam Arnold and Haley Daniel, PriceWaterhouseCoopers.

August 26, 2018, “Resume Building and Mock Interview Workshop”, Alabama State Society of CPAs

August 22, 2017, “Resume Building and Mock Interview Workshop”, Alabama State Society of CPAs

March 11, 2015, “How to prepare for that big interview!” Alabama State Society of CPA’s

### **School of Accountancy Networking Events with recruiters, professional organizations, and alumni**

September 2018 – Alabama State Society of CPA’s Interview Day, Montgomery, AL

September 2018 – SOA Accounting Networking Event, AUM Library Tower, Montgomery, AL

September 2018 – ASCPA Diversity Conference, Montgomery AL

August 2018 – Mock interview and Resume review event

June 2018 – ASCPA Connections Conference, Montgomery AL (Prof. Lane & 8 students)

September 2017 – Alabama State Society of CPA’s Interview Day, Montgomery, AL

September 2017 – ASCPA Diversity Conference, Birmingham AL

August 2017 – SOA Accounting Networking Event, AUM Library Tower, Montgomery, AL

June 2017 – ASCPA Connections Conference, Montgomery AL (Prof. Lane & 7 students)

September 2016 – Alabama State Society of CPA’s Interview Day, Montgomery, AL

September 2016 – SOA Accounting Networking Event, AUM Library Tower, Montgomery, AL

June 2018 – ASCPA Connections Conference, Birmingham AL (Prof. Daniel & 6 students)

September 2015 – Alabama State Society of CPA’s Interview Day, Montgomery, AL

September 2015 – SOA Accounting Networking Event, AUM Library Tower, Montgomery, AL

September 2014 – Alabama State Society of CPA’s Interview Day, Montgomery, AL

September 2014 – SOA Accounting Networking Event, AUM Library Tower, Montgomery, AL



Aug 27	Resume Building and Mock Interview Session presented by the ASCPA	6:30 - 8:30 pm (TC 222)
Sept 5	Accounting Networking Event	4:30 - 6:30 pm (LT, 10th floor)
Sept 24	How to Receive Constructive Criticism presented by Jackston Thornton	6:30 - 7:30 pm (TC 221)
Oct 22	First Year Experience presented by Aldridge Borden	6:30 - 7:30 pm (TC 221)
Oct 26	Montgomery Area Food Bank Community Service	8 am - Noon
Nov 5	Sandra Passmore, CMA, CFM, CSCA VP/CFO, Giles Food Service Equipment	6:30 - 7:30 pm (TC 221)

**Join the Accounting Club! Complete an application at [www.business.aum.edu/AccountingClubRegistration](http://www.business.aum.edu/AccountingClubRegistration)**





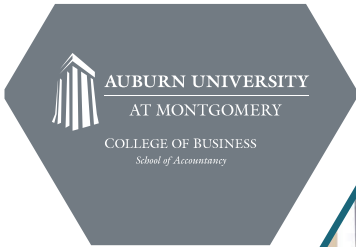
Jan 22	Being a KPMG Intern in Washington D.C. featuring KPMG	5:30 pm	TC 223
Jan 29	PwC, Excel for Accountants	5:30pm	TC 223
Feb 9-10	BAP Regional Convention		
Feb 10	Love Run Brantwood Children's Home		
Feb 12	BAP Installation Ceremony	6 pm	TC 230
Mar 5	Hartmann, Blackmon & Kilgore P.C. Certified Public Accountants	5:30pm	TC 221
Mar 9	BAP Social		
Mar 21	Preparing for the CPA Exam featuring Ashley Stephens	Noon	Clement Cove
Mar 23	Montgomery Area Food Bank Service Day		
Apr 2	Introduction to the Information Systems Audit and Control Association (ISACA) featuring Elaine Arnold, Manager, IS Compliance & Application Security - ISACA	5:30pm	TC 223
Apr 9	Reports from SaveFirst Participants and BAP Regional Meeting Attendees	5:30pm	TC 223

Visit [aumbap.org](http://aumbap.org) to learn more!

**Don't miss these College of Business events!**

Jan 31	Classmates to Colleagues	12-1 pm   Clement Cove
	Next Level Leadership: What Employers Want	
Feb 27	Major Decisions	12-1 pm   TC 230
Mar 1	Classmates to Colleagues	12-1 pm   Clement Cove
	Understanding Generational Differences in the Workplace	





Calling all  
Accounting Majors:  
*Start your career here!*



**School of Accountancy Networking Event**  
September 5, 2018 | 4:30 - 6:30 p.m.  
AUM Library Tower, 10th Floor

Student Registration is now open!  
Register online by Monday, September 3, at  
[www.business.aum.edu/Accounting-Networking-Event](http://www.business.aum.edu/Accounting-Networking-Event)

Attendee To-Do List:

- Attend *Resume and Interview Workshop* Monday, Aug. 27 from 6:30 - 8 p.m. Taylor Center 221
- Dress professionally
- Bring copies of your resume

Accounting majors should have their resumes reviewed by School of Accountancy faculty.  
Email resumes to Becky Williamson at [rwilli57@aum.edu](mailto:rwilli57@aum.edu) by Thursday, Aug. 23, at 5 p.m.

For more information call the School of Accountancy at 334-244-3490.



## Appendix B: MAcc graduates and CPA pass rate information

Term Code	Graduate Name	Sex	Passed CPA exam	Employment
201601	Dorsey, Martha L	F	Yes, All 4 parts	Carr Riggs & Ingram
201601	Gilbert, Allen Louis	M	Yes, All 4 parts	Parker, Gill, Eisen & Stevenson
201602	Jones, Elizabeth Ann	F	not sitting	Retirement Systems of Alabama
201602	McGregor, Andrea Webb	F	Yes, All 4 parts	Aldridge Borden
201602	Dumoga, Annie	F	Not sitting	Alabama Dept. of Public Health
201701	Hoffmaster Gerlach, Kathryn	F	Yes, All 4 parts	Vogel & Associates
201701	Roate, Dena S	F	Yes, All 4 parts	Vogel & Associates
201701	Jordan, Rachell Kaitlin	F	no	Jackson Thornton
201701	Gardner, Carlee Elizabeth	F	Yes, All 4 parts	Jackson Thornton
201701	Reed, David M	M	Yes, All 4 parts	State of Alabama Revenue
201702	King, Lakeshia Danyell	F	Yes, All 4 parts	PWC
201702	Simmons, Neoshia M	F	2 parts	PWC
201702	Stathopoulos, John George	M	Yes, All 4 parts	Jackson Thornton
201702	Jordan, Katherine Claire	F	2 parts	
201702	Maturi, Kristen Michelle	F	not sitting	Parker, Gill, Eisen & Stevenson

9 of 12 (75%) of the 2016 & 2017 graduating students that sat for the exam have passed all 4 parts; 2 others have passed 2 parts and are still sitting at the time of this report. The national average per section pass rate is between 45 and 55% per NASBA reports provided AUM by Alabama State Board of Accountancy.

## Appendix C: School of Accountancy Alumni List

Alumni	Title & Organization
Bonee Barrow Bailey, CPA	Partner, Aldridge, Borden and Company
James Blake, CPA	Partner, Aldridge, Borden and Company
Scott Grier, CPA	Partner, Aldridge, Borden and Company
Jeremy Morehead, CPA	Partner, MST CPA & Advisors, LLC
Rhonda Sibley, CPA	Partner, Aldridge, Borden and Company
Jason Westbrook, CPA	Partner, Aldridge, Borden and Company
Mathew D. Binns,	COA, Bern Butler Capilouto and Massey, CPAs
Helen F. Cleondis, CPA	Partner, Bern Butler Capilouto and Massey, CPAs
Jerry W. Grant, COA	Partner, Bern Butler Capilouto and Massey, CPAs
Robert Andy Jones, CPA	Partner, Bern Butler Capilouto and Massey, CPAs
Clifford E. Massey, CPA	Partner, Bern Butler Capilouto and Massey, CPAs
Susan M. Patterson, CPA	Partner, Bern Butler Capilouto and Massey, CPAs
Phyllis Ingram, CPA	Partner, Carr, Riggs and Ingram, CPAs
David Norris, CPA	Partner, Carr, Riggs and Ingram, CPAs
James Walker, CPA	Partner, Carr, Riggs and Ingram, CPAs
Joe Gary, CPA	Partner, Diamond, Carmichael, Gary, Patterson and Duke, PA.
Kath Carter, CPA	Partner, Ernst and Young
Mitch Stroud,	Manager of Cost Accounting, Hyundai Motor Manufacturing AL
Dennis Fain, CPA	Partner, Jackson Thornton and Company
Rusty Golden, CPA	Partner, Jackson Thornton and Company
Annamarie Jones, CPA	Partner, Annamarie Jones & Co., CPA
Martin Lee, CPA	Partner, Jackson Thornton and Company

Alumni	Title & Organization
Patti Perdue, CPA	Partner, Jackson Thornton and Company
Lyvonnia Poppell, CPA	Partner, Jackson Thornton and Company
Daniel Thompson, CPA	Partner, Jackson Thornton and Company
Rena Mears, CPA	Partner, Retired KPMG
Janice Hamm, CPA	Deputy State Comptroller, State of AL, Dept. Of Finance
Laneita Littleton, CPA	Chief Budget Officer (Retired), Alabama Dept. of Mental Health
Jeffrey M. Wright	Chief Accountant, Alabama Dept. of Public Health
Fran Copeland, CPA, CGFM,	CFO (retired), Alabama Dept. of Public Safety
Bill Flowers, CGFM, CGFO	Chief Financial Officer, Alabama Dept. of Transportation
Clynton Hart, Jr., CPA	Partner, Warren Averett LLC
Daniel Newman, CPA	Partner, Warren Averett LLC
John W. Parrish, CPA	Partner, Warren Averett LLC
Adam Stephenson, CPA	Partner, Warren Averett LLC
Kathleen Baxter	Comptroller of State of Alabama
Christine Harden	Deputy Chief Examiner, Alabama Examiners of Public Accounts
Kelly Butler	Acting Finance Director, State of Alabama
Dennis Veronese	CSFO - Auburn City Schools
Will Brown	Acting CFO Altimmune, Inc.
Steven Bailey	Business Assurance Director, Moore Colson CPAs and Advisors
William Schleuter	Managing Partner at S Roc Partners, LLC
Tina Chunn	Sr. Tax Manager of State and Local Tax Services at Aprio
Agnesh Kokate	Principal - Oracle
Katherine Lenn	Controller at Greater Birmingham Humane Society
Brent Hinson	Sr. Director of No. American Regional Finance, Volkswagen
Robert Barnes	Director of Finance at Ace Hotel/ Atelier Ace

# Appendix D: Table A2.1: 5-year Summary of Intellectual Contributions

Table A2-1 Intellectual Contributions of the Accounting Academic Unit												
Part A: Five-Year Summary of Intellectual Contributions												
Aggregate and summarize data to reflect the organizational structure of the unit's faculty (e.g., research groups). Do not list by individual faculty member.	Portfolio of Intellectual Contributions			Type of Intellectual Contributions							Percentage of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integrative/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Academic/Professional Meeting Proceedings	Academic/Professional Meeting Presentations	Editorial publications	Textbooks	Cases	Other Teaching Materials	Percent of Participating Faculty Producing ICs	Percentage of total FTE Faculty Producing ICs
School of Accountancy		40	6	18	10	17	1				83%	65%
Part B: Alignment with Mission, Expected Outcomes, and Strategy												
<p>The mission of the School of Accountancy is to prepare students for a professional career; student learning, informing the profession and serving the community are the goals of a stakeholder-orientated mission. The faculty have published primarily in applied knowledge and practice focused areas with some pedagogical work added.</p> <p>School of Accountancy faculty produced 46 intellectual contributions with 18 being peer-reviewed journals published in 13 different journals over a five year period. This report does not include faculty who retired or left the University prior to AY 17.</p>												
Part C: Quality of the Five-Year Portfolio of Intellectual Contributions												
<p>The School's portfolio of intellectual contributions includes 18 (39%) peer-reviewed journal articles, of which all but 2 meet our less-than 50% acceptance rate quality standard (1 was 55% and 1 had no published acceptance rate.). The mix of publications represents the accounting topics taught by our faculty and 83% of participating faculty had intellectual contributions.</p>												
Part D: Impact of Intellectual Contributions												
<p>School of Accountancy faculty have been cited 389 times for 29 different articles; 216 of those citations have come in the 5 year period since 2013. In addition, Teresa Lang has won 2 best paper awards; one at the Academy of Business Disciplines Conference in 2014 and a second at the Northeast Business and Economics conference in 2017.</p>												

**Detail of Table A2.1 Intellectual Contributions of The School of Accountancy**

	<u>Peer Reviewed Journal</u>	<u>Editorial Journal</u>	<u>Proceedings</u>	<u>Presentations</u>	<u>Total</u>	<u>Applied Research</u>	<u>Teaching and Learning</u>	<u>Total</u>
Scott Lane	4			4	8	8		8
Teresa Lang	5		5	7	17	17		17
Keren Deal	5	1	3	1	10	7	3	10
Walter Smith	3		2	5	10	6	4	10
Haley Daniel	1				1	1		1
<b>Total</b>	<b>18</b>	<b>1</b>	<b>10</b>	<b>17</b>	<b>46</b>	<b>39</b>	<b>7</b>	<b>46</b>

## Appendix E: Table A6.1: Assignment of Faculty to Teach

### Courses taught spring 2017

<u>Undergraduate Accounting Classes</u>			<u>Faculty</u>	<u>Status</u>
ACCT	2010	Intro to Financial Accounting	Daniel	Sr Instructor SP
ACCT	2010	Intro to Financial Accounting	White	Adjunct IP
ACCT	2010	Intro to Financial Accounting	Deal	Faculty SA
ACCT	2020	Intro to Managerial Accounting	Smith	Faculty SA
ACCT	2020	Intro to Managerial Accounting	Mitchell	Adjunct IP
ACCT	2020	Intro to Managerial Accounting	Lang	Faculty SA
ACCT	2020	Intro to Managerial Accounting	Lane	Faculty SA
ACCT	2020	Intro to Managerial Accounting	Campbell	Adjunct IP
ACCT	3110	Intermediate I	Deal	Faculty SA
ACCT	3120	Intermediate II	Deal	Faculty SA
ACCT	3200	Acct Information Systems	Lang	Faculty SA
ACCT	3210	Managerial Cost Accounting	Lane	Faculty SA
ACCT	3310	Income Tax	Seay	Sr Instructor IP
ACCT	4410	Auditing I	Daniel	Sr Instructor SP
ACCT	4970	Special Topics: Taxation Serving Community	Seay	Sr Instructor IP
<u>Graduate MAcc Classes</u>				
ACCT	5510	Govt and Nonprofit Accounting	Edge	Adjunct IP
ACCT	6220	Managerial Application of Accounting	Smith	Faculty SA
ACCT	6470	Seminar in Auditing	Daniel	Sr Instructor SP
ACCT	6520	Gov. Audit & Int Controls	Deal	Faculty SA
ACCT	6800	Financial Analysis & Int Bus Concepts	Smith	Faculty SA
ACCT	6924	Internship	Seay	Sr Instructor IP
ACCT	6970	Special Topics: Taxation Serving Community	Seay	Sr Instructor IP

ACCT 4970 & ACCT 6970 were cross-listed and run together.

ACCT 6924 Internship is run off-load



# Appendix F: Assurance of Learning Process and BSBA Learning Goals

## SCHOOL OF ACCOUNTANCY

### ASSURANCE OF LEARNING PROCESS

#### For the Degree: Bachelor of Science in Business Administration

The Accounting Department provides two courses (ACCT 2010 and ACCT 2020) for all B.S.B.A. students regardless of majors and seven required core courses (ACCT 3110, 3120, 3130 3200, 3210, 3310, and 4410) for those B.S.B.A. students majoring in accounting.

#### Lower Division Accounting Courses

ACCT 2010 Introduction to Financial Accounting  
ACCT 2020 Introduction to Managerial Accounting

The Accounting Department's undergraduate program consists of six required core accounting courses and two elective accounting courses. The accounting courses incorporate the College of Business Learning Goals as well as the **Department of Accounting Learning Goals (ALG)**:

- Our students can:
- (1) identify and measure relevant data and report results in formats that meet the needs of the report users and adhere to legal and professional standards.
  - (2) effectively use technology in an accounting environment.
  - (3) recognize and analyze ethical issues that occur in the accounting environment.
  - (4) identify internal control weaknesses, their impact and recommend mitigation for weakness.

#### Upper Division Accounting Core Courses

ACCT 3110 Intermediate Accounting I  
ACCT 3120 Intermediate Accounting II  
ACCT 3130 Intermediate Accounting III  
ACCT 3200 Accounting Information Systems  
ACCT 3210 Managerial Cost Accounting  
ACCT 3310 Income Tax Accounting  
ACCT 4410 Auditing Financial Statements

The attached matrix identifies in which core course the assessment of the Accounting Learning Goals is administered in cycles of

1. Collection of assessment data
2. Analysis of Data and Faculty Discussion with Closing the Loop Discussion/Vote and
3. Implementation of Closing the Loop Action – Evidenced within course syllabi, blackboard, etc.

### The Accounting Assurance of Learning Process

The Accounting Department Faculty developed a framework for the assessment of College, Department, and course learning goals and objectives (see Course Planning Guide). All Department learning goals, objectives, assessment instruments, and process have been thoroughly discussed and formally approved by the Accounting Faculty. The faculty approved assessment of the assurance of learning goals for all lower division accounting courses and all upper division accounting core courses every fall and spring semester. The Accounting Department has an Assessment Coordinator who is responsible for managing the assessment process. That assessment process is summarized below:

- The Assessment Coordinator provides each faculty member with a Department Assessment Report form to be used for summarizing the results of their course assessments due on or before the final day to submit grades for the semester.
- Each faculty member will administer the Department approved assessment in their respective courses as proscribed by the Accounting Assessment Policy.
  - ✓ The faculty member tabulates and completes the Department Assessment Report.
  - ✓ The faculty member gives the Assessment Report and the assessment artifacts to the Assessment Coordinator on or before the final day to submit grades for the semester.
- The Accounting Department Assessment Coordinator
  - ✓ Compiles an accreditation report to be used by the Accounting Faculty to review the results for “closing the loop” decisions.
  - ✓ Secures the assessment artifacts in the Accounting Records Room.
- In consultation with the Department Head/Director, the Assessment Coordinator calls a meeting of the Accounting Faculty (based on the College of Business Assessment Cycle)
  - ✓ To review and analyze the assessment results, and
  - ✓ To make changes to the process when appropriate.
- The Assessment Coordinator incorporates the Accounting Faculty’s decisions and recommendations into the Assessment Report.
  - ✓ The end-of-cycle Assessment Report is archived in the Accounting Records Room.
  - ✓ Copies of the Assessment Report are delivered electronically to the Dean, College of Business, and to the Office of Institutional Effectiveness.
- The Assessment Coordinator updates the AACSB Assurance of Learning files upon the completion of the Assessment Cycle.

AUM Accounting Department Program Assessment					
Goal	Goal	Obj.	Objective	Core Course	Assessment Method
1	Our students can identify and measure relevant data and report results in formats that meet the needs of the report users and adhere to legal and professional standards.	a.	Students will demonstrate ability to perform steps in accounting cycle.	ACCT 3110	assignment
		b.	Students will identify, calculate, and analyze relevant data for decision-making purposes.	ACCT 3210	Case
		c.	Students will prepare reports that adhere to legal and professional standards.	ACCT 3310	Final Exam
2	Our students can effectively use technology in an accounting environment.	a.	Students will demonstrate knowledge of the fundamentals of accounting information systems.	ACCT 3200	Project
		b.	Students will demonstrate the use of accounting related software.	ACCT 3200	Project
3	Our students can recognize and analyze ethical issues that occur in the accounting environment.	a.	Students will demonstrate knowledge of the codes of conduct and ethical guidelines for professional accountants.	ACCT 4410	Final Exam
		b.	Students will demonstrate knowledge of the public interest responsibilities of the accounting profession.	ACCT 4410	Final Exam
4	Our students can identify internal control weaknesses, their impact and recommended mitigation for weakness.	a.	Students will demonstrate knowledge of internal controls framework.	ACCT 4410	Case
		b.	Students will identify internal control weaknesses and make recommendations for improvement.	ACCT 4410	Case

# Appendix G: MAcc Learning Goals

**The AUM School of Accountancy MAcc Learning Goals and Objectives provide the foundation for the program and the basis for the expected student learning outcomes and achievements:**

LG1 - Our graduates will be able to research problems using the appropriate professional literature.

- a. Gather, interpret, evaluate, analyze and apply relevant professional standards to complex accounting related issues, and come to well-reasoned conclusions.
- b. Find and interpret rules and guidance for problems either explicitly or not explicitly addressed by authoritative sources.
- c. Evaluate current issues and emerging trends in accounting standards.

LG2 – Our graduates will be able to use accounting concepts to solve problems and make business decisions.

- a. Identify the relevant information needed to make a decision.
- b. Evaluate the potential solutions using appropriate accounting concepts.
- c. Recommend an appropriate action supported by the evaluation.

LG3 - Our graduates will be able to define their ethical responsibilities as members of the accounting profession.

- a. Identify ethical issues and decisions alternatives by incorporating appropriate professional codes of conduct and social responsibility.
- b. Apply applicable legal and ethical standards in situations commonly faced by accountants.
- c. Identify the impacts of business actions on stakeholders.

LG 4 - Our graduates will demonstrate effective communication skills needed for success as an accounting professional.

- a. Demonstrate the ability to develop evidence and reach conclusions from information or data provided.
- b. Demonstrate the ability to communicate solutions to complex accounting situations to diverse audiences effectively through verbal communication.
- c. Demonstrate the ability to communicate solutions to complex accounting situations to diverse audiences effectively through written communication.

**Assessment – Faculty agreed to 80% or above as threshold of meeting goals.**

Learning Goals	ACCT 6230	ACCT 6450	ACCT 6470/6750*	ACCT 6800
LG1				LG1 – Case Analysis
LG2	LG2 – HW Assignment			
LG3			LG3 – Case Analysis	
LG4		LG 4 – Article Analysis and Presentation		

\*As of Fall 2017, ACCT 6470 – Seminar in Auditing – is no longer a core class in the MAcc program. ACCT 6750 – Accounting Theory – is a core class which will be offered in Summer 2018 and Spring 2019.

# Appendix H: BSBA Assurance of Learning Tables

## Assurance of Learning Tables – BSBA in Accounting

The following tables highlight the assessment results from 2013 – 2017:

- **Cycle 1** includes academic years 2013-14 & 2014-15.
- **Cycle 2** includes academic years 2015-16 and 2016-17.
- More detail for the Assurance of Learning results can be found in AOL Notebooks.

### Goal 1 - ASSURANCE OF LEARNING – ACCOUNTING PROGRAM (undergraduate)

#### CYCLE 1

#### CYCLE 2

GOAL 1. Our students can identify and measure relevant data and report results in formats that meet the needs of the report users and adhere to legal and professional standards.

OBJECTIVES	METHOD OF ASSESSMENT	ASSESSMENT RESULTS	CLOSING THE LOOP	ASSESSMENT RESULTS	CLOSING THE LOOP
a. Our students can perform steps in the accounting cycle including the analysis of data for the preparation of adjusting journal entries (AJEs) and the preparation of general purpose financial statements (FSs).	A problem set covering financial statements adjusting entries and closing entries is assessed in <b>ACCT 3110 Intermediate I.</b>	Fall 2014 results are mixed and a weakness in financial statement disclosure is identified.	An additional problem in Financial statement disclosure is added to ETC sessions.	Fall 2016 results are stronger but a weakness in financial statement disclosure is still present.	An additional problem in Financial statement disclosure is added to ETC tutoring sessions.
b. Students will identify, calculate, and analyze relevant data for decision-making purposes.	A written assignment covering product costing was assessed in <b>ACCT 3210 Managerial Cost Accounting.</b>	Fall 2014 results exceed expectations at a 90% rate.	An additional Cost of Goods Sold problem is added to the assessment.	Fall 2016 96% of students score exceeds expectations on the assessment.	Monitor added COGS/COGM problem.
c. Students will prepare reports that adhere to legal and professional standards.	An individual tax return preparation is assessed in <b>ACCT 3310 Income Tax Accounting.</b>	Fall 2014 results meet expectations.	Faculty will continue to use sample returns in class and monitor the assessment.	Fall 2016 80% of students meet or exceed expectations.	Additional classroom time allocated for schedules A, B, & D.

The Goal is to have at least 70% of the students at 70% or above.

**Goal 2 - ASSURANCE OF LEARNING – ACCOUNTING PROGRAM (undergraduate)**

CYCLE 1

CYCLE 2

GOAL 2. Our students can effectively use technology in an accounting environment.

OBJECTIVES	METHOD OF ASSESSMENT	ASSESSMENT RESULTS	CLOSING THE LOOP	ASSESSMENT RESULTS	CLOSING THE LOOP
a. Students will demonstrate knowledge of the fundamentals of accounting information systems.	A project requiring students to create a database, tables and a report following accounting conventions was assessed in <b>ACCT 3200 Accounting Information systems.</b>	Fall 2014 results showed a software proficiency but was determined to not be capturing the key elements of the objective.	A review and discussions led to the eventual creation of ACCT 3000 Excel for Accounting.	Fall 2016 students met expectations but weaknesses in flowcharting were identified.	Added an in-class flowcharting practice session to ACCT 3200.
b. Students will demonstrate the use of accounting related software.	A project requiring students to create a database, tables and a report following accounting conventions was assessed in <b>ACCT 3200 Accounting Information systems.</b>	Fall 2014 results showed a software proficiency but was determined to not be capturing the key elements of the objective.	A review and discussions leads to the eventual creation of ACCT 3000 Excel for Accounting.	Fall 2016 80% of students scored 70% or higher on the assessment.	Reinforce importance of formatting of financial statements and provide grading rubric to students so they will understand scoring system.

The Goal is to have at least 70% of the students at 70% or above.



**Goal 3 - ASSURANCE OF LEARNING – ACCOUNTING PROGRAM (undergraduate)**

CYCLE 1

CYCLE 2

GOAL 3. Our students can recognize and analyze ethical issues that occur in the accounting environment.

OBJECTIVES	METHOD OF ASSESSMENT	ASSESSMENT RESULTS	CLOSING THE LOOP	ASSESSMENT RESULTS	CLOSING THE LOOP
a. Students will demonstrate knowledge of the codes of conduct and ethical guidelines for professional accountants.	Multiple choice questions in ACCT 4410 Auditing are used to assess knowledge of ethics.	Fall 2014 results meet expectations except for objectivity and independence.	Questions are reworded to meet new AICPA code of conduct.	Fall 2016 results meet expectations except for objectivity and independence.	Additional emphasis on independence requirements with discussion in class
b. Students will demonstrate knowledge of the public interest responsibilities of the accounting profession.	Multiple choice questions in <b>ACCT 4410 Auditing I</b> are used to assess knowledge of ethics..	Fall 2014 results meet expectations except for objectivity and independence.	Questions are reworded to meet new AICPA code of conduct.	Fall 2016 results meet expectations except for objectivity and independence.	Additional emphasis on independence requirements with discussion in class

The Goal is to have at least 70% of the students at 70% or above.

**Goal 4 - ASSURANCE OF LEARNING – ACCOUNTING PROGRAM (undergraduate)**

CYCLE 1

CYCLE 2

GOAL 1. Our students can identify internal control weaknesses, their impact and recommended mitigation for weakness.

OBJECTIVES	METHOD OF ASSESSMENT	ASSESSMENT RESULTS	CLOSING THE LOOP	ASSESSMENT RESULTS	CLOSING THE LOOP
a. Students will demonstrate knowledge of internal controls framework.	A project in ACCT 4410 will be used to assess ability to identify internal control deficiencies.	Fall 2014 results exceed expectations at a 90% rate.	None at this time.  The case was revised in 2015 to be consistent with current standards. The case is now a portion of the final exam.	Fall 2016 results exceed expectations at a 90% rate.	None at this time.
b. Students will identify internal control weaknesses and make recommendations for improvement.	A project in <b>ACCT 4410 Auditing I</b> will be used to assess ability to identify internal control deficiencies.	Fall 2014 results exceed expectations at a 90% rate.	None at this time.	Fall 2016 results exceed expectations at a 90% rate.	None at this time.

The Goal is to have at least 70% of the students at 70% or above.

# Appendix I: MAcc Assurance of Learning Tables

## Assurance of Learning Tables – Master of Accountancy (MAcc)

The following tables highlight the assessment results from 2015 – 2017:

- **Cycle 1** includes Data Collection in the academic year of 2017-18
- **This program only started in 2015 and has only 1 assessment cycle.**
- More detail for the Assurance of Learning results can be found in AOL Notebooks.

### Goal 1 - ASSURANCE OF LEARNING – ACCOUNTING PROGRAM (MAcc)

#### CYCLE 1

LG1 - Our graduates will be able to research problems using the appropriate professional literature.

OBJECTIVES	METHOD OF ASSESSMENT	ASSESSMENT RESULTS	CLOSING THE LOOP
<p>a. Gather, interpret, evaluate, analyze and apply relevant professional standards to complex accounting related issues, and come to well-reasoned conclusions.</p> <p>b. Find and interpret rules and guidance for problems either explicitly or not explicitly addressed by authoritative sources.</p> <p>c. Evaluate current issues and emerging trends in accounting standards.</p>	<p>A case analysis in ACCT 6800 Accounting Capstone was used to assess these abilities.</p>	<p>Spring 2018 results were mixed on a. and c.</p> <p>It was determined that the assignments did not acceptably capture b.</p>	<p>The assessment materials are being reviewed and adapted for Spring 2019.</p>

The Goal is to have at least 80% of the students at 70% or above.

### Goal 2 - ASSURANCE OF LEARNING – ACCOUNTING PROGRAM (MAcc)

#### CYCLE 1

LG2 – Our graduates will be able to use accounting concepts to solve problems and make business decisions.

OBJECTIVES	METHOD OF ASSESSMENT	ASSESSMENT RESULTS	CLOSING THE LOOP
<p>Identify the relevant information needed to make a decision.</p> <p>Evaluate the potential solutions using appropriate accounting concepts.</p> <p>Recommend an appropriate action supported by the evaluation.</p>	<p>The individual project in <b>ACCT 6230 Advanced Managerial Accounting</b> was used to assess these concepts.</p>	<p>Fall 2017 results showed 80% of students could accomplish the task but a weakness in identifying relevant vs. irrelevant information was observed.</p>	<p>An in class activity on relevant/irrelevant information will be added to the course.</p> <p>In addition the project will be moved to earlier in the course based on student feedback.</p>

The Goal is to have at least 80% of the students at 70% or above.

**Goal 3 - ASSURANCE OF LEARNING – ACCOUNTING PROGRAM (MAcc)**

CYCLE 1

LG3 - Our graduates will be able to define their ethical responsibilities as members of the accounting profession.

OBJECTIVES	METHOD OF ASSESSMENT	ASSESSMENT RESULTS	CLOSING THE LOOP
<ul style="list-style-type: none"> <li>a. Identify ethical issues and decisions alternatives by incorporating appropriate professional codes of conduct and social responsibility.</li> <li>b. Apply applicable legal and ethical standards in situations commonly faced by accountants.</li> <li>c. Identify the impacts of business actions on stakeholders.</li> </ul>	<p>Multiple choice questions in the final exam ACCT 6750 Accounting Theory were used to determine knowledge of ethics. Questions were drawn from the AICPA code of conduct.</p> <p>A case analysis in ACCT 6750 was used to assess these abilities.</p>	<p>Summer 2018 results met expectations for a but failed to meet expectations for b &amp; c.</p>	<p>Class will spend more time with the AICPA Code of Professional Conduct within the course and possibly move the discussion of the CPC to the beginning of the course to devote at least 20% of time to the coverage and then utilize in all theory discussions for remainder of course.</p> <p>Course will be moved to a 16-week sequence in Spring 2019 so this will allow for that discussion.</p>

The Goal is to have at least 80% of the students at 70% or above.

**Goal 4 - ASSURANCE OF LEARNING – ACCOUNTING PROGRAM (MAcc)**

**CYCLE 1**

LG 4 - Our graduates will demonstrate effective communication skills needed for success as an accounting professional.

OBJECTIVES	METHOD OF ASSESSMENT	ASSESSMENT RESULTS	CLOSING THE LOOP
<ul style="list-style-type: none"> <li>a. Demonstrate the ability to develop evidence and reach conclusions from information or data provided.</li> <li>b. Demonstrate the ability to communicate solutions to complex accounting situations to diverse audiences effectively through verbal communication.</li> <li>c. Demonstrate the ability to communicate solutions to complex accounting situations to diverse audiences effectively through written communication.</li> </ul>	<p>An article analysis and presentation in <b>ACCT 6450 Auditing 2</b> will be used to assess these abilities.</p>	<p>Fall 2016 students met goals for objectives b &amp; c, while an overreliance on reading from notes and slides and off topic example hampered the overall presentation.</p>	<p>Additional emphasis on preparation and connecting with an audience in class with supporting articles on topics to be added to course.</p>

The Goal is to have at least 80% of the students at 70% or above.

## Appendix J: School of Accountancy Advisory Board

2018-2019 AUM School of Accountancy Advisory Board			
Board Member	Title & Organization (Advisory Board Position)	Public/private/government	AUM alum
Jones, Annamarie	Principal, Annamarie Jones, CPA (Past Chair)	Public Accounting	UG
Hart, Clynton	Partner, Warren Averett (Chair)	Public Accounting	UG
Sibley, Rhonda	Partner, Aldridge Borden & Company, P.C. (Secretary)	Public Accounting	UG
Andrews, Cristy	Manager, Warren Averett	Private Industry	UG, MBA
Baxter, Kathleen	State Comptroller, Alabama Department of Finance	State of Alabama	UG, MBA
Clack, Charles W.	CFO, Alabama Department of Revenue (Nominating Committee)	State of Alabama	No
Copeland, Fran	CFO (Retired), Alabama, Department of Finance	State of Alabama	UG, MBA
Cyr, Philippe L.	Partner, Huner & Cyr, P.C.	Public Accounting	UG
Gary, Joe	Partner, Diamond, Carmichael, Gary, Patterson, and Duke, PA	Public Accounting	UG
Golden, Rusty	Partner, Jackson Thornton	Public Accounting	UG
Grant, Jerry W.	Partner, Bern Butler Capilouto & Massey, P.C.	Public Accounting	UG
Ingram, Rhea	Dean, College of Business, Auburn University at Montgomery	AUM	No
Jones, Ron	Chief Examiner, Alabama Department of Examiners of Public Accounts	State of Alabama	No
King, Conitha	Finance Director, Alabama Department of Human Resources	State of Alabama	No
Littleton, LaNeita	Budget Analyst Manager, Alabama Department of Finance, (retired)	State of Alabama	UG
Magdon, Teri	CFO, Miltope	Private Industry	No
Mayes, Randall	Senior Accountant, Alfa Insurance	Private Industry	MAcc
McCollum, Janice	Financial Controller, Wind Creek Casino Wetumpka	Private Industry	UG
Moreland, Jeremy	Partner, MST CPA & Advisors, LLC	Public Accounting	UG, MBA
Munday, Sheila	Controller, Caddell Construction Company, Inc.	Private Industry	MBA
Phillips, Mickey	Senior Manager Finance & Cost, Hyundai Motor Manufacturing Alabama, LLC	Private Industry	No
Rolling, Tammy	CFO, Financial Services Section, Alabama Dept. of Economic and Community Affairs	State of Alabama	MBA
Scott, Diane	CFO, Retirement Systems of Alabama	State of Alabama	No
Shiver, Rodrick	Senior Associate Assurance, PricewaterhouseCoopers	Public Accounting	UG
Stroud, Mitch	Manager of Cost Accounting, Hyundai Motor Manufacturing Alabama, LLC	Private Industry	UG, MBA
Vogel, Robert	Partner, Vogel & Associates, P.C.	Public Accounting	UG
Walker, James	Partner, Carr Riggs & Ingram	Public Accounting	UG
Westbrook, Jason	Principal, Aldridge Borden & Company, P.C.	Public Accounting	UG
Williams, Sarah	Financial Estate Analyst, U.S. Bankruptcy Administrator (Nominating Committee)	Federal	UG