

**Self-Study Report**  
**B.S. Accounting**  
**Spring 2007**

**1. BRIEF PROGRAM PROFILE**

**a. Bachelor of Science, major in Accounting**

The major in Accounting emphasizes the knowledge, skills, and concepts necessary for effective performance in the various functional areas of Accounting (e.g., product development, distribution, Accounting communications and, especially, applied Accounting research).

b. The Chair of the department of Accounting, Dr. Les Turner, administers the program.

c. The *College Curriculum Committee* is responsible for curriculum oversight and, together with the *Assurance of Learning committee*, responsible for the Assurance of Learning process (see below 4. d). College of Business governance policies mandate that any changes to a degree program which may have an impact on other AACSB accredited majors must be put to a vote of the entire College of Business faculty and the faculty in the department of Business Informatics.

d. This program is accredited by *AACSB International*. AACSB accreditation was renewed in January 2007. The Accounting major was included in the original AACSB accreditation in 1996.

**2. PROGRAM MISSION AND GOALS**

**Instruction**

*Our primary mission is to prepare our students to contribute positively to their organizations and communities. We educate future leaders to perform effectively and ethically in a global environment as professionals in business, public, and social enterprises. Our programs are strengthened by diversity.*

The program leading to the degree of Bachelor of Science with a major in accounting and a minor in business administration is offered to students who seek careers as accountants and auditors with public accounting firms or with commercial, industrial, or public institutions. The graduate might eventually become an internal auditor, cost

accountant, budget director, tax accountant, Internal Revenue agent, municipal finance officer, controller, or chief financial officer.

Besides preparation in managerial, financial, and tax accounting, students are given a broad background in business administration, quantitative analysis, and liberal arts. The required curriculum will provide the courses necessary to enter a graduate program in a business discipline.

### **Scholarship**

*Our faculty and students actively engage in scholarship that is relevant to our academic programs and to the business community. We value all types of rigorous scholarship, with a primary focus on applied and pedagogical intellectual contributions.*

The program in Accounting is committed to providing faculty with incentives and opportunity to pursue research, with a particular emphasis on peer-reviewed journal articles in the three AACSB categories of intellectual contributions: Learning and Pedagogical, Discipline-Based and Contributions to Practice. The College of Business developed summer research funding, especially for junior, tenure-track faculty to provide the opportunity for research. The College of Business has revised its active scholar policy to further encourage publication in peer-review journals (see attached appendices for relevant policies and scholarly contributions by Accounting faculty in the last five years.)

### **Civic Engagement**

*We leverage partnerships between students, faculty and the community to continuously improve the educational experience and to enhance the integration of scholarship and public engagement to classroom learning. Our public engagement efforts are designed to enrich our communities.*

The B.S. in Accounting requires students to participate in experience-based learning. Most students take part in the co-op program headquartered in the Career Development Center. Others are engaged in unpaid support to a variety of organizations. Many of these experiences result in enhancement of both the educational program and the community of accounting.

## **3. RELATIONSHIP TO INSTITUTIONAL MISSION**

### *Learner-centered teaching:*

The B.S. in Accounting was designed specifically to develop the skills and knowledge its students will need for success in their chosen careers. The program encourages the use of interactive pedagogies and self-reflection. Faculty performance reviews and the reappointment, tenure and promotion committees all review syllabi and other teaching

materials to ensure a variety and appropriateness in quality and variety of the assessment of students' work. Active learning is encouraged in all courses, and specifically required in many upper-division business courses.

### *Excellence*

Students must meet selective admission standards to certify a major in Accounting. In addition, there is rigorous program of required upper-division business courses (see curriculum below).

### *Access with the opportunity to succeed*

There is open admission for students to declare a pre-major in Accounting.

All courses for the degree are offered in the day and in the evening. The College of Business publishes a rolling schedule of courses so that students may plan future enrollment and degree completion.

## **4. INSTRUCTIONAL EFFECTIVENESS**

### **A. Curriculum**

a. The program does not offer courses in General Studies. It does provide two courses for other AACSB programs: ACC 200 Principles of Accounting I—Financial and ACC 201 Principles of Accounting II—Managerial.

b. The degree program has a rigorous set of requirements. Graduation requirements for B.S. in Accounting are:

i. Completion of General Studies

ii. Certification of the major by completing the following courses with an overall gpa of 2.5:

ENG 101 College Writing

MAT 114 Finite Mathematics

SPE 101 Principles of Speech Communications

ACC 200 Principles of Accounting I—Financial

ACC 201 Principles of Accounting II—Managerial

BUS 230 Legal Environment

ECO 200 Principles of Macroeconomics

ECO 201 Principles of Microeconomics

ENG 291 Advanced Writing

STA 212 Statistics for Business Applications I

iii. In addition, students are required to take the following courses which include the required minor in Business Administration for all business degree programs

MAT 109 Algebra for College Students or ACT of 23 or higher

BUS 330 Ethics in Managerial Decision-Making

ECO 305 International Context for Business

FIN 305 Principles of Finance

IFS 300 Management Information Systems  
MAT 112 Calculus for Business  
MGT 300 Behavior in Organizations  
MGT 305 Operations Management in Business  
MGT 490 Business Policy

*iv. Additional requirements for the B.S. in Accounting:*

*Core Accounting Courses*

\*ACC 202 Accounting Lab  
\*ACC 300 Intermediate Accounting I  
\*ACC 301 Intermediate Accounting II  
\*ACC 310 Accounting Information Systems  
\*ACC 350 Management Cost Accounting I  
\*ACC 400 Auditing

*Experiential Learning*

At least one course from  
ACC 396 Accounting Internship  
CEP 300 Cooperative Education Experience I

**Accounting Track**

*Core Accounting Courses:*

\*ACC 320 Income Tax Planning

*Accounting Elective*

At least one course from  
\*ACC 330 Fraud Examination  
\*ACC 420 Business Tax Planning Institutions  
\*ACC 430 Accounting for Non-Profit  
\*ACC 450 Management Cost Accounting II

At least one communications course from  
ENG 340 Business Writing  
ENG 371 Traditional Grammar

At least one course with a global focus from  
ECO 340 International Economics  
ECO 344 Comparative Economic Systems  
FIN 415 International Finance  
MGT 360 Comparative International Management  
PSC 320 Politics of Multinational Corporations  
PSC 410 Political economy

## **Accounting Information Systems Track**

### *Core Information Systems Courses:*

INF 110 Business Programming

INF 282 Introduction to Databases

BIS 310 Structured Analysis and Design

BIS 380 Quantitative Analysis with Excel

Courses are offered according to a rolling schedule, published on the college website and also available from the College of Business Advising Center. Required courses are offered every semester and frequently in the summer.

Curriculum review process. Senior Surveys are administered in all capstone courses every semester, and Assurance of Learning instruments administered every year (see below). The senior surveys have identified weaknesses in the curriculum as perceived by students. The College Curriculum Committee has also reviewed content pre-requisites to ensure a hierarchy of skills and knowledge (see changes described below to required math courses). Curriculum changes originate in the department of Accounting and must be approved by a College Curriculum Committee, and, if the changes impact all AACSB-accredited degree programs must go to a vote of the faculty.

Curriculum Revision to meet Learning Objectives, 2000-2005.

The following revisions were intended to strengthen the curriculum according to the mission and learning objectives of the program. These revisions apply to all AACSB accredited degree programs, including the B.S. in Accounting. All revisions were approved by a majority of faculty per the College of Business Governance procedures.

**Accounting:** Revision of two courses, *ACC 200 Financial Accounting* and *ACC 201 Managerial Accounting*, required for all business majors. Fall 2000.

**Legal Environment:** Identified as a weakness in senior surveys and required by AACSB Assurance of Learning Standards; existing course, *BUS 230, Legal Environment of Business*, required for all business majors. Fall 2002

**Information Systems:** Required by AACSB Assurance of Learning Standards. Development of new course, *IFS 300 Management Information Systems*, required for all business majors. Fall 2003 [Replaced *IFS 105 OFFICE applications* course as major requirement; *IFS 105* continues as elective and pre-requisite for *ACC 200* and *IFS 300*; competency test developed as alternative to *IFS 105*.]

**Ethics:** Key component of new College Mission Statement and required by AACSB Assurance of Learning standards. Development of a new course, *BUS 330, Ethics in Managerial Decision-Making*, required for all business majors. Fall 2005.

**International:** Identified as a weakness in senior surveys and required by AACSB Assurance of Learning Standards. Revision of existing course into *ECO 305, International Context for Business*, required for all business majors. Fall 2005.

**Mathematics:** Comprehensive review of hierarchy of learning in the curriculum(MGT 490 back to MGT 305 back to the math courses) led to the development of a new course, *MAT 114 Finite Mathematics*, required for all business majors (two math courses were eliminated: *MAT 102, Business Mathematics* and *MAT 111, Linear Mathematics*). *MAT 114* has a college algebra or SAT placement as a pre-requisite. All business majors are also required to complete *STA 212, Statistics for Business I* and one additional math or statistics course. Fall 2005

The Faculty voted in Fall 2005 in favor of the following standard pre-requisites for all business courses:

- All 200-level business courses will have sophomore standing as a pre-requisite
- All 300-level business courses will have junior standing as a pre-requisite
- All 400-level business courses will have junior standing as a pre-requisite
- All 400-level courses will have certification of a business major as a pre-requisite.

f. Most faculty teaching business courses use Blackboard; many faculty also have their own websites.

g. Students completing the B.S. in Accounting are required to enroll in an experiential courses, either CEP 300 for a co-op, or ACC 396, for an internship.

## **B. Enrollment**

1. According to the CIP enrollment data, the total number of pre-majors and majors are as follows:

Fall 2005	271
Fall 2004	252
Fall 2003	240

2. Numbers of graduates

Fall 2005-Summer 2006	41
Fall 2004-Summer 2005	54

Fall 2003-Summer 2004	48
Fall 2002-Summer 2003	52

3. The number of majors and pre-majors in Accounting has increased in recent years, perhaps in response to the high market demand for accountants. The proportion of pre-majors to graduates is higher than other AACSB business programs because a pre-major may be declared on admission to NKU and many students graduate from high school with an intended major in Accounting before experiencing the rigor of college-level accounting courses.
4. The program's day time enrollment is high; the evening sections do not usually fill to capacity.
5. The Accounting major is introduced in all academic orientations for Northern Exposures, in all Major/Minor Fairs and on Black and Gold days. *BUS 101*, a recommended elective course for students considering a business major, provides detailed information about the Accounting major requirements and career opportunities.
6. To certify a major in Accounting a student must complete the basket of courses described above in 3.A.b with an overall gpa of 2.5/4.0.

**C. Faculty (see Appendix 1 for 2006 faculty profiles and intellectual contributions)**

1. 10 full-time faculty taught Accounting courses in Fall 2006. These numbers do not include faculty who teach Business Law and Business Ethics, both housed in the Accounting department.
2.

Full professors:	2
Associate:	1
Assistant:	4
Lecturer/Instructor	3
3. Full-time faculty, Fall 2006: 87.5% courses taught
4. 62.3% full-time faculty are academically qualified as defined by the College of Business for AACSB accreditation purposes; 92.5 all faculty are either academically or professionally qualified (see Appendix).
5. 5 part-time faculty, Fall 2006
6. 12.5% courses taught by part-time faculty, Fall 2006
7. The overall ratio of full to part-time faculty in the Accounting degree is very satisfactory. AACSB mandates a standard that a minimum of 60% courses taught must be taught by participating (equivalent to full-time) faculty.
8. The ratio of full-time to part-time teachers is acceptable.
9. In Fall 2001, there were 6 full-time Accounting faculty:

Full professors:	2
Associate:	1

Assistant: 2  
Lecturers: 1

10. Given the increase in majors, there has been an appropriate increase in the number of academically qualified faculty recruited to tenure-track positions.

11. There is a national scarcity of Ph.D. qualified faculty in Accounting.

12. One additional tenure-track Accounting faculty member has been recruited for Fall 2007.

#### **D. Learning Outcomes (see also attached appendix)**

1. The College of Business has established Learning Outcomes for all AACSB accredited programs. The major in Accounting shares the following goals with all other AACSB accredited programs:

*GOAL: Students will demonstrate an understanding of the principles of the following business disciplines: Accounting, Economics, Finance, MIS, Management and Marketing.*

*GOAL: Students will demonstrate an ability to recognize and analyze ethical issues.*

*GOAL: Students will demonstrate the ability to analyze decisions with an understanding of the external environment of the firm, including the legal environment, in a global context*

*GOAL: Students will demonstrate communication skills in writing, reading, listening and speaking, especially within an interdisciplinary context.*

2.

Goal 1: As described above, all AACSB degree programs require the Management minor and a core set of common courses which include required courses on all functional areas of business.

Goal 2: *BUS 330, Ethics in Managerial Decision-Making* new course, required of all business majors, starting fall 2005

Goal 3: *ECO 305, International Context for Business*, existing course revised to emphasize international business, fall 2005

Goal 4: Upper-division business courses require reports, research projects and presentations.

3. and 5. The assessment process for the Assurance of Learning for objectives shared by all business majors has been administered three times: Spring 2004, 2005, and 2006. The faculty in each discipline established initial learning objectives and created questions reflective of those objectives. The objectives and questions have all been reviewed and

revised in the two years since the initial assessment. The College Curriculum Committee also researched in Fall 2005 the possibility of using standardized test to assess discipline knowledge, but did not find one that was either cost effective or matched the established learning objectives.

Spring 2006

*GOAL: Students will demonstrate an understanding of the principles of the following business disciplines: Accounting, Economics, Finance, MIS, Management and Marketing.*

ADMINISTERED: Multiple choice questions, MGT 490, all sections, Spring 2006

RESULTS: Tabulated below; satisfactory performance standard 70% for students and disciplines. This measure was met in the disciplines of management (72%) and marketing (74%). It was not met by any group of majors, with accounting majors again performing better than other majors with an overall average achievement of 66%. Only 27% of the seniors scored 70% or higher, which is a decrease from the 44% who scored at least 70% in spring 2005. In fact the performance this year was weaker across all measures than last year, despite revision of the questions.

Discipline		ACC	ECO	FIN	IFS	MGT	MKT			
major	n	correct answers					total	average	%	
ACC	23	159	117	66	110	150	185	787	34.2	66%

FOLLOW-UP: College Curriculum Committee plans to review the comparatively poor performance on this year’s test in Fall 2006. The committee will also poll faculty to discover coverage of the learning objectives across the curriculum.

*GOAL: Students will demonstrate an ability to recognize and analyze ethical issues.*

ADMINISTERED: not administered in spring 2006

This learning objective was assessed in ECO (COB) 305 in previous years. However, ECO 305 is no longer the appropriate course to assess this learning objective because of course and curriculum revisions: the introduction of a newly required course, *BUS 330, Ethics in Managerial Decision-Making*, and course revision to ECO 305 to more clearly delineate its international content. Current seniors are not required to take *BUS 330*.

RESULTS: n/a

FOLLOW-UP: The College Curriculum Committee will determine how this learning objective will be assessed in spring 2007 in the revised curriculum.

*GOAL: Students will demonstrate the ability to analyze decisions with an understanding of the external environment of the firm, including the legal environment, in a global context*

ADMINISTERED: Multiple Choice Questions, ECO 305, all sections, Spring 2006

RESULTS: Satisfactory performance: 70% pass rate. Goal met. 93% met expectations.

FOLLOW-UP: The course and assessment measurement seem appropriate to the learning objective; no immediate follow-up needed.

*GOAL: Students will demonstrate communication skills in writing, reading, listening and speaking, especially within an interdisciplinary context.*

ADMINISTERED: Evaluation of some group presentations in MGT 490 and FIN 415 by representatives of the College Curriculum Committee. The presentations were evaluated for presentational skills and mechanics and professionalism in public speaking.

RESULTS: Satisfactory performance: 70 % score 7.0/10 scale. Goal met. 90% met expectations.

FOLLOW-UP: The students performed at a higher level in spring 2006 than in spring 2005 for presentational skills. The College Curriculum Committee will review opportunities in the curriculum for students to learn skills for giving a public presentation. The committee will also determine if and how to assess writing, reading and listening skills which are components of the learning objective, but have not yet been assessed.

4. Faculty are required to include a statement of the goals from Assurance of Learning in their syllabi, and specify the contribution of each course to the outcome goals.
5. The faculty in the Department of Accountancy has established Learning Outcomes for the major in Accounting:

*GOAL 1: Demonstrate critical thinking skills in recognizing and analyzing basic accounting issues and problems*

*GOAL 2: Demonstrate an ability to recognize, analyze and suggest solutions to basic ethical dilemmas.*

*GOAL 3: Demonstrate an ability to analyze and organize an accounting problem, apply appropriate principles and methods, and prepare an acceptable summary or recommendation.*

*GOAL 4: Demonstrate an ability to identify relevant information, grasp basic accounting issues, and locate and interpret authoritative standards and professional literature*

Results of assessments of these goals are positive for Goals 1, 2, and 4. Assessments of Goal 3 are inconclusive. Faculty are continuously evaluating and working to improve the assessment tools for Goal 3. **See Appendix 2 for Assurance of Learning**

## **5. SCHOLARSHIP**

The College of Business encourages and rewards scholarship in formal policies covering 1) Active Scholar status, 2) Performance Review, 3) Retention, Promotion and Tenure and 4) Graduate Faculty status. Copies of these policies are attached as an Appendix.

Intellectual contributions include the following, all of which must meet the standards that they are publicly available and of good quality:

- peer reviewed, academic, pedagogical or professional journal articles that is publicly available and of good quality
- research monographs
- scholarly (professional) books
- chapters in scholarly (professional) books
- textbooks
- regional, national or international proceedings from scholarly meetings
- publications in trade journals
- written cases with instructional materials
- papers presented at academic or professional meetings
- instructional software
- other publicly available materials describing the design and implementation of new curricula or courses
- obtaining new professional certification
- faculty internship
- major editorial responsibilities such as editor-in-chief or executive editor of a journal/practitioner periodical
- other (with documentation)

In the last year, the College has strengthened the role that peer review journal articles (PRJ) play in those policies as a response to AACSB requirements for academically qualified faculty.

**See Appendix 1 for intellectual contributions by ACC faculty in calendar year 2006.**

## **6. CIVIC ENGAGEMENT**

The faculty and students in the Department of Accountancy are active in sharing their professional skills with organizations in the community. These organizations vary widely depending upon the personal interests of the faculty and students.

## **7. STUDENT INVOLVEMENT AND SATISFACTION**

1. The College of Business and each department has a website which includes information about program requirements.

a. Students with a major in Accounting may join the following student organizations, all of which have faculty advisors:

- American Marketing Association
- Economics Club
- Finance Student Association
- NKU Chapter of the Institute of Management Accountants
- NKU Finance Student Association
- NKU Sports Business Club
- Phi Beta Lambda

b. The activities of these student organizations usually include regular meetings, outside speakers, and field trips. Phi Beta Lambda participates in regional and national business competitions with great success.

c. Academic Advising is centralized in the College of Business Advising Center, with professional, full-time, year-round advisor/lecturers available for appointments, walk-in, and electronic advising and career counseling sessions. In its first year of operations, in 2000, there were 3012 advising sessions (tallies were not kept of telephone and email contacts with students). In 2005, the four advisors and the Director of the Advising Center conducted 4897 in-person advising sessions, and had 5076 electronic advising contacts, for a total of 9973 advising contacts with students. The Advising Center is also responsible for staffing Northern Exposure, Black and Gold days, major fair and other recruitment activities. It hosts a Career Fair every fall.

d. The Advising Center administers evaluations of satisfaction for its services; 99% of those surveyed agree and strongly agree with a statement of overall satisfaction.

The College of Business also administers *Senior Surveys* in all capstone courses every semester. This comprehensive survey covers all aspects of the students' educational experiences, including learning, faculty, facilities, and career decisions (see Appendix). The results from the senior surveys have driven revisions of the curriculum, specifically in coverage of international business and ethics in business. In 2005-2006, overall satisfaction with the College of Business by Accounting majors averaged 4.42 on a five-point scale, with 1=poor and 5=excellent.

## **8. INFORMATION RESOURCES AND INSTRUCTIONAL EQUIPMENT**

The library holdings are adequate for the degree program.

- a. The library's interlibrary loan and search resources offset any weakness in its own holdings. There is a need for financial support for business-related databases.
- b. The faculty and administrative staff have adequate computer resources. The program does need the services of an instructional design specialist to assist in technology issues for all business faculty.
- c. The Accounting department controls two "smart" classrooms. The current departmental facilities, however, on the 4<sup>th</sup> floor of BEP are shabby: in need of new floors, furniture and painting. There is also a shortage of adequate office space.
- d. The areas of extreme weakness in terms of facilities which constitute the most pressing unmet needs:
  - Office and meeting space for faculty and staff
  - Fully equipped classrooms

The lack of space is an urgent problem. The College of Business does not have enough offices for full-time faculty (and so cannot provide space for part-time faculty or student groups). There is only one meeting room; all other space has been converted to classrooms and offices. Graduate assistants share space with each other or with the faculty they are assisting.

There are still too many classrooms on campus which do not have internet access.

## **9. PROGRAM BENCHMARKING**

As required by AACSB, in April 2003 the College of Business initiated a process to select peer, aspirant and competitive institutions. The Executive Committee identified nine selection criteria to be considered: 1) mission; 2) degree programs in business; 3) number of students; 4) institutional affiliation (public, private, religious and urban/rural/suburban); 5) number of full-time faculty; 6) faculty workload; 7) business operating budget; endowment; 8) Carnegie classification; and 9) average ACT/SAT of freshmen. Based on their knowledge of other schools, faculty, administrators and advisory board members were then asked to suggest potential peer schools. Twenty-two potential peer and aspirant schools were identified (three in Kentucky and two in the greater Cincinnati region) and potential competitive schools also were identified, but were not asked to provide criteria. Letters were then sent to the business deans of the twenty-two schools asking them to provide information on the selected criteria. Once the data was received and summarized, the Executive Committee, Advisory Board and NKU President James Votruba reviewed it and agreement was reached on the following peer and aspirant institutions, which were accepted by AACSB:

### **Comparable:**

Eastern Kentucky University  
Western Kentucky University  
Marshall University  
Youngstown State University  
Southern Indiana University  
California State University – Fresno  
California State University – Bakersfield  
Wichita State University  
Portland State University

**Aspirant:**

University North Carolina – Charlotte  
Middle Tennessee State University  
Wright State University  
University of Toledo  
Ball State University  
University of Alabama - Birmingham  
Miami University

**Competitive:**

University of Cincinnati  
Xavier University  
University of Kentucky  
University of Louisville

NKU contributes annually to the AACSB database, and in return receives routine aggregate data from peer and aspirant schools.

a. Comparison to peer institutions from 2005 data:

- The College of Business is very efficient—the total student enrollment is second largest of the peer schools while the total operating budget is below average
- Operating funds per enrolled student (\$2426) is only about half the average (\$4989) of the peer schools
- The College of Business uses the largest number of part-time faculty
- The College of Business utilizes the highest percentage of its operating budget for instructional activity
- The quality of undergraduate students as measured by SAT and ACT scores compares favorably with those at the peer schools
- NKU has smaller class sizes (29.6) than the average of the peer schools (33.5)

**10. EXTERNAL EVALUATORS**

The B.S. in Accounting is an AACSB accredited degree program; accreditation was affirmed in January 2007.

## **11. PROGRAM PLANNING**

The B.S. in Accounting has proven a successful degree program over many years. The number of majors and graduates will be stable in the near future, but will probably not grow given the increased and more specialized range of options for majors in AACSB accredited business programs. The major is included in the strategic planning process of the College of Business outlined below.

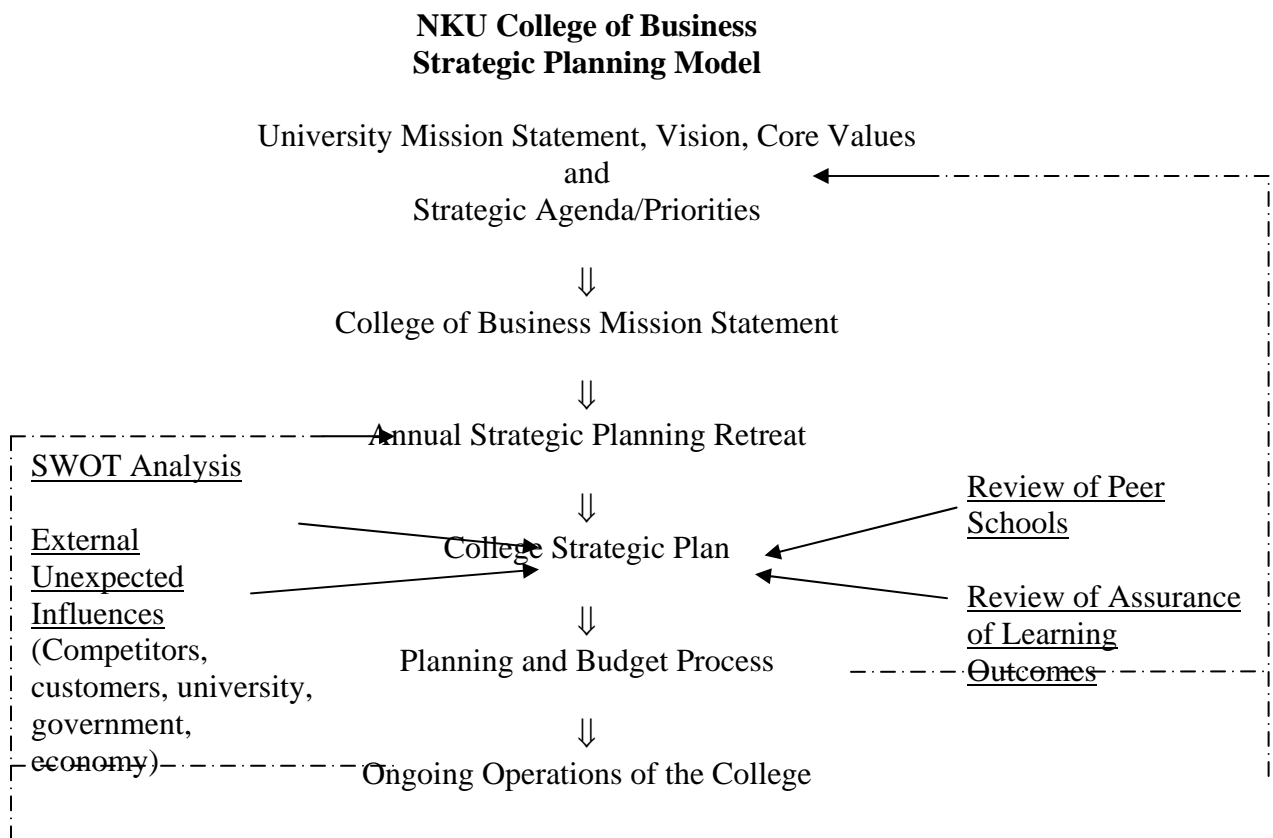
### **NKU College of Business Strategic Planning Model**

The College of Business' strategic planning process derives from President Votruba's Vision, Values and Voices, initiated in the Fall of 1997. The process called Vision Values and Voices involved more than 30 group conversations involving more than 500 campus and community leaders. Through the process, the University established an institutional vision, and a set of core values in six strategic priority areas to guide decision making for five years. In Fall of 2002, another round of similar conversations produced the 2003-2008 NKU Strategic Agenda. The College of Business began its current process of strategic planning in 1998 with a retreat of faculty and Advisory Council members. The outcome of that retreat was to identify the most important new initiative of the college for the next five years. That initiative was a proposal for a program in entrepreneurship, which today is the Fifth Third Bank Entrepreneurship Institute, one of the college's five distinctive attributes. Due to the success of the 1998 retreat, the college annually holds a strategic planning retreat which focuses on one or two strategic issues (for example, program learning goals), as well as refining the current strategic plan and objectives, in a process of continuous improvement. In 2003, the annual process was refined and six strategic goals were identified which contained a total of twenty-four objectives/action items.

The goals, which generally have been continued through 2005 include: 1) Faculty – Maintain a sufficient number of participating and qualified faculty; 2) Faculty Development – Provide faculty with teaching and research support; 3) Facilities – Provide upgraded classrooms; 4) Strategic Direction – Identify future curriculum and university program needs; 5) Curriculum – Provide continuous improvement in the learning process; 6) Students – Recruit and retain high quality students. The Executive Committee uses the results of the annual planning retreat to refine the college Strategic Plan. Each year some new items are added, those which were completed are removed, and those which are in progress remain in the plan.

Since the goals set in 2002 have largely been achieved, in August 2005, the College annual strategic planning retreat focused on the development of a new set of strategic goals for the next five years (2005 – 2010) which will be utilized to guide decision-making within. A critical aspect of any strategic planning process,

of course, is the budget process. At NKU, the annual budgeting process is directly linked to the University Strategic Agenda. Each budget request must explain the “strategic linkage” to one of the seven University Strategic Priorities included in the Strategic Agenda. Other influences on the College Strategic Plan include: 1) external (to the college) and unexpected influences such as new regional competition or changes within the university; 2) review of Assurance of Learning outcomes; 3) analysis of comparable and aspirant school data (provided by AACSB) and 4) the COB SWOT analysis. The following model provides a graphic illustration of the relationship of the various factors of the strategic planning process:



**Appendix 1: Faculty Profiles and Intellectual Contributions**  
Date Range: January 1, 2006 - December 31, 2006

## Accountancy

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Pro
Glenellyn Barty	MBA, 1978	August 16, 1982	100		

### Learning & Pedagogical Research: Other Intellectual Contributions (1)

Barty, G. (Presenter & Author), Owhoso, V. (Author Only), Academy of Business Disciplines Conference, "VinScott Electronics, Inc.: Information Systems Control Issues in Managing Sales Returns", Academy of Business Disciplines, Ft. Myers, Florida. (November 2006).

William Culbertson	JD, 2002	June 2003	25		
Ronald Heginbotham	MBA,	January 2005	25		
Peggy Hussey	MBA, 1990	August 2006	100		
Linda Marquis <sup>1</sup>	DBA, 1978	July 1986	100	YES	

### Learning & Pedagogical Research: Other Intellectual Contributions (1)

Marquis, L. (Author Only), Ruh, L. (Presenter & Author), Academy of Business Disciplines, "Accounting for Dum-Dums: An Applied Case Study", Ft. Myers, FL. (November 2006).

### Contributions to Practice: Peer Reviewed Journals (1)

Marquis, L. (2006). Tips to Win Campus Friends. *Journal of Accountancy*, 202(2), 71-72.

Shirley McLean	MACC, 1983	August 1992	25		
Vincent Owhoso	Ph D, 1998	January 2006	100	YES	
Joseph Ruark	MBA, 1998	June 2000	25		
Lorraine Ruh	MBA, 1975	August 1989	100		

### Learning & Pedagogical Research: Other Intellectual Contributions (1)

Marquis, L. (Author Only), Ruh, L. (Presenter & Author), Academy of Business Disciplines, "Accounting for Dum-Dums: An Applied Case Study", Ft. Myers, FL. (November 2006).

Robert Russ <sup>2</sup>	Ph D, 2006	August 2005	100	YES	
--------------------------	------------	-------------	-----	-----	--

--	--	--	--	--	--

**Discipline-Based Scholarship: Peer Reviewed Journals (2)**

Greenfield, A., Achilles, W., Russ, R. (2006). Auditor Effectiveness in the United States and the United Kingdom: Comparison and Analysis. *Journal of International Business and Economics*, 5(1), 66.

Russ, R., Previts, G. J., Coffman, E. N. (2006). The Stockholder Review Committee of the Chesapeake and Ohio Canal Company, 1828-1857: Evidence of Changes in Financial Reporting and Corporate Governance. *Accounting Historians Journal*, 33(1), 125-143.

**Discipline-Based Scholarship: Other Intellectual Contributions (2)**

Russ, R., Achilles, W. (Author Only), Chad, G. (Presenter & Author), Academy of International Business and Economics Annual Conference, "Auditor Effectiveness in the United States and the United Kingdom: Comparison and Analysis", Academy of International Business and Economics, Las Vegas. (October 2006).

Russ, R., Achilles, W. (Presenter & Author), Greenfield, A. (Author Only), 2006 Southeast Decision Sciences Institute Conference, "Ethical Measurements in Accounting Research: Why the Ethical Position Questionnaire is Better Suited than the Defining Issues Test", Southeast Decision Sciences Institute, Wilmington, NC. (February 2006).

Robert Salyer	MS, 1984	August 25, 1999	100	YES	
Peter Theuri	DBA, 1999	January 1999	100	YES	

**Learning & Pedagogical Research: Peer Reviewed Journals (1)**

Theuri, P., O'Neill, K. (2007). A Correlation Analysis of English Language Proficiency and Content-Area Cognitive Skills: A Gulf Region Perspective. *To appear in Learning & Teaching in Higher Education: Gulf Perspectives*, 4(1), ??.

**Learning & Pedagogical Research: Other Intellectual Contributions (1)**

Theuri, P. (2007). *All you need to know about Action Research by Jean McNiff & Jack Whitehead* (1st ed., vol. 4, pp. ??). Abu Dhabi: Learning and Teaching in Higher Education: Gulf Perspectives.

Leslie Turner	DBA, 1988	August 1988	100	YES	
---------------	-----------	-------------	-----	-----	--

Andrea Weickgenannt	MBA, 1994	August 2000	100		
---------------------	-----------	-------------	-----	--	--

**Learning & Pedagogical Research: Other Intellectual Contributions (1)**

Weickgenannt, A. B., Elliott, T. (2006). *Teaching Accounting Ethics by Comparing Professional Codes of Ethics: A Dose of Law & Order* (1st ed., vol. XVI, pp. 18-19). The Accounting Educator.

	Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice	
	PRJ	OIC	PRJ	OIC	PRJ	OIC
<b>Total Accountancy Contributions</b>	1	5	2	2	1	0

**Appendix 2**  
**Assurance of Learning Program 2005/06**  
**B.S. Accounting**

<b>Goals</b>	<b>What it means- Measurable Objective</b>	<b>Measurement Method – Timing and Where</b>	<b>Instrument – Questions or Exercise</b>	<b>What is Satisfactory Performance</b>	<b>Outcome of Analysis</b>	<b>Program Follow-up</b>
1. Ethics: Demonstrate an ability to recognize, analyze and suggest solutions to basic ethical dilemmas	Measure students' abilities to identify and solve basic ethical dilemmas.	ACC 200 ACC 201 ACC 300 ACC 301 ACC 310 ACC 350 ACC 400 BUS 230	See Ethics Learning Goal Assessment Questions and Assignments (attached)	Mean score on assessment instruments will exceed 60% for 200 level courses and 70% for 300 and 400 level courses	Scores on all assessment instruments exceeded benchmark score for all courses.	Continue assurance of learning using the same instruments.
2. Research skills: Demonstrate an ability to identify relevant information, grasp basic accounting issues, and locate and interpret authoritative standards and professional literature.	Measure students' abilities to select appropriate professional resources.	ACC 300 ACC 301 ACC 320 ACC 400	See Research Learning Goal Assessment Questions (attached)	Mean score on assessment instruments will exceed 70%	Scores on all assessment instruments exceeded benchmark score for all courses.	Continue assurance of learning using the same instruments.

--	--	--	--	--	--	--

3. Critical Thinking Skills: Demonstrate critical thinking skills in recognizing and analyzing basic accounting issues and problems	Measure students' abilities to identify relevant information for decision-making.	ACC 300 ACC 301 ACC 310 ACC 320 ACC 350 ACC 400	See Critical Thinking Learning Goal Assessment Questions (attached)	Mean score on assessment instruments will exceed 70%	Mean instrument scores exceeded benchmark score in five of six courses.	Continue assurance of learning using the same instruments.
4. Problem Solving Skills: Demonstrate an ability to analyze and organize an accounting problem, apply appropriate principles and methods, and prepare an acceptable summary or recommendation.	Measure students' abilities to structure and solve basic accounting problems.	ACC 300 ACC 301 ACC 320 ACC 350	See Problem Solving Learning Goal Assessment Questions (attached)	Mean score on assessment instruments will exceed 70%	Mean instrument scores exceeded benchmark score in two of four courses.	For two courses in which scores were below the benchmark, review instruments and continue increased emphasis on problem solving in all courses.