

IMPROVING STUDENT SUCCESS IN INTRO ACCOUNTING COURSES

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SCHOOL OF ACCOUNTANCY EFFORT

- ❖ The School of Accountancy (SOA) offers two introductory accounting courses with more than a thousand students enrolled in each course each semester. (class sizes range from 25-87)
- ❖ Both ACCT 2100 Introduction to Financial Accounting and ACCT 2200 Introduction to Managerial Accounting have historically experienced high D/F/W/I rates.
- ❖ The courses are in the final year of a three-year course redesign process.

SOA G2C Course Committee

- ❖ SOA created the G2C Course Committee to redesign ACCT 2100 and ACCT 2200 for improving students' learning effectiveness.
- ❖ This committee works under the joint leadership of the KSU G2C project co-chairs and the director of SOA.

Course Coordination

- ❖ SOA offers 18 sections of ACCT 2100 and about 13 – 16 sections of ACCT 2200 in each semester.
- ❖ Extensive coordination is necessary for meaningful consistency across multiple sections of the same course.
- ❖ The two course coordinators are currently members of the local G2C Course Committee.

OUR THREE YEAR PLAN

A LOOK AT THE SCHOOL OF ACCOUNTING IMPLEMENTATION SO FAR

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2016

- Created G2C Committee
- Formed project goals and timeline
- Streamlined content coverage
- Evaluated and selected textbook for updated content
- Gathered and shared baseline data for AOL quizzes and DFWI rates

2017

- Provided pedagogical training for faculty regarding active learning and metacognition
- Implemented streamlined course content
- Implemented coordinated course syllabus with updated course re-design
- Gathered data from assessment quizzes and learning outcome survey

- Make adjustments for course designs based on student learning outcome
- Consider faculty feedback to evaluate effectiveness of G2C efforts
- Recommend future actions for continuous improvement
- Gather and report on data from assessment quizzes and learning outcomes

DFWI

2018

IMPROVING CONTENT AND PEDAGOGY

Content Improvement

- Identify and concentrate on essential concepts that students must know well and can retain throughout their careers
- Pare down secondary and fringe topics that students may forget and are less likely to retain in their careers

Establish an Active-Learning Pedagogy

- Involve students in classroom activities
- Convert passive learning into active learning

FACULTY PARTICIPATION

- ❖ Faculty members teach and implement their own pedagogical philosophies in the classroom.
- ❖ Faculty participation and involvement in the project are central to success for the coordinated course design to be effective.
- ❖ Continuous dialog among faculty builds consensus, participation, and quality.
- ❖ The SOA Course Committee has held continual workshops with our faculty teaching these courses to actively discuss pedagogical issues such as metacognition and improving student success.

SUPPORT FROM LEADERSHIP

- ❖ Administrative leadership and support are necessary to the success of a university-wide pedagogical reform.
- ❖ SOA leadership enabled and supported the project throughout the three-year process
 - Course coordination
 - Instructor workshops
 - Learning Assistants
 - Faculty Learning Communities

IMPLEMENTATION TECHNIQUES

ACTIVE LEARNING TECHNIQUES

- ❖ Interactive Technology or Student Response Systems
- ❖ Metacognitive Activities
- ❖ Group Activities
- ❖ Self-Reflection Activities

Interactive Technology Example

- ❖ Get out your phone or computer – [Link to PollEverywhere](#)
- ❖ If using a computer, go to PollEv.com/coles
- ❖ If using your phone, start a new text message to “37607”
- ❖ The message should read “coles”
- ❖ Once entered, answer the question:
“What active learning techniques do you currently use in your course?”

Metacognitive Activity Example

Exam Wrappers – Pre and Post Assignments

- ❖ Pre-Exam Reflection Examples
 - What is your goal for this exam?
 - How do you plan to study?
 - What needs your attention most?
- ❖ Ask students to turn in a copy
- ❖ Attach to low-stakes point value

Metacognitive Activity Example

❖ Post-Exam Reflection Examples:

- Did you achieve your goal for the exam?
- Pick three questions you missed. Provide a complete copy of the question and your answer showing all work. Describe the correct answer and why you missed the question. How will you modify your plan?
- What is your goal for the next exam?
- Can you identify a commonality or pattern amongst the questions you missed?

❖ Attach low-stakes point value

❖ Have students submit a copy

Group Activity Example

“Snowball Fight” - [Video from class](#)

- ❖ This snowball fight had two teams – white paper and green paper
- ❖ Each student answers question one on a piece of paper
- ❖ Then the students crumple the paper and toss it to someone on their team
- ❖ Each student picks up the crumpled paper and answers question two
- ❖ Then they crumple and toss again
- ❖ Each student answers question three
- ❖ Once each student has answered each question, they work as a team to find five papers with all three answers correct.

Self-Reflection Activity

Think-Pair-Share

- ❖ Ask your students a question
- ❖ Don't ask for immediate answers aloud
- ❖ The students should do the following:
 - Think (1-2 minutes) – Write down their thoughts
 - Pair (1-2 minutes) – Discuss with classmates
 - Share (1-3 minutes) – Discuss with entire class

Summary of Learning Interventions Implemented – Spring 2016

ACCT 2100 Spring 2016 - Interventions Implemented

15 Sections	Streamlined		Metacognition			Early Alert	In-Class					Online Interactive Text Reading	Exam Prep Practice Questions	Test Taking Tips	Effective & Timely Communication	Learning Assistant
	Course Content	Flexibility in Grades	Exam Wrapper	Low Stakes Quizzes	Other		In-Class Problems	Interactive Polling	Group Work	Games	Other					
A	Y	Y	N	Y	N	N	Y	N	Y	N	Y	N	Y	Y	Y	N
B	Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
C	Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
D	Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
E	Y	Y	Y	Y	N	N	Y	Y	N	N	Y	N	Y	Y	Y	N
F	Y	Y	Y	Y	N	N	Y	Y	N	N	Y	N	Y	Y	Y	N
G	Y	Y	N	N	N	N	Y	N	N	N	Y	N	Y	Y	Y	N
H	Y	Y	N	N	N	N	Y	N	N	N	Y	N	Y	Y	Y	N
I	Y	Y	N	N	N	N	Y	N	N	N	Y	N	Y	Y	Y	N
J	Y	Y	N	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y	N
K	Y	Y	N	Y	N	Y	N	N	N	N	N	N	Y	Y	Y	N
L	Y	N	N	N	N	N	N	N	N	N	Y	N	Y	Y	Y	N
M	Y	Y	Y	Y	N	N	Y	Y	N	N	Y	N	Y	Y	Y	N
N	Y	Y	Y	Y	N	N	Y	Y	N	N	Y	N	Y	Y	Y	N
O	Y	N	N	N	N	N	Y	Y	Y	N	N	N	Y	Y	Y	N
Yes's	15	10	7	10	4	5	13	5	6	0	12	4	15	15	15	0
No's	0	5	8	5	11	10	2	10	9	15	3	11	0	0	0	15
% Yes	100%	67%	47%	67%	27%	33%	87%	33%	40%	0%	80%	27%	100%	100%	100%	0%

Summary of Learning Interventions Implemented – Spring 2018

ACCT 2100 Spring 2018 - Interventions Implemented

17 Sections	Streamlined		Metacognition			Early Alert	In-Class					Online Interactive Text Reading	Exam Prep Practice Questions	Test Taking Tips	Effective & Timely Communication	Learning Assistant
	Course Content	Flexibility in Grades	Exam Wrapper	Low Stakes Quizzes	Other		In-Class Problems	Interactive Polling	Group Work	Games	Other					
A	Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
B	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N
C	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N
D	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
E	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
F	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y
G	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	N
H	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	N
I	Y	Y	Y	Y	N	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
J	Y	Y	Y	Y	N	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
K	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	N
L	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	N
M	Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
N	Y	Y	Y	Y	N	Y	N	N	N	N	Y	Y	Y	Y	Y	Y
O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
P	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Q	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yes's	17	13	17	17	12	17	16	9	16	3	15	17	15	17	17	5
No's	0	4	0	0	5	0	1	8	1	14	2	0	2	0	0	12
% Yes	100%	76%	100%	100%	71%	100%	94%	53%	94%	18%	88%	100%	88%	100%	100%	29%
Spring 2016	100%	67%	47%	67%	27%	33%	87%	33%	40%	0%	80%	27%	100%	100%	100%	0%

Relates to KPI's: 2 – Faculty/Instructors and 3 - Learning

ARE THESE TECHNIQUES
WORKING?

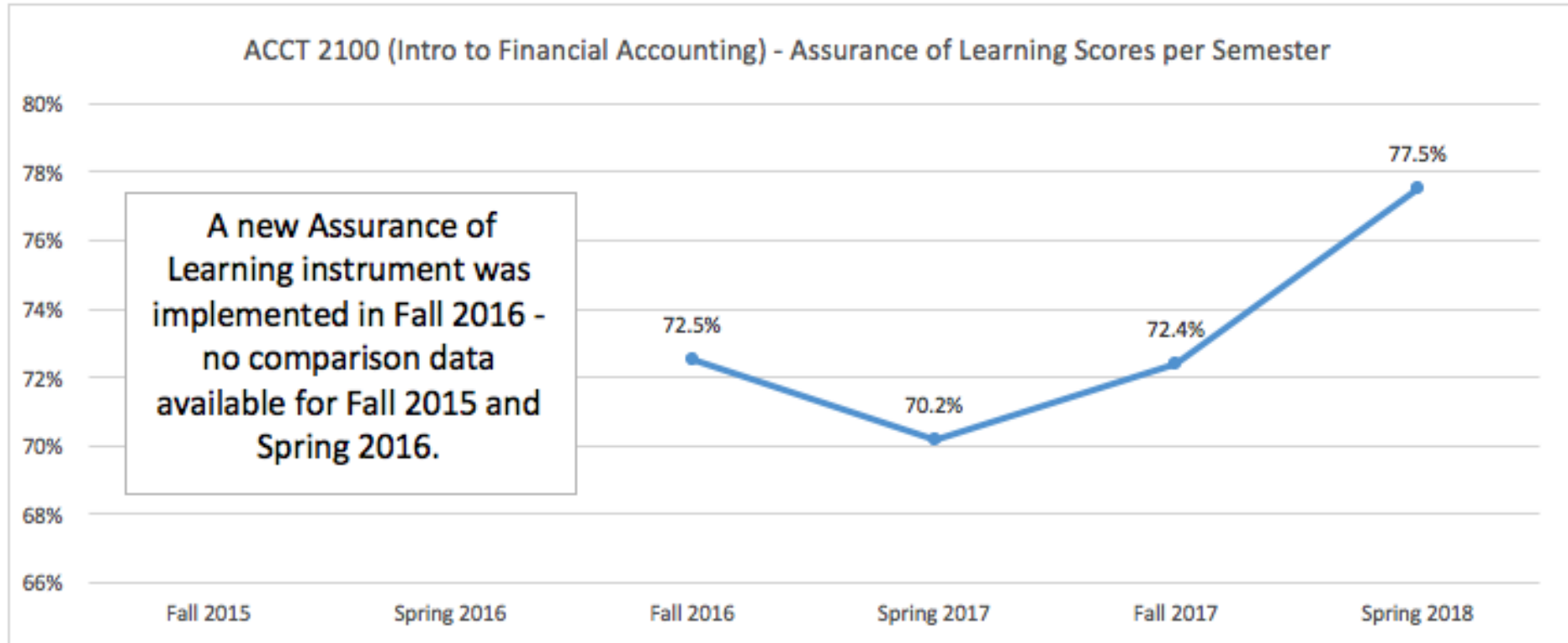
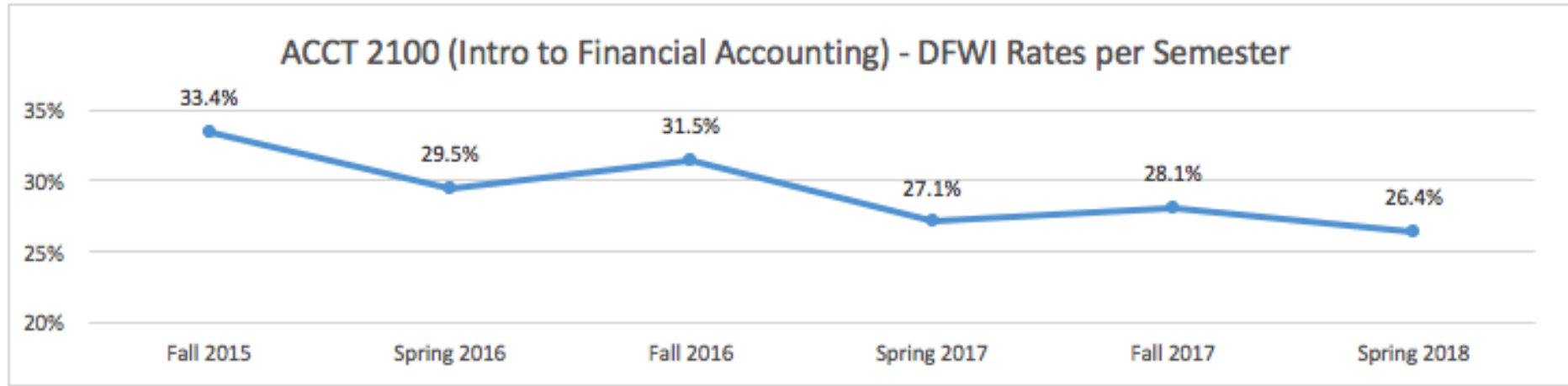
Measuring Success

- ❖ DFWI Rates
- ❖ Assurance of Learning (AOL) assessment tools
- ❖ Learning Gains Student Survey

RESULTS SO FAR

Measured by

- DFWI Rates
- Student scores on Assurance of Learning instruments



Learning Gains Student Survey Comments

Comments from students on a survey about learning during the course:

- “Performing small activities throughout class really helped me understand how much of the material I actually knew.”
- “Group activities help a ton cause it's good to see how other people solve the same problems”
- “I really enjoyed the class exercises. They allowed me to apply what I learn and be able to find my mistakes in my work”
- “They were motivating and helped me engage in the topic more”
- “The in class activities have really helped with my learning in this class because I am a visual and hands on learner.”
- “Helped during test time, easier to bring back to memory”

QUESTIONS?
