

**EUE Proposal  
FY2016**

**Project ID#**

16\_020

**Project Title**

Accounting Bootcamp

Project Director	ID Number	Telephone	Email
Linda M. Lovata	800010284	2623	llovata@siue.edu

Department	Campus Box	School College
Accounting	1104	Business

**Course or Program**

Bachelor of Science in Business Administration and Bachelor of Science in Accountancy

Project Co-Director	ID	Department	Email

Multiple Submission Priority:

**Summary:**

Many students struggle with the first accounting class, ACCT 200: Fundamentals of Financial Accounting. We find that about one third of the students receive either withdraw or receive a D or less in the course, which is not unusual at most universities. Often these students repeat the course several times thus increasing their time to graduation. I am proposing an Accounting Bootcamp to intervene in order to improve success rates for these students. A major obstacle for many of these students is the lack of a basic understanding of the accounting model. I am proposing a one-hour "bootcamp" offered online during the J-term to solidify this basic accounting model before students attempt the course a second time. While any student will be allowed to enroll in the class, it will be targeted at those who have already attempted, but did not successfully complete, ACCT 200.

The instruction will be presented as a series of homework problems using a programmed-learning approach, similar to Kumon's. Students will be required to complete about 20 minutes of homework each day. The homework will include repetition and reinforcement while building the model in small increments to enhance the student's competence and confidence in basic accounting skills. Beyond learning accounting, the practice of committing to a daily regimen of studying will be reinforced. I will be able to track students who complete the Bootcamp to measure the success of the program. If successful, it could be repeated in the 3-week May term.

**Project Budget**

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total
8000									8000

**Cost-Sharing**

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total

## **Accounting Bootcamp**

### **Current Situation**

Our experience shows there is significant attrition during the first class in accounting (ACCT 200, Fundamentals of Financial Accounting). ACCT 200 is a requirement of all students entering the Business School, and students are required to earn a minimum of a B in ACCT 200 to become an accounting major. This course lays the foundation for business and accounting, so it provides critical knowledge needed to excel in our programs.

Currently, about 700 students enroll in ACCT 200 each academic year. I examined the sections offered from 2011 through Summer 2014 to determine success rates in the class. On average, 18% withdrew from the class, while 33% withdrew or received a D or F in the class. I know a large percentage of these students repeat the class, so I would like to offer some remediation to help them succeed.

I believe that success rates can be improved with intervention for students who have experienced difficulty in completing the course. If students do not understand the basic accounting model introduced in the first part of the ACCT 200 class, the remainder of the class becomes exponentially more difficult. Students try to memorize every business transaction, rather than applying the model, to determine the correct accounting treatment. Therefore, I am proposing a one-hour “bootcamp” offered online during the J-term to solidify the basic accounting model before they attempt the course a second time. While any student can enroll in the class, it will be targeted at those who have already attempted ACCT 200 but did not successfully complete the course.

## **Proposed Project**

I am proposing an accounting bootcamp dedicated to helping students succeed in the Fundamentals of Financial Accounting (ACCT 200), a requirement for all business students. I would like to offer a one-hour online program during the J-term that will use an online, programmed-learning approach, similar to Kumon™, where students are required to complete about 20 minutes of homework each day. The homework will build in small increments to enhance the student's competence and confidence in basic accounting skills. If successful, it could be repeated in the 3-week May summer term.

While any student will be allowed to enroll in the course, it will be directed at those who did not successfully complete the class in a prior semester. In the short term, we can only ask advisors to **strongly** recommend the program for students planning to repeat the class. However, according to University policy, students need permission to repeat a class a fifth time, so in those circumstances, the class can be required before permission is granted. If successful, in the future, I will put forth the paperwork to require the program in order to re-enroll in ACCT 200.

During the summer, I will develop the materials for the class. Unlike the textbook materials where information is presented once and limited problems are provided, the bootcamp materials will contain much more repetition and reinforcement of the concepts and processes. The materials will consist of a series of online worksheets and flashcards. The challenge is to break down the process of solving accounting problems into small, progressive steps. There will be daily assignments that should take students about twenty to thirty minutes to complete. In addition, there will be a timed assessment at the end of each week that students must complete.

Anecdotally, it seems that students struggle as much with time management, work ethic, and study skills as they do with the accounting material. Therefore, integrated into the materials

will be suggestions on how to improve those skills as well. The idea that studying requires a daily time commitment, rather than waiting until testing, will be reinforced throughout the course through this method of instruction.

### **Evaluation**

I will track student success in ACCT 200 after the bootcamp experience. Hopefully, the pass rate for students repeating the course will improve. In addition, I will survey the students after the bootcamp and while they are taking ACCT 200. These evaluations will also be used to determine the value students place on the course as well as informing continuous improvement initiatives. Modifications will be made as required after the first term. Minimal longitudinal data will be available by the time the final project report is due, however, I will track success and repeat rates every semester to identify improvements as a result of the program. If this program is deemed successful, I will find permanent funding either through the University or with an outside source.

### **Budget Justification**

I am requesting funds for a partial month of salary for the summer at an estimated rate of \$8,000 for the time necessary to create the daily assignments using this incremental instructional approach. Any additional costs if needed, such as the acquisition of any specialized software, will be borne by the School or Department.

**Linda M. Lovata**  
llovata@siue.edu

**Education**

Indiana University; Ph.D. – 1983; MBA - 1980  
Northeast Missouri State University (Truman State University); B.S. - 1978

**Professional Experience**

Southern Illinois University at Edwardsville 1989 - Present  
University of Notre Dame 1983 - 1989

**Refereed Publications**

- “KPG Grocers: Capital Budgeting Information Elicitation Case”, with Susan Murray, IMA International Case Journal, Vol. 7 (March) 2014, 1-3 plus teaching notes.
- “U.S. GAAP versus IFRS: Analyst Forecast Errors for Foreign Private Issuers,” with Greg Sierra and Shrikant Jategaonkar, Journal of Applied Financial Research, Vol. 2, 2014, 9-19.
- “The Relationship between Firms’ Characteristics in the Periods Prior to Bankruptcy Filing and Bankruptcy Outcome”, with Ena Rose-Green, Accounting and Finance Research, Vol. 2(1), 2013, 97-109.
- “Market Reaction to Restatements after Sarbanes-Oxley”, with Greg Sierra and Shrikant Jategaonkar, Academy of Accounting and Financial Studies Journal, Vol. 16(4), 2012, 81-92.
- “Corporate Characteristics and the Disclosure of Earnings Restatements”, with Tim Schoeneker and Michael Costigan, Journal of Legal, Ethical and Regulatory Issues, Vol. 14(1) 2011, 43-57.
- “Characteristics of Companies Using Different Cash Flow Methods”, with Allen Hunt and Michael Costigan, Advances in Accounting, Finance and Economics, Winter 2008, 1-12.
- “Mandatory Audit Firm Rotation: Evidence from Illinois State Universities”, with Trisha Simmons and Michael Costigan, Academy of Accounting and Financial Studies Journal, Vol. 13(3), 2009, 123-132 (this paper is the culmination of Trisha’s MSA research paper).
- “Goodwill Impairments and Chief Executive Officer Tenure,” with Brenda Masters-Stout and Michael Costigan, Critical Perspectives in Accounting, Vol. 19(8), 2008, 1370-1383 (this paper is the culmination of Brenda’s MSA research paper).
- “Earnings Management: The Game,” Journal of Forensic Accounting, Vol. 8, 2007, 227- 244.
- “Auditors as Monitors: Evidence from Discretionary Accruals of Laventhol and Horwath Clients,” with Brad Reed, Alan Ortgren and Michael Costigan, Review of Accounting and Finance, Vol. 6(4), 2007, 391-403.
- “An Analysis of CFO Comments Regarding Comprehensive Income,” with Brad Reed and Alan Ortgren, Academy of Accounting and Financial Studies Journal, Vol. 9(2), 2005, 17-24.
- “Benefits of SAP Revealed Through Accounting Ratios,” Academy of Accounting and Financial Studies Journal, Vol. 7(1), 2003, 93-99.
- “Hershey Foods: Systems Problems Make for a Scary Halloween,” Journal of Accounting and Finance Research, Vol. 10, Number 4, 2002, 93-101.
- “Empirical Analysis of Adopters of Economic Value Added,” with Michael Costigan, Management Accounting Research, Vol. 13, 2002, 215-228.
- “Comparator Systems Corporation: An Audit Case” with Brad Reed and Michael Costigan, Journal of the International Academy for Case Studies, Vol. 7(5), 2001, 39-46.

- “Changes in Market Value Added Subsequent to the Implementation of EVA as a Performance Measure,” Accounting Enquiries, Vol. 10, Fall/Winter 2000/2001, 147-170.
- “The Effect of SFAS No. 128 on Reported EPS and Price/Earnings Ratios” with Michael Costigan, Academy of Accounting and Financial Studies Journal, Vol. 4, 2000, 1-9.
- “Revenue and Expense Recognition Research Cases Developed from the Accounting and Auditing Enforcement Releases” with Michael Costigan and Brad Reed, Journal of Accounting Education, Vol. 18, 2000, 283-300.
- “The Adoption of GAAP by States: An Extension of the Political Competition Paradigm,” with Marsha Puro, Journal of Accounting and Finance Research, Vol. 7(5), Spring 2000, 102-108.
- “The Market’s Valuation of an Auditor’s Ability to Reduce Agency Costs,” with Brad Reed and Michael Costigan, Academy of Accounting and Financial Studies Journal, Vol. 3(1), 1999, 49 - 61.
- “Bulldog Printing: Cost Estimation and Information Elicitation Mini-Case and Teaching Notes,” with Maurice Hirsch and Michael Costigan, Journal of Accounting Education, Vol. 16(3), 1998, 563-583.
- “Going Concern Uncertainties: Disclaimer versus Explanatory Paragraph,” with Brad Reed and Alan Ortegren, The Journal of Accounting and Finance Research, Winter 1998, 57-70.
- “The Corroborative Relation Between Earnings and Cash Flow Information,” with Michael Costigan and Kirk Philipich, Advances in Accounting, 1994, 31-50.
- “Accounting Disclosure Practices and the Lending Decision,” with Larry Davis and Kirk Philipich, Advances in Accounting, 1993, 105-120.
- “The Use of Operant Theory in the Design of Performance Reporting Systems,” Management Accounting Research, December 1992, 273-290.
- “Acquiring Firm Characteristics and the Medium of Exchange,” with Paul Chaney and Kirk Philipich, Quarterly Journal of Business and Economics, Autumn 1991, 55-69.
- “The Effect of Debt Defeasance on the Decisions of Loan Officers,” with Larry Davis and Kirk Philipich, Accounting Horizons, June 1991, 64-70.
- “Audit Technology and the Use of Computer Assisted Audit Techniques,” Journal of Information Systems, Spring 1990, 60-68.
- “The Utilization of Generalized Audit Software,” Auditing: A Journal of Practice & Theory, Fall 1988, 72-86.
- “Behavioral Theories Relating to the Design of Information Systems”, MIS Quarterly, June 1987, 147-149.
- “Defeating Discounted Debt: An Economic Analysis,” with William Nichols and Kirk Philipich, Financial Management, Spring 1987, 41-45.
- “Does Replacement Cost Restatement Affect the Intra-Industry Ranking of Firms?” with Kirk Philipich, Financial Analysts Journal, May/June 1986, 72-75.
- “Experiential Process Costing Project,” Issues in Accounting Education, Spring 1986, 148-152.

MEMORANDUM

TO: EUE Committee

FROM: Dr. Michael L. Costigan  
Chair, Department of Accounting



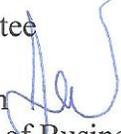
SUBJECT: EUE Application from Dr. Linda Lovata

I'm pleased to offer a letter of support for Dr. Linda Lovata's EUE proposal entitled Accounting Bootcamp. Her idea has the potential to improve retention and shorten time to graduation for business and accounting majors who sometime struggle with Acct 200. It is consistent with the goals of the Excellence in Undergraduate Education program and, therefore, deserving of funding from the program.

May 7, 2015

MEMORANDUM

TO: EUE Committee

FROM: John C. Navin   
Dean, School of Business

SUBJECT: Dr. Linda Lovata - AY 2015 EUE Application

I am writing this letter in support of Dr. Linda Lovata's EUE application. Dr. Lovata is proposing a one-hour Accounting 200 (Introduction to Financial Accounting) Bootcamp. The purpose of this Bootcamp is to provide students with a set of skills that can be used to increase the success rate in Accounting 200, a foundation course for entry into the School of Business. This course would be offered in winter term, which would allow students to be familiar with the material immediately before beginning Accounting 200 in the spring. This project would be targeted at students that have been unable to pass Acct 200.

This proposal is innovative and may help to increase the success rate in Accounting 200. More importantly, should this model prove successful, it may be duplicated for use in other courses.

JCN/dcm