

**Information Technology – Accounting Option  
Annual Assessment Report  
2008-2009**

**I. Program History**

**History**

This degree began as an option under the Management Information System degree in 1997. The degree was restructured in 2006. Today the Information Technology degree allows students to choose from four specialty areas including accounting. This degree is designed to give students a background in information technology as well as a background in financial, tax, and managerial accounting. It provides students with the accounting coursework necessary to sit for the Certified Public Accountant (CPA) exam and for the Certified Management Accountant (CMA) exam. This degree option is offered at the Klamath Falls campus.

**II. Program Purpose**

The Management faculty reviewed the program purpose, objectives, and learning outcomes during the fall faculty meeting in September 2008. The faculty reaffirmed the statements below:

**Information Technology – Accounting Option Mission Statement:**

The Information Technology – Accounting Option provides students with accounting education sufficient to enable students to be successful professionals, to pursue graduate education, and to pursue professional certification. In addition, students will be educated in the business fundamentals related to Information Technology and in the design and/or redesign of information technology processes.

**Educational Objectives:**

- (1) The Information Technology – Accounting degree program encourages students to sit for professional exams in accounting, i.e. Certified Public Accountant and Certified Management Accountant exams.
- (2) The Information Technology – Accounting degree program prepares students to continue into graduate education.
- (3) The Information Technology – Accounting degree program prepares students to enter into accounting positions in private, public or governmental organizations.

**Student Learning Outcomes:**

Upon completion of this program, Information-Technology-Accounting graduates will be able to:

1. Demonstrate an understanding of the functional areas of accounting, marketing, finance, management, and economics.
2. Demonstrate an understanding of the legal and social environment of business.
3. Demonstrate an understanding of the global environment of business.
4. Demonstrate an understanding of the ethical obligations and responsibilities of business.
5. Demonstrate the ability to use business tools.
6. Demonstrate information literacy.
7. Demonstrate the ability to communicate effectively.
8. Demonstrate the ability to apply knowledge of business concepts and functions in an integrated manner.
9. Demonstrate the ability to work effectively in teams and/or groups.
10. Demonstrate knowledge of current Generally Accepted Accounting Principles (GAAP).
11. Demonstrate knowledge of the Internal Revenue Code.
12. Demonstrate knowledge of managerial accounting concepts.
13. Demonstrate knowledge of auditing concepts.
14. Perform the general planning and analysis of business systems that will support the development of modern business information systems.

### III. Assessment Cycle

#### Assessment schedule

IACBE requires all accredited institutions to complete a full assessment cycle for all IACBE core student learning outcomes (SLOs 1-9) on an annual basis. Program-specific learning outcomes (PSLOs 10-14) will be assessed as follows:

Program-Specific Learning Outcomes	2008-2009	2009-2010	2010-2011	2011-2012
Demonstrate knowledge of GAAP.	X			X
Demonstrate knowledge of the Internal Revenue Code.			X	
Demonstrate knowledge of managerial accounting.		X		
Demonstrate knowledge of auditing.			X	
Perform the planning and analysis of business systems to support IS.		X		

#### IV. 2008-2009 Assessment Activities

##### **Program-Specific Student Learning Outcome #1: Demonstrate knowledge of current Generally Accepted Accounting Practices.**

**Direct Assessment #1:** The faculty assessed this outcome in ACC 331 Intermediate Accounting I fall 2008 using the final exam. The faculty rated proficiency of students using the following criteria for assessment.

##### **Criteria for assessment: Students will be able to**

1. Explain the meaning of GAAP.
2. Demonstrate an application of GAAP.

Accounting faculty identified and measured student competency of this PSLO using seven performance criteria. Seventeen students participated in this assessment activity.

<b>Criteria</b>	<b>Questions</b>	<b>Does not meet</b>	<b>Meets</b>	<b>Exceeds</b>
Parties involved in setting GAAP	2, 3, 5, 7	<b>69%</b> (47/68)		
Conceptual framework of GAAP	4	<b>71%</b> (12/17)		
Objectives of GAAP	1			<b>94%</b> (16/17)
Fundamental concepts: relevance, reliability, comparability & consistency	9, 10, 11		<b>86%</b> (44/51)	
Recognition & measurement concepts: assumptions, principles & constraints	12-18		<b>88%</b> (105/119)	
Generally Accepted Accounting Principles	6, 8	<b>76%</b> (28/34)		

Application of GAAP	19-25		<b>80%</b> (98/119)	
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Student performance met or exceeded department requirements in the fundamental areas of application, objectives and concepts of GAAP. There is a need, however, to increase the number of questions asked regarding knowledge of GAAP. These concepts, in addition to the conceptual framework of GAAP, need to be reinforced to a greater extent throughout the quarter. Lastly, assessment of the first criteria, parties involved in setting GAAP, may have been too detailed. These questions included names of specific organizations and acronyms that may not have been easily recognized by students.

**Direct Assessment #2:** The faculty assessed this outcome in ACC 431 Advanced Accounting winter 2009 using a midterm exam. The faculty rated proficiency of students using the following criteria for assessment.

**Criteria for assessment: Students will be able to**

2. Demonstrate an application of GAAP.

Faculty identified and measured student competency of this PSLO using two performance criteria. Six students participated in this assessment activity.

Criteria	Questions	Does not meet	Meets or Exceeds
GAAP Theory	66 Multiple Choice Questions	<b>67%</b> (4/6)	<b>33%</b> (2/6)
GAAP Application	2 Consolidation Worksheets	<b>0%</b> (0/6)	<b>100%</b> (6/6)

Based on these results, the practical application of GAAP was learned adequately. Most students were able to do the problem applications as presented in class. Several students, however, failed to learn the theoretical concepts behind the applications. This could be due to students' inability to properly interpret test questions. Also, the class, to date, focuses more on practical applications of GAAP. Very few students complete the required readings which focus on GAAP theory. Homework assignments throughout the course incorporate theoretical questions similar to those asked on the exam. Required on-line quizzes also focus on GAAP theory. Quizzes are completed outside of class and students appear to place less importance on these assignments. Increased emphasis on homework questions and on-line quizzes may encourage students to better understand theoretical concepts. Additionally, increasing class time spent on theory would benefit many students. Aside from these basic

suggestions, there is concern on the part of faculty regarding reading comprehension. The majority of students requires verbal explanations of accounting concepts, and do not do as well when they are required to read and learn from the text. The students who scored poorly on the above exam struggle with reading comprehension and do not put forth the effort necessary to learn the material presented in the text. In addition, these students have a harder time tying the practical applications to the theoretical concepts.

**Indirect Assessment:** The faculty indirectly assessed this outcome spring term. Seniors completed a senior survey and attended a focus group session. Both the survey and the focus group asked students to rate how well the Management - Accounting program taught the program-specific student learning outcomes and corresponding competencies. Students rated their proficiency using the following criteria for assessment.

**Criteria for assessment: Students will be able to**

1. Explain the meaning of GAAP.

Students rated competency of this PSLO using the following four GAAP-related competencies. Six students participated in this assessment activity.

<b>Criteria</b>	<b>Does not meet</b>	<b>Meets</b>	<b>Exceeds</b>
Ability to prepare a set of general purpose financial statements.			<b>100%</b> (6/6)
Ability to design and implement accounting information systems.		<b>33%</b> (2/6)	<b>67%</b> (4/6)
Ability to evaluate internal control systems and make recommendations.		<b>17%</b> (1/6)	<b>83%</b> (5/6)
Ability to analyze financial statements to make business decisions.		<b>50%</b> (3/6)	<b>50%</b> (3/6)

**V. Student Learning Improvement Plan**

Upon review of the 2008-2009 assessment results, the Accounting faculty recommends the following actions for the 2009-2010 academic year.

- Class time will focus more on understanding theory prior to performing/practicing applications of the theory/concepts.
- Detailed lectures will focus on tying the theory to application.
- More emphasis/points will be placed on required theoretical homework.
- Quizzes will be used which will require students to have read the material in their text.
- Students will be required to explain the reasoning/theory behind the application type problems in exams.
- More class discussion time spent on emphasizing the theoretical reasons behind the practical problem.
- More exposure will be made to AICPA questions and problems.
- Increase class time spent on the conceptual framework of accounting.
- Simplify presentation of the various parties involved in standard setting to focus on the current standard setters.

## **VI. Changes Resulting from Assessment**

The Accounting faculty assessed knowledge of the Internal Revenue Code in 2007-2008. Students prepared a comprehensive individual income tax return using Turbo Tax for this assessment activity. Faculty found that students lacked comprehension of schedule A; were unable to compute deductions; and were confused by capital gain loss structure. To address these findings, the Accounting faculty reallocated class time and activities to address weaknesses in student learning. In particular, additional class time was dedicated to discussing deductions and the classification of long and short term capital gains and losses; new in class activities were developed to demonstrate cost recovery calculations; and Tax Cut, a new tax preparation software package, was implemented for student use. This PSLO will be re-assessed in 2010-2011.