

**Management – Accounting Option
OIT Assessment Report
2009-2010**

I. Program History

History

The Management – Accounting degree was first offered at OIT in 1995. Current enrollment is 36 students in the Management – Accounting program. The degree provides students with a background in general business, financial accounting, tax accounting and managerial accounting principles. It is designed to prepare students for careers in both public and private accounting. The degree provides students with the required accounting coursework to allow them 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 2009. The faculty reaffirmed the statements below:

Management – Accounting Option Mission Statement:

The Management – Accounting Option provides students with accounting education sufficient to enable students to be successful professionals, to pursue graduate education, and to pursue professional certification if they so choose.

Educational Objectives:

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

Student Learning Outcomes:

The Management – Accounting program consists of the nine core Management Department student learning outcomes as well as four student learning outcomes specific to this program. Upon completion of this program, Management - 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.

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 10-13) will be assessed as follows:

Program-Specific Learning Outcomes	2008-2009	2009-2010	2010-2011	2011-2012
10. Demonstrate knowledge of GAAP.	X			X
11. Demonstrate knowledge of the Internal Revenue Code.			X	
12. Demonstrate knowledge of managerial accounting.		X		
13. Demonstrate knowledge of auditing.			X	

Table 1: Assessment Cycle for Management – Accounting PSLOs

IV. 2009-2010 Assessment Activities

The assessment results for the nine core student learning outcomes will be reported separately in the IACBE documents. This report covers PSLO #12 only per the assessment cycle above.

PSLO #12: Demonstrate knowledge of managerial accounting

Direct Assessment #1: The faculty assessed this outcome in ACC 203 Managerial Accounting spring 2010 using exam questions. There were 30 students (in two sections) who participated in the assessment; 12 were accounting majors. The results of this assessment including the performance criteria are shown in the table below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results Sec 1	Results Sec 2
1. Determine product cost using job or activity-based costing.	Final exam problem	1-4 Proficiency Scale	80% achieve 3 or 4 rating	75% (12/16)	57.14% (8/14)
2. Analyze cost behaviors using CVP analysis.	Final exam problem	1-4 Proficiency Scale	80% achieve 3 or 4 rating	75% (12/16)	50% (7/14)
3. Perform a budget analysis with standard costing.	Final exam problem	1-4 Proficiency Scale	80% achieve 3 or 4 rating	50% (8/16)	35.71% (5/14)

Table 2: Assessment Results for PSLO #12 in ACC 203

The results show a significant difference in student performance between the two sections. Section 2 was taught by an adjunct. Each instructor created their own test questions/problems and rated their own student's performance. Differences should be noted, but it is difficult to draw conclusions because of the number of possible contributing factors. It is recommended for future assessment activities to use the same exam questions/problems and a single rater. Because the data collected from section 1 is considered to be more reliable, the following analysis is based on that data.

Upon review of the results from section 1, faculty felt that the results were acceptable for product costing and CVP analysis. The results show a weakness in the use of standard costing. This is a difficult concept and maybe shouldn't be covered at this level. ACC 203 is for all management majors and they don't really have a need to know standard costing. Recommendation is to remove this chapter from the ACC 203 curriculum.

Direct Assessment #2: The faculty assessed this outcome in ACC 320 Cost Accounting I, winter 2010 using the final exam. There were eight students participating in this assessment. The results of this assessment including the performance criteria are shown in the table below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
1. Determine product cost using job or activity-based costing.	Final exam problem	1-4 Proficiency Scale	80% achieve 3 or 4 rating	100% (8/8)
2. Analyze cost behaviors using CVP analysis.	Final exam problem	1-4 Proficiency Scale	80% achieve 3 or 4 rating	62.5% (5/8)
3. Perform a budget analysis with standard costing.	Final exam problem	1-4 Proficiency Scale	80% achieve 3 or 4 rating	No data

Table 3: Assessment Results for PSLO #12 in ACC 320

Strengths: Students performed at a high level on the final exam problem on job costing. Faculty observed that this subject matter is introduced in ACC 203 and reinforced early in ACC 320; this repetition and the fact that job costing is not a difficult concept is attributed to the high results.

Weaknesses: Students did not meet expectations on CVP analysis problems. Faculty observed that this concept was introduced early in the course but there was little reference back to these concepts and students did not do well on the final. In addition, no data was collected for standard costing.

Actions: Intersperse CVP analysis problems throughout the course for more reinforcement of these concepts. Reassess both CVP and standard costing in ACC 320 winter 2011.

Indirect Assessment: The faculty indirectly assessed this outcome spring 2010. 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. The senior survey had a 50% response rate with 5 students responding. The survey did not have questions specific to the performance criteria for PSLO #12. The results of questions that correlated PSLO #12 (managerial accounting) are shown in the table below.

Survey Question	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
1. I can determine the cost of products or services.	Student rating	1-4 Proficiency Scale	80% achieve 3 or 4 rating	100% (5/5)
2. I can prepare budgets for manufacturing and service industries.	Student rating	1-4 Proficiency Scale	80% achieve 3 or 4 rating	100% (5/5)
3. I understand responsibility centers and performance evaluation systems.	Student rating	1-4 Proficiency Scale	80% achieve 3 or 4 rating	100% (5/5)

Table 4: Assessment Results for PSLO #12 from Senior Survey

In general students rated themselves high in regards to managerial accounting competencies. No questions specific to the weak areas from the direct assessments (CVP analysis or standard costing) were asked on the senior exit survey.

V. Summary of Student Learning

The accounting faculty felt that in general student's knowledge of managerial accounting concepts was acceptable. However, faculty would like to review and revise the performance criteria for PSLO #12 in the fall 2010 assessment meeting. In addition, faculty will review the managerial accounting curriculum and map the revised performance criteria. Due to lack of complete assessment data from 2009-10 and the anticipated revisions this PSLO will be reassessed in 2010-11.

VI. Changes Resulting from Assessment

PSLO #10: Upon review of the 2008-2009 assessment results, the accounting faculty recommended 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.

The accounting faculty reassessed the first performance criteria for PSLO #10, explain the meaning of GAAP, fall term in ACC 331 Intermediate Accounting and winter of 2010 in ACC 431 Advanced Accounting with the following results.

Performance Criteria	Assessment Method	Minimum Acceptable Performance	ACC 331 Results	ACC 431 Results
1. Explain the meaning of GAAP.	Final exam questions & problems	80% achieve 80% correct	89.9% (8/9)	80% (8/10)

Table 5: Assessment Results for PSLO #10 criteria in ACC 331 and ACC 431

The accounting faculty were pleased with the improved performance of students in explaining the meaning of GAAP. They attributed the results to the following:

ACC 331: Additional class time and discussion of GAAP theory were included in the fall term 2009. In addition students were required to make class presentations on the above criteria. Student performance in meeting the criteria was assessed with 15 questions (increased from 5 questions) on the first midterm in fall 2009 ACC 331. As a result of increased class time and attention to the criteria identified above, 8 of the 9 students met or exceeded the department expectation for performance criteria #1, explain the meaning of GAAP as measured in fall term 2010.

ACC 431: Student learning was assessed in winter 2010 ACC 431 using the same exam as was used in 2009 with a group of 10 advanced accounting students. The exam included 55 multiple choice questions which were included in the theory section. This assessment reflects that we have hit our target goal that 80% of our students will meet or exceed our requirements. Faculty attributed improvements to the implementation of last year's improvement plan. Some items on the plan were emphasized more than others, but the overall effect was that theoretical comprehension increased, maybe somewhat at the expense of the application of GAAP. It is believed that the largest contributor to improvement of student performance in ACC 431 was the frequent end-of-class quizzes over the concepts of the day or week.

PSLO #11: 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. PSLO #11 was re-assessed in winter 2010 with the following results.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
1.Prepare a comprehensive individual income tax return.	Final exam problem	1-4 Proficiency Scale	80% achieve 3 or 4 rating	27.3% (3/11)

Table 6: Assessment Results for PSLO #11 in ACC 411

Faculty observed the final problem was a comprehensive return that was probably beyond the scope of this class. If a less complex return was assessed the student performance would be significantly higher. The change in tax preparation software to Tax Cut was prompted by a switch by the textbook publisher. Tax Cut was cumbersome and difficult for the students to learn. Turbo Tax is a better product.

Action: Require students to download free trails of Turbo Tax for use in preparing tax returns rather than using Tax Cut which is provided by the publisher with the textbook. Review and revise PSLO #11 performance criteria in the fall 2010 assessment meeting.