

**Management – Accounting Option
Annual Assessment Report
2012-2013**

I. Program History

The Management – Accounting degree was first offered at Oregon Tech in 1995, and 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 also provides students with the accounting coursework required to sit for the Certified Public Accountant (CPA) exam and for the Certified Management Accountant (CMA) exam.

This Management – Accounting degree option is offered at the Klamath Falls campus. Current enrollment is 31 students. Eight students will graduate with a degree in Management – Accounting in June 2013. Of this year's graduates, four students have accepted employment in a degree-related field, two students are continuing their education, and two students are looking for employment at the time of this writing. Employers of our 2013 graduates include Jeld-Wen, Molatore Scroggin & Peterson CPA, and Isler Group of Klamath Falls. Reported starting salaries ranged from \$25,000 to \$40,000.

The Management – Accounting program was awarded accreditation by the International Assembly of Collegiate Business Educators (IACBE) in 2008.

II. Program Purpose

The Management faculty reviewed the program purpose, objectives, and learning outcomes during the fall faculty meeting in September 2012. 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 assesses student learning at three levels: at the institutional level, at the department level, and at the program level. Institutional student learning outcomes and assessments are directed by Oregon Tech’s Assessment Executive Committee. The Management Department also assesses eight core student learning outcomes (listed below) in accordance with IACBE guidelines and four student learning outcomes specific to the Management - Accounting program.

A description of Oregon Tech’s ISLOs and IACBE’s student learning outcomes (SLOs), and related reports, may be found on the Oregon Tech website. Program-specific student learning outcomes (PSLOs) and ISLO data specific to the Management Department and the Management – Accounting program are the subject of this report.

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 the ability to communicate effectively.
7. Demonstrate the ability to apply knowledge of business concepts and functions in an integrated manner.
8. Demonstrate the ability to work effectively in teams and/or groups.
9. Demonstrate knowledge of current Generally Accepted Accounting Principles (GAAP).
10. Demonstrate knowledge of the Internal Revenue Code.
11. Demonstrate knowledge of managerial accounting concepts.
12. Demonstrate knowledge of auditing concepts.

III. Assessment Cycle

Oregon Tech’s Institutional Student Learning Outcomes (ISLOs) are assessed on a six-year cycle. The ISLO assessment schedule may be found on the Oregon Tech website under Institutional Student Learning Outcomes.

IACBE requires all accredited institutions to complete a full assessment cycle for all IACBE core student learning outcomes (SLOs: 1-8) on an annual basis.

Program-specific student learning outcomes (PSLOs: 9-12) will be assessed as follows:

Program-Specific Learning Outcomes	2011-2012	2012-2013	2013-2014	2014-2015
9. Demonstrate knowledge of GAAP.	X			X
10. Demonstrate knowledge of the Internal Revenue Code.			X	
11. Demonstrate knowledge of managerial accounting.		X		
12. Demonstrate knowledge of auditing.			X	

Table 1: Assessment Cycle for Management – Accounting PSLOs

IV. 2012-2013 Assessment Activities

Assessment results for the eight core student learning outcomes are reported separately and can be found on the Oregon Tech website under IACBE Public Disclosure of Student Learning. This report covers PSLO #11, per the assessment cycle above, ISLO #2, Teamwork, and ISLO #3, Professionalism & Ethical practice.

PSLO #11: Demonstrate knowledge of managerial accounting

Direct Assessment #1: The faculty assessed this outcome in ACC 320, Cost Accounting I, winter 2013, using midterm exams. The faculty rated the proficiency of students using the following criteria for assessment.

Performance Criteria	Assessment Method	Minimum Acceptable Performance	Results (09-10)	Results (10-11)	Results (12-13)
Determine product cost using job or activity-based costing.	Midterm exam questions	80% of students score 70% or higher on relevant exam questions	100% (8/8)	86% (n-value not reported)	77% (10/13)
Analyze cost behaviors using CVP analysis.	Midterm exam questions	80% of students score 70% or higher on relevant exam questions	62.5% (5/8)	86% (n-value not reported)	84% (11/13)
Perform a budget analysis with standard costing.	Midterm exam questions	80% of students score 70% or higher on relevant exam questions	No data	71% (n-value not reported)	92% (12/13)

Table 2: Assessment Results for PSLO #11 in ACC 320

Assessment trends: During the 2009-2010 assessment cycle faculty members noted that job costing was introduced in ACC 203, Managerial Accounting, and reinforced early on in ACC 320, Cost Accounting I, high student proficiency was attributed, in part, to this repetition.

Students did not meet faculty expectations with respect to CVP analysis during the 2009-2010 assessment cycle. At the time, faculty noted that CVP concepts were introduced early on in the course, with little reinforcement. As a result, students did not score well in this area. In response to these results, Accounting faculty proposed interspersing CVP analysis problems throughout the course to better reinforce this specific accounting concept.

Accounting faculty also noted that if general education requirements at Oregon Tech changed, it would be appropriate to add ACC 321, Cost Accounting II, to the Information Technology – Accounting degree program. This course focuses more specifically on budgeting and would allow for more targeted assessment of this performance criterion.

2012-13 Strengths: The group of students assessed during the 2012-2013 assessment cycle performed well. They are a cohesive group who work well together, ask many questions, and have a desire to learn. ACC 320 emphasizes problem solving using many of the end-of-chapter questions. Tests were a combination of conceptual, definition, theory and practical problem solving using multiple choice questions. Many of the questions were AICPA adapted, giving students practice with CPA exam questions in wording and format. Exams were administered in two chapter increments, so students didn't have a huge amount to study and retain for any one test. Most students appreciated the use of excel for this type of learning and became quite proficient. All homework was submitted electronically through email as excel attachments. Quizzes were administered for each chapter, and were intended to familiarize students to the types of questions they would see on the exams.

2012-13 Weaknesses: The Accounting faculty continues to question the amount of guidance to provide to students. Currently, the faculty make available excel files for all in-class problems providing all students access to class materials regardless of attendance. Students also take their exams in Blackboard to allow ample time to finish the exams. Fifty minutes in a classroom is not enough time, usually, to complete a comprehensive accounting exam. Tests were completed outside of class. Exam questions were randomly chosen by a test bank for each student. Even though no two students had the same exam, there is no way to guarantee that students did not work together on the exams. Furthermore, all exams are open book, open note. Students are expected to complete the exams individually, and exam scores should reflect individual performance, however, the integrity of the exam format is questioned.

2012-13 Action plans: Accounting faculty believe the benefits of providing excel files to the students outweigh the costs and plan to continue this practice. Most students appreciate the extra examples and use the files to help with homework and exams. The conscientious student will learn from these examples. The less motivated student may use them as a crutch.

In the future the use of Respondus Lockdown or CFLAT will be considered to proctor exams.

General Education requirements were revised during the 2012-2013 year, presenting an opportunity to add ACC 321 to the IT – Accounting curriculum. Given this curriculum revision, the Accounting faculty recommends assessing CVP Analysis and Product Costing in ACC 320, and Budget Analysis and Reporting in ACC 321.

Direct Assessment #2: The faculty assessed this outcome in ACC 320, Cost Accounting I, winter 2013, using a final project. The faculty rated the proficiency of students using the following criteria for assessment.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Determine product cost using job or activity-based costing.	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	Not assessed
Analyze cost behaviors using CVP analysis.	Final project	1 – 4 Proficiency Scale	80% achieve 3 or 4 rating	Not assessed
Perform a budget analysis with standard costing.	Final project	1 – 4 Proficiency Scale	80% achieve 3 of 4 rating	92% (12/13)

Table 3: Assessment Results for PSLO #11 in ACC 320

Note: The final project used in ACC 320 this term did not include product costing or CVP analysis.

Strengths: The final project successfully tied many of the course concepts together. This project also stretched students' excel ability. As a whole, this group did well and met Accounting faculty standards.

Weaknesses: This is the first time a project in ACC 320 has been used for assessment purposes. The project chosen did not adequately cover product costing and CVP analysis.

Actions: Given that general education requirements were revised during the 2012-2013 year, it is likely that this 2nd direct assessment will move to that course during the next assessment cycle.

Indirect PSLO Assessment

The faculty indirectly assessed the Management – Accounting PSLOs spring 2013. Seniors completed an exit survey that asked students to rate how well the Management - Accounting program prepared them with regards to the program-specific student learning outcomes and corresponding competencies. A senior focus group collected additional feedback regarding program curricula. Note: focus group feedback includes both Information Technology – Accounting majors (n=2) and Management – Accounting majors (n=8).

Program-specific learning outcomes	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Generally Accepted Accounting Principles	Student rating	1-4 Scale	80% of graduates indicate a 3 or 4 rating	100% (10/10)
The Internal Revenue Code	Student rating	1-4 Scale	80% of graduates indicate a 3 or 4 rating	100% (10/10)
Managerial accounting concepts	Student rating	1-4 Scale	80% of graduates indicate a 3 or 4 rating	100% (10/10)
Auditing concepts	Student rating	1-4 Scale	80% of graduates indicate a 3 or 4 rating	70% (7/10)

Table 4: Assessment Results for Management-Accounting PSLOs from Senior Survey

Exit survey summary:

Management – Accounting students cited cost, location, financial aid, and successful employment rates of Oregon Tech graduates as their primary reasons for attending Oregon Tech. The majority of Management – Accounting students are transfer students, with the vast majority of students transferring to Oregon Tech from Klamath Community College.

Overall, students expressed satisfaction with the level of rigor and challenge present in the Management – Accounting curriculum. Students also felt that the curriculum was applicable to their career. Survey respondents noted that courses were available to them when they needed them, that there were opportunities for professional development, that the curriculum included hands-on experiences, and that the curriculum was organized in such a way that lower division courses provided a strong foundation for upper division courses.

Students in the Management – Accounting program expressed overall satisfaction with their advisors and with their interactions with faculty in the classroom. Students identified Accounting faculty, their peers, small class sizes, real-world examples, and applicability to their careers as the greatest strengths of the Management – Accounting program. Students specifically commented on the level of personal interaction with the Accounting faculty and the faculty’s interest in the student’s education as hallmarks of this program. Similar to the focus group comments below, students suggested: (1) Adding more core accounting classes, an auditing class in particular, (2) Limiting accounting courses to one-hour blocks, (3) Adding a research-based class, and (4) Increased internship opportunities.

Focus group summary:

Courses identified as being the most valuable included: ACC 411, Income Tax Procedures, ACC 331, 332, and 333, the Intermediate Accounting sequence, ACC 405, Accounting Information Systems, and ACC 320 and 321, the Cost Accounting sequence. Students commented that these courses emphasized accounting theory, were applicable and practical, and that the courses afforded enough time to thoroughly cover the information presented.

Courses identified as being the least valuable included: ACC 435 and ACC 431 and 432, the Advanced Accounting sequence. Students commented that these courses contained too much information for the time allotted and that computer systems have replaced much of the manual work presented in the courses.

Overall, students feel that accounting skills are in high demand and that their degree is versatile. Students also commented that the degree could be more specialized and remarked that there are too many information technology and business management courses in the Accounting curriculum. Suggested improvements included better preparing students to sit for the CPA exam and increased opportunities to participate in accounting internships.

ISLO #2: Teamwork

Teamwork Assessment: Teamwork was not assessed in the Information Technology – Accounting program during this assessment cycle. This outcome was assessed in the capstone course, BUS 478, Cases in Strategy and Policy; however, accounting students took ACC 465, Case Studies in Accounting, in its place. With recent turnover in the department, the Accounting curriculum has been revised to remove the accounting case studies course and add BUS 478, the capstone course, to the Accounting curriculum.

ISLO #3: Professionalism & Ethical Practice

Professionalism Assessment: The faculty assessed professionalism using the Oregon Tech Student Professional Evaluation Form and performance criteria provided by the Director of Assessment. The faculty rated the proficiency of students using the following criteria for assessment. Note: the below results include both Accounting majors and Information Technology – Accounting majors.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Timeliness	Faculty rating	0 – 2 Proficiency Scale	80% achieve 1 or 2 rating	100% (11/11)
Quality-content	Faculty rating	0 – 2 Proficiency Scale	80% achieve 1 or 2 rating	91% (10/11)
Quality-delivery	Faculty rating	0 – 2 Proficiency Scale	80% achieve 1 or 2 rating	91% (10/11)
Attitude toward feedback	Faculty rating	0 – 2 Proficiency Scale	80% achieve 1 or 2 rating	91% (10/11)
Attitude toward tasks	Faculty rating	0 – 2 Proficiency Scale	80% achieve 1 or 2 rating	91% (10/11)
Punctuality	Faculty rating	0 – 2 Proficiency Scale	80% achieve 1 or 2 rating	100% (11/11)
Attendance	Faculty rating	0 – 2 Proficiency Scale	80% achieve 1 or 2 rating	100% (11/11)
Academic integrity	Faculty rating	0 – 2 Proficiency Scale	80% achieve 1 or 2 rating	100% (11/11)
Interpersonal skills	Faculty rating	0 – 2 Proficiency Scale	80% achieve 1 or 2 rating	100% (11/11)
Policies and procedures	Faculty rating	0 – 2 Proficiency Scale	80% achieve 1 or 2 rating	91% (10/11)
Work ethic	Faculty rating	0 – 2 Proficiency Scale	80% achieve 1 or 2 rating	91% (10/11)
Appearance	Faculty rating	0 – 2 Proficiency Scale	80% achieve 1 or 2 rating	100% (11/11)

Table 5: Assessment Results for Management-Accounting Professionalism ISLO

Strengths: This assessment was completed by the Management department and not just by faculty in the Accounting area increasing the reliability of the results. Additionally, professionalism was assessed indirectly using the senior exit survey. Seniors were asked to self-report likelihood to perform at a professional level with respect to the above performance criteria. Results from the senior exit survey did not vary from the direct assessment results reported here.

Weaknesses: None reported.

Actions: Despite acceptable ratings for the Management – Accounting program, the Management Department is developing a “Writing Guide” for its students. The intent of the guide is to clarify faculty expectations with respect to writing style, and to emphasize the basic elements of business writing, further addressing the importance of delivering professional work (quality – delivery) and completing professional work according to expected standards (quality – content). The department is considering a similar guide that would emphasize professional behaviors, including the use of technology in the classroom, interpersonal skills, and work ethic.

Ethical Practice Assessment: Ethical Practice was not assessed in the Management – Accounting program during this assessment cycle. This outcome was assessed in PHIL 342, Business Ethics, a course not currently required of Management – Accounting students. This course is currently taught by the Humanities and Social Sciences department and counts towards students’ humanities, general education requirements. PHIL 342 will be added to the Management – Accounting curriculum.

V. Summary of Student Learning

The Management – Accounting program assessed two student learning outcomes during the 2012-2013 assessment cycle: (1) ISLO #3, Professionalism, and (2) PSLO #11, Knowledge of Managerial Accounting. ETS’s MFT in Business was administered to seniors to assess the eight core IACBE student learning outcomes (SLOs). Exam results indicate that accounting students achieved an average percentile ranking of 66%. Indirect assessments during the 2012-2013 assessment cycle included administration of a senior exit survey and a senior focus group. Closing the loop activities for PSLO #10, Knowledge of the Internal Revenue Code, and PSLO #9, Knowledge of GAAP, were also completed.

Overall, students demonstrated proficiency in their knowledge of managerial accounting concepts. Both the direct and indirect assessments indicated general confidence on the part of the student in understanding and applying these skills. Although students met the faculty’s proficiency expectations, the

faculty recognizes the need to revise the direct measures used for this assessment as the exams and projects used failed to adequately cover all of the performance criteria.

Data from this year's indirect assessments suggest that student's do not fully understand how their non-major specific courses are relevant and applicable to their discipline, particularly courses in Information Technology. It is necessary to identify opportunities within the curriculum where relevance and applicability of skills sets can be emphasized. Continuing conversations with faculty in Information Technology, and coordinating efforts to emphasize relevance, will address this as well.

Students also suggested adding additional courses to the accounting curriculum. Given recent changes to Oregon Tech's general education requirements faculty have an opportunity to re-evaluate the curriculum. Specifically, faculty will consider adding a second auditing course (not yet developed) and BUS 456, Business Research Methods. The Management – Accounting PSLOs will direct these discussions.

VI. Changes Resulting from Assessment

Closing the loop:

PSLO #9: Demonstrate knowledge of GAAP.

Upon review of the 2011-2012 assessment results, the accounting faculty recommended the following actions for the 2012-2013 academic year.

- Move assessment of GAAP from ACC 331, Intermediate Accounting I, to ACC 332, Intermediate Accounting II.
- Increase the use of consolidation worksheets in ACC 431.
- Incorporate quizzes in ACC 431 to promote attendance.
- Utilize online testing in ACC 431 to test theory.
- Request that ACC 431 be scheduled in 50-minute blocks, four days a week to facilitate more continuous learning.
- Evaluate the presentation order of topics in the Advanced Accounting sequence.

Knowledge of GAAP will be reassessed during the 2014-2015 assessment cycle.

PSLO #10: Demonstrate knowledge of the Internal Revenue Code.

Reassessment of PSLO #10 was conducted during the 2012-2013 academic year. Faculty implemented the following changes to the assessment process.

1. The Internal Revenue Code performance criteria were changed to:
 - a. Compute tax liability using the tax formula.
 - b. Compute tax liability using IRS tax forms.
2. To improve student learning in this area the faculty required that the first of the five tax returns submitted in ACC 411 be completed using paper forms to illustrate the flow of information from one form to another, which is difficult to see using the computerized tax software. These actions were implemented. PSLO #10 is scheduled to be reassessed during the 2013-2014 assessment cycle.

**Management - Accounting
SLO-Curriculum Map**

SLO #1: The student will demonstrate knowledge of current Generally Accepted Accounting Principles.

Courses that are shaded below indicate that the SLO above is taught in the course, students demonstrate skills or knowledge in the SLO, and students receive feedback on their performance on the SLO.

I = Introduced R = Reinforced E = Emphasized

	Fr.	Soph.		Jr.		Sr.	
Fall	MATH 111	ACC 201	E	ACC 331	E	ACC 411	
	PSY 201	MATH 361		BUS 308		ACC 435	R
	WRI 121	MIS 311		BUS 356		ACC 496	R
	Hum Elective	WRI 227		MIS 312		MSSS Elective	
	Lab Sci Elective						
Win	BUS 215	ACC 202	E	ACC 320	E	ACC 412	
	ECO 201N	BUS 223		ACC 325	R	ACC 431	E
	MIS 102	MATH 371		ACC 332	E	ACC 497	R
	SPE 111	Hum Elective		WRI 327		MSSS Elective	
	WRI 122					Elective	
	MSSS Elective						
Spr	ECO 202N	ACC 203	E	ACC 321	E	ACC 432	E
	MIS 275	ACC 205	R	ACC 333	E	ACC 465	R
	SPE 321	BUS 226		ACC 405	R	PSY 347	
	Hum Elective	MIS 375		MSSS Elective		Elective	
	MSSS Elective	MSSS Elective					

**Management - Accounting
SLO-Curriculum Map**

SLO #2: The student will demonstrate knowledge of the Internal Revenue Code.

Courses that are shaded below indicate that the SLO above is taught in the course, students demonstrate skills or knowledge in the SLO, and students receive feedback on their performance on the SLO.

I = Introduced R = Reinforced E = Emphasized

	Fr.	Soph.	Jr.	Sr.		
Fall	MATH 111	ACC 201	I	ACC 331	ACC 411	E
	PSY 201	MATH 361		BUS 308	ACC 435	
	WRI 121	MIS 311		BUS 356	ACC 496	R
	Hum Elective	WRI 227		MIS 312	MSSS Elective	
	Lab Sci Elective					
Win	BUS 215	ACC 202		ACC 320	ACC 412	E
	ECO 201N	BUS 223		ACC 325	I	ACC 431
	MIS 102	MATH 371		ACC 332	ACC 497	R
	SPE 111	Hum Elective		WRI 327	MSSS Elective	
	WRI 122				Elective	
	MSSS Elective					
Spr	ECO 202N	ACC 203		ACC 321	ACC 432	
	MIS 275	ACC 205		ACC 333	ACC 465	
	SPE 321	BUS 226		ACC 405	PSY 347	
	Hum Elective	MIS 375		MSSS Elective	Elective	
	MSSS Elective	MSSS Elective				

**Management - Accounting
SLO-Curriculum Map**

SLO #3: The student will demonstrate knowledge of managerial accounting concepts.

Courses that are shaded below indicate that the SLO above is taught in the course, students demonstrate skills or knowledge in the SLO, and students receive feedback on their performance on the SLO.

I = Introduced R = Reinforced E = Emphasized

	Fr.	Soph.	Jr.	Sr.
Fall	MATH 111	ACC 201	ACC 331	ACC 411
	PSY 201	MATH 361	BUS 308	ACC 435
	WRI 121	MIS 311	BUS 356	ACC 496 R
	Hum Elective	WRI 227	MIS 312	MSSS Elective
	Lab Sci Elective			
Win	BUS 215	ACC 202	ACC 320 E	ACC 412
	ECO 201N	BUS 223	ACC 325 R	ACC 431
	MIS 102	MATH 371	ACC 332	ACC 497 R
	SPE 111	Hum Elective	WRI 327	MSSS Elective
	WRI 122			Elective
	MSSS Elective			
Spr	ECO 202N	ACC 203 E	ACC 321 E	ACC 432
	MIS 275	ACC 205 R	ACC 333	ACC 465 R
	SPE 321	BUS 226	ACC 405	PSY 347
	Hum Elective	MIS 375	MSSS Elective	Elective
	MSSS Elective	MSSS Elective		

**Management - Accounting
SLO-Curriculum Map**

SLO #4: The student will demonstrate knowledge of auditing concepts.

Courses that are shaded below indicate that the SLO above is taught in the course, students demonstrate skills or knowledge in the SLO, and students receive feedback on their performance on the SLO.

I = Introduced R = Reinforced E = Emphasized

	Fr.	Soph.	Jr.	Sr.	
Fall	MATH 111	ACC 201	ACC 331	ACC 411	
	PSY 201	MATH 361	BUS 308	ACC 435	E
	WRI 121	MIS 311	BUS 356	ACC 496	R
	Hum Elective	WRI 227	MIS 312	MSSS Elective	
	Lab Sci Elective				
Win	BUS 215	ACC 202	ACC 320	ACC 412	
	ECO 201N	BUS 223	ACC 325	ACC 431	
	MIS 102	MATH 371	ACC 332	ACC 497	R
	SPE 111	Hum Elective	WRI 327	MSSS Elective	
	WRI 122			Elective	
	MSSS Elective				
Spr	ECO 202N	ACC 203	ACC 321	ACC 432	
	MIS 275	ACC 205	ACC 333	ACC 465	R
	SPE 321	BUS 226	ACC 405	E	PSY 347
	Hum Elective	MIS 375	MSSS Elective	Elective	
	MSSS Elective	MSSS Elective			