

Assessment Report Template Accounting Program

Part I-Assessment SUMMARY (06-07)

A. Program/Discipline Mission Statement

The Accounting Program's mission is to provide a quality education in accounting within the learning-centered environment of our institution. The Program will strive to help each individual student achieve success in reaching their academic goals by offering a variety of learning opportunities and incorporating current technology. The Program will respond to the community and students' changing needs for information and facilitate life-long learning by continued assessment of student academic achievement.

B. Intended Outcomes

NO.	OUTCOME	Method #1 Project Or Portfolio	Method #2 Graduate Student Survey
1	Analyze the affects of business transactions on the accounting equation using the system of debits and credits, journalize and post transactions to general and subsidiary ledgers and make adjusting entries.**	X	X
2	Prepare financial statements and utilize and calculate financial ratios to analyze financial performance.**	X	X
3	Identify and apply major provisions of payroll and income tax laws and demonstrate the ability to prepare individual income tax returns and payroll reports.**	X	X
4	Summarize cost information for both internal and external reporting and utilize costing tools to support management decision-making.**	X	X
5	Use current technology to implement appropriate accounting systems that will support different uses of accounting information. (<u>General Education</u>)	X	X
6	Demonstrate written and oral communication skills as related to accounting. (<u>General Education</u>)	X	X
7	Demonstrate an understanding of diversity issues and ethics in accounting. (<u>General Education</u>)	X	X

****It should be noted, critical thinking and quantitative reasoning are incorporated into outcomes #1-4.**

C. Benchmarks

The Accounting Department is expecting:

- 1) 100% of the students will score an average of 80 or better on the Dynamic Designs Manufacturing, Inc. project (Outcomes 1, 2, 4 & 5)
- 2) 100% of the students will score an average of 80 or better on Oral and Written Projects

(Outcome #6)

- 3) 100% of the students will score an average of 80 or better on the Payroll Tax or Income Tax Project (Outcome #3)
- 4) 100% of the students will rate the program acceptable (4) or better on the Graduate Student Surveys. (Outcomes 1, 2, 3, 4, 5, 6, 7)

D. Assessment Results

1. Historical Context

The first year (01-02) assessment was conducted, program outcome #1 was assessed and areas were identified for increased classroom focus. The same assessment tool was used the second year (02-03) to allow for comparative results. It indicated our students were highly successful in understanding the fundamental concepts of financial accounting, but weak on the concept of subsidiary ledgers.

During the academic year 03-04, we expanded our assessment using more challenging projects that could assess additional Accounting Program Outcomes and measure learning at a higher level within the program.

As a result of the 03-04 assessment, we identified several areas of student learning needing improvement. In 04-05, we revised course curriculum to address these areas as follows: In Principles of Accounting and Cost Accounting more emphasis was placed on teaching subsidiary ledgers, adjusting entries, and financial ratios; students were instructed in the use of the online textbook support materials which offered students more practice with exercises, quizzes, flashcards, etc. In Payroll Accounting, students were given more instruction on preparation of tax forms and asked to complete more forms in homework assignments. Guidelines for oral and written communication were also distributed to students in Payroll Accounting to improve communication skills.

In academic year 04-05, we continued assessing in the same manner as 03-04 to determine if our efforts were successful. We improved the rubrics for scoring students' oral and written communication requirements and added an Accounting Graduate Student Survey as a second measure of assessing student learning. Students' results continued to fall short of expectations in the area of financial ratio analysis and payroll reporting requirements.

Because of the assessment results in 04-05, the academic year 05-06 brought about a change in the instructional areas of subsidiary record keeping, adjusting entries, financial statement analysis and payroll tax reporting. According to the assessment results, the student performance improved in three of the four areas mentioned. Student performance in payroll tax reporting did not show an increase although several measures were taken to try and boost the level of performance.

As a result of the 05-06 performance, several changes were made to Accounting instruction during 06-07:

- A new Cost Accounting Project was assigned and will be used to measure Outcomes #1, 2, 4, and 5. It was chosen in hopes the students would get a better understanding of cost flows in a job order system and of the use of subsidiary ledgers. Also, instructor office hours were scheduled after Cost Accounting class for the convenience of students seeking assistance.

- A Financial Statement Analysis Project was designed by Accounting Faculty for Accounting Principles II and implemented during Spring Semester 2007 to assess Outcome #2.
- In the area of Payroll Accounting, additional in-class exercises were designed to cover preparation of payroll tax forms. Also, the project’s total points were reallocated to put more weight on the preparation of payroll tax forms. This was done to give students more of an incentive to complete forms for a passing grade. Students were instructed in the use of government sites designed to assist in the preparation of payroll tax reports.
- Students were given the rubrics used for scoring oral and written communication to assist in understanding the criteria for successful communication. Accounting Faculty continued to encourage students to use the English Department’s “Writing Center” for additional support in strengthening these skills.

The following summary analyzes the current year’s results after implementing the improvements outlined above.

First Method of Assessing Outcomes

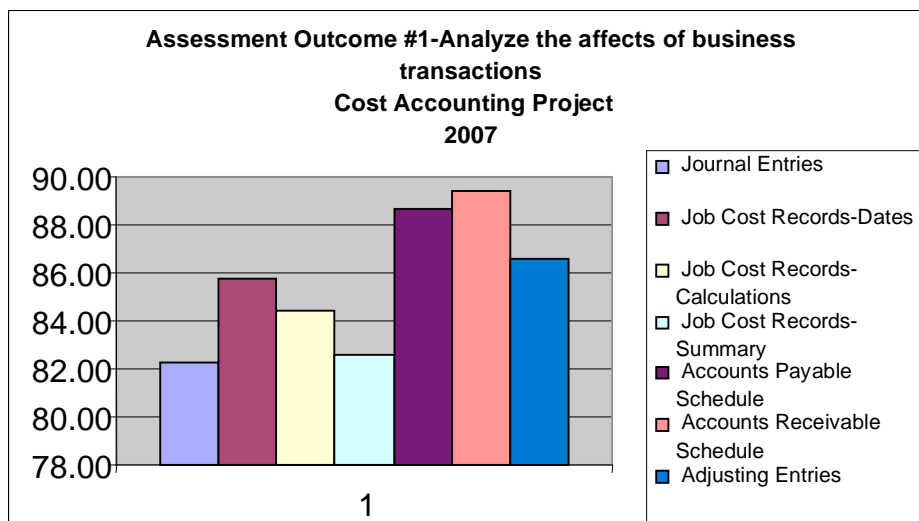
2. Current Year Data Results (Outcomes 1, 2, 4, and 5):

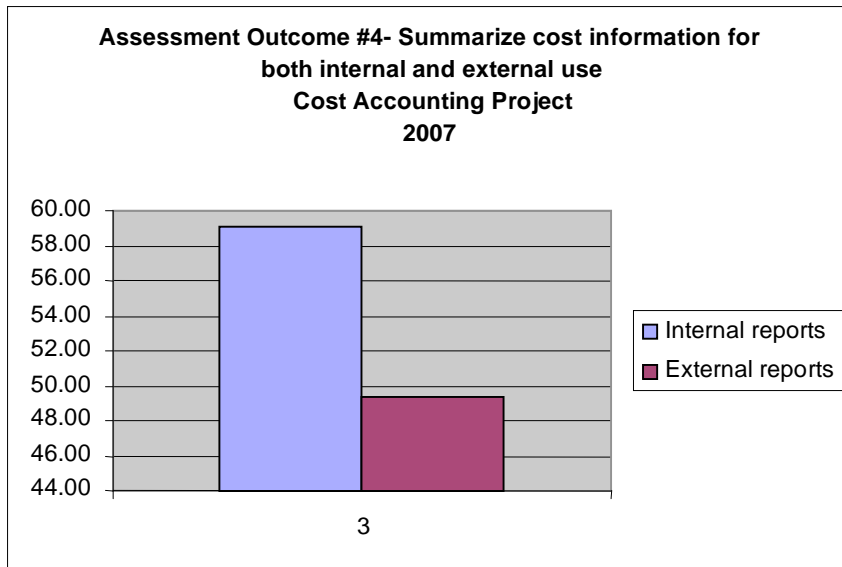
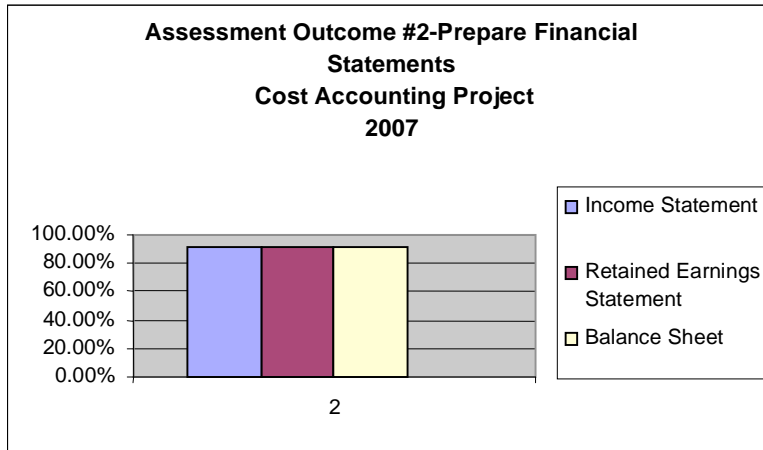
General information:

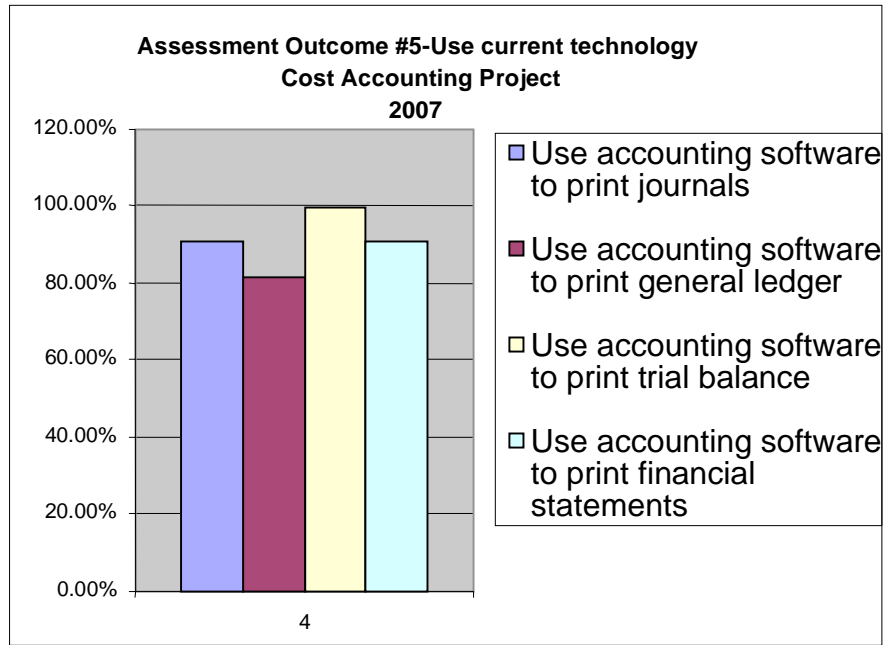
Learning Outcomes 1, 2, 4, & 5 were assessed using “Dynamic Designs.”, a new computerized project required in Cost Accounting. The following graphs present a summary of the project. Since the project was introduced in 06-07, only one year of data is available. Sample Size - 11

In addition, due to the results of previous assessments, outcome #2, financial ratio analysis was further assessed with an independent project introduced in Principles of Accounting II. Results of student performance are included in the following series of graphs. Sample Size - 56

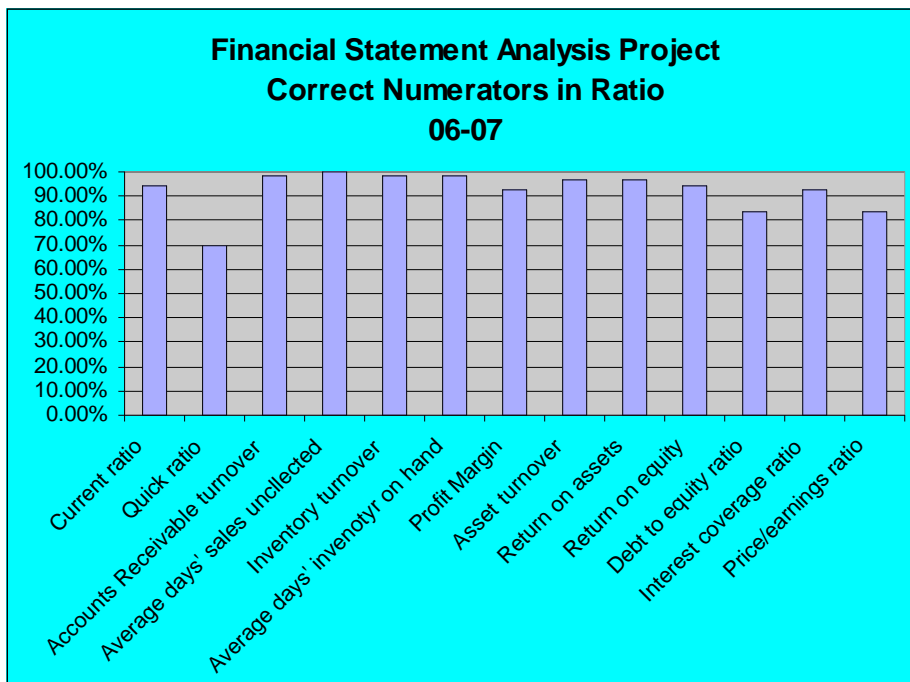
The following graphs are a result of the Dynamic Designs Project assessment:

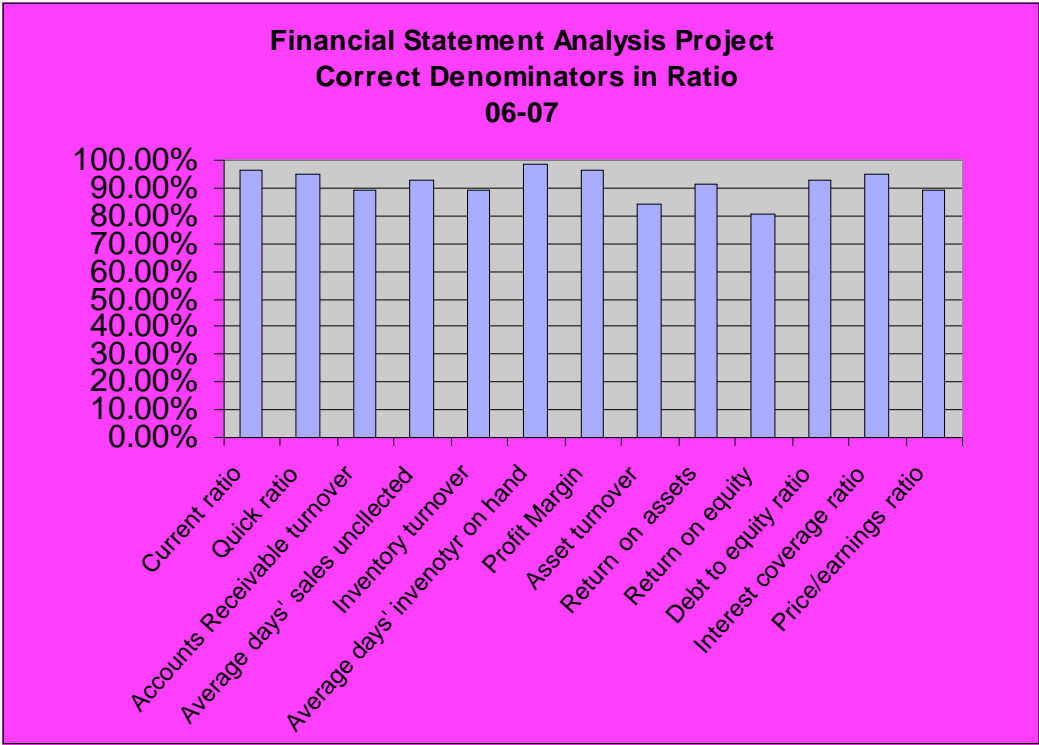
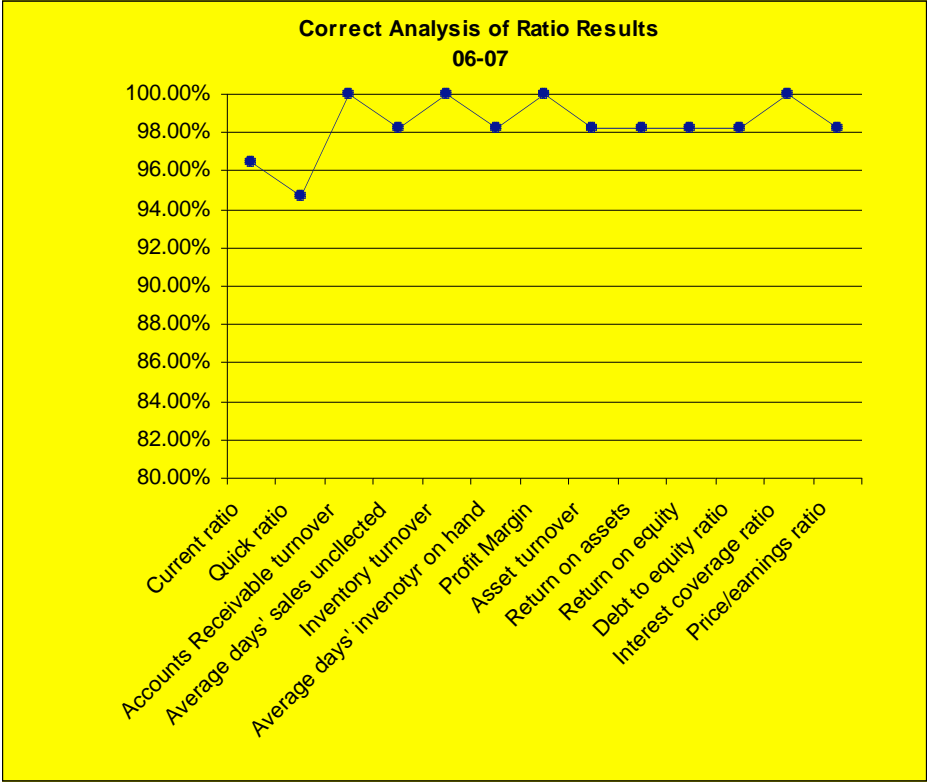


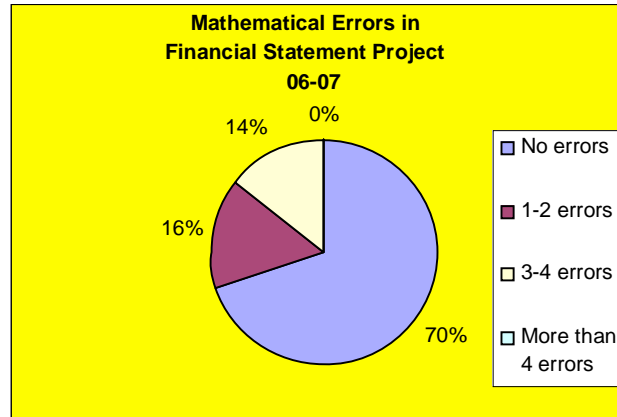




The following graphs continue assessing Outcome #2 – focusing on the assessment of financial ratio analysis:







3. Analysis of Results (Outcomes 1, 2, 4, 5):

Outcome #1 - Analyze the affects of business transactions on the accounting equation using the system of debits and credits, journalize and post transactions to general and subsidiary ledgers, and make adjusting entries.

Student performance exceeds the expected 80% benchmark in analyzing, journalizing and posting transactions. Performance in this area has consistently exceeded the 80% benchmark for the last several years regardless of the project chosen.

Outcome #2 - Prepare financial statements and utilize and calculate financial ratios to analyze financial performance.

Students again are successful in preparing financial statements, exceeding the 80% benchmark. The Income Statement, Statement of Retained Earnings and Balance Sheet were prepared without problems.

Calculating financial ratios has been identified as a weakness in previous years' assessments. This year, a special project was designed to assess student's understanding of financial ratio calculations. The project was more specific in measuring strengths and weaknesses of financial statement analysis and the results show students are learning the important aspects of financial ratios including the interpretation of the results. One ratio, the quick ratio, did not meet the benchmark of 80%. This will be addressed in the Use of Results section.

Outcome #4 - Summarize cost information for both internal and external reporting and utilize costing tools to support management decision-making.

Students performed below the benchmark of 80% in their ability to summarize cost information. A closer look at performance shows a weakness in actually *completing* this portion of the project. (See Use of Results).

Outcome #5 - Use current technology to implement appropriate accounting systems that will support the different uses of accounting information.

Students did not have a problem using current technology. All projects assigned to evaluate outcomes have technology based application. Students are well equipped to handle the technology required to complete project tasks.

2a. Current Year Data Results (Outcomes 3 and 6):

Outcomes #3: Identify and apply major provisions of payroll and income tax laws and demonstrate the ability to prepare individual income tax returns and payroll reports.

General Information:

Learning Outcome #3 was assessed using a comprehensive Computerized Payroll Tax Project assigned to students in Payroll Accounting after completing chapters studying the laws governing payroll. Specifically, the course looks in detail at the Fair Labor Standards Act, Social Security Tax Law, Federal Withholding Tax Law, Unemployment Tax Law and the accounting process for recognizing payroll transactions. Sample Size - 26

Chart #1- Outcome #3

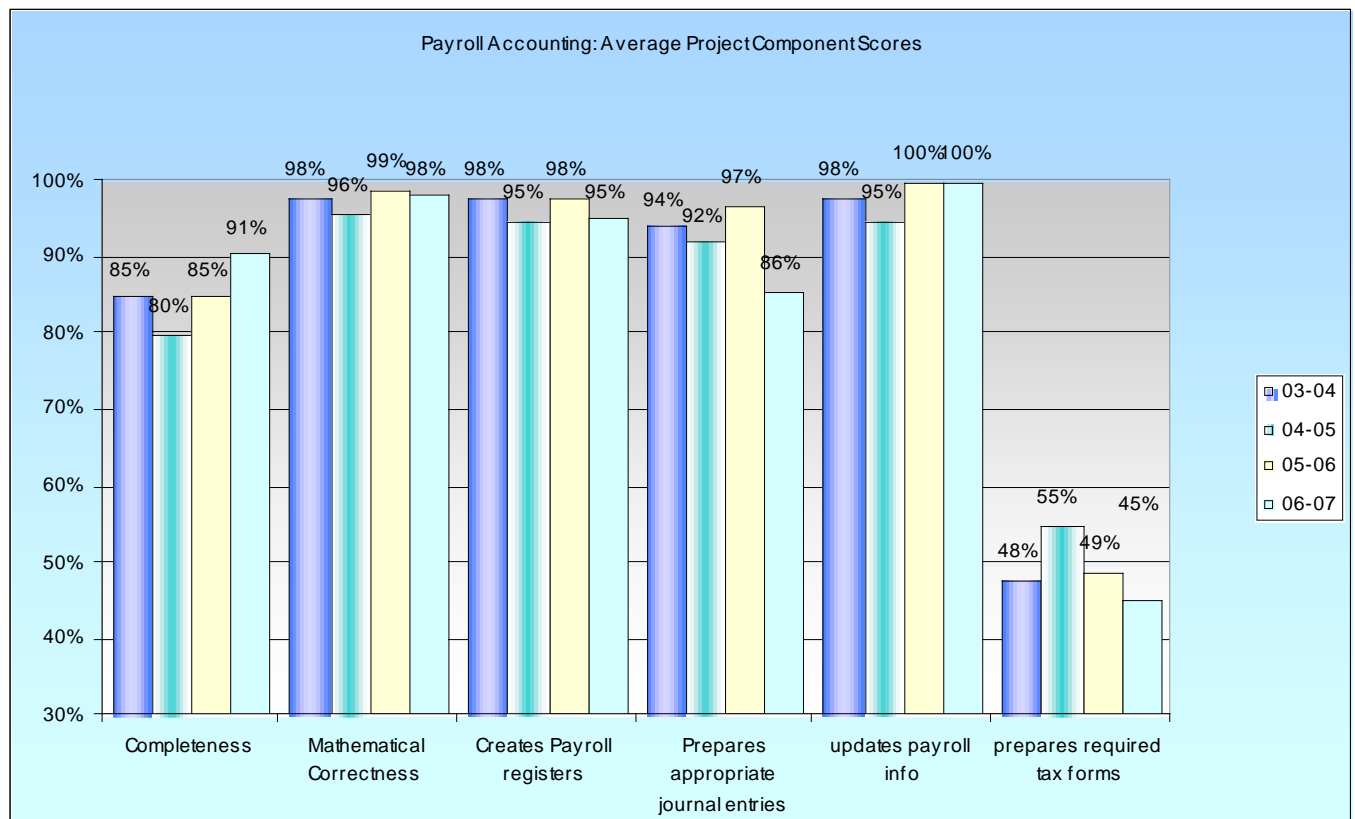
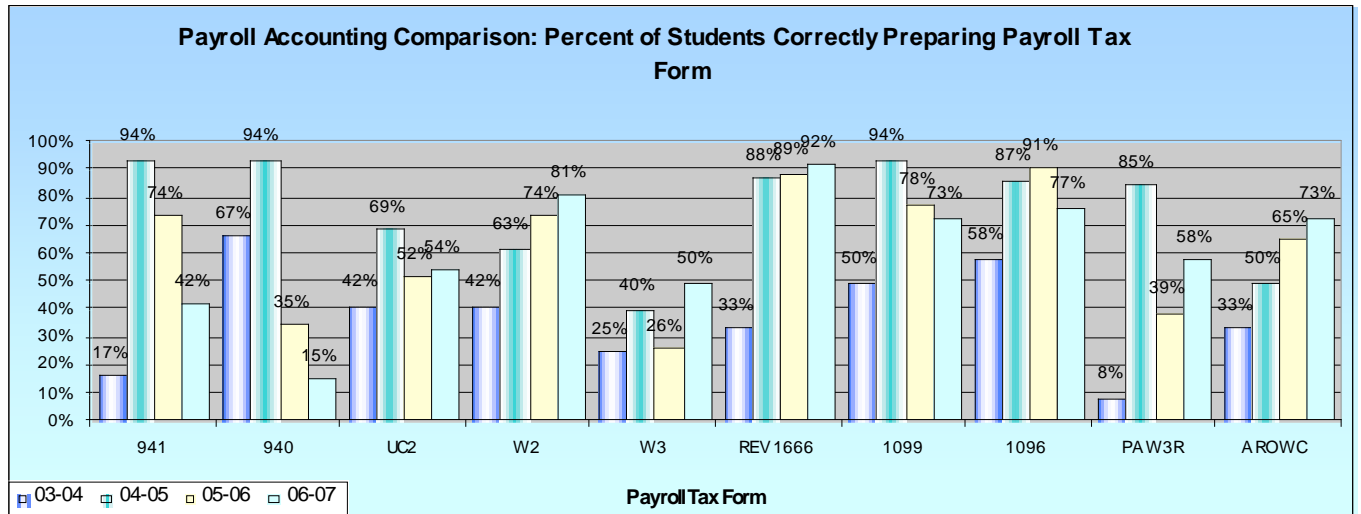


Chart #2-Outcome #3



In the Average Project Component Score (Chart #1) for the Academic school year 2006-2007, students met the benchmark of 80% in the following categories: *Completeness, Mathematical Correctness, Creates Payroll Registers, Prepares Appropriate Journal Entries, and Updates Payroll Info*. The only component that is below benchmark is the *Prepares Required Tax Forms* component. This component has resulted in below average scores for the past four academic years.

Analysis of Results

The benchmark of all students performing at 80% or greater on the payroll project was exceeded in all categories except Prepares Required Tax Forms. Steps taken during 06-07 to strength students’ abilities to prepare payroll tax forms were marginally successful. Students’ performance in preparing tax forms improved on six of the ten forms.

Although the textbook gives examples of each of the forms listed above and students were assigned homework problems requiring many of these forms be prepared, it is still a challenge to get students to complete all requirements. Project points were reallocated to increase the points earned for completing forms, however, several projects were still submitted with incomplete or missing forms. (see “Use of Results”).

Outcome #6: Demonstrate written and oral communication skills as related to accounting.

General Information:

Learning Outcome #6 was also assessed in Payroll Accounting. Students are required to research a current issue related to the study of Payroll Taxes and prepare an oral presentation and written report on their chosen topic. Sample Size - 26

Following are charts showing the average scores for the 26 students' on the Oral Presentation and Written Assignment.

Chart #1-Outcome #6

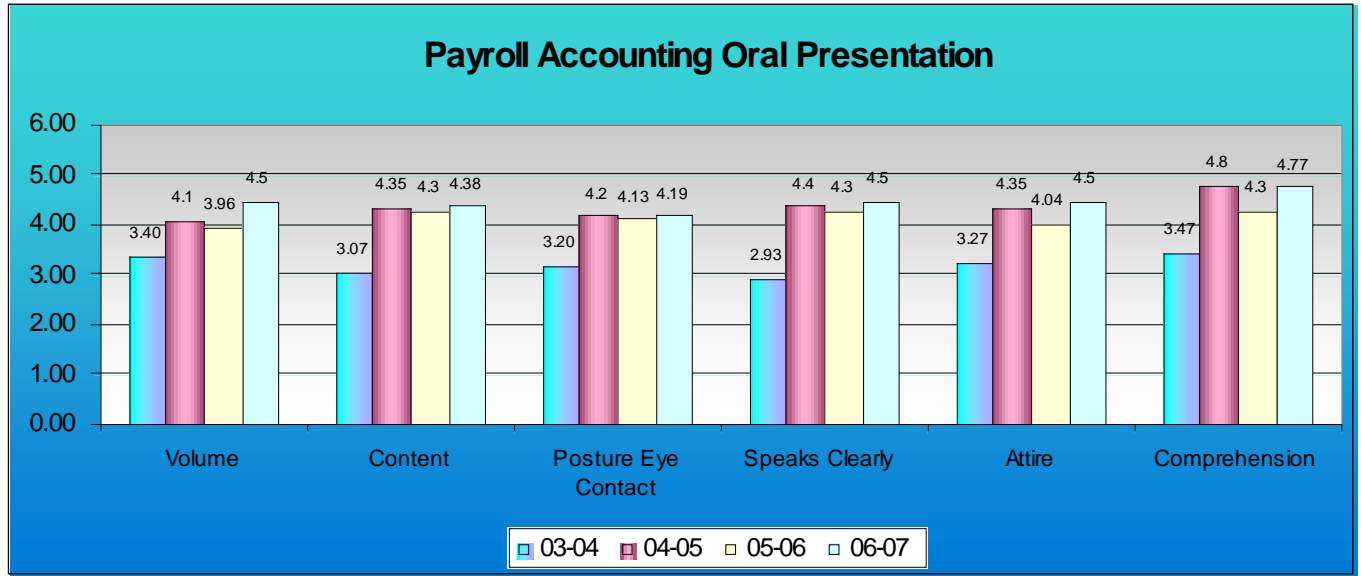
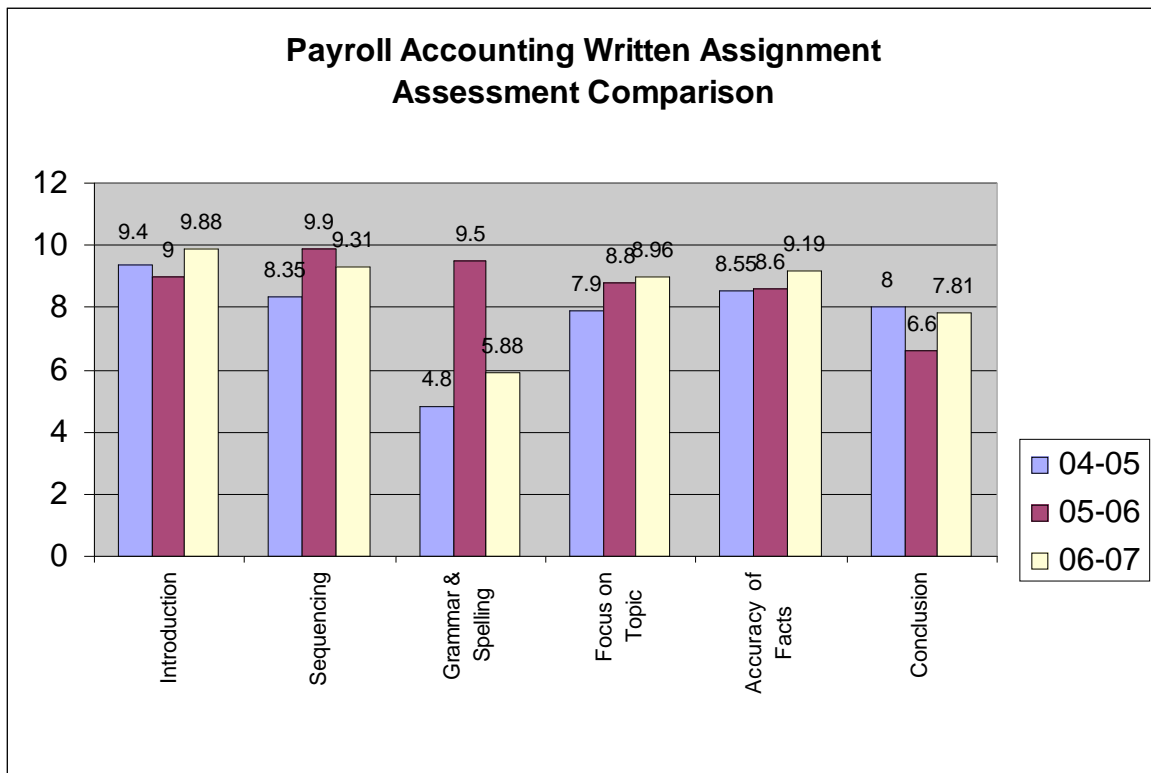


Chart #2-Outcome #6



Analysis of Results

According to the rubric scoring system for the oral communication requirement, the student ratings of 4 (out of 5) or better meet the 80% benchmark set for this outcome. The results shown in Chart # 1 show students performed slightly higher than the previous year.

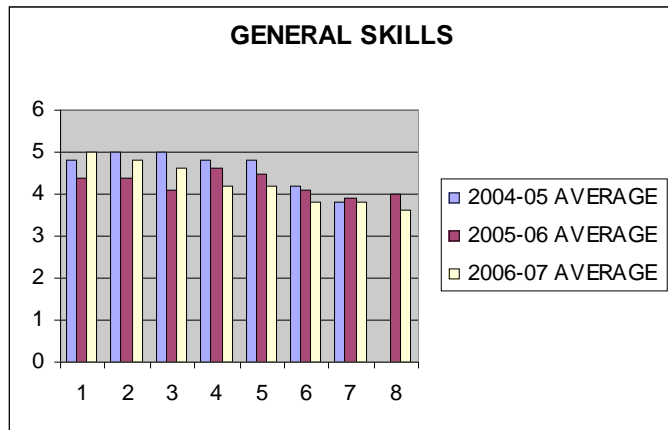
For the written requirement a score of 8 (out of 10) or better meets the 80% benchmark. Students written assignments (Chart #2) met the benchmark in all areas except sequencing and grammar and spelling. Ways of improving these areas will be outlined in the “Use of Results” section of this report.

Outcome #7: Demonstrate an understanding of diversity issues and ethics in accounting.

Within Principles of Accounting I and II, students are assigned homework cases addressing diversity and ethical behavior. These cases are discussed within the classroom. Cost Accounting students explore and discuss the International Management Accountant’s website regarding ethical behavior during the 1st class meeting. Students in Payroll Accounting are encouraged to explore issues in diversity and ethical behavior when completing the course written report requirement.

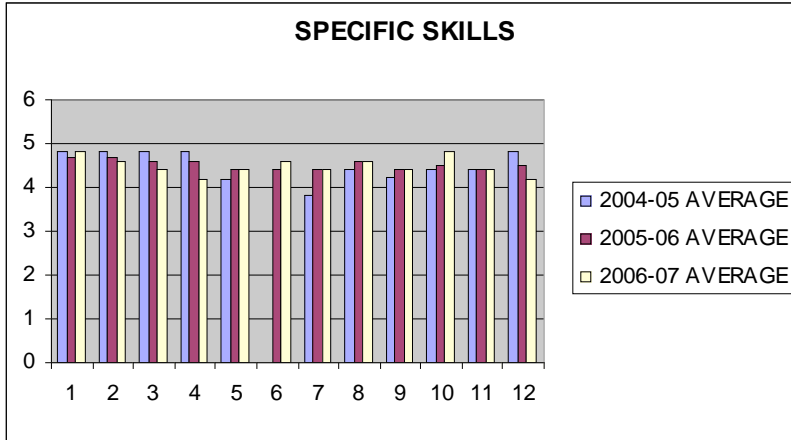
Second method of Assessing Outcomes ACC Accounting Program Graduate Survey

The charts below summarize the results of the graduate student survey sent to Accounting Program graduates.



QUESTIONS CONCERNING GENERAL SKILLS:

1. I experienced a continuum of learning throughout the program.
2. The program met my expectations
3. The knowledge acquired is applicable to my profession.
4. My analytical abilities were enhanced.
5. I sharpened my computer application skills (word, spreadsheets, etc.) **Outcome #7**
6. My oral and written communication skills have improved. **Outcome #6**
7. I increased my understanding of Diversity. **Outcome #7**
8. I increased my awareness of Ethics in the workplace. **Outcome #7**



- QUESTIONS RELATED TO SPECIFIC SKILLS:**
 I have a fundamental knowledge of the following accounting principles:
1. Debits/Credits - **Outcome #1**
 2. Journal Entries - **Outcome #1**
 3. Adjusting Entries - **Outcome #1**
 4. Subsidiary Ledgers - **Outcome #1**
 5. I have the skills to prepare financial statements. **Outcome #2**
 6. I can calculate financial ratios.
 7. I can use the results to analyze financial data. **Outcome #2**
 8. I gained a better understanding of Payroll Accounting. **Outcome #3**
 9. I gained a better understanding of Income Tax Accounting. **Outcome #3**
 10. I gained a better understanding of Cost accounting principles. **Outcome #4**
 11. I can apply Managerial accounting concepts to decision-making. **Outcome #4**
 12. I was adequately trained in the use of a general ledger software package. **Outcome #5**

In 06-07, the questionnaire was sent to 15 graduates from 2005-06 academic years with 5 students responding; one survey was returned marked undeliverable. This compares to the 05-06 survey results with 10 students responding from the graduates of the 04-05 academic year and the 04-05 survey results with 5 students responding from the graduates of the period from 1999-2004.

It should be noted, the survey tool was modified for the 05-06 assessment period.

- Question #7, General Skills (old survey), “I increased my understanding of Diversity” was split into two questions, #7 and #8, on the survey sent 05-06 and 06-07.
 - Question #6, Specific Skills (old survey), “I can calculate financial ratios and use the results to analyze financial data,” was split into two questions, #6 and #7, on the survey sent for 05-06 and 06-07.
- Thus, no comparison for question #8, General Skills, and question #6, Specific Skills, to the data for 04-05.

The highest response was 5-Strongly Agree; the lowest response was 1-Strongly Disagree. Survey results met or exceeded the benchmark of 4, with the exception of question 6, 7 and 8 within the General Skills. This will be addressed in the “Use of Results” section. Overall, the data shows that students responding were generally pleased with the Accounting Program and believed they acquired knowledge applicable to the profession.

E. Use of Results

- 1) It is the intention of the Accounting Department to share the results with all faculty within the department and with the Accounting Advisory Committee.
- 2) The following changes and improvements in curriculum, instruction, and learning are planned:

The assessment of internal and external reporting needs to be expanded to specifically evaluate student performance in this area. At this time, the assessment simply recognizes whether the student has completed the reporting. The poor results may have been caused by the fact several students did not complete this portion of the project. Faculty will review in more depth and, if necessary, give students more direction in completing this step. Handouts or web enhanced practice problems may be considered.

For improving students' knowledge of how to calculate the "quick ratio" within the analysis of financial statements, instructors will be asked to include more practice problems that identify the components of this calculation.

In the area of Payroll Accounting, students will be instructed in the use of government sites to assist in the preparation of payroll tax reports. Additional emphasis will be put on the payroll tax forms by requiring more participating during class time and scheduling special sessions outside of class for assistance in completing the project requirements.

Accounting Faculty will suggest students use the English Department's "Writing Center" to strengthening written communication skills and encourage a draft be submitted to the center for critiquing before completing the final report. Instructor guidelines for the written report will place more emphasis on sentence structure, grammar and spelling.

In addressing the weaknesses resulting from the student survey, faculty will continue to encourage exercises and assignments that involve communication skills. Students will also be assigned more cases that address ethical behavior. Diversity will be a consideration when choosing textbooks for the courses, a priority rating will be given to textbooks with examples of business owners, etc. that clearly denotes a diverse population.

Part II – Assessment PLAN (07-08)

A. Intended Outcomes

same as Part I

B. Identify Assessment Procedures/Methods

First Method of Assessment:

To assess outcomes 1, 2, 4, and 5 the following procedures will be followed:

- Collect the projects from Cost Accounting students in the Fall 2007 Semester and from Principle of Accounting II students in the Fall 07 and Spring 08 Semester.
- Use a rubric that will measure student performance with the outcomes listed.
- Assign a faculty member or accounting professionals to assess the projects.
- Submit results to Institutional Research to summarize and identify strengths and weaknesses of students learning.

To assess outcome 3 the following procedures will be followed:

- Collect Payroll Computerized Projects and Income Tax Projects from students in the Fall 2007 and Spring 2008 Semesters.
- Use a rubric to measure student performance in identifying and applying major provisions of income tax and payroll tax laws and the ability to prepare income tax and payroll tax reports
- Assign a faculty member or accounting professionals to assess the projects.
- Submit results to Institutional Research to summarize and identify strengths and weaknesses of students learning.

To assess outcome 6 the following procedures will be followed:

- Collect the papers from Payroll Accounting students in the Fall 2007 and Spring 2008 Semesters.
- Use a rubric to measure student performance in both oral and written communication.
- Assign a faculty member or accounting professional to assess the projects
- Submit results to Institutional Research to summarize and identify strengths and weaknesses of student learning.

To assess outcome 7 the following procedures will be followed:

- Students will be assigned case studies in Principles of Accounting I and II and Cost Accounting that address diversity and ethical behavior.

Second Method of Assessment: The Accounting Program will assess outcomes #1-7 by distributing a graduate student survey.

C. Benchmarks

The Accounting Department is expecting :

- 1) 100% of the students will score an average of 80 or better on the Dynamic Designs project and the Financial Ratio Analysis Project. (Outcomes 1, 2, 4 & 5)
- 2) 100% of the students will score an average of 80 or better on Oral and Written Projects (Outcome #6)
- 3) 100% of the students will score an average of 80 or better on the Payroll Tax or Income Tax Project (Outcome #3)
- 4) 100% of the students will rate the program acceptable (4) or better on the Graduate Student Surveys.