

B.S. Business – Accounting Option Oregon Tech Assessment Report 2017-18

Program Description and History

The Business – Accounting degree was first offered at OIT 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. The Business – Accounting program was awarded first-time accreditation by the International Assembly of Collegiate Business Educators (IACBE) in 2008, and was reaffirmed in 2016.

Program Highlights

Program Enrollment, Graduation and Employment Rates

The Business – Accounting Option degree is only offered in Klamath Falls. Total enrollment is approximately 21 students. The program graduated 7 students for 2018. The three-year annual starting salaries averaged \$43,500. The program has a 88% success rate (within six months of graduation students are employed or in graduate school).

Industry Relationships

The Business Department maintains an Industry Advisory Board of selected business professionals who agree to serve. The Department and the Board meet twice per year, fall and spring. Discussions center around curriculum design, industry trends, job placement, and current events. The Accounting faculty also maintain relationships with Accounting faculty at Klamath Community College and visit classrooms at KCC and area high schools including Mazama, Tulelake, and Gilchrist. Business Skills Contests/DECA competitions are routinely held at Oregon Tech, and faculty participate in judging contests and working with potential students. Efforts are under way to form an agreement with faculty of business in area high schools where students can not only earn college credit while in high school, but a pathway to fulltime enrollment at Oregon Tech is paved, much like the current STEM&M model. Faculty invite Accounting professionals in the local area to guest speak in the classroom. Many of these guest speakers are alumni of the Accounting program.

Student Learning Experiences

Students have participated in our Senior Project Symposium in the spring. This event highlights our students' work on projects over two terms. Students can speak about their projects and answer questions for those who attend the symposium.

Success Stories

Recent graduates have gone on to graduate school at Northern Arizona University and the University of Oregon. One student went to work for Moss Adams in Yakima, Washington. Many of our recent graduates have gone on to full-time employment with Jeld-Wen here in Klamath Falls. We typically have at least one student interning with Jeld-Wen as well. Current internships locally include Staub Oil, The Oregon Tech Foundation, The Oregon Tech Business Affairs Office, The Oregon Tech Office of Sponsored Projects & Grants Administration, and Molatore & Co CPAs. Our NAU graduate student received job offers from PwC and Clifton Larson Allen. Our University of Oregon student received offers from PwC and Moss Adams. Our students tend to get jobs and have the foundation to pursue professional certification if they choose. Recent graduates have also succeeded in graduate school.

Following are student quotes regarding the program:

“The best things about the accounting major are the professors, course availability and well-rounded in the understanding of the business world as a whole.”

“The Business Management department is top notch and has given me the skills necessary to get an internship – which will hopefully lead to future employment in the accounting profession.”

Program Purpose

Bachelor of Science in Business – Accounting Option Mission

The Business – 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. Graduates of the Accounting option can assess and apply their strengths in accounting.
2. Graduates of the Accounting option can distinguish themselves as effective communicators.
3. Graduates of the Accounting option excel in problem solving.
4. Graduates of the Accounting option model ethical and professional behavior.
5. Graduates of the Accounting option are prepared to pursue professional development opportunities and/or graduate education

Management Department Student Learning Outcomes (SLO)

The Business - Accounting degree consists of the five core Management Department student learning outcomes. Upon completion of this program, Business - Accounting graduates will be able to:

1. Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.
2. Describe the legal, social, ethical, and economic environments of business in a global context.
3. Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.
4. Demonstrate professional communication and behavior.
5. Apply knowledge of business concepts and functions in an integrated manner.

Program Student Learning Outcomes (PSLO)

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

1. Integrate GAAP in Financial Reporting and Analysis.
2. Demonstrate taxation compliance and planning.
3. Apply assurance concepts.
4. Apply managerial accounting concepts.

Assessment Cycle

Assessment Schedule

1. **Oregon Tech’s Essential Student Learning Outcomes:** ESLOs are assessed on a six-year cycle. The ESLO assessment schedule may be found on the Oregon Tech website under Essential Student Learning Outcomes.
2. **Department Level Student Learning Outcomes:** IACBE requires all accredited institutions to complete a Public Disclosure of Student Achievement on an annual basis. In addition, all outcomes are assessed annually, with the full self-study for IACBE core student learning outcomes (Core SLOs 1-5) completed every seven years.

Outcomes:	Direct	Indirect
Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	<ul style="list-style-type: none"> • Case Study • Senior Project 	<ul style="list-style-type: none"> • Senior Exit Survey
Describe the legal, social, ethical, and economic environments of business in a global context.	<ul style="list-style-type: none"> • Case Study • Senior Project 	<ul style="list-style-type: none"> • Senior Exit Survey
Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	<ul style="list-style-type: none"> • Case Study • Senior Project 	<ul style="list-style-type: none"> • Senior Exit Survey
Demonstrate professional communication and behavior.	<ul style="list-style-type: none"> • Case Study • Senior Project 	<ul style="list-style-type: none"> • Senior Exit Survey
Apply knowledge of business concepts and functions in an integrated manner.	<ul style="list-style-type: none"> • Case Study • Senior Project 	<ul style="list-style-type: none"> • Senior Exit survey

3. Program Student Learning Outcomes: Program Based Annual Assessment Schedule and Activity

Outcomes:	Direct	Indirect
Integrate GAAP in Financial Reporting and Analysis	<ul style="list-style-type: none"> • GAAP Project 	<ul style="list-style-type: none"> • Senior Exit Survey
Demonstrate taxation compliance and planning	<ul style="list-style-type: none"> • Tax Return Problem 	<ul style="list-style-type: none"> • Senior Exit Survey
Apply assurance concepts	<ul style="list-style-type: none"> • Auditing exam 	<ul style="list-style-type: none"> • Senior Exit Survey
Apply managerial accounting concepts	<ul style="list-style-type: none"> • Senior Project • Cost Accounting Assignment- Betty's Baskets 	<ul style="list-style-type: none"> • Senior Exit Survey

Evidence of Improvement in Student Learning

Department Level Student Learning Outcomes, Activities and Results

Management Department			
Program Outcomes	Minimal Acceptable Performance	Assessment	Results
Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	80% achieve a rate of 3 or 4	Senior Project N=64	86%
	80% achieve a rate of 3 or 4	Case Study N=82	86.5%
	80% score 4, 5, or 6	Senior Exit Survey N=93	75%
Describe the legal, social, ethical, and economic environments of business in a global context.	80% achieve a rate of 3 or 4.	Senior Project	86%

	80% achieve a rate of 3 or 4	Case Study	90%
	80% score 4, 5, or 6	Senior Exit Survey	90%
Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	80% achieve a rate of 3 or 4.	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	81%
	80% score 4, 5, or 6	Senior Exit Survey	98%
Demonstrate professional communication and behavior.	80% achieve a rate of 3 or 4.	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	97%
	80% score 4, 5, or 6	Senior Exit Survey	100%
Apply knowledge of business concepts and functions in an integrated manner.	80% achieve a rate of 3 or 4	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	84%
	80% score 4, 5, or 6	Senior Exit Survey	100%

- **How did past results compare with this year's results?**

Senior Project: The department has seen ongoing improvement over the last several years with this assessment. During the 2014-15 assessment cycle, the department did not meet any of our learning objectives. Each year this has been slowly improved. This was the first year we have met all the minimal acceptable performance levels for all outcomes.

Case Study: The results from the case study assignment have improved over prior years as well. Similar to senior project, during prior years many areas did not meet the targeted performance levels. This year, all student learning objectives were met at 80% and above.

Senior Exit Survey: The results of this year are similar to past years. Areas of concern for student learning are accounting, marketing, finance and information technology. All other areas connected to the student learning outcomes continue to perform well meeting minimal acceptable performance levels.

- **Can you say the data supports improvements based on the action plan? (i.e. closing the loop).**

Senior Project: The data supports the strategies that we have been employing. Strategies that have been used over the last years have been for faculty teaching senior project to communicate best practices and standards on a regular basis. Faculty have also shared and developed materials that have been shared across the department. Moreover, all faculty, apart from those teaching senior project, are actively working with students to mentor them through the process. For example, Professor Schaeffer mentor's students through the greenbelt process while Professor Yates offers feedback on writing.

Case Study: This past year a more unified approach was planned and implemented by faculty teaching the course related to this assignment. Specifically, two years ago we developed a case study assignment that was related to the business simulation used in the Strategic Management course. This assignment not only requires students to apply the knowledge within the business simulation, but also incorporates prior knowledge from their other

program course work. This past year the professors utilized this same approach rather than creating assignments individually. Like senior project, the interactions of faculty helped to develop a more cohesive approach that focused on the student learning outcomes.

Senior Exit Survey: In the prior year the department adjusted the survey questions to focus on student learning rather than a series of questions focused on the student’s perception of faculty. After making this change, there was no significant changes. Discussion among the faculty showed a concern that the correct wording in the question was still not quite right. Specifically, the question asked students to rate their proficiency in the various student outcomes (i.e. accounting, marketing). Advice from an IACBE representative is that our results are unusual so we want to get the root of this issue.

- **Data-driven Action Plans: Changes Resulting from Assessment**

Senior Project: The faculty would like to find a way to have more than one senior project professor assess the student work. This will allow all faculty to review senior projects and provide feedback for improvement. This will likely be done using a small sample of the projects to discover areas of improvement as well as feedback for faculty teaching senior project courses. These discussions will be conducted in the winter or spring terms within small groups or during a department retreat.

Case Study: The plan for this next year is for the course faculty to continue to discuss their approaches and share ideas for the Strategic Management course and the assignment. As with the senior project refining the approach to this class and assessment may be able to pinpoint areas of improvement.

Senior Exit Survey: Following discussion, the group determined we will make another adjustment to the senior exit survey. Specifically, the word proficiency should be replaced with the word understanding since this will more accurately focus on the question’s intent. The goal of this plan is for at least 80% of students being able to rate their understanding of each of the functional areas of business at a high level (4-6). If this does not work this year, the department will need to drill into these courses to determine specific student concerns.

Program Student Learning Outcomes, Activities and Results

Operations Management			N= 20
Program Outcomes	Minimal Acceptable Performance	Assessment	Results
Integrate GAAP in Financial Reporting and Analysis	80% achieve a rate of 3 or 4	GAAP Project N=8	50%
	80% score 4, 5, or 6	Senior Exit Survey	100%
Demonstrate taxation compliance and planning	80% achieve a rate of 3 or 4.	Tax Return Assignment N=13	80%
	80% score 4, 5, or 6	Senior Exit Survey	100%
Apply assurance concepts	80% achieve a rate of 3 or 4.	Senior Project N=2	100%
	80% score 4, 5, or 6	Senior Exit Survey	100%

Apply managerial accounting concepts.	80% achieve a rate of 3 or 4.	Cost Accounting Assignments – Betty’s Baskets N = 9	100%
	80% score 4, 5, or 6	Senior Exit Survey	100%

- **How did past results compare with this year’s results?**

During the 17/18 year, we only had two students who were enrolled in the senior-level courses we assess. Although, the assessment data for these two students is favorable, a comparison to the 16/17 year is, therefore, not relevant. There were areas where improvement was needed, but by only assessing two students, who did very well on their senior assessments, we cannot assume that our action plan was the cause for improvement. We will delay the comparison and will compare our 18/19 assessment results to our 16/17 year. We have a senior group of 9-10 students this year who will be assessed. This would allow for a better comparison to see if our action plans improved results. Our focus currently, is to get enrollment up to the level where we have a solid cohort per class. We would like to see total enrollment in the accounting program exceed 40 students. Accounting faculty will meet fall term 2018 to develop a strategy to increase enrollment.

- **Can you say the data supports improvements based on the action plan? (i.e. closing the loop).**

According to the 2016/17 report, following are the details of our assessment plan:

Tax Concepts: Using a tax return problem, half the students did not meet proficiency in the areas of Itemized deductions (Schedule A) and Employee Business Expenses. All other criteria on the rubric were met by all students, either as highly proficient or proficient. Action plans are to add additional problems in class and as homework to address Schedule A and Employee Business Expenses since they are closely related. Students will again be evaluated in the 2018/19 year to gauge correction of the issue.

Auditing Concepts: Six out of nine students passed an Auditing and Assurance exam given to students in the Auditing Class. No specific concepts were assessed. Action plans are to expand the rubric to more criteria than a pass/no pass. Assessment will occur again in the 2018/19 academic year.

GAAP Concepts: All students were proficient or highly proficient in the preparation of the first consolidated financial statement in exam form. The first consolidation exam is much easier than the second. Action plans are to use both consolidated financial statement exams as assessment assignments. The second is more rigorous and covers more advanced concepts. The knowledge gained would be beneficial for faculty in our program, especially to see the trend over time with students.

Managerial Accounting Concepts: Since the Cost Accounting sequence was not offered in 2016/17, Senior Project was used to assess in this area. Not all Senior Projects included managerial accounting topics, but those that did were highly proficient in this area. Action plans include to find an assessment assignment and assess this PSLO in the Cost Accounting sequence in 2017/18 where all accounting students will be assessed.

- **Data-driven Action Plans: Changes Resulting from Assessment**

Tax – The tax classes were not offered in the 2017/18 year due to low enrollment. This plan will be implemented in the 2018/19 year.

Auditing - Auditing was not offered in the 2017/18 year due to low enrollment. This plan will be implemented in the 2018/19 year.

GAAP – Advanced Accounting was not offered in the 2017/18 year due to low enrollment This plan will be implemented in the 2018/19 year. GAAP was assessed in the junior level Intermediate Accounting, though. Those results are part of this report.

Managerial Concepts – Students were assessed in the 2017/18 year in the junior level Cost Accounting class. That assessment is part of this report.

Students should be assessed in our senior-level accounting classes in order to capture the most growth in students throughout their education. We did not offer senior classes during 2017/18. With enrollment growth, we should be able to have some continuity in our assessment process. The focus now is to improve enrollment. Later we can try to improve our assessment process.