

# **B.S. Business – Accounting Option Oregon Tech Assessment Report 2018-19**

## **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 Accreditation Council for Business Education (IACBE) in 2008, and was awarded reaffirmation of accreditation in 2016.

## **Program Highlights**

### **Program Enrollment, Graduation and Employment Rates**

The Business – Accounting Option is only offered in Klamath Falls. Total enrollment is approximately 21 students. The program graduated 7 students for 2019. The three-year annual starting salaries averaged \$45,000. The program has an 88% success rate (within six months of graduation students are employed or in graduate school).

### **Industry Relationships**

During this academic year, two public accounting firms, Price Fronk & Co. from Bend and KDP Certified Public Accountants from Medford, inquired about recruiting Oregon Tech graduates. Both are participating at Oregon Tech Career Fairs and other recruiting events. Business Skills Contests/DECA competitions are routinely held at Oregon Tech, and faculty participate in judging contests and working with potential students. 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. Jeld-Wen continues to be a steady employer of graduates and continues to offer internships to our students.

The Accounting faculty have ongoing relationships with Accounting faculty at Klamath Community College and frequently make recruiting trips to KCC accounting classes. During 2018-19, a new partnership called “Jump Into Business” was launched which allows area high school students to earn up to 45 dual credits to apply towards the first year of a Business program at Oregon Tech.

### **Student Learning Experiences**

Accounting students have a two-term senior project experience which allows them to develop accounting solutions for real businesses. 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**

During the 2018-19 academic year, one of our Accounting graduating seniors won the President’s Senior Cup Award. He was a four-year member of the Oregon Tech soccer team, a campus ambassador, member of the Hawaii Club, and did his senior project for our Business Affairs Office. Students continue to gain employment in the local area and beyond. Internships in 2018-19 have led to jobs with Jeld-Wen, Staub Oil, and Carson Oil Company. Other internships recently have been with The Oregon Tech Foundation, The Oregon Tech Business Affairs Office, and The Oregon Tech Sponsored

Projects & Grants Administration. Recent graduates have gone on to work at companies such as ACA Compliance Group in Medford, and have also succeeded in graduate school.

Following are student quotes sharing what they love about the Accounting program:

*The hands-on learning, the difficulty, and how well rounded the degree is.*

*The passion of the professors. The willingness to work with the student. They want to help the students succeed.*

*My advisor was amazing 😊 Hands on elements. Small classes. Friendly campus atmosphere.*

## **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.

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

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

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

### Evidence of Improvement in Student Learning

1. **Department Level Student Learning Outcomes, Activities and Results**

<b>Management Department</b>			
<b>Program Outcomes</b>	<b>Minimal Acceptable Performance</b>	<b>Assessment from 2017-18</b>	<b>Results from 2017-18</b>
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	75%

		N=93	
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%

#### Qualitative Assessment of Senior Project during 2018-19

During 2017-18 the department assessed SLOs using two direct and one indirect method - Case Study (BUS478) and Senior Project, and Student Exit Survey. The results from the qualitative assessment had shown increasing improvements. In 2018-19, all three methods showed that the program met its objectives, therefore during the 2018-19 academic year, the department focused on reviewing the senior project using a qualitative survey. The key themes that came from the assessment included:

- A need to review departmental outcome - *Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.*
- A need to review the senior project rubric to ensure it meets the needs of all programs and is closely tied to our learning outcomes.

#### Department Level Review: Results, Closing the Loop of Prior Action Plans, and Action Plans for this academic year:

- **Senior Project:** The plan for the 2018-19 academic year was to find a way to have more than one senior project professor assess the student's work, allowing all faculty to review senior projects and provide feedback for improvement.
  - **Closing the Loop Activities:** During the 2018-19 academic year, the department faculty focused its assessment efforts on a qualitative review of senior projects. A small sample of projects from each major was compiled. Each faculty reviewed multiple projects and completed a qualitative survey tool that was tied to department outcomes and the senior project rubric. The result of this assessment uncovered two areas that need further exploration:
    - **Senior Project Rubric:** The senior project rubric was either not being utilized or was being used in an inconsistent way. For example, the rubric notes that a literature review will be assessed as part of the senior project. There was some

confusion that not all majors were required to complete a literature review. As such, the department agreed that a team of faculty would review and update the senior project rubric to ensure that it was a scoring tool that could be used across the department. Moreover, all faculty teaching senior project will be trained on the rubric so that they can design their courses to meet the requirements. Lastly, the senior project rubric will be re-mapped to the departmental learning outcomes.

- **Student Learning Outcomes** (Department-level): As part of the senior project review and mapping to the SLOs, the department agreed to also review the SLOs. While a full update is not needed, this is a good opportunity to ensure that the SLOs remain relevant. Since our accreditation body has updated and simplified requirements, this may be an opportunity to map SLOs to IACBE requirements.
- **Action Plans for 2019-20:** During this academic year, the department will review the department's student learning outcomes and the senior project rubric. These will be prepared to be implemented in 2020-21. A full quantitative assessment using the current rubric will be completed during the 2019-20 year.
- **Case Study:** The plan for the 2018-19 year was for the course faculty to continue to discuss their approaches and share ideas for the Strategic Management course and the assignment. As with senior project, refining the approach to this class and assessment may help identify areas of improvement.
  - **Closing the Loop Activities:** The two faculty that teach the Strategic Management class did engage in discussions regarding approaches to the case study assignment. While one faculty incorporates the assessment into one assignment, the other spreads out the components of the assignment over the term. During the 2018-19 academic year, there was no formal assessment of the case study, therefore, there is no data relating to the effectiveness of these approaches.
  - **Action Plans for 2019-20:** In the 2019-20 academic year, a quantitative assessment will be conducted using the new assessment software. This new software may allow for multiple assessors to review the work.
- **Senior Exit Survey:** During the 2018-19 academic year, the faculty proposed an adjustment to the senior exit survey. Specifically, the department wished to replace the word proficiency with the word understanding as this would more accurately reflect the question's intent. The goal was for a minimum of 80% of students to rate their understanding of each of the functional areas of business at a high level (4-6).
  - **Closing the Loop Activities:** The results of the exit survey for the 2018-19 year did meet the 80% threshold for all SLOs with the exception of accounting and finance, which is an improvement from prior years. However, although the word change for the exit survey was reported to the assessment office it was not made in the exit survey, therefore the department was not able to test out this change.
  - **Action Plan for 2019-20:** This change will be submitted again for the 2019-20 assessment year.

## 2. Program Student Learning Outcomes, Activities and Results

Operations Management			N= 20
Program Outcomes	Minimal Acceptable Performance	Assessment from 2017-18	Results from 2017-18
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%

### Program Level Review: Results, Closing the Loop of Prior Action Plans, and Action Plans for this academic year:

- **2018-19 Results:**
- During the 17-18 year there were only two senior students, which is too few for a comparison. During 18-19 there were nine students, however, the department did not assess students in the same way as previously. We plan to assess 2019-20 students similar to the 2016-17 cohort, a cohort similar in size with 8-10 students. The program is working hard to increase enrollment and would like to have a solid cohort of 15-20 students per class. Recruiting activities include visiting KCC, and launching “Jump Into Business.”
- From the 16-17 report, the program planned the following:
  - **Tax Concepts:** Using a tax return problem, half the students did not meet proficiency expectations 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 finding an assessment assignment and assessing this PSLO in the Cost Accounting sequence in 2017-18 where all accounting students will be assessed.

The program implemented many of these action plans but did not directly assess them in 18-19 because of the Senior Project qualitative assessment. We will be able to compare results to 16-17 when we assess in the 19-20 year.

- **Closing the Look Activities:** Although our department chose to focus on a quantitative assessment of senior project this past year, we were not able to collect quantitative assessment data due to the move to a new assessment software. This year the department will be implementing the software to collect assessment data which will require custom reporting due to the complexity of our department's needs. We are hopeful that the university understands the long-term need to support a consistent approach to assessment data collection so we can have meaningful review of results over time.
- **Action Plans for 2019-20:** Actions recommended for this coming assessment period are twofold:
  - **Tax Concepts:** Assign more focused problems to address Schedule A and Employee Business Expenses (although tax laws have greatly changed applicability), in ACC 411, Income Tax Procedures. This assessment will be completed fall 2019. These results will be compared to those of 2016-17.
  - **Auditing Concepts:** Use a revised assessment assignment for auditing concepts. During 2019-20 a case study will be used to assess auditing concepts. This will occur fall 2019 in ACC 435, Auditing. Given the change to the assessment assignment, comparison to 2016-17 will not be as relevant and meaningful.
  - **GAAP Concepts:** Assessment will occur over two consolidated financial statement exams, instead of one as done in previous years. Again, because our measurement is changing, comparison is less relevant. This will occur during winter term 2020, in ACC 431, Advanced Accounting.
  - **Managerial Concepts:** Previous assessment results were very high. Assessment will occur in ACC 320, Cost Accounting I. A project, Betty's Baskets, will be used, along with a new measure, a case study. Previous assessment results with the use of Betty's Baskets project were high. Two assignments will be assessed during 19-20 to show possible weaknesses. These will occur in ACC 320, Cost Accounting I.