

Institutional Effectiveness Report – 2009-2010

Assessment Summary

Academic Department or Division: Accounting and Finance

Degree Program: BBA in Accounting

Contact Person:

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Assessment Cycle: 2009-2010

Mission (Consistent with VSU's mission, and identical to mission statement as published online and in the current VSU catalogs):

The courses in the undergraduate accounting program:

(1) provide an understanding of the importance of accounting systems and financial disclosures for profit-seeking entities and not-for-profit organizations; (2) teach students how to acquire, process, and (3) provide rigorous preparation for accounting careers in industry, analyze information; government, and public practice.

Expected Student Learning Outcomes (identical to outcomes published online and in the current VSU catalogs)

The accounting program is structured to ensure that on graduation, accounting graduates are able to:

1. Demonstrate fundamental knowledge in the functional areas of accounting: financial and managerial reporting, taxation, information systems and auditing.
2. Explain ethical and legal responsibilities of an accounting professional
3. Apply computer technology skills in an accounting context
4. Apply and perform research techniques in an accounting context

The following grid maps the learning outcomes to the accounting courses in which they are assessed:

Major Courses	Area	LO#1	LO #2	LO#3	LO #4
ACCT 3201	Financial Reporting	x		x	x
ACCT 3202	“	x			
ACCT 3400	Managerial Reporting	x			
ACCT 4410	Information Systems	x		x	
ACCT 4500	Taxation	x	x		x
ACCT 4800	Auditing	x	x		

Assessments/Measures (include how, when, and to whom these are administered, and align outcomes with specific assessments or measures):

Major LOs #1, 3 and 4 were assessed in applicable upper level division courses during the 2009-2010 academic year using specific -course related learning outcomes. A learning outcome was satisfied if students were able to achieve a score of 70% or better.

Learning Outcome #1

A discussion of the each functional area's assessment follows:

Financial Reporting

This functional area was assessed in ACCT 3201 during the current assessment cycle.

The learning outcomes are:

1. Students will analyze business activities to determine how information about the effects of those activities should be recorded in the accounting information system and how that information should be presented in a company's financial statements.
2. Students will demonstrate an understanding of the similarities and differences between U.S. GAAP and International Financial Reporting Standards (IFRS), and demonstrate an awareness of the implications of the impending convergence between U.S. GAAP and IFRS.

Results – Students achieved scores of 59% and 67% respectively; therefore, the outcome was not achieved.

Managerial Reporting

This functional area was not assessed during the current cycle but will be assessed in the 2010-11 cycle.

Information Systems

All learning outcomes were achieved in the 2008-9 assessment cycle so this functional area was not assessed during the current cycle.

Taxation

This functional area was assessed in ACCT 4500 during the spring 2010 semester. Rather than a sample, the entire population was assessed. The BlazeView class management system was used to assess results of chapter quizzes. Some topics were assessed by more than one quiz. The BlazeView system provides the percentage of students who correctly answered each question on a quiz and a class mean for the quiz.

The course related learning outcomes are:

1. Students will be able to identify and record the elements of gross income
2. Students will be able to identify and record allowable deductions and credits
3. Students will be able to explain and record the capital gain transactions
Students will be able to apply tax concepts to unstructured problems and correctly determine taxable income

Results

A discussion of each learning outcome follows:

1. Gross income. Students improved from 54% in 2008 to 65% in 2009. In 2010, 78.3% of the students correctly answered the five questions from Ch. 4-Gross Income Inclusions. Eighty percent of the students correctly answered the five questions from Ch. 5-Gross Income Exclusions.

2. Allowable deductions. Student performance dropped from 77% in 2008 to 55% in 2009. In 2010, 70% of the students correctly answered the five questions from Ch. 9-Employee Deductions. Seventy-nine percent of the students correctly answered the five questions from Ch. 10-Itemized Deductions.
3. Capital gains/losses. Student performance dropped from 54% in 2008 to 55% in 2009. In 2010, 87.8% of the students correctly answered two questions from Ch. 3-Tax Determination and Property Transactions. Only 65% of the students correctly answered the five questions from Ch. 7-Deductions & Losses.
4. Unstructured problems. Students improved from 46% in 2008 to 55% in 2009. The mean was 23 (66%) and the mode was 28 (80%) of 35 possible points. In 2010, the cumulative problem from the final exam was used to assess the ability of students to correctly answer an unstructured problem. The class mean on the problem was 82.7%.

Auditing

All learning outcomes were achieved in the 2008-9 assessment cycle so this functional area was not assessed during the current cycle.

Learning Outcome #3

This learning outcome was assessed in ACCT 3201 during the current assessment cycle.

The specific learning outcome is:

- Students will utilize appropriate technologies, including spreadsheet software, word processing software and online professional research tools (e.g., the FASB Accounting Standards Codification), to solve problems in a business environment.

Results – The learning outcome was satisfied since students achieved an average score of 95%.

Learning Outcome #4

This learning outcome was assessed in ACCT 3201 during the current assessment cycle.

The specific learning outcome is:

- Students will conduct research to determine how to resolve business dilemmas in a manner that is both ethical and also consistent with Generally Accepted Accounting Principles (GAAP), and express their conclusions in written form.

Results - The learning outcome was satisfied since students achieved an average score of 87%.

2009-2010

- Assessment Results (submit an electronic file of aggregate data collected in the appendix):

Students continued to show improvement in the functional knowledge areas of financial accounting, and taxation (Major LO #1). The other functional knowledge areas will be assessed in the next assessment cycle.

Students successfully applied computer technology skills in an accounting context (LO #3), and applied and perform research techniques in an accounting context (LO #4).

The detailed assessment results are provided in an appendix

- Discussion/Dissemination of Results (assurance of transparency):

The information systems and auditing areas were not assessed this cycle since learning outcomes were achieved in prior assessments and no program modifications were made. The managerial accounting area was not assessed to allow provide additional time to implement course modifications. Students continue to show improvement in the financial accounting and taxation areas. In addition, the taxation course instructor noted that the improvement over the 2008 and 2009 assessment cycle and attributes it to the steps taken in 2010 which improve learning in all subject areas except capital gains and losses.

- Modifications Made:

The financial accounting instructor will continue to emphasize the weaker assessment areas in class discussions and exercises. Also, the managerial accounting instructor will continue to use an additional class exercise to reinforce the major points surrounding the weaker assessment area (allocated joint costs).

In the taxation area, the instructor is making the following adjustments for spring 2011 – More homework problems that include capital transactions. Students seemed to grasp the concept in tax formula and determination chapter (Ch. 3), but became lost when losses from businesses, rental property, hobbies, and casualties were introduced. The course instructor will try to compare and contrast these gains/losses to help students understand this critical topic.

No program level changes are deemed necessary at this time.

Dept. Head/ Director	Date	Dean	Date	VPAA	Date
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Adapted from: University of Alabama SACS site (<http://sacs.ua.edu/degreeInfo2.cfm?college=2&dept=50>) and

University of Western Kentucky SACS Accreditation Review Process (<http://www.wku.edu/sacs/assessmentmanual.htm>)