

Institutional Effectiveness Report – 2010-2011

Assessment Summary

Academic Department or Division: Accounting and Finance

Degree Program: BBA in Accounting

Contact Person:

Email: Dr Len Weld

Phone: 229-333-5967

Assessment Cycle: 2010-2011

Expected Student Learning Outcomes/Goals from 2010-11 Institutional Effectiveness Plan:

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

Measures (provide a specific measure of success - how will you know when you have achieved your goals?)

Major LOs #1 was assessed in applicable upper level division courses during the 2010-11 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.

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

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

Major Courses	Accounting 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		

LO #1 - Financial Reporting, Managerial Reporting and Taxation were the areas expected to be emphasized in this reporting cycle. Taxation was the only area assessed due to personnel resignations in the financial and managerial areas. Therefore, the assessment in these areas was deferred to the next assessment cycle. Also, emphasis was placed on the MAcc assessment since it is a new program in the academic unit.

LOs 2-4, were deferred to the next assessment cycle due to favorable outcomes in the previous cycle.

Data/Evidence Results (qualitative or quantitative summary; raw data should be included in an attachment):

Learning Outcome #1

Taxation

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 following categories were used to assess basic knowledge:

1. Identify elements of Gross Income.
2. Identify allowable deductions.
3. Understand the treatment of capital gains and losses.
4. Correctly calculate taxable income in an unstructured problem.

A discussion of each learning outcome follows:

1. Gross income. 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. A similar quiz was used in 2011. For Ch. 4-Gross Income Inclusions, the mean correct response was 70% with a median of 80%. A question asking which item was excluded from income caused the most incorrect answers. The mean for the question was only 39%. Many students believed that income received by a 10 year old child was excluded. For Ch. 5-Gross Income Exclusions the mean correct was 81% with a median of 80%. Several students incorrectly believed that cash dividends are only taxed if accumulated earnings and profits are zero, which is the opposite of the correct answer. The mean on that question was 32%.
2. Allowable deductions. In 2010, 70% of the students correctly answered the questions from Ch. 9-Employee Deductions. Seventy-nine percent of the students correctly answered the questions from Ch. 10-Itemized Deductions. In 2011, the mean correct for Ch. 9 was 84% with a median of 80%. The most common mistake was incorrect calculation of deductible moving expenses. For Ch. 10, the mean correct was 85% and the median was 100%. Two minor problems were interest on home equity loans and nursing home expense deductions.
3. Capital gains/losses. 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 questions from Ch. 7-Deductions & Losses. In 2011, 95% and 91% correctly answered the two questions from Ch. 3. The mean for students correctly answering the questions from Ch. 7-Deductions & Losses was 63% and a median of 64%. The lowest correct response (25%) was on netting gains and losses. In 2011, I added an additional cumulative Capital Gains & Losses quiz at the end of the semester. The correct response mean was 92%. The lowest correct mean was 72% on a question about tax rates on short-term gains.
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%. Once again is used a cumulative final exam problem to assess students' ability to solve an unstructured problem. The mean score was 85%.

Use of Results to Make Improvements (provide a brief explanation for each instance of usage of results to make improvements, clearly connecting each to data/evidence results above)

Taxation: The improvement over 2010 is gratifying. Students perform exceptionally well in almost all areas. The concepts presented in Ch. 7 (bad debts, casualty losses, worthless securities, thefts, NOLs) still are confounding students. The steps taken in 2011 to improve learning helped in other areas. The end of the semester review/quiz over capital gains and losses helped clarify that issue. Planned steps for 2012 include:

1. Continued focus on capital transactions.
2. Students became lost when Ch. 7 (Deductions & Losses) losses from securities, bad debts, casualties, and NOLs were introduced. The instructor will try to compare and contrast these gains/losses to help students grasp these critical topics.

No program level changes are deemed necessary at this time.

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Dept. Head/ Director	Date	Dean	Date	VPAA	Date