

**ASSESSMENT REPORT, DEPARTMENT OF ACCOUNTING AND INFORMATION SYSTEMS, 2002-2003 (ACCOUNTING PROGRAM)**

<b>Mission statement/goals</b>	<b>Intended outcomes</b>	<b>Assessment methods</b>	<b>Data collected</b>	<b>Use of results</b>
<p>To provide high-quality accounting preparation for professional careers in public accounting, industry, and other organizations</p> <p>1. Provide accounting and business knowledge and skills, along with general education, needed for career development</p>	<p>1a. Achieve the School's learning objectives.</p> <p>1b. The accounting score on the Business Field Exam from ETS will be at or above the 75<sup>th</sup> percentile.</p> <p>1c. The first-time pass rate on the CPA exam will be equal to the average of our peer institutions in the intermountain region.</p> <p>1d. Accounting graduates will be placed in accounting careers.</p> <p>1e. Alumni are satisfied with the knowledge and skills acquired in the program, and employers are satisfied with the knowledge and skills of our graduates</p>	<p>1a. Student evaluations each semester, annual exit interviews with graduating students, regular reviews of the accounting curriculum, including an analysis of knowledge and skill requirements in the profession</p> <p>1b. Seniors in a capstone management course (MGMT 4950) take the ETS field exam each semester</p> <p>1c. First-time pass rate statistics published by AICPA analyzed annually</p> <p>1d. Placement data collected from exit interviews and by Career Services</p> <p>1e. Focus-group interviews of graduating students, surveys of graduates, and surveys of employers on a 3-year rotating schedule.</p>	<p>1a. The average score on teaching effectiveness was 4.03 for the dept and 4.25 for the School. Summaries of the evaluations were sent to each faculty member each semester (17Jan 03 &amp; 16May03). Exit interviews indicate learning objectives are being met (7May03). Surveys indicate a need to emphasize communication skills. Recent accounting scandals indicate a need for more ethics ed.</p> <p>1b. The accounting score was in the 93<sup>rd</sup> percentile.</p> <p>1c. The rate was analyzed by the dept assessment committee. Our most recent pass rate was 11%. The peer rate was 15%.</p> <p>1d. Nearly all of the MAcc grads were placed. Data from exit interviews are still being analyzed. Due to a business downturn, KPMG did not recruit on campus.</p> <p>1e. Surveys indicate a need for improved communication skills.</p>	<p>1a. Results of evaluations, exit interviews and employer surveys were distributed to faculty and discussed in dept meetings. Faculty members were encouraged to make appropriate adjustments. Com skills were re-emphasized with positive results. An ethics course (MGMT 4200 was added to business core, and ethics was re-emphasized in courses (memo 15 Nov 02).</p> <p>1b. The score was reported in fall meeting. No corrective action indicated.</p> <p>1c. ACCT 6600 was modified to cover more CPA exam material.</p> <p>1d. The Dept PR committee is making some effort to encourage KPMG to recruit on campus.</p> <p>1e. Com skills were re-emphasized; significant improvement was indicated in several courses.</p>
<p>2. Foster career development through the professional accountancy club, internships, service learning (e.g., VITA), competitions, and visits to employers</p>	<p>Relevant development experiences through club activities, internships, VITA, competitions, and employer visits</p>	<p>An internship report from each intern. Written summaries of VITA, competitions, and club activities reported annually in department meeting.</p>	<p>Internship reports have been submitted. The value of internships was noted by Advisory Board (21 Apr 03). VITA and club activities were reported in Apr dept meeting. Due to the Andersen collapse, the tax challenge was transferred to another CPA firm that did not offer it to small schools.</p>	<p>PAC and VITA continue to be excellent learning and preparation experiences. We will continue to encourage student participation. A PAC web page was created this year. Dept curriculum committee will consider making internships mandatory. The dept PR committee is exploring ways to qualify for the new tax challenge.</p>
<p>3. Enrich the educational experience of students in the classroom by advancing knowledge, and disseminating intellectual contributions</p>	<p>Relevant intellectual contributions by tenured and tenure-track faculty members</p>	<p>An annual performance report on scholarly activities prepared by each faculty member, including an explanation of how scholarly activity has influenced teaching</p>	<p>The average number of peer-reviewed items increased from 1.6 to 2.7, and an increase in co-authored papers was noted (10 Apr 03 memo). The correlation between teaching effectiveness and research was 0.68.</p>	<p>Pub data were reported to faculty. Co-authored pubs were encouraged. A point system for ICs was approved by faculty on 22 Apr 03. Dev plans for Merrill and Jensen include time-phased goals for publications.</p>
<p>4. Provide relevant examples for use in the classroom by service activities</p>	<p>Relevant service activities by tenure and tenure-track faculty members</p>	<p>An annual performance report on service activities, including an explanation of how service activity has influenced teaching</p>	<p>The average number of service activity increased, possibly due to the numerous self-study reports this year (10 Apr 03 memo).</p>	<p>Faculty members were encouraged to provide more professional service activities.</p>

**ASSESSMENT PLAN, DEPARTMENT OF ACCOUNTING AND INFORMATION SYSTEMS, 2002-2003 (INFORMATION SYSTEMS PROGRAM)**

<b>Mission statement/goals</b>	<b>Intended outcomes</b>	<b>Assessment methods</b>	<b>Data collected</b>	<b>Use of results</b>
To prepare quality information systems professionals for supervisory roles in information systems management, or secondary education teachers in information systems	<p>Every IS student will (1) exit the program with at least one software certification, (2) be proficient in programming in one language, (3) understand the business environment and how information systems support and enhance it, (4) be able to work in a large format database environment, and (5) have the ability to complete a systems analysis and design project independently</p> <p>Every IS student with a teacher education focus will exit the program fully licensed in all the field areas of business and information systems.</p> <p>Relevant post-graduate employment</p>	<p>Student evaluations, certification tests, exit interviews, focus-group interviews of graduating students, surveys of graduates, and surveys of employers on a 3-year rotating schedule.</p> <p>Number of graduates licensed to teach IS or Business Education.</p> <p>Placement data collected from exit interviews and by Career Services</p>	<p>The mean score on teaching effectiveness for IS faculty was 3.71. The mean for the School was 4.25. Student evaluations and interviews indicate dissatisfaction with certification fees, professor knowledge of IS, and upper-division IS courses. Certification pass rates were favorable for those who took the test. Exit interviews indicate that the School's learning objectives are being met. Surveys of graduates indicate a need for improved communication skills</p> <p>We had no IS-ed and only two business-ed graduates</p> <p>Summaries of exit interviews were distributed to IS faculty (8 May 03). Several grads indicated they already had jobs.</p>	<p>An alternative testing method was established for students not wanting MS certification. A dev. plan for Dr. Cunningham includes post-grad work in IS. Dr. Barrett is taking post-grad training in Oracle, and certified in MOS-ACCESS and Network+ this year. The IS curriculum is being revised. Oral and written skills will be re-emphasized.</p> <p>IS faculty were asked to use the information to identify opportunities for improving the pedagogy, IS courses, and IS curriculum, as appropriate.</p>
Foster career development through the service learning and internship experiences	Relevant development experiences through internships, service learning, and employer visits	An internship report from each intern	Reports collected. Analysis in process.	Seek additional opportunities for internships and service learning. Dr. Cunningham has requested a grant for developing student projects.
Enrich the educational experience of students in the classroom by advancing knowledge, and disseminating intellectual contributions	Relevant intellectual contributions by tenured and tenure-track faculty members	An annual performance report on scholarly activities prepared by each faculty member, including an explanation of how scholarly activity has influenced teaching	The average number of peer-reviewed items for IS faculty was 2.0, the same as the previous year. (10 Apr 03 memo).	Publication data were reported to each faculty member. Co-authored papers were encouraged. New goals for intellectual contributions were approved by faculty on 22 Apr 03. A dev plan for Dr. Cunningham includes time-phased goals for publications.
Provide relevant examples for use in the classroom by service activities	Relevant service activities by tenure and tenure-track faculty members	An annual performance report on service activities, including an explanation of how service activity has influenced teaching	The average number of service activity increased, possibly due to the numerous accreditation reports this year (10 Apr 03 memo).	Faculty members were encouraged to provide more professional service activities.