

**ASSESSMENT PLAN, DEPARTMENT OF ACCOUNTING AND INFORMATION SYSTEMS, 2003-2004 (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. (Bachelor degree only)</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. (MAcc only)</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. <u>Student evaluations</u> each semester, annual <u>exit interviews</u> with graduating students, periodic <u>reviews of the accounting curriculum</u>, including analysis of KSAs required in the profession</p> <p>1b. Seniors in a capstone management course (MGMT 4950) take the <u>ETS field exam</u> each semester (Undergraduate only)</p> <p>1c. <u>First-time pass rate</u> statistics published by AICPA analyzed annually (MAcc only)</p> <p>1d. <u>Placement data</u> collected from exit interviews and by Career Services</p> <p>1e. <u>Focus-group interviews</u> of graduating students, <u>surveys of graduates</u>, and <u>surveys of employers</u> on a 3-year rotating schedule (SOB assessment plan)</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 <u>internship report</u> from each intern and intern employer. Written <u>summaries</u> of VITA, competitions, and club activities reported annually in department meeting.</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 <u>annual performance report</u> on scholarly activities prepared by each faculty member, including an explanation of how scholarly activity has influenced teaching</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 <u>annual performance report</u> on service activities, including an explanation of how service activity has influenced teaching</p>		

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<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) have a basic knowledge of computer programming, (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><u>Student evaluations, certification tests, exit interviews, focus-group interviews</u> of graduating students, <u>surveys of graduates</u>, and <u>surveys of employers</u> on a 3-year rotating schedule (SOB assessment plan)</p> <p><u>Number of graduates licensed</u> to teach IS or Business Education.</p> <p><u>Placement data</u> collected from exit interviews and by Career Services</p>		
Foster career development through the service learning and internship experiences	Relevant development experiences through internships, service learning, and employer visits	An <u>internship report</u> from each intern and the intern's employer		
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 <u>annual performance report</u> on scholarly activities prepared by each faculty member, including an explanation of how scholarly activity has influenced teaching		
Provide relevant examples for use in the classroom by service activities	Relevant service activities by tenure and tenure-track faculty members	An <u>annual performance report</u> on service activities, including an explanation of how service activity has influenced teaching		