

ASSESSMENT REPORT, DEPARTMENT OF ACCOUNTING AND INFORMATION SYSTEMS, 2003-2004 (ACCOUNTING PROGRAM)

Mission statement/goals	Intended outcomes	Assessment methods	Data collected	Use of results
<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 75th 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, and <u>enrollment data</u>.</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>1a. The average score on teaching effectiveness improved from 4.03 last year to 4.32. The average scores on each learning objective exceeded 3.0, indicating that objectives were met. Student comments were consistent with the scores.</p> <p>1b. The accounting score was above the 85th percentile.</p> <p>1c. The most recent pass rate was 5.9 percent, the lowest in five years.</p> <p>1d. The non-placement rate of 4% was 2% lower than the state's unemployment rate. Enrollment is down from previous years.</p> <p>1e. Surveys and meetings with employers indicate satisfaction with our graduates.</p>	<p>1a. Summaries were sent to faculty on 7 Jan, 10 May, and 24 May. Teaching effectiveness was highly correlated to clear objectives and organized discussions. The faculty was encouraged to have clear objectives and organized classroom discussions. Learning objectives specific the MAcc program were established in December. Previously, the MAcc and MBA programs had common objectives.</p> <p>1b. No corrective action indicated.</p> <p>1c. The CPA exam content in several mandatory MAcc courses was strengthened, especially ACCT6600.</p> <p>1d. Strategies to increase enrollment were discussed (18 Mar memo). A procedure to grant credit for high school accounting was established.</p> <p>1e. We will continue to work with employers through the PAC and at career fairs to foster positive relationships.</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>There were 43 accounting internships for 2003-2004. 41 students prepared 545 tax returns in the VITA program. There were no tax competitions. PAC was very active, with several meetings each semester and visits to employers. PAC officers and the faculty advisor were very active this year.</p>	<p>No change indicated. Internships continue to be important for learning and placement. McGladrey and Pullen established a one-day "shadow" program. VITA is an effective service learning program, and PAC is useful for placement. Faculty involvement is critical for the success of PAC and VITA.</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>Annual performance reporting was changed to September. An analysis of resumes shows that one faculty member is not active, and he retired this spring.</p>	<p>No corrective action indicated. The faculty was encouraged to work together on relevant research projects (Department meetings 21 Aug and 9 Jan)</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>	<p>Annual performance reporting changed to September.</p>	<p>Faculty will be encouraged to provide relevant professional service.</p>

ASSESSMENT REPORT, DEPARTMENT OF ACCOUNTING AND INFORMATION SYSTEMS, 2003-2004 (INFORMATION SYSTEMS PROGRAM)

Mission statement/goals	Intended outcomes	Assessment methods	Data collected	Use of results
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>	<p>Average evaluation scores ranged from 3.08 to 4.44. There was one full-time instructor (Cunningham) and one adjunct (Harris). Exit interviews in the fall indicated a modest satisfaction with the IS program, but frustration with the lack of highly-qualified instructors in the upper-division IS courses.</p> <p>There were 26 IS graduates, and 4 Business Education graduates.</p> <p>Not collected.</p>	<p>Student evaluations were discussed with each faculty member. Each was encouraged to improve effectiveness by having clear objectives and organized classroom discussions. A national search for an IS faculty member qualified in database failed to find any one who was willing to come here. One reason was the uncertainty concerning the future location of the IS degree. <u>The IS program will be moved to a new department and college in Jul 04.</u></p> <p>The full-time instructor of the Business Ed. courses will retire this spring. She will be replaced with an adjunct instructor.</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	There were only three IS internships for 2003-2004.	The IS internships have largely been with SUU. To better leverage the internships into jobs, finding internships outside of SUU is necessary.
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	Dr. Cunningham is active in pedagogy research, but made presentations as IS conferences.	Dr. Cunningham is developing his expertise in IS by taking doctoral classes from USU. Another IS faculty member is needed.
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	Annual performance reporting was changed to September. However, student evaluations indicate that Dr. Cunningham effectively used his e-business experiences to supplement his classroom discussions.	No corrective action indicated. Relevant consulting activities are encouraged.