

# **B.S. Business – Accounting Option**

## **Oregon Tech Assessment Report**

### **2019-20**

#### **Program Description and History**

The Business – Accounting degree was first offered at OIT in 1995, and provides students with a background in general business, financial accounting, tax accounting and managerial accounting principles. It is designed to prepare students for careers in both public and private accounting. The degree also provides students with the accounting coursework required to sit for the Certified Public Accountant (CPA) exam and for the Certified Management Accountant (CMA) exam. The Business – Accounting program was awarded first-time accreditation by the International Accreditation Council for Business Education (IACBE) in 2008 and was awarded reaffirmation of accreditation in 2016.

#### **Program Highlights**

##### **Program Enrollment, Graduation and Employment Rates**

The Business – Accounting Option is only offered in Klamath Falls. Total enrollment is approximately 8 students. The program graduated 5 students for 2020. The three-year annual starting salaries averaged \$46,000. The program has a 94% success rate (within six months of graduation students are employed or in graduate school).

##### **Industry Relationships**

During this academic year, two public accounting firms, Price Fronk & Co. from Bend and KDP Certified Public Accountants from Medford participated in our Career Fair. Interfor also participated in our Career Fair and hired an OIT accounting student to intern during summer 2020. He has been offered full-time employment upon graduation in June 2021. Jeld-Wen also hired an accounting senior to intern and this student has the opportunity to continue full-time. Business Skills Contests/DECA competitions are routinely held at Oregon Tech, and faculty participate in judging contests and working with potential students. Faculty invite Accounting professionals in the local area to guest speak in the classroom. Many of these guest speakers are alumni of the Accounting program. Jeld-Wen continues to be a steady employer of graduates and continues to offer internships to our students. The

Accounting faculty have ongoing relationships with Accounting faculty at Klamath Community College and frequently make recruiting trips to KCC accounting classes. Our new partnership agreement with high schools, “Jump Into Business” is continuing to develop and has started to bring in high school students to Oregon Tech. Seven high schools now participate. Highschool students may also earn up to 45 dual credits to apply towards the first year of a Business program at OT. We have also secured an accounting alumnus to be a member of our departmental advisory board.

##### **Student Learning Experiences**

Accounting students have a two-term senior project experience which allows them to develop accounting solutions for real businesses. Students have participated in our Senior Project Symposium in the spring. This event highlights our students’ work on projects over two terms. Students can speak about their projects and answer questions for those who attend the symposium. Covid-19 has altered and diffused this showcase this year, but we anticipate the symposium to be back to normal soon.

##### **Success Stories**

During the 2019-20 academic year, we had one student secure a position with Jeld-Wen. We also had a student return after 18 years to finish and she graduated in June 2020. We had one student intern

with Interfor, and he has secured full-time employment as well as an offer to fund his graduate degree program after graduation in June 2021.

Following are student quotes sharing what they love about the Accounting program:

- *They're the best.*
- *Being accepted back after so long and it's like I never left!*

## **Program Purpose**

### **Bachelor of Science in Business – Accounting Option Mission**

The Business – Accounting Option provides students with accounting education sufficient to enable students to be successful professionals, to pursue graduate education, and to pursue professional certification if they so choose.

### **Educational Objectives**

1. Graduates of the Accounting option can assess and apply their strengths in accounting.
2. Graduates of the Accounting option can distinguish themselves as effective communicators.
3. Graduates of the Accounting option excel in problem solving.
4. Graduates of the Accounting option model ethical and professional behavior.
5. Graduates of the Accounting option are prepared to pursue professional development opportunities and/or graduate education

### **Management Department Student Learning Outcomes (SLO)**

The Business - Accounting degree consists of the five core Management Department student learning outcomes. Upon completion of this program, Business - Accounting graduates will be able to:

1. Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.
2. Describe the legal, social, ethical, and economic environments of business in a global context.
3. Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.
4. Demonstrate professional communication and behavior.
5. Apply knowledge of business concepts and functions in an integrated manner.

### **Program Student Learning Outcomes (PSLO)**

Upon completion of this program, Accounting graduates will be able to:

1. Integrate GAAP in Financial Reporting and Analysis.
2. Demonstrate taxation compliance and planning.
3. Apply assurance concepts.
4. Apply managerial accounting concepts.

## **Assessment Cycle**

### **Assessment Schedule**

1. **Oregon Tech's Essential Student Learning Outcomes:** ESLOs are assessed on a six-year cycle. The ESLO assessment schedule may be found on the Oregon Tech website under Essential Student Learning Outcomes.
2. **Department Level Student Learning Outcomes:** IACBE requires all accredited institutions to complete a Public Disclosure of Student Achievement on an annual basis. In addition, all outcomes are assessed annually, with the full self-study for IACBE core student learning outcomes (Core SLOs 1-5) completed every seven years.

<b>Outcomes:</b>	<b>Direct</b>	<b>Indirect</b>
Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>
Describe the legal, social, ethical, and economic environments of business in a global context.	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>
Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>
Demonstrate professional communication and behavior.	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>
Apply knowledge of business concepts and functions in an integrated manner.	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit survey</li> </ul>

### 3. Program Student Learning Outcomes: Program Based Annual Assessment Schedule and Activity

<b>Outcomes:</b>	<b>Direct</b>	<b>Indirect</b>
Integrate GAAP in Financial Reporting and Analysis	<ul style="list-style-type: none"> <li>• GAAP Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>
Demonstrate taxation compliance and planning	<ul style="list-style-type: none"> <li>• Tax Return Problem</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>
Apply assurance concepts	<ul style="list-style-type: none"> <li>• Auditing exam</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>
Apply managerial accounting concepts	<ul style="list-style-type: none"> <li>• Senior Project</li> <li>• Cost Accounting Assignment- Betty's Baskets</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> </ul>

### Evidence of Improvement in Student Learning

### Evidence of Improvement in Student Learning

#### 1. Department Level Student Learning Outcomes, Activities and Results

<b>Management Department</b>			
<b>Program Outcomes</b>	<b>Minimal Acceptable Performance</b>	<b>Assessment from 2019-20</b>	<b>Results from 2019-20</b>
Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	80% achieve a rate of 3 or 4	Senior Project N=74	88%
	80% achieve a rate of 3 or 4	Case Study N=89	88%
	80% score 4, 5, or 6	Senior Exit Survey N=81	85%
	80% achieve a rate of 3 or 4.	Senior Project	88%

Describe the legal, social, ethical, and economic environments of business in a global context.	80% achieve a rate of 3 or 4	Case Study	87%
	80% score 4, 5, or 6	Senior Exit Survey	91%
Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	80% achieve a rate of 3 or 4.	Senior Project	88%
	80% achieve a rate of 3 or 4	Case Study	82%
	80% score 4, 5, or 6	Senior Exit Survey	96%
Demonstrate professional communication and behavior.	80% achieve a rate of 3 or 4.	Senior Project	81%
	80% achieve a rate of 3 or 4	Case Study	87%
	80% score 4, 5, or 6	Senior Exit Survey	98%
Apply knowledge of business concepts and functions in an integrated manner.	80% achieve a rate of 3 or 4	Senior Project	80%
	80% achieve a rate of 3 or 4	Case Study	88%
	80% score 4, 5, or 6	Senior Exit Survey	99%

#### Department Level: SLOs

During the past few years, the Department SLOs and assessment plan was significantly streamlined. During 2017-18 the department assessed SLOs with two direct and one indirect methods - Case Study (BUS478) and Senior Project, and Student Exit Survey. During the 2018-19 academic year, the department focused on reviewing the senior project using a qualitative survey. Based on that review, the senior project group worked together to update the senior project rubric to ensure that it could be applied to projects in all majors. In addition, the department updated the SLOs prior to our self-study. Student learning outcomes through the end of the year 2019-20:

- Communicate the major concepts in them functional areas of accounting, marketing, finance, information technology and management.
- Describe the legal, social, ethical and economic environments of business in an internal/external (global) context.
- Solve organization problems, individually and/or in teams, using quantitative, qualitative, technology-enhanced approaches.
- Demonstrate professional communication and behavior.
- Apply knowledge of business concepts and functions in an integrated manner.

#### New SLOS (starting 2020-21)

- Apply core concepts in a business environment.
- Describe the legal, ethical, social, and economic environments of business in a global context.
- Contribute to the development of a team-oriented and collaborative environment.
- Solve business problems using decision-support tools and/or research skills.
- Demonstrate professional communication and behavior using a variety of delivery methods.
- Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.

**Closing the Loop:** Describe any actions taken and re-assessment done during (2019-20) in direct response to assessment findings from prior academic years.

- **Senior Project:** In the 2018-19 academic year the department conducted a qualitative review of senior projects. That review found that the goals among the different majors in the department were not completely aligned. In 2019-20, the department took steps to address this issue.
  - **Closing the Loop Activities:** During the 2018-19 academic year, the department faculty focused our assessment efforts on a qualitative review of senior projects. A small sample of projects from each major was compiled. Each faculty reviewed multiple projects and completed a qualitative survey tool that was tied to department outcomes and the senior project rubric. The result of this assessment uncovered two areas that need further exploration:
    - **Senior Project Rubric:** The senior project rubric was either not being utilized or was being used in an inconsistent way. Based on this discovery, the department brought the senior project faculty together during 2019-20 for a series of meetings to update the rubric used to guide and assess the senior projects. This led to a refocus on common goals among the faculty and an updated rubric that fulfills the goals for all business management majors. This rubric was implemented during the spring of 2020.
    - **Student Learning Outcomes (Department-level):** In addition, the department updated the Student Learning Outcomes for the department in an effort to update the SLOs to more closely align with the requirements of our assessment body, IACBE. In addition, it was determined that the senior project would focus on SLOs 1,3, 4, and 5 as we move into 2020-21.
- **Case Study:** The plan for the 2019-20 year was for the course faculty to continue to discuss their approaches and share ideas for the Strategic Management course and the assignment. As with the senior project refining the approach to this class and assessment may be able to pinpoint areas of improvement.
  - **Closing the Loop Activities:** The two faculty that teach the Strategic Management class did engage in discussions regarding approaches to the case study assignment. While one faculty includes the assessment in one assignment, the other spreads out the components of the assignment over the term. During the 2019-20 academic year, the case study was discussed as part of the update of student learning outcomes. The decision was made that moving forward, rather than assessing all SLOS in the case study, the department would only focus in on two - #2 and #6, which more closely align with the course content.
- **Senior Exit Survey:** During the 2019-20 academic year, the faculty determined we will make another adjustment to the senior exit survey. The question asked for student to rate their understanding of the SLOs. Previously we had changed the word proficiency with understanding since this will more accurately focus on the question's intent. During the 2019-20 academic year, there was improvements in the area of finance and accounting, which we believe more accurately reflects the program results.
  - **Closing the Loop Activities:** The results of the exit survey for the 2019-20 year nearly met the 80% threshold for all SLOs which is an improvement from prior years. The word change to understanding did make an impact. The senior exit survey will be updated for the 20-21 year to include the new SLOs. As we move forward with the new SLOs, a comparison with the prior SLOS will be completed.
- **Covid-19-** Faculty did notice that the Covid-19 pandemic did make a significant impact on the students in their senior year. The faculty plan to have further discussions regarding this new normal so we can offer flexibility and resiliency to better support students when uncertainties arise.

- **Operational Strategies and Improvements:** Approximately three years ago the department developed an Action Plan document that is tied to our department’s strategic plan. This plan directly supports the mission of Oregon Tech. The Action plan is broken into the following themes:
  - **College of Business:** The department is working to create a separate college at Oregon Tech to better support and highlight our programs. The plans for this area includes the development of a business plan, budget and balanced scorecard, as well as rebuilding our advisory board for college-level, and the development of showcase spaces on the campus.
  - **Enrollment/Outreach/Retention/Marketing:** Work in this area includes the development and expansion of the very successful Jump into Business program. During the 2019-20 year, the program added five new high schools including one of the largest business clubs in the state. Other work in this area includes developing a formal retention program, and extending our marketing efforts.
  - **Quality Programs/Curriculum:** We continue to improve all of our 11 programs through program development, continual improvement, online standards and oversight. In the last two years the department added the Cybersecurity program. The department also expanded our Business Management program to online and is currently waiting for approval to expand Healthcare and Business Management to our Portland Metro campus. Moreover, during the 2019-20 year, the department streamlined course offerings to provide better communication with students. During 2019-20, the department started to develop three masters programs.
  - **Labs/Facilities:** Because many of our programs can be enhanced by quality labs and spaces, during 2019-20 the department developed space plans for the new CEET building.
  - **Increased Reputation/Alumni/Industry Engagement:** During the 2019-20 year, the department recommitted efforts to engage students in national competitions. We also continued to promote our students’ projects through social media and press releases. We also took steps to rebuild our advisory board.
  - **Resources:** The department continues to align our resources with our departmental goals and objectives. We developed a model to better align the stipend/release model to focus on these goals, however the administration stalled the program making it challenging to align goals with resources.

## 2. Program Student Learning Outcomes, Activities and Results

Accounting			
Program Outcomes	Minimal Acceptable Performance	Assessment from 2019-20	Results from 2019-20
Integrate GAAP in Financial Reporting and Analysis	80% of students must receive a 3 or a 4 out of a scale of 1,2,3,4	Selected exams and cases in Advanced Accounting I. N=4	50%
	80% score 4, 5, or 6	Senior Exit Survey	100%
Demonstrate taxation compliance and planning	80% achieve a rate of 3 or 4.	Did not Assess in 2019-20	NA
	80% score 4, 5, or 6	Senior Exit Survey	100%

Apply assurance concepts	80% achieve a rate of 3 or 4.	Senior Project N=4	67%
	80% of students must receive a 3 or a 4 out of a scale of 1,2,3,4	Average of three exams over assurance concepts. N=4	100%
	80% score 4, 5, or 6	Senior Exit Survey	100%
Apply managerial accounting concepts.	80% of students must receive a 3 or a 4 out of a scale of 1,2,3,4	Selected case assignments and exams in Cost Accounting I. N = 8	75%
	80% score 4, 5, or 6	Senior Exit Survey	100%

**Program Level Review: Results, Closing the Loop of Prior Action Plans, and Action Plans for this academic year:**

- **2019-20 Results and closing the loop:**
  - **GAAP Concepts:** Action plans were to use more assignments in Advanced Accounting than the previous Consolidation Exam #1 to have more data from senior accounting students. That was implemented in 2019/20, however, there were only 4 students in the class. Only two students received a 3 or 4 so our benchmark was not met. However, enrollment tends to be an issue still and these low course numbers make it difficult to measure with reliability. Using more assessment measures will continue in 2020/21 with a bit larger cohort of students.
  - **Tax Concepts:** More focused tax problems were recommended from 2018/19 but were not measured in 2019/20 because of low enrollment.
  - **Managerial Accounting Concepts:** Assignments in Cost Accounting I were used as recommended from the 2018/19 assessment work. 75% of students met our benchmark. These assignments were a better assessment of managerial accounting than the previously used Senior Project results. Although our 80% benchmark of students achieving a 3 or 4 was not met, we have a better base to compare to.
  - **Assurance Concepts:** Recommended expansion of assessment measurements, using more exams and cases, resulted in all four students meeting our benchmark.
- **2020-21 Action Plans:** Actions recommended for this coming assessment period are twofold:
  - **GAAP Concepts:** Advanced Accounting consolidated financial statements will again be assessed, using both Consolidation Exams. Case studies will also be used as assessment measures to gain more insight into student progress with GAAP concepts. These results can be compared to 2019/20 results although student numbers were low. Focus on course delivery in the Covid-19 environment remains a challenge.
  - **Tax Concepts:** Recommendations from 2018/19 included more focused problems to address Schedule A and Employee Business Expenses (although tax law changes make this irrelevant). Since this area was not assessed in 2019/20, the Schedule A focus still pertains

as an area to improve. The planned assessment in ACC 411 in Fall 2020 can be compared to 2016/17 results. Covid-19 restrictions will continue to be a challenge.

- **Managerial Concepts:** We will continue to use multiple assessment measures, namely case studies and exam results. Given that we were very near in meeting our benchmark of 80%, (75%) we will use similar assessment measures to be able to compare with 2019/20 results (n=8). Low enrollment has been a problem, but we have a decent cohort for comparison two years in a row. Covid-19 restrictions will continue to be a challenge.
- **Assurance Concepts:** We will continue to use expanded case studies and exam results for assessment measures. Given the exemplary results from 2019/20 (but from a low number of students), we will compare to see if these results continue before making further action plans. Covid-19 restrictions continue to be a challenge.