

**PROGRAM ASSESSMENT REPORT  
AY 2008-2009**

**Report Date:** June 2, 2009  
**School/College:** School of Business and Management  
**Department/Program:** Accounting  
**Person completing the Report:** Diane Roberts

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
- a. which program learning outcomes were assessed this year.

Data collected from individual courses:

Learning Outcome	Assessment Tool	Course
a. Use the terminology of accounting.	Essay Question	429 Contemporary Accounting Topics
b. Apply generally accepted accounting principles to business transactions.	Quiz that allows students to demonstrate their ability to apply a principle to data and present the results in an appropriate format	320 Intermediate Accounting I

- b. who in your department/program was involved in the assessment of the above learning outcomes

Diane Roberts taught both of the courses used to collect data during the 2008-2009 academic year. She collected and analyzed the data. This report will be circulated to all department faculty and be discussed at the initial departmental meeting in Fall 2009.

In the Fall 2008 semester the entire department reviewed and discussed the assessment data and findings collected and analyzed in Spring 2008.

The Departmental portion of the SOBAM Blackboard site was used as a repository for the Accounting Program Assessment Plan, AOL Outcome Reports, and other coordination of learning objectives materials.

**2. Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

**Learning Objective a. Use the terminology of accounting**

**a. What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.).

[please use bullet points to answer this question]

- An essay question from the first midterm in the major's senior capstone course was selected to evaluate this learning objective. Students had a choice of one of two essay questions. Students knew an essay question would be on the exam but did not know what the specific questions were.
- Each student was given the opportunity to write an essay for extra credit on the question not selected on the exam. The data analyzed was from the extra credit submissions. Writing is generally more difficult for accounting students than quantitative problems. Selection of the extra credit response allowed students to write without exam pressure and in light of the feedback from the professor on the exam essay question. All but 2 students in the course submitted an extra credit essay.
- The question required students to define and explain an accounting principle. The principle had to be applied to four additional situations.

**b. What did the faculty in the department or program learn?**

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

Evaluation per Rubric	Points that Reflect the Rubric Evaluation	Definition of Principle	Application of Principle
		3 points maximum	12 points maximum
		Number of Students	Number of Students
<p><u>Very Good Achievement:</u></p> <p>Know the correct definition of basic and intermediate accounting terminology and use it appropriately in written and oral communication</p>	<p>3-2 for Definition</p> <p>12 – 8.5 for Applications</p>	<p>7 scored 3 pts.</p> <p>6 scored 2.5 pts.</p> <p>9 scored 2 pts.</p> <p>Total 22 (78.5%)</p>	<p>2 scored 10.5 pts.</p> <p>1 scored 9 pts.</p> <p>3 scored 8.5 pts.</p> <p>Total 6 (21.4%)</p>
<p><u>Average Achievement:</u></p> <p>Know the correct definitions of both basic accounting and intermediate accounting terminology</p>	<p>1.5 for definition</p> <p>8- 5.5 for Applications</p>	<p>5 scored 1.5 pts.</p> <p>Total 5 (18%)</p>	<p>2 scored 8 pts.</p> <p>3 scored 7.5 pts.</p> <p>2 scored 6.5 pts.</p> <p>2 scored 6 pts.</p> <p>1 scored 5.5 pts.</p> <p>Total 10 (36%)</p>
<p><u>Poor Achievement:</u></p> <p>Some knowledge of basic accounting terminology</p>	<p>1 or below for definition</p> <p>5 or below for Applications</p>	<p>1 scored 0 pts.</p> <p>Total 1 (4%)</p>	<p>.3 scored 5 pts.</p> <p>1 scored 4.5 pts.</p> <p>2 scored 3.5 pts.</p> <p>1 scored 3 pts.</p> <p>1 scored 2.5 pts.</p> <p>2 scored 2 pts.</p> <p>1 scored 1.5 pts.</p> <p>1 scored .5 pts.</p> <p>Total 12 (43.%)</p>

- Student achievement on the Definition of Principle portion of the essay was very good. Only one student was in the poor achievement category and that student did so by completely contradicting himself. Most students (78.5%) achieved in the Very Good Achievement level.
- The Definition of Principle portion of the essay was more a pure writing assessment than was the Application of Principle portion of the essay. Scores on the Application of Principle were

impacted by both writing and whether the application was correct.

- Each of the four application situations was worth 3 points. Some of the poor student achievement was from incorrect application of the principle to the situation as opposed to poor sentence structure or other writing issues. An incorrect application was a 3-point deduction. While this did not measure writing as defined by the rubric that well, in practice a beautifully written but completely wrong answer is useless for a client.

**c. What will be done differently as a result of what was learned?**

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

- Future assessment of this learning objective will use the footnotes to the financial statements in the course project as the data collected. The footnotes more directly reflect only writing and appropriate use of terminology. As the footnotes communicate the technical accounting choices the company has implemented so there no impact from possible improper application of principles (learning objective b).
- The footnotes for the project will be done in stages throughout the semester so that students will have more feedback from the instructor.
- Increased in-class writing exercises will be used. Students perform very well on application of principles in a quantitative context (see next learning objective) but do not feel as comfortable with writing.
- Examination of the essay papers found that those students who are not as strong in other areas of accounting were in the poor achievement on the application of principle portion. This indicates increased instructor attention to these students. Also, in-class writing exercise groups should be organized so that the weaker students are spread out across all groups to facilitate learning from one another.

**Learning Objective a. Apply generally accepted accounting principles to business transactions.**

**a. What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.).  
[please use bullet points to answer this question]

- Individual student papers were used to assess the learning outcome. Ten point quizzes on two specific technical financial accounting topics were administered and evaluated. The specific financial accounting topics selected were: (1) non-monetary exchanges and (2) intangible asset accounting.
- The rubric for evaluating the individual student's results is the correct technical answer for the application of the appropriate accounting method to the provided problem data. Total possible points are 10 and partial credit was allocated in a uniform manner.
- The topic was announced at the class meeting prior to taking the quiz so students had an opportunity to study for the quiz. One was a bonus quiz and the other was a required quiz.

Evaluation per Rubric	Points that Reflect the Rubric Evaluation	Intangible Assets Number of Students	Non-monetary Exchanges Number of Students
		<b>Bonus Quiz</b>	<b>Required Quiz</b>
<u>Very Good Achievement:</u>  Know the methodology to apply a principle, select relevant data, correctly perform calculations, and present results in appropriate format	10 -8	17 scored 10 pts. 10 scored 9.5 pts. 1 scored 9 pts. 3 scored 8.5 pts. 2 scored 8 pts.  Total 33 (73%)	28 scored 10 pts.  6 scored 9.5 pts. 1 scored 8.5 pts. 4 scored 8 pts.  Total 39 (88.6%)
<u>Average Achievement:</u>  Know the methodology to apply an accounting principle and correctly perform relevant calculations	7.5 -6	1 scored 7.5 pts. 1 scored 7 pts. 1 scored 6.5 pts. 2 scored 6 pts.  Total 5 (11%)	1 scored 7.5 pts. 1 scored 7 pts. 1 scored 6.5 pts. 1 scored 6 pts.  Total 4 (9%)
<u>Poor Achievement:</u>  Some knowledge of accounting principles with some correct computations	5.5-0	2 scored 5 pts. 1 scored 4.5 pts. 1 scored 4 pts. 2 scored 3 pts, 1 scored 2.5 pts.  Total 7 (15.5%)	1 scored 5 pts.  Total 1 (2%)

**b. What did the faculty in the department or program learn?**

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

- A bonus quiz is not a good choice for the assessment. Results for students on the required quiz are better. There were students who performed quite well on all other course exams and quizzes who scored in the poor achievement category on the Intangible Assets bonus quiz. The optional nature assessed some student motivation factors in addition to mastery of the learning objective. Many of the students in the poor achievement category excelled on the other assessment quiz and throughout the course.
- Specific students that had some difficulty with the technical aspects of accounting in other course components scored in the average or poor achievement categories on the required non-monetary exchanges quiz. Note only one student in the poor achievement in the required quiz.

**c. What will be done differently as a result of what was learned?**

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

- Students performed well on the learning objective of apply generally accepted accounting principles to business transactions. This learning objective is one that students most readily identify as directly translating to CPA exam performance and student effort and attitude is very positive.
- The instructor giving the students who perform below Very Good Achievement immediate, personal attention continues to achieve results. All students included in the data above achieved sufficient test scores to pass the class.
- All assessment pieces will be required course items to remove the motivation effect.
- Technical quiz topics from the earlier part of the course will be assessed next year.
- The data comes from the Fall semester and additional bonus quizzes were given in the Spring semester course. This allowed both students and the professor to identify potential problems earlier.

**Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:**

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
- e. Curriculum map that shows the courses that pertain to the outcome

The only change is to the Appropriate Assessment Tool for Learning objective a. I have attached the revised USF Undergraduate Accounting Program Assessment Plan starting on the following page.

Please return to Sonja Martin Poole ([smpoole@usfca.edu](mailto:smpoole@usfca.edu)) by **May 15, 2009**

# USF Undergraduate Accounting Program Assessment Plan

By Diane Roberts  
August 21, 2008

## 1. Program Goals

The USF Accounting Program aims to provide graduating students with an educational experience that imparts the knowledge, skills and sensitivities which will enable them to be effective employees in accounting positions in contemporary, global organizations.

Students will understand generally accepted accounting principles applicable to contemporary business transactions and be able to formulate financial statements.

Students will be able to analyze financial data in business organizations to solve real-world problems.

Students will understand the ethical and professional responsibilities of an accountant in the contemporary business environment.

It is the intention of the USF Accounting Program to prepare students for a variety of accounting careers, not just public accounting. Nevertheless, as the majority of accounting students state that taking the CPA exam as a personal career goal, the USF Accounting Program is dedicated to offering sufficient courses to allow a student to prepare for the exam and obtain an entry level position in a public accounting firm.

## 2. Learning Outcomes

Graduates of the USF Accounting Program will be able to:

- a. Use the terminology of accounting.
- b. Apply generally accepted accounting principles to business transactions.
- c. Prepare external financial statements.
- d. Analyze external financial statements.
- e. Identify and analyze financial information to make effective managerial decisions.
- f. Identify the ethical and professional responsibilities of an accountant.

### 3. Assessment Methods

#### *Curriculum Mapping*

The following courses are part of the accounting program:

Accounting Courses in the Business Major Core Curriculum: (4 units, offered Fall and Spring)

201, Principles of Accounting I (Introductory Financial Accounting)

202, Principles of Accounting II (Introductory Managerial Accounting)

Required courses in the Accounting Major: (4 units, offered both Fall and Spring)

320, Intermediate Accounting I

321, Intermediate Accounting II

429, Contemporary Accounting Topics

Elective courses in the Accounting Major: (8 units required)

322, Cost Accounting (4 units, Fall and Spring)

323, Federal Income Tax I (2 units, Fall only)

329, Accounting Information Systems (2 units, Fall only)

420, Auditing (4 units, Fall and Spring)

422, Federal Income Tax II (2 units, Spring only)

428, Governmental and Not for Profit Accounting (2 units, Spring only)

333, Financial Statement Analysis (taught in the Finance Department)

Note that the State of California Board of Accountancy requires students to have a minimum of 24 units of accounting to be eligible to sit for the Certified Public Accounting (CPA) Examination. Some other jurisdictions require more accounting units and USF students intending to return to those jurisdictions take additional accounting units to fulfill those requirements. As topics in all of the above courses are covered on the CPA Exam many students that intend to practice in California take additional accounting units as well.

## Curriculum Map

Learning Outcome	201 Cor e	202 Cor e	320 R	321 R	429 R	322 E	323 E	329 E	420 E	422 E	428 E	333 E
a. Use the terminology of accounting.	I	I	C	C	C	C	M	M	C	C	C	
b. Apply generally accepted accounting principles to business transactions.	I		C	C	C				M		C	M
c. Prepare external financial statements.	I		C	C	C				M			
d. Analyze external financial statements.	I		M	M	M				M			C
e. Identify and analyze financial information to make effective managerial decisions.		I				C						M
f. Identify the ethical and professional responsibilities of an accountant.	I	I	M	M	C	M	M	M	C	M	M	

I = Introduced

M = Moderate Coverage

C = Comprehensive Coverage

R = Required Course

E = Elective Course

**Rubric** (Average Achievement is the Benchmark Standard)

Outcome	Poor Achievement	Average Achievement	Very Good Achievement
a. Use the terminology of accounting.	Some knowledge of basic accounting terminology	Know the correct definitions of both basic accounting and intermediate accounting terminology	Know the correct definition of basic and intermediate accounting terminology and use it appropriately in written and oral communication
b. Apply generally accepted accounting principles to business transactions.	Some knowledge of accounting principles with some correct computations	Know the methodology to apply an accounting principle and correctly perform relevant calculations	Know the methodology to apply a principle, select relevant data, correctly perform calculations, and present results in appropriate format
c. Prepare external financial statements.	Knowledge of formulas for financial statements with some correct computations and partial correct categorizations of components	Prepare financial statements using correct formulas, correctly compute relevant amounts, categorize components of statements correctly	Financial statements prepared correctly on a quantitative basis with appropriate categorization of components and appropriate non-quantitative disclosure (footnotes)
d. Analyze external financial statements.	Some knowledge of methods of analyzing financial statements with inaccurate results and/or unclear presentation of results	Know the various methods of analyzing financial statements and the data appropriate to the specific method, accurately perform the analysis	Select relevant data and analysis methods to answer the particular business question, accurately perform the analysis and clearly present the results
e. Identify and analyze financial information to make effective managerial decisions.	Some knowledge of methods of analyzing financial data for managerial decision making with inaccurate results and/or unclear presentation of results	Know the various methods of analyzing financial data for managerial decision making and the data appropriate to the specific method, accurately perform analysis	Select relevant data and analysis methods to answer the particular business question, accurately perform the analysis and clearly present the results
f. Identify the ethical and professional responsibilities of an accountant.	Some knowledge of the responsibilities of accountants in various business roles	Identify stakeholders and their competing interests and know the responsibilities of accountants in various business roles	Identify stakeholders and their competing interests, know the responsibilities of accountants in various business roles, and evaluate impact of options on the public interest in the integrity of financial reporting



## 2008-2009 Assessment Plan Report

### *Appropriate Assessment Tools*

#### Data collected from individual courses:

Learning Outcome	Assessment Tool	Course
a. Use the terminology of accounting.	Footnotes to the financial statements of the course Annual Reporting Project	320 Intermediate Accounting I Or 429 Contemporary Accounting Topics
b. Apply generally accepted accounting principles to business transactions.	Exam Question or Quiz that allows students to demonstrate their ability to apply a principle to data and present the results in an appropriate format	320 Intermediate Accounting I Or 321 Intermediate Accounting II
c. Prepare external financial statements.	Annual Report Project (Capstone Project)	429 Contemporary Accounting Topics
d. Analyze external financial statements.	Exam Question or Quiz	321 Intermediate Accounting II
e. Identify and analyze financial information to make effective managerial decisions.	Exam question or Quiz	322 Cost Accounting (not a required class)
f. Identify the ethical and professional responsibilities of an accountant.	Essay question	429 Contemporary Accounting Topics

Individual professors in the courses that cover the specific learning objective will collect the data from their students in the course. Reminders of the specific responsibilities for data collection and analysis will be made at the beginning of the academic year. The Departmental Blackboard site will be used as a repository for documents related to program assessment. Departmental meetings will be scheduled as needed to review the data and results and discuss improvements to the curriculum.

#### Data collected from external sources:

Content Specification Outlines for relevant professional certification examinations (Certified Public Accountant for financial accounting, auditing, and tax and Certified Management Accountant for managerial and cost accounting).



## 2008-2009 Assessment Plan Report

Material covered in the courses will be compared with the Content Specification Outlines of the professional exams.

The departmental faculty as a whole will perform this review and curriculum modifications made as warranted.

#### 4. Time Frame

Comparison and evaluation of professional certification examination content specification outlines will be performed when the Board of Examiners (BOE) changes the content of the exam based on the analysis of current practice. The BOE issues an Exposure Draft of the proposed changes in the contents of the exam that can be used to evaluate and refine course offerings. The time frame for performing this assessment will depend upon the particular exam's BOE.

For example, the CPA exam was revised in 2002 and in 2008. The current exposure draft can be analyzed during the 08-09 academic year for changes to be implemented in the 09-10 academic year. Specific professors may adopt content changes (or changes in relative emphasis of specific topics) earlier if desired.

5-15-09 1/3 of program outcomes:

- a. Use the terminology of accounting.
- b. Apply generally accepted accounting principles to business transactions.

5-15-10 1/3 of program outcomes:

- c. Prepare external financial statements.
- d. Analyze external financial statements.

The Curriculum 5-15-11 1/3 of program outcomes:

- e. Identify and analyze financial information to make effective managerial decisions.
- f. Identify the ethical and professional responsibilities of an accountant.

Data will be collected by the professors in the courses identified on the Curriculum Map as covering the specific program outcome. Using the data, individual professors will prepare an Assurance of Learning Outcome Report that includes a plan for improvement. The department as a whole will meet to discuss results and use the results to inform the conduct of all courses in the major.

#### 5. Who will do the assessment?

Individual professors and the department as a whole will perform the assessment as detailed in



## 2008-2009 Assessment Plan Report

above in the Appropriate Assessment Tools and Time Frame sections.

### **6. How data will be used to improve or revise curricula?**

Review of the external content will be used to modify course syllabi. If content specification changes are extensive, then the requirements of the major may be revised.

Review of student achievement on the internal assessment tools (exams, quizzes, project, and presentations) will be used to modify instructional techniques and emphasis in the individual courses.

#### Action Plan:

Once assessment data is collected, it will be distributed to the department chair and full time departmental faculty. To address the issues raised in the assessment process the following will be performed:

- a. Identify specific items that need improvement and formulate ideas and strategies for responding to the item.
- b. Prioritize recommendations.
- c. Implement recommendations.
- d. Use the original assessment results as a benchmark to evaluate subsequent assessments against.