SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

PROGRAM OUTCOME ASSESSMENT REPORT
Department of Accounting and Finance

AY 2008-2009

Department: Accounting Program, John Massey School of Business (JMSB)
Date Filed: September 11, 2009

Department Chair

Dean, JMSB
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Note: Abbreviations and common acronyms used in this report are as follows:

- **AACSB**—Association to Advance Collegiate School of Business
- **ACBSP**—Association of Collegiate Business Schools and Programs
- **AICPA**—American Institute of Certified Public Accountants
- **CPA**—Certified Public Accountant
- **ETS**—Educational Testing Service
- **JMSB**—John Massey School of Business
- **MFT**—Major Field Test


Mission Statements

John Massey School of Business

The mission of the John Massey School of Business of Southeastern Oklahoma State University is to become the premier regional business program in Southeastern Oklahoma and North Texas. We will prepare our business and aerospace students to meet the challenges in a competitive and ever-changing economy by providing an excellent and continuously improving learning environment that emphasizes both academic and applied knowledge and research. We will further assist in the economic development of the region by providing effective application of knowledge with small and midsize businesses and Native American Tribes.

Department of Accounting and Finance

The primary mission of the accounting program is to prepare students for the practical and professional aspects of accounting practice. The accounting curriculum is designed to provide students with a broad, in-depth base of knowledge so that they may choose from a variety of accounting careers. The curriculum’s foundation gives students the ability to recognize accounting principles and terms, which facilitates their appreciation of the interrelationships among business disciplines and their ability to participate meaningfully in discussions about accounting and accounting-related issues.

Accounting majors will acquire an understanding of the total system of financial information flow in generating, analyzing, and communicating data useful to management, the public, or governmental agencies, and they will learn techniques of analysis which will permit them to capture, measure, and communicate information to decision makers in the private and public sectors. In addition, this preparation will enable students to monitor and adapt to changes in accounting technology and to monitor and incorporate changes in generally accepted accounting principles.
Goals and Objectives

For all John Massey School of Business (JMSB) Students in every program:

This is included in tabular format with assessment measures. Figures for the results are in the appendix.

**Table 1. Learning Goals, Outcomes, Assessment Methods and Results**

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>External Assessment</th>
<th>Number/Type of Students</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greater than or equal to overall MFT Norm Mean</td>
<td>6 Accounting Seniors from MNGT4633</td>
<td>Proficient. See Figures 1a–9a</td>
<td></td>
</tr>
<tr>
<td>2. Greater than or equal to MFT Assessment Indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Greater than or equal to overall MFT Norm Mean</td>
<td>6 Accounting Seniors from MNGT4633</td>
<td>Proficient. See Figures 1a–9a</td>
<td></td>
</tr>
<tr>
<td>2. Greater than or equal to MFT Assessment Indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Greater than or equal to overall MFT Norm Mean</td>
<td>6 Accounting Seniors from MNGT4633</td>
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</tr>
<tr>
<td>2. Greater than or equal to MFT Assessment Indicators</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Accounting Program Objectives and Outcomes (A1—8 and B1—4):

Stated as Student Outcomes, the program goals and objectives for the Department of Accounting and Finance follow:

A. A student who has completed a Bachelor of Business Administration degree with a major in Accounting should be able to demonstrate:
   1. understanding of, and ability to apply principles, models, and theories of the discipline;
   2. knowledge of ethical issues and legal principles in the conduct of business and practices of the discipline;
   3. ability to find and analyze data;
   4. creativity, resourcefulness, independence, and persistence in completing assignments;
   5. ability to use basic technology appropriate to the practices of the discipline;
   6. ability to work as part of a team and to accomplish team goals;
   7. ability to communicate general business, accounting or finance topics through oral and written communication;
   8. ability to incorporate principles, ideals, methodology, and theories studied in other business and general education subjects.

B. Outcomes for graduates with a degree in Accounting should also exhibit:
   1. knowledge, understanding, and ability to apply cost and managerial accounting techniques;
   2. knowledge, understanding, and ability to apply basic auditing standards, practices and theories.
   3. knowledge, understanding, and ability to apply fundamental tax law;
   4. knowledge, understanding, and ability to apply financial accounting standards, practices and theories.

Assessment Method: Educational Testing Service Major Field Test

Number of JMSB students assessed: 51
Number of Accounting majors assessed in this group: 6
Goals assessed: JMSB 2,3,5,8 and A 2,3,8

The Educational Testing Service (ETS) Major Field Test—Business II is recognized by business schools, business education accreditation agencies, and others as the national standard used to evaluate the rigor of core business courses. The Major Field Test (MFT) assesses a student’s understanding of Accounting, Economics, Management, Quantitative Analysis, Finance, Marketing, Legal and Social Environment, Information Systems, and International Issues. Member institutions from Association to Advance Collegiate Schools of Business (AACSB) and from Association of Collegiate Business Schools and Programs (ACBSP) use it to evaluate the effectiveness of business programs. They also use it as the quantitative benchmark for the effectiveness of the business core required for the majors in schools of business.

By using the Business II exam, JMSB students learning is measured for all the goals mentioned within this section of the report. This exam is embedded in the MNGT 4633 Business Policy course.
This course is required for all business majors and is taken in the senior year. These table and charts show the average score of JMSB Students compared to the norm group and the Accounting majors compared to the average score of JMSB Students.

Figure 1. JMSB vs. MFT Norm (AY0506 to AY0809)

Figure 2. Results for Some Transfer Work vs. All Coursework Completed at Southeastern
Accounting Majors vs. Overall Average Score for the JMSB

Table 1. Distribution of Total Test Scores for JMSB

<table>
<thead>
<tr>
<th>Scaled Score Range</th>
<th>Number in Range</th>
<th>JMSB</th>
<th>Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>185-200</td>
<td>1</td>
<td>0</td>
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</tr>
<tr>
<td>175-184</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>170-174</td>
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<td>0</td>
<td></td>
</tr>
<tr>
<td>165-169</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>160-164</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>155-159</td>
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<td>150-154</td>
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<td>0</td>
<td></td>
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<tr>
<td>145-149</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>140-144</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>135-139</td>
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<tr>
<td>130-134</td>
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</tr>
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<td>125-129</td>
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<td>120-124</td>
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<td>0</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>51</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>153</td>
<td>155.3</td>
<td></td>
</tr>
</tbody>
</table>

See Appendix A for Accounting Student Results in the major test areas

Results and indications for assessment

The norm group represents tens of thousands of colleges from institutions as diverse as West Point Military Academy to regional or private universities without business accreditation. The distribution of test scores is provided in the tables and charts that follow. The average scores of the John Massey School of Business students. At a 95% confidence interval there is no statistical difference between JMSB average scores and the overall average for the norm group. Note that the average score of JMSB students is near the mean for all students taking the test (153 compared to 152.9). Also note that JMSB average scores have been at or above the mean for overall mean score since the spring semester of 2005. Simply stated the average JMSB business student’s learning compares favorably in the business core education.

Students who take the MFT at Southeastern are asked if they have transferred coursework from another institution. This question is asked because the articulation agreements include sophomore-level accounting and economic classes that are measured by the exam. (Also in some cases students choose to complete that coursework and transfer it into the program.) The average scores for transfer students in both accounting and economics is lower than the averages for students completing these core courses at Southeastern. This is a difference that the department is monitoring and may need to address if this trend continues.

The average scores of accounting majors in the most recent year (and all other comparative years) is higher than that of the average scores for JMSB students. Although in the most recent academic year it is only marginally so at 155.3 compared to 153 for all JMSB students.
Embedded Course Assessment Tools

Number of JMSB students assessed:
Number of Accounting majors assessed in this group:
Goals assessed: JMSB 1-10, A 1-8 and outcomes B1-4

In response to the assessment requirements of the Higher Learning Commission, AACSB, ACBSP, and the requirements of business practice, business faculty initially developed course assessment measures of assurance of learning in six categories: critical thinking; analytical and reflective thinking skills; ethics and values; technology and information technology; multicultural and diversity understanding; and leadership, teamwork and collaboration. This set of goals has been revised and expanded to ten goals included in the John Massey School of Business Goals and Objectives (See these goals and objectives on page 4).

However, this was an exhaustive set of measures. At the recommendation of the AACSB visitation team (for accreditation), JMSB faculty members are revisiting and revising this set of measures. The team made a few major recommendations. First, the team said that assessment should measure competencies across the degree program not necessarily measure every goals in every course. Second, it recommended using simple measures such as rubrics indicating competency, outstanding performance, or needs improvement. Third, it recommended that JMSB goals be reduced to no more than seven. Fourth, the team recommended that some faculty members attend AACSB sanctioned assessment conferences to guide implementation of their recommendations.

Results and indications for assessment

The opinion of outside program evaluators had significant implications for JMSB. The team found the Embedded Course Assessment Tools effective, but excessive for AACSB assessment requirements. In response to the team’s recommendations, some JMSB Assessment Committee Members and Department Chairs attended AACSB sanctions assessment conferences. The JMSB Assessment Committee will continue the work to reduce the number of goals (the entire JMSB faculty will have some involvement in this process), develop common rubrics to meet these goals, and to select some core business classes in which to evaluate the new assessment goals. As one example of the JSMB Assessment Committee’s work, committee members collected samples from two core classes to evaluate written communication. This evaluation will be completed in the fall 2009 semester.

The indications from these actions are that assessment continues within JMSB. The team confirmed the validity of the prior measure which had been in place for several years. It also provided feedback, guidance and new direction for more effective future actions and measures. This is not a failure of the current system but rather a refinement in processes that evolve based on feedback from results.

Internships

Number of Accounting majors assessed in this group: 3
Goals assessed: Potentially all goals particularly Goals B 1-4 varies with internship

As qualitative, direct and indirect measures of student learning, some students complete an internship. There are several conditions for the internship. Students must be junior or senior level,
must have completed some upper-division major classes, and must maintain a high GPA. In addition the work experience the employer provides must lead to advanced accounting work experiences.

The supervisor/employer (An accountant—preferably a CPA) mails a confidential, Likert-scaled evaluation of the student’s work and learning experiences to the Department Chair. The student submits a detailed log validating hours and work completed. The student also submits a written report about the learning experience. The department chair evaluates the report (in conjunction with faculty when necessary) with the plan and related course work; the log; and the employer evaluation for the learning value before assigning a grade.

Three accounting students completed an internship during the last academic year. One student interned for the summer with the US Census Bureau in Washington, D.C. Another interned with a regional CPA firm using theory and tax class practices. A third student completed a summer internship with the financial analysis department of a local bank.

Results and indications for assessment

All three students received good to excellent evaluations on their education for the internship. One of the internships included a job offer—declined—because it meant staying in Washington, D.C. and completing his degree at another institution. All three confirmed that the experience added to classroom learning.

Again, internships provide qualitative, direct and indirect measures of student learning and support the effectiveness of the accounting courses. The three interns mentioned, the cost accounting, intermediate accounting and auditing courses seem to provide effective learning experiences for accounting majors.

Benchmarking with Peer Institutions

Number of majors assessed in this group—all business majors
Goals assessed: An indirect measure of all goals assessed by periodic monitoring and from input of stakeholders

As a part of the process of achieving AACSB International accreditation, the School of Business compares its programs and curriculum with aspirational, peer, and competitor schools. Our list of aspirational institutions includes Sam Houston State University, University of West Florida at Pensacola, Louisiana Tech, Frostburg State University, Southeast Missouri State, University of Little Rock, Georgia Southern, and South Alabama. Our list of peer institutions includes Pittsburg State University (Kansas), Arkansas Tech University, Ohio Northern University, Northwestern Louisiana State University, Christopher Newport University, University of Central Arkansas, University of Louisiana at Monroe, University of Houston at Victoria, University of Tennessee at Martin, Stephen F. Austin University, and University of South Florida at St. Petersburg. Our list of competitor schools includes Texas A&M University – Commerce (TAMU-Commerce), University of North Texas (UNT), University of Oklahoma, Oklahoma State University, Henderson State University, Ouachita Baptist University, and Midwestern State University.
With the most recent benchmarking all institutions listed are AACSB accredited. This change reflects assessments of our programs and courses in light of changes over the last five years as a part of continuous improvement. The JMSB faculty has increased the expectations of faculty credentials, academic rigor, scholarly research, resources available for students and for faculty members, and student performance. Benchmarking with peer institutions is a part of the accreditation process. It also has proved to be a valuable assessment measure for curriculum changes. Accounting programs tend to offer the same courses with a very similar set of required courses and a similar set of elective courses. The accounting program curriculum is comparable to that of our aspirational, peer, and competitor schools based upon this benchmarking process. The newly approved courses should give our students a slight edge over students at the competitor schools in preparedness for a career.

Results and indications for assessment

The benchmarking process led to modifications as discussed in prior reports. The addition of International Business and Law and the annual offering of International Finance seem to have a positive effect on JMSB scores in the international section of the MFAT exam and benchmarking has proved helpful in this effort.

The benchmarking continues. No other course or major curriculum changes have been made during the most recent year and no others are anticipated at this time.

Employment

Number of Accounting majors assessed in this group: 6
Goals assessed: Indirect measure of all JMSB Goals particularly all A & B, PG 1-3

Six students graduated with accounting degrees during the academic year. One is completing a two-year internship with the Department of Commerce in Washington, D.C. Another student accepted a staff accountant position with a local CPA firm. Another student is working for the Choctaw Nation. Two students enrolled in master degree programs and the career plan or job of the other is unknown.

Results and indications for assessment

While employment data only provides an indirect measure of learning, it does provide evidence that the educational program for accounting major as offered by JMSB is perceived as effect by local, regional and national stakeholders, i.e. employers. Employers and alumni continue to call back to the program seeking graduates of the JMSB accounting program. The fact that graduates are employed and that there is a demand for the JMSB accounting graduates is a positive indication that the department and the learning from that program are effective.

National Certification Examinations

Number of Accounting majors assessed by this major: 2 (See results explanation)
Goals assessed: Indirect measure of JMSB 1-5, JMSB 8, JMSB 10, B 1-4
Background information: The Certified Public Accountant exam is the best known standard of professional knowledge of accounting practice. Exam questions address knowledge in financial, managerial, taxes, governmental/not-for-profit, cost and auditing areas of accounting. Exam questions also address knowledge of business law, commercial law and business ethics. It is a standard practice for accounting programs to address any known statistics for programs graduates who sit for the CPA exam. When statistics are known for student pass rates for the Certified Managerial Accounting (CMA) exam or for any other lesser-known national accrediting exams, such as the Certified Internal Auditors (CIA) these statistics are included too.

The exam, as given in Oklahoma and Texas, requires completion of at least a baccalaureate degree, at least 30 hours of accounting coursework beyond fundamental accounting, 30 hours of related business coursework, and completion of 150 hours of higher education. Since 2004 the CPA exam has been given online in windows of time. Candidates may sit for a section in each three month window of time. A score of 75 or greater is required to pass an exam. With the new format, the number of candidates declined significantly from 109,872 in 2003 to 44,513 in 2004 and to 69,259 in 2006. The most recent statistics that the AICPA reported in its 2008 Trends publication is for 2006.

Results and indications for assessment

One JMSB graduate completed all parts of the CPA exam on her first try during the last academic year. Another recent graduate successfully completed her first section of the exam.

Data for this measure is obtained in one of two ways, either through alumni self-reporting or department investigation of available information. Privacy of information acts have made accessing the list of successful candidates more difficult (Unsuccessful candidate information is not available). Department investigation involved the department chair checking the Oklahoma Accountancy Board web-site for the current lists of successful candidates. Former students may have completed the exam in states other than Oklahoma and that information is not available to the department. Also, many former students may have married or divorced and change their names.

IETV/Web-Based Instruction

All department faculty members within the department teach courses on BlackBoard and/or enhance classes with BlackBoard. They express no problems or concerns with use of this technology. No baccalaureate accounting courses are taught with IETV. The only courses taught by accounting faculty using the web-based technology are:

ACCT 2103 Fundamental Financial Accounting
ACCT 2203 Fundamental Managerial Accounting

And these are taught by web-base in summer only.

Results and indications for assessment

No results are available for this summer offering but with authors and publishers providing more technology and supplemental materials for web-based instruction (as well as to enhancing face-to-face classes) the quality of both the support and the learning materials enhance web-classes.
Instructors for the few web-based accounting classes require students to use software to submit homework and this software mirrors business accounting systems.

**Stakeholder Input into the Assessment Process**

**Accounting Advisory Board**

The Accounting Advisory Board composed of alumni, local CPAs and employers met with accounting faculty in November, 2008. Board members were asked their opinions of the knowledge or skills that they wished entry level accountants to possess. Board members from regional accounting firms specifically mentioned payroll entries, FICA calculations, and knowledge of accounting software.

**John Massey School of Business Advisory Board**

This board has not yet met for the current year.

**The School of Business Student Advisory Council**

The Student Advisory Council met monthly with department chairs and Dr. Gaster. The students posed no significant academic issues but did provide general information.

**Results and indications for assessment**

While these stakeholder groups may provide inputs leading to changes in curriculum and ultimately the education of accounting majors, their roles in the most recent academic year were to be part of the monitoring and feedback processes. The department’s faculty members strive to meet the expectations of future employers.

**Faculty Input in the Process**

Dr. Dan Benco, Deborah Combs, Dr. Steve Smith assisted Dr. Theresa Hrncir in preparing this report following departmental guidelines. They also play an important role in all the assessment processes. Also, the department graciously acknowledges the assistance of Dr. Andy Tiger in compiling the MFT charts used in this report.
Appendix

Accounting Major Performance on the Individual Sections of the Exam

Figure 1a

ETS Comparative Mean

1. Accounting

Figure 2a

ETS Comparative Mean

2. Economics
JMSB Overall Scores for the Accounting Component of the Exam