

Integrated Program Matrix for Undergraduate Accounting Program (BS) – Year 2008 (Revised April 2009)

Executive Summary

The Accounting BS program learning outcomes (LOs) are assessed at two levels: (1) The support ACG 2021 and 2071 and BUL 3130 courses provide for the general assessment of the LCOB BS Program as demonstrated by student performance in the ETS exam results; and (2) the support ACG 2091, 3103, 3113, 3341, 4301, 4632 and TAX 3012 to the assessment of the ACG BS Program. While many ACG and BUL selective course LOs are also assessed, these assessments primarily support improvements in these specific courses. In summary:

1. Over the 5-years covered by the 2003/04 – 2007/08 period the ACG faculty analyzed the coverage, content, and results of the ETS exams given and continuously revised and improved the LOs and their assessment in ACG 2021 and 2071 and BUL 3130 courses. When selecting textbooks and assignment materials for ACG 2021 and 2071 and BUL 3130, the performance of business majors on the ETS exam continues to be a major consideration. As a result of our assessment activities, we took several procedural steps, including the standardization of course syllabi, LOs, and textbooks. Thus, those who teach these three courses use the same syllabus and textbook, cover the same material, use the same LOs, and assess the same LO (or LOs) across all sections of these courses. Note #1 below demonstrates specific assessment examples and actions taken.

2. During the 2003-08 period we also made several changes to the ACG BS curriculum content, course prerequisites, and course contents to implement the learning outcome assessment (LOA) results in individual required major courses. These LOAs indicated that we re-sequence prerequisites and change course content

3. In addition, we ensured that those majors taking the AIS course will have an understanding of the accounting processes used by firms, expanded the coverage of nonprofit auditing to address changes in the CPA exam, and made available a forensic and fraud accounting course to address changes in regulatory and professional dimensions of accounting. The notes below describe other specific examples of actions taken.

Finally, please note that several of the ACG BS LOs track the major area LOs in our ACG BS Academic Learning Compact (ALC) with the State of Florida.

Florida Gulf Coast University Vision & Goal Statements	College of Business Mission & Core Competencies	Accounting & Tax Program Mission & Learning Objectives	Program Courses Addressing Specific Goals	Types of In-Class Assessments Used	Continuous Improvement Activities
Vision: Florida Gulf Coast University is dedicated to providing a learning-centered environment that offers the highest quality educational opportunities for the development of the knowledge, insights, competencies, and skill necessary for success in life and work. To maintain this learning-centered environment, the university as a whole and its units and individuals will actively practice continuous planning and assessment leading to improvement and renewal.	Mission: The College is dedicated to providing technologically progressive educational programs and services designed to enhance the skills and competencies of university students and working professionals in the five-county region in SW Florida. We achieve this through a variety of flexible partnerships, programs and scholarship within a "second circle" model that bridges the university and the domestic and international community in a technologically advanced and rapidly changing global economy.	Mission: Students will develop professional accountants possessing technological skills to become productive members of decision making teams, with the ability to meet the needs of stakeholders in a high-tech, global environment. This will be achieved by emphasizing the development of accounting skills within a <i>business</i> context and through the integration of technology skills throughout the accounting curriculum.			
Goal 1 - Aesthetic Sensibility: Know and understand the variety of aesthetic frameworks that have shaped, and continue to shape, human creative arts. Analyze and evaluate the aesthetic principles at work in literary and artistic composition, intellectual systems, and disciplinary and professional practices. Collaborate with others in projects involving aesthetic awareness, participation and/or analysis.	Creative and Analytical Thinking: Graduates will be able to link data, knowledge and insight together in order to make quality strategic decisions on a timely basis.	LO1: Students will acquire current and in-depth knowledge of professional accounting standards and theories and understand their application within the context of professional questions and business processes. [ALC Core Content/Discipline LO2]	All ACG & TAX required undergraduate major courses AND ACG 2021, ACG 2071, and BUL 3130 as the latter three courses support success in the ETS exam.	In class exams & assignments, ETS business exam administered to seniors, graduate school acceptances, professional certification exams, & employer feedback.	NOTE #1
Goal 1 - Aesthetic Sensibility: Know and understand the variety of aesthetic frameworks that have shaped, and continue to shape, human creative arts. Analyze and evaluate the aesthetic principles at work in literary and artistic composition, intellectual systems, and disciplinary and professional practices. Collaborate with others in projects involving aesthetic awareness, participation and/or analysis.	Creative and Analytical Thinking: Graduates will be able to link data, knowledge and insight together in order to make quality strategic decisions on a timely basis.	LO2: Students will present reliable and relevant information to users in a style and manner that facilitates understanding and that focuses attention on critical issues and key facts. [ALC Core Content/Discipline LO3]	ACG 3103 ACG 3113 ACG 3341 ACG 3401 ACG 4632 TAX 3012	Homework, quizzes, and exams. Reading assignments & exams Leasing project & exams. Homework & class discussion. Case Analysis & Access Database design, development and documentation; & group project. Auditing team project.. Team paper.	NOTE #2

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<p>Goal 2 – A Culturally Diverse Perspective: Know and understand the diversity of the local and global communities, including cultural, social, political and economic differences. Analyze, evaluate, and assess the impact of differences in ethnicity, gender, socioeconomic status, native language, sexual-orientation and intellectual/disciplinary approaches. Participation in collaborative projects that require productive interaction with culturally-diverse people, ideas and values.</p>	<p>Appreciation of the Diverse Environment of Business: Graduates will have a broad perspective of the diverse environment of business and of the issues and challenges encountered by profit and not-for-profit entities, entrepreneurial enterprises and business functioning in a global economic environment.</p> <p>Teamwork and Interpersonal Skill: Graduates will be able to work with others in diverse and cross-functional environments and to both follow and to lead as the need arises.</p>	<p>LO3: Students will explore the evolution of accounting, auditing and tax rules and procedures and understand how economic conditions, historical events and social pressures influence differing sets of rules in diverse environments.</p> <p>LO4: Students will become effective members of cross-disciplinary and culturally diverse business teams.</p>	<p>ACG 3113 ACG 3401 TAX 3012</p>	<p>Homework rev. & class discussion. Systems Analysis of business to determine needs of diverse users. Class discussion of evolution of tax laws.</p>	<p>NOTE #3</p>
<p>Goal 3 – An Ecological Perspective: Know the issues related to economic, social and ecological sustainability. Analyze and evaluate ecological issues locally and globally. Participate in collaborative projects requiring awareness and/or analysis of ecological and environmental issues.</p>		<p>LO5: Students will be acquainted with organizational systems and the proper cost management, accounting, and auditing techniques used to provide information in strategic decisions, including those related to environmental accounting.</p> <p>[ALC Core Content/Discipline LO5]</p>	<p>ACG 3401 ACG 3341 ACG 4632</p>	<p>Homework and Assignments. Problems on accounting for environmental costs. Project.</p>	<p>NOTE #4</p>
<p>Goal 4 – Effective Communication: Know the fundamental principles for effective and appropriate communication, including reading, writing, speaking and listening skills. Organize thoughts and compose ideas for a variety of audiences, using a range of communication tools and techniques. Participate in collaborative projects requiring effective communications among team members.</p>	<p>Communication Skills: Graduates will be able to give and exchange information within meaningful contexts and with appropriate delivery and interpersonal skills.</p> <p>Teamwork and Interpersonal Skills (See Above);</p>	<p>LO6: Students will improve their writing, speaking and listening skills so that they can effectively communicate and interact with clients, coworkers, government agencies and other business information users.</p>	<p>ACG 3103 ACG 3113 ACG 3401 ACG 4632 TAX 3012</p>	<p>Writing assignments. Project submissions & presentations. Database presentation. Class discussions, Tallahassee Bean Counters case study, audit workpapers, team project & exams. Writing assignments, research projects & presentations.</p>	<p>NOTE – This LO is assessed throughout all accounting major courses – our students excel in oral communications and presentations. Written communications are assessed through essay assignments.</p>
<p>Goal 5 – Ethical Responsibility: Know and understand the key ethical issues related to a variety of disciplines and professions. Analyze and evaluate key ethical issues in a variety of disciplinary and professional contexts. Participate in collaborative projects requiring ethical analysis and/or decision-making.</p>	<p>Ethical Framework: Graduates will be aware of their general ethical responsibilities to clients, customers, employers, and environment, as well as, specific ethical standards of their profession.</p> <p>Teamwork and Interpersonal Skills (See Above);</p>	<p>LO7: Students will enhance their professional integrity and will be aware of the ethical and social responsibilities of accounting professionals.</p>	<p>ACG 3113 ACG 3341 ACG 3401 ACG 4632 TAX 3012</p>	<p>Homework review & class discussions. Ethics case. Homework on ethical information presentation. Chapter on code of professional conduct. Ethical dimensions to case studies.</p>	<p>NOTE #5</p>
<p>Goal 6 – Information Literacy: Identify and locate multiple sources of information using a variety of methods. Analyze and evaluate information within a variety of disciplinary and professional contexts. Participate in collaborative analysis and/or application of information resources.</p>	<p>Systems Orientation: Graduates will understand the inter-related nature of the various functional areas of business and the information needs and flows of the various parts of an organization. They will also be able to function within systems that are constantly adapting to changes in the internal and external environments.</p>	<p>LO8: Students will develop life-long learning skills through the application of analytical tools to identify accounting problems and develop and use information to solve them.</p> <p>[ALC Core Content/Discipline LO4]</p>	<p>ACG 3341 ACG 3401 ACG 4632 TAX 3012</p>	<p>Budgeting problems & exam. Relational database cases and projects. Tallahassee Bean Counters case. Cases & exams.</p>	<p>NOTE #6</p>

Florida Gulf Coast University Vision & Goal Statements	College of Business Mission & Core Competencies	Accounting & Tax Program Mission & Learning Objectives	Program Courses Addressing Specific Goals	Types of In-Class Assessments Used	Continuous Improvement Activities
	<u>Teamwork and Interpersonal Skills (See Above):</u>				
Goal 7 – Problem Solving Abilities: Understand the multi-disciplinary and interdisciplinary nature of knowledge. Apply critical, analytical, creative and systems thinking in order to recognize and solve problems. Work individually and collaboratively to recognize and solve problems.	<u>Creative and Analytical Thinking (See Above):</u> <u>Teamwork and Interpersonal Skills (See Above):</u>	LO9: Students will develop core business knowledge and abilities to analyze data and to integrate knowledge in business decision-making frameworks and situations. [ALC Core Content/Discipline LO1]	ACG 3103 ACG 3113 ACG 3341 ACG 3401 ACG 4632 TAX 3012	Projects & exams. Problems, cases & exams. Homework review, class discussion, projects & exams. Decision model problems & exam questions. Problems, exam & group project. Exams & class discussion.	NOTE: This LO is assessed by the BS program requirement GEB 4890, the Capstone course, and the ETS exam results. ACG BS program performance in both assessments is excellent.
Goal 8 – Technological Literacy: Develop knowledge of modern technology. Collaborate with others using technology tools.	<u>Technological Proficiency:</u> Graduates will be able to use technology to facilitate life-long learning and professional development and to add value to clients, customers and employers. <u>Teamwork and Interpersonal Skills (See Above):</u>	LO10: Students will be acquainted with the latest and most efficient use of technology, both for professional practice and as a life-long learning tool.	ACG 3113 ACG 3341 ACG 3401 ACG 4632 TAX 3012	Leasing project. Assignments for sensitivity analysis. Excel assignments & Access database project. Tallahassee Bean Counter case & project. Research assignments.	NOTE: This LO is assessed in all courses by assignment of work where technology must be used. Our ACG majors excel in the use of technology and software.
Goal 9 – Community Awareness and involvement: Know and understand the important and complex relationships between individuals and the communities in which they live and work. Analyze, evaluate and assess human needs and practices within the context of community structures and traditions. Participate collaboratively in community service projects.	<u>Appreciation of the Diverse Environment of Business (See Above):</u> <u>Teamwork and Interpersonal Skills (See Above):</u>	<u>See the Departmental Learning Outcomes and Assessment Procedures Listed for University Goal 2 Above</u>	<u>See above – University Goal 2</u>	<u>See above – University Goal 2</u>	<u>See above – University Goal 2</u>

NOTE #1 - ETS: The sample of 47 Accounting students who participated in the ETS exam in late April 2004 scored in the 68rd to 99th percentile in seven of the eight areas. In spring 2003, the percentile outcome in the International area was a low of 14% and the faculty considered requiring a international accounting course or a month-long module in ACG 3113. Given the increase in student performance in this area in subsequent years, the faculty decided that the 2003 test result was an outlier and decided not to take major action but to continue monitoring the outcomes in the international area. The students scored in the 99th percentile for knowledge of accounting concepts and theories. The exam results for the 2003-2004 academic year (the latest available information) suggest that the accounting students perform at top levels nationally in seven of the eight areas. Because the level of performance exceeded the COB standard of 50th percentile, no further improvement measures are needed in these areas. The program will continue to monitor student performance on this exam and initiate a plan for enhancement if overall student performance begins to decline.

The sample of 75 accounting majors who participated in the ETS exam in 2005 and 2006 scored in the 55th to 97th percentile in the eight areas. The students scored in the 97th percentile for knowledge of accounting concepts and theories. The exam results for the 2005-2006 academic years (the latest available information) suggest that the accounting students perform at top levels nationally in all eight areas. Because the level of performance exceeded the COB standard of 50th percentile, no further improvement measures are needed in these areas. The program will continue to monitor student performance on this exam and initiate a plan for enhancement if overall student performance begins to decline.

The sample of 76 accounting majors who participated in the ETS exam in 2007 and 2008 scored in the 50th to 96th percentile in the eight areas. The students scored in the 96th percentile for knowledge of accounting concepts and theories. The exam results for the 2007-2008 academic years suggest that the accounting students perform at top levels nationally in all eight areas. Because the level of performance exceeded the COB standard of 50th percentile, no further improvement measures are needed in these areas. The program will continue to monitor student performance on this exam and initiate a plan for enhancement if overall student performance begins to decline.

Over the 5 years covered by the ETS exam, we noticed that majors other than accounting and finance, on occasion, score lower than 50% in the accounting area of the ETS exam. Our examination of the LOA results suggests that the complete elimination of the Dr/Cr procedures from ACG 2021 had a detrimental impact on the performance of LCOB majors who are not in the accounting and finance areas. As a result, we selected a new ACG 2021 textbook that while still emphasizing transaction analysis also includes Dr/Cr procedures.

NOTE #1 – Major courses: So far, students in ACG 3103, 3113, 3341, 3401, and 4632 and in TAX 3012 have been assessed. The textual materials, financial statement analyses, problems assigned for homework, quizzes, cases, and exams measure their understanding of relevant professional standards and tax laws and their ability to apply same to professional practice processes and questions. We expect all of our accounting majors to prepare and present financial information that is relevant to decision making. Aforementioned courses use a wide variety of assessment instruments to measure student learning. Most students were above expectations and/or met expectations. A few were below expectations. All courses incorporated various improvements in the course plans to address the deficiencies found through assessment. Detailed assessment reports are available upon request. **[For example -** Students in ACG 3103 and 3113 (Financial Reporting and Analysis I and II) are required to identify accounting issues and apply Generally Accepted Accounting Principles (GAAP) to solve reporting problems. The textual materials, problems assigned for homework, quizzes and exams measure their ability to solve problems by identifying key issues. We expect all of our accounting majors to be able to recognize accounting issues and apply GAAP to solve them. For example, ACG 3103 selected three assessment

instruments in these two courses to measure student learning at various stages – 1) Problem recognition (P6-11, 11-8; and 14-10); 2) Problem analysis (same problem set); 3) Key causes (FSAC, Kellogg); and 4) Recommended solutions (FRP and FSAC, 3m Co.). 28 students were above expectations, 56 met expectations, and 2 were below. Kellogg and 3M cases were incorporated to improve the consultative abilities of our majors.]

NOTE #2: So far, students in ACG 2091, 3103, 3113, and 3341 have been assessed. The textual materials, financial statement analyses, problems assigned for homework, quizzes, cases, and exams measure their ability to present reliable and relevant information to users so they can focus on key issues at hand. We expect all of our accounting majors to be able to analyze data and summarize the information for presentation to users where pertinent facts are highlighted. Aforementioned courses use a wide variety of assessment instruments to measure student learning. Most students were above expectations and/or met expectations. A few were below expectations. All courses incorporated various improvements in the course plans to address the deficiencies found through assessment. Detailed assessment reports are available upon request.

NOTE#3: Students in ACG 3341 Cost Accounting study the principles of professional integrity and cultural diversity. They learn the IMA Code of Ethics. We selected exam questions and class discussions mentioned above to help us measure students' awareness of these issues. While we find that students capable of identifying appropriate ethical behavior and responding to cultural diversity issue, an assignment will be added to further improve students' understanding of cultural diversity concepts.

NOTE #4: So far, students in ACG 3341, 3401, and 4632 have been assessed. The textual materials, financial statement analyses, problems assigned for homework, quizzes, cases, and exams measure their understanding organizational systems and techniques used to provide information for strategic decisions, including environmental issues. We expect all of our accounting majors to understand decision systems and have the ability to provide data pertinent to strategic decisions and participate in finalizing such decisions, some of which are environmental in nature. Aforementioned courses use a wide variety of assessment instruments to measure student learning. Most students were above expectations and/or met expectations. A few were below expectations. All courses incorporated various improvements in the course plans to address the deficiencies found through assessment, especially in present value concepts. Detailed assessment reports are available upon request. **[For example** - Students in ACG 3341 (Cost Accounting) study principles and techniques used to accumulate information to aid management in decision making. The textual materials, problems assigned for homework, quizzes and exams measure their ability to understand company systems used in developing information and their use in analytical tools that aid decision making by top management. Accountants need to be able to develop information and work with management to find solutions to corporate problems. We selected six instruments to assess student learning in this area: 1) Developing cost information (Test 1 – verbal questions 3, 8, 13, 14, 23, and 33 and quantitative questions 7, 9, 16, and 17; Assignment #2); 2) Using analytical tools to solve problems (Test 2 – verbal questions 11, 17, 18, 20, and 23 and quantitative questions 4, 7, 9, 12, and 18 & Test 3 – verbal questions 2, 3, 7, 8, 9, 13, 21, 25, and 27 and quantitative questions 8, 14, 15, 17, and 18); and 3) Assisting management in problem solving (Assignment #4 and Test 4 – verbal questions 2, 6, 8, 10, 16, 20, 27, 35, and 36 and quantitative questions 2, 6, 10, and 15). Of the students assessed, 34 exceeded expectations, 41 met expectations, and 4 were below expectations. While we find that students are capable in identifying information and analytical tools useful to decision maker and in assisting problem solving, Assignment 4 was added to improve the majors' understanding of present value concepts.]

Students in ACG3401 (Accounting Information Systems) are required to use accounting software to establish an environmental company, enter business transactions, make adjusting entries, prepare financial statements, and close the books. Students complete exercises that demonstrate all of these skills and complete a final project at the end of the assignment that tests all of these skills. As a result of LOA, we will increase reporting requirements with answers throughout the chapters to help students learn how to reconcile accounts and identify errors as they enter data. This would take place throughout the course so that by the time they are ready to complete the final project, they have better accounting and reconciliation skills.

NOTE #5: This LO has been assessed in ACG 4632 (Audit) and TAX 4001 (Personal Tax). Students must have an understanding of the Sarbanes-Oxley Act and Code of Professional Conduct for CPAs. Cases and projects were used to assess this objective. All 35 students completed Test1. Test1 counted 33 percent of the course grade. Test1 was closed book/notes and included questions on tax preparer responsibilities. The minimum level of performance was 70 percent based on the grade scale for the course. 33 students score at/above the minimum level of performance. Only 2 students scored less than the required minimum.

NOTE #6: So far, students in ACG 3401 have been assessed. The relational data base project measure their understanding of organizational data generation and use and their ability to continuously extend their knowledge to different areas of decision making. We expect all of our accounting majors to prepare for a life-long quest for organizational and self improvement. This ability will make them valuable team members and citizens. Aforementioned assessment instrument/method is our attempt to measure students' ability to develop life-long learning skills. Most students were above expectations and/or met expectations. A few were below expectations. The course incorporated various improvements in the course plan to address any deficiencies found through assessment. Detailed assessment reports are available upon request..