

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Departments on Assessment Activities Reported in 2004-2005 Annual Reports

DEPARTMENT Accountancy (Accounting & Business Law) DATE September 2006

COMMITTEE MEMBER(S) CONDUCTING REVIEW Guido; Mabey

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|-----------------|----------------|---------------------------|
| • Were any goals referenced? | YES <u>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>x</u> |
| • Do goals address student learning? | YES <u>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate: Two undergraduate degrees are offered: Bachelors of Accountancy and Bachelors of Managerial Finance and Corporate Accounting. Seven program learning goals were presented in the Assessment Plan of March 2005 and several are alluded to in the assessment portion of the departmental Annual Report. The goals appear complete and are well articulated in the plan.

Graduate: N/A

2. ASSESSMENT METHODS

- | | | | |
|--|--------------|----------------|---------------------------|
| Were any specific assessment methods referenced? | YES <u>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <u>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate: Current assessment of student learning focuses on informal conversations with employers, University surveys, Alumni Surveys, returning student intern data, samples of student writing and presentations, written professor statements, CPA examinations, and demographics of students and classes. The assessment portion of the annual report, in the discussing the results, ties assessment tools to learning goals: "the technical ability of graduates has received excellent comments from employers, returning interns, and alumni surveys" and "graduates were not as strong as desired in their ability to communicate to non-accountants, in both written and oral modes."

Graduate: N/A

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES__x__	NO___	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES__x__	NO___	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they indicate need for improvement?	YES__x__	NO___	QUALIFIED Y/N ___
• Were the results tied to goals for student learning?	YES__x__	NO___	QUALIFIED Y/N ___

Comments:

Undergraduate: Yes. The students' abilities to solve unstructured problems and communicate, their technical abilities, and the results of the CPA examination are briefly discussed. It is easily presumed that additional results are readily available upon request.

Graduate: N/A

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES__x__	NO___	QUALIFIED Y/N ___
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES__x__	NO___	QUALIFIED Y/N ___

Comments:

Undergraduate: One change, based upon assessment goals and results, includes an increase in written and oral communication assignments. (The students' communication skill with non-accounting majors were 'not as strong as desired.')

In addition, it seems the department is expanding its assessment plan. The department has decided to 'gather more information from returning interns' as to whether curricular changes most affect enrolled students or graduates.

Graduate: N/A

SUMMARY

Strengths

- ☒ A specific plan for assessment is in place.
- ☒ Student learning goals are well-articulated.
- ☒ Assessment methods are clearly described.
- ☒ Assessment methods are appropriately selected.
- ☒ Assessment methods are well-implemented.
- ☒ Direct and indirect methods are implemented.
- ☒ Results are reported.
- ☒ Results are tied to closing the loop.
(Decision-making is tied to evidence.)

Areas for Improvement

- ☐ No specific plan for assessment is in place.
- ☐ Student learning goals are not well-articulated.
- ☐ Assessment methods are not clearly described.
- ☐ Assessment methods are not appropriately selected.
- ☐ Assessment methods are not well-implemented.
- ☐ A single type of assessment methods predominates.
- ☐ No results are reported.
- ☐ Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

In reviewing the assessment portion of the Annual Report and the departmental Assessment Plan (March 2005), the department is progressing well in the development (and revisions!) of the plan, collecting of data, reporting of results, and closing the loop activities.

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Section 1: _Y___ Section 2: _Y___ Section 3: _Y___ Section 4: _Y___

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done