

**ASSESSMENT REPORT, DEPARTMENT OF ACCOUNTING, 2004-2005**

Mission statement/goals	Intended outcomes	Assessment methods	Data collected	Use of results																																																																																
<p>To provide high-quality accounting preparation for professional careers in public accounting, industry, and other organizations</p> <p>1. Provide accounting and business knowledge and skills, along with general education, needed for career development</p>	<p>1a. Achieve our learning objectives. (Goals: Avg. teaching effectiveness score &gt; 4.0; Avg. LO scores &gt; 3.0).</p> <p>1b. Goal: the accounting score on the ETS Field Exam will be at or above the 75<sup>th</sup> percentile. (Bachelor degree only)</p> <p>1c. Goal: the first-time pass rate on CPA exam will be equal or above the average of our peer institutions (MAcc only)</p> <p>1d. Accounting graduates will be placed in accounting careers. (Goal: non-placement rate ≥ Utah unemployment rate).</p> <p>1e. Alumni are satisfied with the knowledge and skills acquired in the program, and employers are satisfied with the knowledge and skills of our graduates.</p>	<p>1a. Student evaluations each semester, annual <u>exit interviews</u> with graduating students, annual <u>reviews of the accounting curriculum</u></p> <p>1b. Seniors in a capstone management course (MGMT 4950) take the <u>ETS field exam</u> each semester (Undergraduate only)</p> <p>1c. <u>First-time pass rate</u> statistics published by AICPA analyzed annually (MAcc only)</p> <p>1d. <u>Placement data</u> collected from exit interviews and by Career Services.</p> <p>1e. <u>Focus-group interviews</u> of graduating students, <u>surveys of graduates</u>, and <u>surveys of employers</u> on a 3-year rotating schedule (SOB Assessment Plan)</p>	<p>1a. Avg. effectiveness(Q25):</p> <table border="1" data-bbox="1310 289 1486 342"> <tr> <th>Spg 04</th> <th>Spg 05</th> </tr> <tr> <td>4.3</td> <td>4.3</td> </tr> </table> <p>1a. Avg. score for each LO:</p> <table border="1" data-bbox="1276 391 1520 829"> <thead> <tr> <th>LO</th> <th>Spg 04</th> <th>Spg 05</th> </tr> </thead> <tbody> <tr><td>U1</td><td>4.3</td><td>4.1</td></tr> <tr><td>U2</td><td>3.6</td><td>3.7</td></tr> <tr><td>U3</td><td>3.6</td><td>3.6</td></tr> <tr><td>U4</td><td>4.3</td><td>4.0</td></tr> <tr><td>U5</td><td>4.1</td><td>4.0</td></tr> <tr><td>U6</td><td>3.2</td><td>3.3</td></tr> <tr><td>U7</td><td>3.6</td><td>3.6</td></tr> <tr><td>U8</td><td>3.9</td><td>3.8</td></tr> <tr><td>U9</td><td>3.9</td><td>3.9</td></tr> <tr><td>U10</td><td>4.3</td><td>4.1</td></tr> <tr><td>G1</td><td>4.0</td><td>4.0</td></tr> <tr><td>G2</td><td>3.7</td><td>3.8</td></tr> <tr><td>G3</td><td>4.0</td><td>3.9</td></tr> <tr><td>G4</td><td>4.2</td><td>4.0</td></tr> <tr><td>G5</td><td>4.1</td><td>3.9</td></tr> <tr><td>G6</td><td>4.2</td><td>4.2</td></tr> </tbody> </table> <p>1b. Percentile on ETS field exam:</p> <table border="1" data-bbox="1310 878 1486 932"> <tr> <th>Spg 04</th> <th>Spg 05</th> </tr> <tr> <td>85</td> <td>NA</td> </tr> </table> <p>1c. Pass rates on CPA exam:</p> <table border="1" data-bbox="1272 980 1524 1057"> <thead> <tr> <th></th> <th>Spg 02</th> <th>Spg 03</th> </tr> </thead> <tbody> <tr> <td>SUU</td> <td>6</td> <td>11</td> </tr> <tr> <td>Peers</td> <td>22</td> <td>32</td> </tr> </tbody> </table> <p>1d. Non-placement rate:</p> <table border="1" data-bbox="1247 1105 1549 1211"> <thead> <tr> <th></th> <th>Spg 03</th> <th>Spg 04</th> </tr> </thead> <tbody> <tr> <td>Bachelors</td> <td>4</td> <td>5</td> </tr> <tr> <td>MAcc</td> <td>0</td> <td>0</td> </tr> <tr> <td>Uempl Rate</td> <td>6</td> <td>5</td> </tr> </tbody> </table> <p>1e. Survey of employers for 04-05</p>	Spg 04	Spg 05	4.3	4.3	LO	Spg 04	Spg 05	U1	4.3	4.1	U2	3.6	3.7	U3	3.6	3.6	U4	4.3	4.0	U5	4.1	4.0	U6	3.2	3.3	U7	3.6	3.6	U8	3.9	3.8	U9	3.9	3.9	U10	4.3	4.1	G1	4.0	4.0	G2	3.7	3.8	G3	4.0	3.9	G4	4.2	4.0	G5	4.1	3.9	G6	4.2	4.2	Spg 04	Spg 05	85	NA		Spg 02	Spg 03	SUU	6	11	Peers	22	32		Spg 03	Spg 04	Bachelors	4	5	MAcc	0	0	Uempl Rate	6	5	<p>1a. The scores and implications are reported to faculty and discussed in department meetings. Those with scores below our goals are encouraged to improve. Adjustments to pedagogy and courses are documented in fall performance reports. The faculty voted to delete U7 (e-business) this spring.</p> <p>1b. Unless score is below 75<sup>th</sup> percentile, no action is taken.</p> <p>1c. Several MAcc courses have been modified or added to emphasize the CPA exam, and made mandatory.</p> <p>1d. Placement rates and implications are reported to faculty and discussed in meetings with faculty and advisory and alumni boards. Recent legislation has increased demand for accounting graduates, and forced employers to recruit more aggressively on campus. We worked with E&amp;Y and Deloitte this academic year to establish a more visible presence on campus.</p> <p>1e. Results reported to SOB faculty by SOB Assessment Committee in the spring 05. Faculty members discussed implications and document changes in annual performance reports. Employers continue to recommend the need for better writing, including email and memos. We will include additional assignments in email and memos next academic year.</p>
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**ASSESSMENT REPORT DEPARTMENT OF ACCOUNTING, 2004-2005 – continued –**

<b>Mission statement/goals</b>	<b>Intended outcomes</b>	<b>Assessment methods</b>	<b>Data collected</b>	<b>Use of results</b>																																							
2. Foster career development through the professional accountancy club, internships, service learning (e.g., VITA), competitions, and visits to employers	Relevant development experiences through club activities, internships, VITA, competitions, and employer visits. (Goals: numbers of interns, VITA volunteers, tax returns prepared, and employer visits will be at or above previous year.)	An <u>Internship Report</u> from each intern and intern employer. Written <u>summaries</u> of VITA, competitions, and club activities reported annually in department meeting.	<table border="1"> <thead> <tr> <th colspan="3">Student development activities</th> <th>03-04</th> <th>04-05</th> </tr> </thead> <tbody> <tr> <td>PAC meetings</td> <td>16</td> <td>15</td> <td></td> <td></td> </tr> <tr> <td>Interns</td> <td>36</td> <td>34</td> <td></td> <td></td> </tr> <tr> <td>VITA Volunteers</td> <td>41</td> <td>37</td> <td></td> <td></td> </tr> <tr> <td>Tax Returns</td> <td>525</td> <td>565</td> <td></td> <td></td> </tr> <tr> <td>Employ. Visits</td> <td>2</td> <td>1</td> <td></td> <td></td> </tr> </tbody> </table>	Student development activities			03-04	04-05	PAC meetings	16	15			Interns	36	34			VITA Volunteers	41	37			Tax Returns	525	565			Employ. Visits	2	1			The activity is about the same as in prior years. More employers are coming here now. A trip to Lake Mead hosted by E&Y was under-attended and had some no-shows. We will do a better job managing such trips in the future. To increase involvement, we are considering making PAC a course.									
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3. Enrich the educational experience of students in the classroom by advancing knowledge, and disseminating intellectual contributions	Relevant intellectual contributions by tenured and tenure-track faculty members (Goal: each faculty member will be classified "active." Grad faculty require 2 peer-reviewed journal article (PRj) and 10 points in 5 years. Undergraduate faculty require 1 PRj and 5 points in 5 years.)	An annual <u>Performance Report</u> on scholarly activities prepared by each faculty member, including an explanation of how scholarly activity has influenced teaching.	<table border="1"> <thead> <tr> <th rowspan="2">Fac</th> <th colspan="2">5-Year Total</th> <th colspan="2">Active Status</th> </tr> <tr> <th>PRj</th> <th>Points</th> <th>UGrad</th> <th>Grad</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> <td>54</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>2</td> <td>7</td> <td>63</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>3</td> <td>11</td> <td>101</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>4</td> <td>0</td> <td>0</td> <td>No</td> <td>No</td> </tr> <tr> <td>5</td> <td>13</td> <td>75</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>6</td> <td>1</td> <td>9</td> <td>Yes</td> <td>No</td> </tr> </tbody> </table>	Fac	5-Year Total		Active Status		PRj	Points	UGrad	Grad	1	4	54	Yes	Yes	2	7	63	Yes	Yes	3	11	101	Yes	Yes	4	0	0	No	No	5	13	75	Yes	Yes	6	1	9	Yes	No	Development plans are prepared for inactive faculty. Last year one of the faculty members without active status had a development plan. Faculty members without active status are especially encouraged to submit publications to refereed journals.
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4. Provide relevant examples for use in the classroom by service activities	Relevant service activities by tenure and tenure-track faculty members	An annual <u>Performance Report</u> on service activities, including an explanation of how service activity has influenced teaching	A record of service activities and their influence on teaching	One professor was encouraged to increase professional service. He will serve as the accounting track chairman at the MPM conference this fall.																																							