

**ASSESSMENT REPORT- DEPARTMENT OF ACCOUNTING, 2005-2006**

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 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> <td>Fall 04</td> <td>Fall 05</td> </tr> <tr> <td>4.14</td> <td>4.34</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 05</th> <th>Spg 06</th> </tr> </thead> <tbody> <tr><td>U1</td><td>4.1</td><td><b>3.8</b></td></tr> <tr><td>U2</td><td>3.7</td><td>4.1</td></tr> <tr><td>U3</td><td>3.6</td><td>3.7</td></tr> <tr><td>U4</td><td>4.0</td><td><b>3.8</b></td></tr> <tr><td>U5</td><td>4.0</td><td>4.1</td></tr> <tr><td>U6</td><td>3.3</td><td>4.0</td></tr> <tr><td>U7</td><td>NA</td><td>NA</td></tr> <tr><td>U8</td><td>3.8</td><td>3.7</td></tr> <tr><td>U9</td><td>3.9</td><td><b>3.8</b></td></tr> <tr><td>U10</td><td>4.1</td><td>4.0</td></tr> <tr><td>G1</td><td>4.0</td><td>4.5</td></tr> <tr><td>G2</td><td>3.8</td><td>4.3</td></tr> <tr><td>G3</td><td>3.9</td><td>4.4</td></tr> <tr><td>G4</td><td>4.0</td><td>4.1</td></tr> <tr><td>G5</td><td>3.9</td><td>4.3</td></tr> <tr><td>G6</td><td>4.2</td><td>4.5</td></tr> </tbody> </table> <p>1b. Percentile on ETS field exam:</p> <table border="1" data-bbox="1310 878 1486 932"> <tr> <td>Spg 05</td> <td>Fall 05</td> </tr> <tr> <td>95</td> <td>95</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 03</th> <th>Spg 04</th> </tr> </thead> <tbody> <tr> <td>SUU</td> <td>11</td> <td>NA</td> </tr> <tr> <td>Peers</td> <td>32</td> <td>NA</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 04</th> <th>Spg 06</th> </tr> </thead> <tbody> <tr> <td>Bachelors</td> <td>5</td> <td>NA</td> </tr> <tr> <td>MAcc</td> <td>0</td> <td>0</td> </tr> <tr> <td>Uempl Rate</td> <td>5</td> <td>NA</td> </tr> </tbody> </table> <p>1e. Focus group interviews this year</p>	Fall 04	Fall 05	4.14	4.34	LO	Spg 05	Spg 06	U1	4.1	<b>3.8</b>	U2	3.7	4.1	U3	3.6	3.7	U4	4.0	<b>3.8</b>	U5	4.0	4.1	U6	3.3	4.0	U7	NA	NA	U8	3.8	3.7	U9	3.9	<b>3.8</b>	U10	4.1	4.0	G1	4.0	4.5	G2	3.8	4.3	G3	3.9	4.4	G4	4.0	4.1	G5	3.9	4.3	G6	4.2	4.5	Spg 05	Fall 05	95	95		Spg 03	Spg 04	SUU	11	NA	Peers	32	NA		Spg 04	Spg 06	Bachelors	5	NA	MAcc	0	0	Uempl Rate	5	NA	<p>1a. We exceeded our goals on teaching effectiveness and LOs. Some of the average LO scores were lower than a year ago. The scores and student comments will be discussed in our annual fall meeting with faculty.</p> <p>1b. No action needed. The spring 2006 score is not yet available, but the trend continues to be outstanding.</p> <p>1c. Pass rate data are not available. We are contacting the publisher to discover a possible distribution problem.</p> <p>1d. No action needed. Placement rates will not be available until after graduation. An informal survey suggests that virtually all of our students have either found employment or continuing to graduate school.</p> <p>1e. No action needed.</p>
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**ASSESSMENT REPORT- DEPARTMENT OF ACCOUNTING, 2005-2006 - continued -**

<p>2. Foster career development through the professional accountancy club, internships, service learning (e.g., VITA), competitions, and visits to employers</p>	<p>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.)</p>	<p>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.</p>	<table border="1"> <thead> <tr> <th colspan="3">Student development activities</th> </tr> <tr> <th></th> <th>04-05</th> <th>05-06</th> </tr> </thead> <tbody> <tr> <td>PAC meetings</td> <td>15</td> <td>15</td> </tr> <tr> <td>Interns</td> <td>34</td> <td></td> </tr> <tr> <td>VITA Volunteers</td> <td>37</td> <td>25</td> </tr> <tr> <td>Tax Returns</td> <td>565</td> <td>600</td> </tr> <tr> <td>Employ. Visits</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	Student development activities				04-05	05-06	PAC meetings	15	15	Interns	34		VITA Volunteers	37	25	Tax Returns	565	600	Employ. Visits	1	2	<p>VITA volunteers were down because most students had jobs by the spring term and VITA started 2 weeks late. We will make VITA a required part of the spring PAC seminar and re-emphasize the importance of service learning with our students.</p>
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<p>3. Enrich the educational experience of students in the classroom by advancing knowledge, and disseminating intellectual contributions</p>	<p>Relevant intellectual contributions by tenured and tenure-track faculty members (<u>Goal</u>: each faculty member will be classified “active.” Grad faculty require 3 peer-reviewed journal article (PRj) and 15 points in 5 years. Undergraduate faculty require 1 PRj and 10 points in 5 years.)</p>	<p>A <u>Faculty Annual Activity Report</u> on scholarly activities prepared by each faculty member, including an explanation of how scholarly activity has influenced teaching.</p>	<p>All but one full-time faculty member was classified as active</p>	<p>Development plans are prepared for inactive faculty. Faculty members without active status are especially encouraged to submit publications to refereed journals. One newly-hired faculty member presented one paper at a conference one month after starting, and has a goal to submit a paper to a refereed journal before the end of this academic year. The part-time faculty members have goals in their work plans to publish in appropriate journals, and are working with other faculty to co-author articles.</p>																					
<p>4. Provide relevant examples for use in the classroom by service activities</p>	<p>Relevant service activities by tenure and tenure-track faculty members</p>	<p>A <u>Faculty Annual Activity Report</u> on service activities, including an explanation of how service activity has influenced teaching</p>	<p>All reported professional service activity.</p>	<p>No action required.</p>																					