

Annual Assessment Report

Accounting

Lee Bailey, JD, CPA

Annual Assessment Report

Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	28	20
Minors	6	6
Concentrations (Add Rows if needed)	NA	9
Full Time Faculty	1	1
Part Time Faculty		

Program Delivery (HLC 3A3)

Traditional on-campus ____ Yes ____

Online Program ____ No ____

Evening Cohort ____ No ____

Analysis:

This year the accounting program experienced a drop in majors from 28 to 20. Minors remained constant at 6. Nine Business majors chose a concentration in Accounting. We are a “small” program and are able to advise each of these students individually and to work through any issues so that our student retention is very high.

If a student interested in accounting enjoys Principles of Accounting, but is still unsure about what major to pursue, we suggest they take Intermediate Accounting I as soon as possible. This course is where the curriculum separates from bookkeeping to accounting and this is where we will always lose a few students who find that they were not aware of the true nature or depth of the accounting profession.

The accounting degree does require 60 credits, so degree completion can be an issue. However, in the past we have offered tutorials whenever a student needed a class to graduate on time.

I believe it is possible to increase the major to 50 students with our current university enrollment.

Outside Accreditation:

Is your program accredited by outside accreditor? If “yes”, name the accrediting agency and include the cycle for accreditation review.

Yes, the Accounting program at WWU is accredited by the ACBSP as of May 2015. The cycle for review includes a three year quality review and a ten year re-accreditation process.

Program Action Items

Action Item 1:	Increase the student’s comfort level with all types of technology that will be required when they are employed as accountants.
Action steps:	Implement an increase of required technology for completing assignments in Intermediate Accounting I and other upper divisional accounting courses.
Timeline	2014-2015 Some course are taught every other year, so the timeline may need to be extended in some areas to 2015-2016
Faculty Responsible	Lee Bailey, JD, CPA
Evaluation	Assessment Results will indicate the level of achievement in implementing this increase in the use of technology and it will assess the students’ mastery of doing so.

Action Item 2:	Improve the assessment process.
Action steps:	Modify the standardized, external, summative assessment test to better reflect what is taught in our program.
Timeline	2014-2015 academic year
Faculty Responsible	Lee Bailey, JD, CPA
Evaluation	Peregrine Assessment Test Results and Analysis

Program Objectives: (from most recent Assessment Plan)

1. Demonstrate a solid basis of knowledge of the law, ethics and economics.
2. Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.
3. Demonstrate proficiency in the application of spreadsheet and other accounting software.
4. Evaluate issues relating to the basic concepts of payroll, taxation, and auditing
5. Evaluate issues relating to the advanced concepts of financial and managerial accounting.
6. Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.
7. Determine appropriate career paths based on actual experience obtained in a professional business environment.

Program Objectives Matrix (from most recent Assessment Plan)

	Obj. 1	Obj.2	Obj.3	Obj. 4	Obj. 5	Obj. 6	Obj. 7
ACC240		I				I	
ACC241		R		I		R	
ACC312		R	I	R	I	R	
ACC319		R		R			
ACC321				R			
ACC322		M	R		M	R	
ACC343					R		
ACC390							M-A
ACC412			M				
ACC430		M-A	M-A	M-A	M-A	M-A	
ACC441				R			
BUS214	I						

BUS335	M-A						
BUS415							
ECN251	R						
ECN252	R						
MAT114		I					
MIS125			I				

All objectives must be assessed either yearly or as articulated on a cycle. Objectives are not necessarily assessed each time they are listed as a Program objective for the course. The faculty in the program determine when the objective will be assessed, in which course, with which artifact, and what if any outside assessment will occur.

Fill in the chart with Program Specific Content- Much of this can come from past annual reports. When identifying the methods, consider fall and spring courses and assignments to identify appropriate assessments for the objectives. Best practices recommend multiple measures of assessment for each objective

Assessment of Program Objectives

Objective 1	Demonstrate a solid basis of knowledge of the law, ethics and economics.
Methods	<ol style="list-style-type: none"> <i>Case Study</i> <i>Standardized External Test through Peregrine Academic Services.</i>
Benchmark	<p><i>A successful case study is one that shows the student has considered all of the major factors that should be examined in order to solve this issue; within the law, within the boundaries of ethical behavior and showing a consideration for the economic factors that are present.</i></p> <p><i>80% of students will perform at or above the national average on the</i></p>

	<i>sections of the test from Peregrine Academic Services that address this objective.</i>
Data Collected (course specific)	Summarized at the end of the report in "Analysis of Assessment"
Data Collected (Assessment Day, external tests, Senior Achievement)	What is the sample size?
Results/Outcomes	I don't see where it is assessed? Table 2 states that obj 1 was not assessed.
Proposed changes to the assessment process	Discussed at the end of the report in "Program Changes Based on Assessment"
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective 2	Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.
Methods	<ol style="list-style-type: none"> <i>1. An Accounting Practice Set of advanced degree will be completed by each student during ACC 430 Advanced Accounting.</i> <i>2. Standardized External Test through Peregrine Academic Services.</i>
Benchmark	<i>Accurate completion of the Accounting Practice Set.</i>

	<i>80% of students will perform at or above the national average on the sections of the test from Peregrine Academic Services that address this objective.</i>
Data Collected (course specific)	Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective3	Demonstrate proficiency in the application of spreadsheet and other accounting software.
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Methods	<ol style="list-style-type: none"> <i>1. An Accounting Practice Set of advanced complexity will be completed by each student during ACC 430 Advanced Accounting.</i> <i>2. Standardized External Test through Peregrine Academic Services.</i>
Benchmark	<p><i>Accurate completion of the Accounting Practice Set</i></p> <p><i>80% of students will perform at or above the national average on the sections of the test from Peregrine Academic Services that address this objective.</i></p>
Data Collected (course specific)	Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...
Budget needs	Are there any budget needs for the program to make the assessment

related to the objective?	more effective?
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Objective 4	Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.
Methods	<ol style="list-style-type: none"> <i>1. An Accounting Practice Set of advanced complexity will be completed by each student during ACC 430 Advanced Accounting.</i> <i>2. Standardized External Test through Peregrine Academic Services.</i>
Benchmark	<p><i>Accurate completion of the Accounting Practice Set</i></p> <p><i>80% of students will perform at or above the national average on the sections of the test from Peregrine Academic Services that address this objective.</i></p>
Data Collected (course specific)	Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.

Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective 5	Evaluate issues relating to the advanced concepts of financial and managerial accounting.
Methods	<ol style="list-style-type: none"> <i>1. An Accounting Practice Set of advanced complexity will be completed by each student during ACC 430 Advanced Accounting.</i> <i>2. Standardized External Test through Peregrine Academic Services.</i>
Benchmark	<p><i>Accurate completion of the Accounting Practice Set</i></p> <p><i>80% of students will perform at or above the national average on the sections of the test from Peregrine Academic Services that address this objective.</i></p>
Data Collected (course specific)	Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.

Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective 6	Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.
Methods	<i>1. An Accounting Practice Set of advanced complexity will be completed by each student during ACC 430 Advanced Accounting. Standardized External Test through Peregrine Academic Services.</i>
Benchmark	<i>Accurate completion of the Accounting Practice Set</i> <i>80% of students will perform at or above the national average on the sections of the test from Peregrine Academic Services that address this objective.</i>
Data Collected (course specific)	Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the

	benchmark.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Objective 7	Determine appropriate career paths based on actual experience obtained in a professional business environment.
Methods	<i>A written paper describing their internship experience including job descriptions and other factors that lead to a student's perception of the different career paths open to accountants.</i>
Benchmark	<i>The student should convey an understanding of several career paths open to accountants and in describing their internship experiences of performing or observing others performing these duties, exhibit an accurate, and practical description of the professional's responsibilities.</i>
Data Collected (course specific)	Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the

	benchmark.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective?

Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

Table 1 - External, Summative Testing

Program Objective	Peregrine Computerized Test ACBSP Schools	WWU Accounting Majors 2014- 2015 Assessment
#1 Demonstrate a solid basis of knowledge of the law, ethics and economics.	Ethics – 51.2% Law – 62.8% Economics – 51.7%	Ethics –50% Law – 67.1% Economics– 45.7%
#2 Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.	Accounting – 56.8%	Accounting – 51.4%
#4 Evaluate issues relating to the basic concepts of payroll, taxation and auditing.	Accounting – 56.8%	Accounting – 51.4%
#5 Evaluate issues relating to the advanced concepts of financial and managerial accounting.	Accounting – 56.8%	Accounting – 51.4%
#6 Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.	Business Finance – 57.8%	Business Finance – 58.6%

Table 2 - Internal, Summative Testing – Capstone Course ACC 430

	2012-2013 Percent of students assessed as Proficient or Exemplary	2013-2014 Percent of students assessed as Proficient or Exemplary	2014-2015 Percent of students assessed as Proficient or Exemplary
Objective 1	100%	Not Assessed	Not Assessed
Objective 2	90%	100%	100%
Objective 3	100%	100%	100%
Objective 4	Not Assessed	82%	76%
Objective 5	100%	Not Assessed	71%
Objective 6	90%	Not Assessed	100%
Objective 7	90%	100%	100%

Analysis of Assessment:

Concerns about the data above are due to the small number of students who are assessed. The ACC 430 capstone course had 7 students this semester. Therefore, one outlier (either high or low) can skew the averages, which doesn't mean that our numbers are not a true assessment, but they are an average.

The data presents an acceptable level of achievement for our students. However, the students did not feel that their accounting knowledge was assessed accurately by the standardized Peregrine tests. They felt there were too few accounting questions and too many questions on economics, ethics, and finance.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

The accounting program is assessed through an external formative and summative computerized test that is administered by Peregrine Academic Services. These tests are taken at the beginning of the accounting coursework after the students have completed Principles of Accounting I and again at the end during Advanced Accounting. The tests are given on Assessment Day in March each year. (Table 1)

In addition, the accounting program is assessed through individual assignments (internal, summative) given in Advanced Accounting which serves as the capstone course for the accounting major. (Table 2)

The Accounting program is a department of one faculty member, but a division of 7, so all decisions are discussed between the faculty member and the Division Chair. During the past year, these individuals have met each week to discuss ACBSP accreditation progress. Quite often these discussions focused on assessment.

Program Changes Based on Assessment:

One action item from the previous year was to increase the students' level of comfort with technology. With this goal in mind, the ACC 430 Advanced Accounting course required the students to complete projects using Quickbooks and Excel. In addition, the ACC 412 Accounting Information Systems course was modified to include, almost exclusively, an advanced Excel curriculum. Quickbooks will be added to the Principles of Accounting I and II courses as well.

The second action item was to improve the assessment process. Assessment Days during 2015 included a new event, a Panel Discussion. The Panel was comprised of adjunct faculty and alumni who work in the accounting profession. The students' feedback was very positive about this event. Questions centered on assessing the need for further degrees or certification after college, interview techniques etc.

General Education Assessment:

General Education - Secondary Objectives

- A. Communication
- B. Critical Thinking
- C. Meaning
- D. Creative and Esthetic
- E. History
- F. Math
- G. Natural Science
- H. Diversity
- I. Social Science
- J. Value

Accounting B.S.

Course #	Course Title	Objectives
<u>ACC240</u>	Principles of Accounting I	2,6 F
<u>ACC241</u>	Principles of Accounting II	2,6 F
<u>ACC312</u>	Intermediate Accounting I	2,3,5,6 C, F
<u>ACC319</u>	Income Taxation	4 F, I
<u>ACC321</u>	Accounting for <u>Payroll</u>	4 F
<u>ACC322</u>	Intermediate Accounting II	2,3,5,6 C, F
<u>ACC343</u>	Cost/Managerial Accounting	5 F
<u>ACC390</u>	Internship I	7 A
<u>ACC412</u>	Accounting Information Systems	3 F
<u>ACC430</u>	Advanced Accounting I	3, 5 A, C, F
<u>ACC441</u>	Auditing	4 A, B, E
<u>BUS214</u>	Business Ethics-ER	1 J
<u>BUS335</u>	Business Law	1 A, E
<u>BUS415</u>	Corporate Finance	6 F
<u>ECN251</u>	Macroeconomics	1 I
<u>ECN252</u>	Microeconomics	1 I
<u>MAT114</u>	Elementary Statistics	2 F
<u>MIS125</u>	Productivity Tools	3 F

Business/Accounting Elective

Course #	Course Name	Objectives
<u>ACC451</u>	<u>Internship II</u>	7 A
<u>ACC452</u>	Internship III	7 A
<u>BUS307</u>	<u>Retail Management</u>	2 F
<u>BUS324</u>	Personal Finance	2,6 F
<u>BUS351</u>	Principles of Management	2

<u>BUS435</u>	Investments	6 F
<u>BUS450</u>	Business Policies and Procedures	2, 6 A, B, F

Program Activities:

Student Performance Day Activities (Assessment Day):

During Assessment Days, the Accounting Department conducts an outbound assessment of their students who have completed or who are about to complete the capstone course, ACC 430. An inbound assessment test is given to students just beginning their Accounting education. Both of these tests are completed through the Peregrine Academic Assessment Services.

The data received this year compared our scores to those of other ACBSP accredited schools. The inbound test scores indicated that our students enter WWU at or above the national averages. However, our outbound scores were slightly lower than the national averages. This is evidence that our curriculum could improve in Ethics, Microeconomics, Leadership and Management. Areas such as Legal Environment of Business, Human Resources and Finance indicated our students had begun lower than average but finished above the national averages.

The changes made in previous years will continue to show results for the near future. However, one concern that should be addressed is the content of the Peregrine Assessment Test. The students did not believe that their accounting knowledge had really been tested upon completion of this exercise. Perhaps the test is trying to cover too broad of an area. Further adjustment of this product may be necessary.

Assessment Days during 2015 included a new event, a Panel Discussion. The Panel was comprised of adjunct faculty and alumni who work in the accounting profession. The students' feedback was very positive about this event. Questions centered on assessing the need for further degrees or certification after college, interview techniques etc.

Senior Achievement Day Presentations:

Senior Achievement Day activities are seldom held within the Accounting program. The Senior Achievement Days occur every semester. They are an opportunity for each major to showcase their students' capstone projects. Because of the small number of majors within the Accounting program, we do not offer the capstone course every semester. Therefore, quite often there are no seniors to participate.

In the semester when the capstone course is offered, our students are required to complete a comprehensive project that assesses their understanding of advanced accounting topics and the use of technology. It does not require the students to perform in any way nor to create a presentation. In the

past, we have asked the students to include this just to have something to “do” on Senior Achievement Days. It has not worked well. The presentation aspect has diminished the amount of time and effort available to complete the more important aspects of the project.

Service Learning Activities:

The program mission does not include Service Learning. Our students engage in the community by completing internships at all types of businesses within Missouri as well as other states and countries. We have explored the possibility of assisting senior citizens with Income Tax preparation and found the liability to be too great.

Program Sponsored LEAD Events:

Program faculty sponsored 2 LEAD events during this academic year on the subject of continuing their education with a master’s degree or CPA certification.

Student Accomplishments:

Allison Strickland – Accounting major who graduated in May 2015 received the Faculty Award.

Alumni Successes: **Josh Jackson** – Received his MBA from WWU and obtained a position as Director of Finance for FB Credit Services, Columbia, MO.

Marissa McPherson – Obtained a position as Accountant for the home office of MHC – Kenworth, Nashville, TN.

Jeff Smith – obtained CPA Certification.

Faculty Accomplishments:

None

Alumni (Recent Graduates) Accomplishments (past year graduating class):

The Business Advisory Council that meets each October indicated that alumni would like to see more technology in the Accounting curriculum. This was also mentioned in the previous year therefore changes had already been implemented to improve the students’ level of comfort with Quickbooks and Excel. Overall, the students felt prepared for their profession or for graduate school.

Alumni surveys sent from the Alumni Office indicated Business Division alumni were comparatively employable and well paid.

Assessment Rubric Annual Assessment Report					
Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/> Program is accredited through ACBSP
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/> Internal and external assessments used.
Assessment Results	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment	<input type="checkbox"/> There are minor gaps in the reporting of the data,

	<p>to improve student learning.</p> <p><input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.</p>	<p>and gaps in student learning are recognized.</p>		<p>data.</p>	
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<p><input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome.</p> <p><input type="checkbox"/> Includes input from adjunct faculty.</p> <p><input type="checkbox"/> Includes input from outside consultant.</p>	<p><input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results.</p> <p><input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.</p>	<p><input type="checkbox"/> Some program faculty receive annual assessment results</p> <p><input type="checkbox"/> Faculty input about results is sought</p>	<p><input type="checkbox"/> Faculty input is not sought.</p> <p><input type="checkbox"/> Conclusions about student learning are not identified.</p> <p><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</p>	<p><input type="checkbox"/> There is only one faculty member in the program for accounting.</p>
Actions to Improve	<p><input type="checkbox"/> A comprehensive</p>	<p><input type="checkbox"/> Description of the action to</p>	<p><input type="checkbox"/> Adjustments to the assessment</p>	<p><input type="checkbox"/> No actions are taken to</p>	<p><input type="checkbox"/></p>

Learning and Assessment	<p>ve understanding of the program's assessment plan and suggestions for improvement.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning. 	<p>improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment. 	<p>plan are proposed but not clearly connected to data</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed. 	<p>improve student learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes. 	
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Additional Comments:

In Objective 1: I don't see where the data is for Objective 1, the case study data?

* I am assuming that the data on Table 2 is the data from the Accounting practice Set of Advanced degree??

On the Peregrine assessment, is that the full business program or is that data representative of only accounting majors? Any thoughts on the Peregrine results as the benchmark was 80% of students would score at or above the national average... I see the percentages on table 1, but is there anywhere for the percentage of students who achieved the score?



The General Education assessment is comprehensive in the program. Each course has a minimum of one content area within the course.