

## SLO Committee Comments on 2010 Assessment Report: School of Accountancy

### *BSBA Accounting*

1. **Overview:** What a spectacularly thorough and informative report. We especially appreciated the numerous attachments, which allowed for a genuine understanding of the assignment used for assessment and why it made sense to use it. Particularly commendable is how this report reflects assessment of a course that was redesigned with previous learning outcomes data in mind.
2. Discussions of the year's assessment focus, data-collection, and conclusions were thoughtful, clear, and insightful, even for reviewers not "conversant" with this content area (i.e., a reviewer from the humanities)
3. Discussion of team dynamics was particularly intriguing (the team contract was wonderfully revealing for how such work is monitored and why the use of group work for programmatic assessment is particularly valuable and relevant in BSBA). Nonetheless, we did find ourselves wondering how team leaders were selected – would seem to have an impact on the findings for how team members assessed their leader and vice versa. While the report noted that "it was interesting to note that team leader's evaluations of the members were lower in almost all categories," one reviewer wanted to know WHY this was interesting and what might be done about it. Why is this the case and does any tweaking of the assignment need to be done to address the disparity in ranking?

### *MSA*

1. **Overview:** We are really sympathetic with the problems MSA is encountering with respect to writing proficiency (we have the same issues in many depts. at the grad and undergrad level, as well). Student-writing seems to be a problem endemic to the University, something perhaps that should be addressed as a university-wide assessment conundrum, rather than fought-out at the individual program level. So, we applaud MSA's efforts in this battle. We wish you luck as you progress through the second cycle of your assessment of student learning outcomes. It will be interesting to see comparisons of results for individual goals after an interim of five-years and

presumably impacted by strategies your program undertook to address the findings in the first cycle.

2. **Data collection:** Good description of full assessment process and its transparency to the students (with rubric presented to students in advance). We were nonetheless curious which two faculty members did the assessing. Same as the instructors who taught 790, or a different group?
3. **Findings/Recommendations:** The findings re: "international" students are very interesting. Look forward to seeing what you are able to do as a result of this finding. This seems exactly the kind of problem that assessment is intended to isolate for attention.