

ATA
Assessment and Curriculum Issues Committee
Assessment of Learning Survey Results - October 2007

Q1. Does Your accounting program have separate AACSB accreditation from the business college?

	<u>%</u>	<u>#</u>
Yes	55.20%	96
No, but in the process of applying	8.00%	14
No	36.80%	64
Reply		174
Skip		0

Q2. Please indicate the types of accounting programs available in your school or college of business. Check all that apply.

	<u>%</u>	<u>#</u>
Undergraduate business degree with accounting major or option	92.60%	160
MBA with an accounting concentration	30.70%	54
Masters of Accounting	65.30%	115
Masters of Taxation	5.70%	10
Ph. D.	31.30%	55
Other (please specify)	2.80%	5
Associates, Bachelor of Acct.	Reply	174
150 Hr BS; Integrated 5 yr. BS/MPA	Skip	0

Q3. Are you involved or familiar with the development of the assessment plan for your overall accounting program?

Answer options	<u>%</u>	<u>#</u>
Yes	67.80%	118
No	32.20%	56
Reply		174
Skip		0

Q4. How long did it take you to develop the learning objectives and formal assessment measures for the undergraduate accounting program?

Answer options	%	#
Less than 1 month	0.00%	0
1-4 months	8.30%	6
5-8 months	5.60%	4
9-12 months	2.80%	2
More than 1 year	27.80%	20
We are still in the process of developing assessment measures	51.40%	37
We have not started developing our assessment measures	4.20%	3
Reply		72
Skip		102

Q5. How many learning objectives/goals does your undergraduate accounting program have?

# of Learning Objectives	%	#
1	3.40%	1
2	3.40%	1
3	6.90%	4
4	13.80%	4
5	13.80%	4
6	17.20%	9
7	13.80%	5
8	3.40%	2
9	3.40%	1
10	7.30%	3
12	3.40%	2
14	3.40%	1
15	3.40%	1
18	3.40%	1
19	3.40%	1
20	3.40%	1
	100.00%	
		41
Response Count	50	
Replied to question, several answered "lots" and "tons"		
Skipped question	124	

Q6. Please indicate which of the following learning objectives/goals your undergraduate accounting program has adopted and how they are assessed? Please check the appropriate columns to indicate if you have a particular learning goal and the method(s) used to assess the particular goal.

Answer options	Goal of our program	Course embedded measures	Student surveys	Employer surveys	Alumni surveys	CPA exam	CMA exam	Other std. tests	
Technical accounting competency		46	37	8	9	10	19	1	9
Written communication		43	40	10	10	8	1	0	4
Oral communication		37	32	9	10	6	0	0	3
Technology competency/skills		40	36	11	8	8	3	0	7
Critical thinking		38	34	9	8	5	1	0	2
Analytical and problem solving skills		39	36	7	8	6	2	0	2
Ethical behavior/judgment		39	32	7	7	5	0	0	2
Teamwork/interpersonal skills		24	20	8	7	3	0	0	1
Lifelong learning		10	7	5	5	5	0	0	1
International/global		18	14	2	3	3	0	0	5
Other		8	4	4	3	2	2	1	2

Reply 55
Skip 119

Q7. If you use standardized tests other than the CPA or CMA exams, please list the names of those tests.

ETS Major Field Exam	8
MFAT	2
Microsoft Office Specialist,ppt,xls	3
ILIAD	1
College Designed Writing Test	1
AACSB Outcome Measures	1
Canadian CA Exam UFE	1
EMI	1
ETA	1
WWW.criticalthinking.org	1
Comprehensive Exams	2
Student Exam	1
Self-Designed Exit Exam	1
Don't know, don't use	2
Response Count	23
Replied to question	
Skipped question	151

Q8. Do you have different learning objectives for your online courses than for your courses that meet in the classroom?

Answer options	<u>%</u>	<u>#</u>
No, we don't offer online courses	61.30%	38
No	37.10%	23
Yes, please describe the differences (Different requirements for team work and presentations.)	1.60%	1
	Skip	112

Q9. How is the assessment data that is collected used? Please check all that apply.

	<u>%</u>	<u>#</u>
Answer options		
To determine if the learning objectives have been achieved	80.00%	28
To make changes in the topics included in specific courses	45.70%	16
To make changes in the assignments in specific courses	31.40%	11
To change the courses that students must take to complete their degree	25.70%	9
To report to relevant stakeholders such as employers and prospective students	17.10%	6
To determine whether students have fulfilled the requirements for graduation	8.60%	3
To evaluate faculty	0.00%	0
Our assessment data has not been collected or used to date	14.30%	5
Other (please specify) (Appease AACSB; To improve courses by taking more time with certain topics)	8.60%	3
	Reply	35
	Skip	139

Q10. Who was responsible for the development of the assessment measures in your accounting department (area) at the first step?

Answer options	<u>%</u>	<u>#</u>
Each faculty member performed his/her own assessments	32.20%	19
Designated faculty performed the assessment for the entire department	32.20%	19
Department administrator	20.30%	12
College administrator	1.70%	1
Outside evaluator	0.00%	0
Other (please specify)	13.60%	8
	Reply	59
	Skip	115

Comments:

Assessment coach helps individual faculty (I am the assessment coach).

Entire Dept. developed plan and measures

Entire Department

Developed them as a group for lower level classes; discussed as a group upper level classes, but individual faculty members decided

Faculty leader and curriculum committee

college committee

All faculty contributed

all faculty decided which objectives were best measured by which class then individual faculty designed the assessment

Q11. Do you believe the assessment results are underused, appropriately used, or overused?

Answer options	%	#
Underused	29.80%	17
Appropriately used	45.60%	26
Overused	10.50%	6
Please explain	14.00%	8

Reply 57

Comments: (5)We do not yet have resSkip 117

Many faculty view the assessment as unnecessary and only for the (1)They are nonsense, so any use of them would be wasted time.
the program has proven difficult.

Too inaccurate to be used.

Q12. A complete round of the assurance of learning process involves setting objectives, designing and implementing learning activities, assessing students' performance, and making changes as a result of the information gathered from assessment. How many complete rounds of the assessment process have you

Answer options	%	#
None, we are working on setting goals	10.00%	6
None, we have set goals but are still designing assessment measures	21.70%	13
None, we have assessed all (most) of our objectives, but not yet implemented any changes	21.70%	13
One round	28.30%	17
Two rounds	13.30%	8
Three rounds	5.00%	3
More than three rounds	0.00%	0

Reply 60

Skip 114

Q13. Please describe the changes you have made in your accounting program as a result of the assessment data you have gathered.

We discontinued a course and changed the textbook in another.

Made changes to individual courses and adjusted topics taught.

Added a course on Access and advanced Excel topics. Refined assesement process to overcome problems

No major changes. Most faculty are satisfied with established curriculum.

We changed the admissions standards for our own graduates to our MSA program

Changed the capstone course; added some requirements to the capstone project.

Changed textbook and course content for the principles level classes (financial and managerial). Changed introductory IT class to include more spreadsheet coverage.

Added two new courses: Corporate Governance, Fraud Examination

Minor changes to techniques used to teach subjects.

Changed the coverage of topics covered in Principles of Accounting courses.

Program realignment (between grad and undergrad programs). Topical coverage in several undergrad and grad courses. Personnel changes. Introduction of a virtual

global panel on global issues. Introduction on an enhanced Master's of Accounting specialization with two new courses in forensic accounting and systems auditing.

Significantly enhanced writing emphasis in the senior capstone course.

Within courses, we have placed more emphasis on assigning things that enhance problem solving and critical thinking skills. We have

Many.

We made changes within individual courses.

There have been changes to the order of classes as well as content.

Comments such as still collectind data have been omitted.

Changed some requirements regarding oral/written communications within existing classes. Added and ethics class. Added international opportunities for students.

None

course specific changes to make sure we have adequate topical coverage as well as sufficient coverage and assessment of learning objectives

We have added more course offerings

None

Creation of the 5-year BBA/MBA degree option. Changes in the core curriculum for accounting majors. Changes in the accounting curriculum

Data gathering was impossible for one measure so the objective was changed slightly to make it possible to get data

comprehensive principles exams. more online offerings.

none

Response Count 31

Reply 31

Skip 143

Q14. What is the most important advice you would give a colleague going through the assessment process for the first time?

Take small steps. Don't try to do the whole program at once. Focus on selected objectives--one objective at a time.

Have patience.

It will take longer than you think. Spend time with other programs at other schools to see what they are doing.

Recognize that this is important to your Dean.

Realize that it is a collaborative process.

Remember that it is a learning process; do not expect all targets to be achieved; do not be afraid to revise the assessment document when necessary.

You need leadership and collaboration.

make sure you can measure the goal before starting your assessment and that your measurement actually measures progress toward the goal

Only do the kinds of assessment that actually help you make changes to your program, not necessarily what someone else says you should do.

1) Get faculty involved in the process and accountable for it; don't let it become department chair driven. 2) Keep it simple.

Choose assessment tools (measures) carefully.

Just get through one cycle -- you can perfect it, later.

It's not about evaluating teaching.

You are probably already doing a lot of things that can be used in your assessment -- but you need to document what you are doing and how you use the information to support continuous improvement.

Simplify, simplify, simplify. Faculty start enthusiastically promising to assess objectives in their courses but fail to do the actual assessment and fail to keep the data even if they do the assessment. Avoid in-class assessments if possible. There is too much recordkeeping. Keep in mind, however, that it is very difficult to keep track of graduates a few years after they have graduated. Therefore, surveys of alumni are not very productive. You must also impress upon employers that their responses to surveys are critically important to the department. Individuals who supervise the graduates are the ones who should complete the surveys - not the recruiting staff.

Communication and willingness to participate are key.

Complete the cycle despite any misgivings faculty may have about validity, cost/benefit, etc. Started the process and then fine tune it. You have to make mistakes in order to learn from them.

1. It takes a lot of time. 2. Most of the advice given by assessment groups is not helpful. 3. Try to find out what other schools are doing from your colleagues.

Start with good (meaning assessable) learning objectives. Have an assessment leader and send that person to AACSB assessment training seminars--this has been critical for me.

Document everything.

Be prepared for the development process to take an entire academic year with much more work once you are begin using the assessment tool for your course.

Spend the money and use professional exams (e.g., the ETS and assessment centers such as ILIAD). Do not try to develop the assessments yourself.

Appropriately identify course objectives with the program goals - once this is done correctly the assessment proceeds smoothly.

Only create learning goals/objectives that can be directly measured.

Don't try to do every thing at once.

It is an evolving process

work together with your colleagues

Get ready to drink coffee and read

Educate your colleagues and reach agreement about how the assessment data will be used.

Set measurable goals!

Do some research and find out what other universities use as objectives to give you a place to start. Don't use too many; fewer is better

Realize - in the beginning - that there are few resources "out there" to rely on.

Be careful what changes you promise because you will need to implement them.

Start early

Response Count

Reply 37

Skip 37

137

Q15. Are there any unique characteristics about your university or program that affect your assessment activities? Please describe.

We are simultaneously assessing for both SACS and AACSB. That doesn't make US unique, but it is a challenge.

We have a very high percentage going into public accounting.

Very strong sense of independence among faculty about control over their classes.

We are a Catholic Franciscan university & therefore have some mission-centered goals and objectives that must be assessed (e.g., understanding of Franciscan values and its relevance to contemporary business practices)

Relate heavily to the CPA exam

1. No control over admitting students to our program. 2. No capstone class, and we are not going to install a capstone so that we can merely assess our student's learning. 3. No exit exam requirement.

Our accounting department is relatively small--and we have been able to revise our learning objectives relatively quickly. We also have an accounting advisory board which is willing to assist appropriately.

Several responded with "none".

We are at the Community College level

Understaffed faculty with little flexibility to add another questionable bureaucratic process.

Yes. Christian values and integration of faith and learning are required. We have ACBSP accreditation, not AACSB.

no nothing too unique. (4 responses)

Response Count

Reply	22
Skip	22
	152

Q16. Are you familiar with the learning objectives for the undergraduate introductory tax course?

Answer options	<u>%</u>	<u>#</u>
Yes	74.10%	80
No	25.90%	28
Reply		108
Skip		66

Q17. How many tax courses are required in the undergraduate accounting major (option)?

Answer options	%	#
Zero	2.00%	2
One	70.60%	72
Two	21.60%	22
Three or more	5.90%	6
	Reply	102
	Skip	72

Q18. How were the departmental learning objectives and assessment measures for the introductory tax class developed? Please check all that apply.

Answer options	Learning objectives	Assessment measures	#
Individual faculty member teaching the course	62	52	67
Faculty committee teaching tax courses	23	15	23
Accounting department faculty committee	18	17	25
College-wide committee	3	6	7
Department administrator(s)	12	7	12
College administrator(s)	2	3	4
Advisory Council and/or external stakeholders	8	5	9
Other	2	2	2
	Reply		81
	Skip		93

Q19. How involved were you in the development of learning objectives and assessment measures for the introductory tax course?

Answer options	<u>%</u>	<u>#</u>
Actively involved, individually developed learning objectives and assessment measures.	44.10%	30
Actively involved, participated on committee that developed learning outcomes and assessment measures	22.10%	15
Involved, reviewed and/or commented on individual or committee recommendations	16.20%	11
Not involved, accepted individual or committee recommendations without comment	14.70%	10
Other (please specify)	2.90%	2
New faculty not present when developed	Reply	68
Developed learning objectives.	Skip	106

Q20. Were the learning objectives articulated to the students of the introductory tax course prior to the development of the assessment measures for AACSB accreditation?

Answer options	<u>%</u>	<u>#</u>
Yes	53.10%	34
No	37.50%	24
Other (please specify)	9.40%	6

Reply 64

Comments: Development of assessme Skip 110

We are not under AACSB; Do not know.

Not AACSB but LO are articulated.

Q21. Do you believe the learning

objectives for your first

undergraduate tax course are too

general, about right, or too specific?

Answer options	<u>%</u>	<u>#</u>
Too general	5.90%	4
About right	91.20%	62
Too specific	2.90%	2

Reply 68

Skip 106

Q22. How are the course learning objectives communicated to your students in the introductory tax course? Please check all that apply.

Answer options	%	#
Course syllabus	94.00%	63
Course website (other than syllabus)	22.40%	15
Course printed material (other than the syllabus)	6.00%	4
Course catalog	13.40%	9
College website	6.00%	4
Learning objectives are not communicate to students	1.50%	1
Other (please specify)	1.50%	1
Orally from professor.	Reply	67
	Skip	107

Q23. Are students in the introductory tax course informed about the assessment measures that will be used to determine the attainment of these objectives?

Answer options	%	#
Yes, specifically addressed in the syllabus	33.80%	23
Yes, specifically addressed by the instructor	23.50%	16
Yes, identified with individual assignments	11.80%	8
No	42.60%	29
Other (please specify)	5.90%	4
Still identifying measures.	Reply	68
Not that far along.	Skip	106

Q24. Please list the learning objectives for the introductory tax course.

Answer options	<u>%</u>	<u>#</u>
Learning objective 1	100.00%	34
Learning objective 2	79.40%	27
Learning objective 3	76.50%	26
Learning objective 4	67.60%	23
Learning objective 5	52.90%	18
Learning objective 6	44.10%	15
	Reply	34
Respondents filled in their own learning objectives, which are listed below.	Skip	140

Q25. Please indicate the assessment measures you use to determine if each of the learning objectives are met. Check all that apply.

Learning Objectives	Times listed	M/C	Non-M/C	Written	Spreadsheets	Research Projects	Presentations	Class Participation
Understand fundamental tax concepts	34	20	14	8	1	3	1	7
Identify tax issues and impact on decisions	18	12	8	6		1		4
Use analytical tools to solve problems	12	7	8	3	1	1	2	1
Develop research skills	17	2	3	7		14	1	2
Compute taxable income/prepare returns	18	6	9	7	1	2		4
Employ ethical reasoning	6	4	2			1		1
Use technology effectively	5			1	2	1		1
Integrate tax planning into decisions	14	9	10	1		3		6
Strong written/oral communication skills	10		1	7		4	2	1
Critical thinking and financial tax comparisons	7	2	2	3	1	1		3

Learning Objectives (continued)

	Pre-Post Tests	Case Studies	Returns Tax	Other
Understand fundamental tax concepts	1	1	9	5
Identify tax issues and impact on decisions	1	1	2	1
Use analytical tools to solve problems			3	
Develop research skills	1	1	1	
Compute taxable income/prepare returns		1	14	1
Employ ethical reasoning		1		
Use technology effectively			1	
Integrate tax planning into decisions	1	4	3	
Strong written/oral communication skills		2	1	
Critical thinking and financial tax comparisons		1	2	
Response 32				
Skip 142				

Q26. For each of your learning objectives, how many measurement levels are used to assess the outcome? For example, if the test or assignment is scored unsatisfactory, satisfactory, or excellent there are three measurement levels.

Learning Objectives	Number of Levels of Measures				
	2	3	4	5	10+
Understand fundamental tax concepts	4	10	5	7	2
Identify tax issues and impact on decisions		5	2	5	4
Use analytical tools to solve problems	1	4	3	1	3
Develop research skills	2	2	4	2	2
Compute taxable income	2	1	2	7	4
Employ ethical reasoning	1		1	2	
Use technology effectively	1	1	1		
Integrate tax planning into decisions	1	2	1	6	1
Strong written/oral communication skills	2	2	2		2
Critical thinking and financial tax comparisons	1	2			
	Reply	29			
	Skip	145			

Q27. Have you developed scoring rubrics for the introductory tax course for assessing the attainment of individual learning objectives?

Answer options	%	#
Yes	43.90%	18
No	51.20%	21
Other (please specify)	4.90%	2
	Reply	41
(For tests and research problems. Oth Skip		133
(Not responsible for teaching intro course.)		

Q28. Do you share your scoring rubrics with students in the introductory course prior to the completion of each test, assignment, or other class activity?

Answer options	<u>%</u>	<u>#</u>
Yes, always	20.60%	7
Sometimes, depending on assignment	8.80%	3
No	58.80%	20
Other (please specify)	11.80%	4
(N/A; undecided, share similar old assignments)	Reply	34
	Skip	140

Q29. How frequently are assessments of each learning outcome in the individual tax course performed. Please check one column for each objective.

Learning Objectives	Frequency			
	Each Term	Once a Year	Every other year	Other
Understand fundamental tax concepts	14	8	4	4
Identify tax issues and impact on decisions	10	3	3	1
Use analytical tools to solve problems	6	3	2	
Develop research skills	8	4	1	
Compute taxable income	11	3	2	1
Employ ethical reasoning	3	1		
Use technology effectively	1	1		
Integrate tax planning into decisions	7	5	1	2
Strong written/oral communication skills	3	1	1	1
Critical thinking and financial tax comparisons	4	1	2	1
	Reply	31		
	Skip	143		

Q30. How frequently are assessment results for the introductory tax course reviewed by someone other than the individual faculty member teaching the course?

Answer options	%	#
Following each term they are adminis	27.30%	9
Once per year	39.40%	13
Other (please specify)	33.30%	11
	Reply	33
(Every other year (1); Not at this point Skip		141
(2-3 years; when required by assessment committee; We are in the process of setting up a capstone course for accounting.)		

Q31. Who reviews the assessment results for the introductory tax course? Check all that apply.

Answer options	%	#
Individual faculty member teaching the course	56.40%	22
Faculty committee	41.00%	16
Department administrator	33.30%	13
College administrator(s)	20.50%	8
Outside evaluaors	2.60%	1
Other (please specify)	10.30%	4
	Reply	39
(Not there yet (4))	Skip	135

Q32. Who determines that changes in the introductory tax course content or delivery are necessary? Check all that apply

Answer options	%	#
Individual faculty member teaching th	89.50%	34
Faculty committee	26.30%	10
Department administrator	18.40%	7
College administrator(s)	2.60%	1
Outside evaluaors	0.00%	0
Other (please specify)	10.50%	4
(Course coordinator (2); Not there yet (2))	Reply	38
	Skip	136

Q33. Have assessment results that were below expectations in the introductory tax course motivated changes in the course (e.g., changes in course content or delivery)? Please explain.

Yes, change in course delivery	14.30%	5
Yes, change in both course content and delivery	17.10%	6
Not yet, waiting for additional assessment data	25.70%	9
Assessment results were not below expectations	31.40%	11
Comments:	5.70%	2
(haven't assessed yet)	Reply	35
(better able to target L.O.s w/ experience)	Skip	139

Q34. Do you believe the assessment measures for your introductory tax course are too easily satisfied, about right, or too difficult to satisfy?

Answer options	%	#
Too easily satisfied	0.00%	0
About right	91.20%	31
Too difficult to satisfy	0.00%	0
Other (please specify)	8.80%	3
	Reply	34
(Too early to tell, undecided, haven't	Skip	140

Q35. To what extent do you believe the assessment of your performance as a teacher is dependent upon obtaining satisfactory or above results for the assessment of learning objectives in your introductory tax course?

Answer options	<u>%</u>	<u>#</u>
Significant factor in teaching performance assessment	19.40%	7
Considered, but not a significant factor	19.40%	7
Not considered	41.70%	15
Don't know	19.40%	7
Reply		36
Skip		138

Q36. How many years have you taught the introductory tax course?

Range 0 to 30 years; Mean and Median = 13 years; Mode = 20

Response Count	36
Reply	36
Skip	138

Q37. How often (without regard to summer term) is the introductory tax course taught?

Answer options	<u>%</u>	<u>#</u>
Every term	72.20%	26
Once a year	27.80%	10
Once every two years	0.00%	0
Other (please specify)	0.00%	0
Reply		36
Skip		138

Q38. How many sections of the introductory tax course are taught per year?

	<u>#</u>	<u>Frequency</u>
Mean 3.4 secs.; Median 3 secs.	1	6
	2	8
	3	9
	4	5
	5	4
	9	1
	10	1
(One response over 100,000 was eliminated)	12	1
Response Count		
Reply	35	
Skip	35	
	139	

Q39. On average, how many students are in each section of the introductory tax course?

	<u>Students</u>	<u>Frequency</u>
	<u>Per Section</u>	
Mean=33, Median = 30	15	2
	20	2
	25	8
	26	1
	30	6
	33	1
	35	5
	40	4
	45	3
	48	2
	50	2
	55	1
Response Count	37	
Reply	37	
Skip	137	

Q40. What do you feel is the most valuable aspect of the identification of learning objectives and their assessment measures for the introductory tax course?

Specific goal that the course needs to achieve.

I do not know how a course can be organized without considering what students who pass the course should have learned.

Formalizes what we have been doing for years

Helping to prioritize class coverage of material

Preparing students for careers after school with consistence and excellence.

The course is more structured.

It provides direction for continuous improvement.

Gives me a target

I think that this survey is confusing the concepts of learning objectives for a program, which is what we do for AACSB assessment, and learning objectives for a particular course. We developed learning objectives for our undergraduate program and have them assessed in a variety of courses to determine if the objectives of the program are met. We are not evaluating whether a separate set of objectives for the course are being met. That's an entirely different evaluation.

Help with improvement

Tell students what we expect them to learn

Helped me focus on what I really want my students to learn.

Helps instructors focus their efforts

Setting goals for my students

Assist students in understanding the objectives of the course and its importance to their education

Concrete guidelines.

To make sure that adequate coverage is given to each area identified in the objectives

The evaluation and structure forced me to stop and think about how each assignment related to the specific skills that the first tax course should develop.
improve courses

The ability of the students and faculty to focus on learning outcomes

Sets direction and standards

Response Count 21

Reply 21

Skip 153

Q41. What do you believe is the least valuable aspect of the identification of learning objectives and their assessment measures for the introductory tax course?

May result in too much focus on specific measurements that could be too detailed.

Red tape.

We are in early stages. I can see that it would not be wise to get bogged down in the results; that is, making general assumptions without seeing the "whole picture."

Time spent on assessment

Help students focus more on the most important topics.

It can be time consuming and changes for improvement sometimes require money (which may not be available).

Don't know

It requires additional recordkeeping besides the recordkeeping necessary to assign grades.

Busy work

I have no idea. This question makes no sense to me.

Time it takes.

Very time-consuming

Setting goals for my students

Creating a paper trail for outside reviewers

Time spent proving I know what I'm doing. ;-)

none

The resources are scarce, so the time commitment is huge to develop assignments, measures, and assess.

fulfilling paper requirements

Satisfying administrative needs

Response Count 19

Reply 19

Skip 155

Q42. Please let us know the one most important item you would change in the assessment process that you experienced related to the introductory tax course?

Add a reviewer to the process.

Nothing.

We really aren't that far along yet

Frequency

Develop a comprehensive case study to combine the most important topics learned throughout the term.

Use exam questions, if possible, rather than results on homework assignments as the basis for assessment.

More systematic

I would like to assess the learning objectives in a subsequent class or other venue.

Don't know yet

Learning objectives should be consistent in rigor across courses.

none

no comment

Frequency of evaluation. We do it yearly, but I think a trend analysis every two or three years would be better.

none

uniform exams/comprehensive exams

Probably more collaboration with my non-tax colleagues.

Response Count	16
Reply	16
Skip	158

Q43. Is there anything else you would like to tell us about assesement in relation to the undergraduate tax course(s)?

No.

There is a difference between program learning goals, which is of primary concern in AACSB accreditation, and course level objectives. Assessment is simply something that any good professor should be doing in every class, every term.

We have been hearing from AACSB

Nothing

It is tied tightly to the textbook and syllabus of the course. I am not sure that should be so.

No

Response Count	7
Reply	7
Skip	167

Q44. What is the size of your university in terms of:

Answer options	<u>%</u>	<u>#</u>
Number of undergraduate students at the university	96.10%	49
Number of undergraduate students in the College or School of Business	90.20%	46
Number of undergraduate accounting majors	98.00%	50
Number of undergraduate accounting students earning their BA/BS last year	86.30%	44
Number of graduate accounting students	90.20%	46
Number of tenure track accounting faculty	96.10%	49
Number of full-time non tenure track accounting faculty	98.00%	50
Reply		51
Skip		123

	<u>#UG Students</u>	<u># UG Bus. Students</u>	<u># UG Acct. Students</u>	<u># Acct BS/BA</u>	<u># Acct Grad Deg.</u>	<u># Tenure-Track Fac</u>	<u># Full-time Adjuncts</u>
Mean	16,613	2,232	377	124	51	9.06	3.43
Median	12,000	1900	250	80	50	9	3
Std. Dev.	14,641	1636	349	169	48.8	4.4	3.25
Range	800-80,000	150-7,000	25-2000	8-1000	0-214	2-21	0-20

Q45. Is your university public or private?

Answer options	%	#
Public	75.40%	46
Private	24.60%	15
Reply		61
Skip		113

Q46. When was your last AACSB accreditation visit?

	Year	Frequency
	1997	3
	1998	2
	1999	3
	2000	4
	2001	2
	2002	1
	2003	3
	2004	4
	2005	8
	2006	4
	2007	7
	2008	1
Response Count	42	
Reply	42	
Skip	132	

Q47. What is the requirement for sitting for the CPA exam in your state?

Answer options	<u>%</u>	<u>#</u>
120 semester hours/180 quarter hours of college education	24.60%	14
150 semester hours/225 quarter hours of college education	71.90%	41
Other (please specify)	3.50%	2
(In 2009 150 hours will be required; N/A Canada)		
	Reply	57
	Skip	117

Q48. What is the requirement for CPA licensure in your state?

Answer options	<u>%</u>	<u>#</u>
120 semester hours/180 quarter hours of college education	16.40%	9
150 semester hours/225 quarter hours of college education	78.20%	43
Other (please specify)	5.50%	3
2 tracks: 4 yrs w/ 4 yrs experience or 5 yrs w/ 2yrs exp., work experience		
	Reply	55
150 hours 2009	Skip	119

Q49. What is your faculty rank?

Answer options	<u>%</u>	<u>#</u>
Professor	31.00%	18
Associate Professor	36.20%	21
Assistant Professor	22.40%	13
Instructor	5.20%	3
Adjunct	1.70%	1
Other (please specify)	3.40%	2
lecturer, Chair and Prof of Finance	Reply	58
	Skip	116

Q50. How many total years of college or equivalent teaching experience do you have?

	<u>Years</u>	<u>College</u>	<u>Teaching Exp</u>
Mean			17.9
Median			19
Std. Dev.			9.6
Range	1-40		
Response Count	57		
Reply	57		
Skip	117		

Q51. How many total years of college or equivalent administrative experience do you have?

	<u>Years</u>	<u>College</u>	<u>Admin Exp</u>
Mean			3.75
Median			2
Std. Dev.			5.3
Range	0-25		
Response Count	53		
Reply	53		
Skip	121		