

**DEPARTMENT OF ACCOUNTING
ASSURANCE OF LEARNING PROGRAM
SUMMARY FACULTY ANALYSIS OF OUTCOMES ASSESSMENT
FALL 2014/SPRING 2015**

I. Assessment Tools and Procedures

The faculty assesses the effectiveness of the department's three programs through systematic collection and review of relevant evidence with the overarching goal of continually improving student learning and development. For each program, the assessment cycle includes a clear statement of goals, identification of measures that indicate the degree of goal achievement, collection and analysis of data for these measures, conclusions about the program's strengths and weaknesses, and plans for continuous improvement. The following sections provide a summary of the faculty's assessment for each program.

Undergraduate Program

The faculty's goals for the undergraduate program pertain to: [1] Critical Thinking, [2] Communication, [3] Teamwork, [4] Technical Knowledge, [5] Technology, [6] Ethics and Social Responsibility, and [7] Career and Placement. For each goal, the faculty identifies one or more key measures for tracking and assessment. We have 14 specific learning objectives and related measurements covering the seven overall objectives. In addition to improving student learning, the faculty seeks to improve the assessment process through future refinement of the measures described below.

[1] Critical Thinking

Critical thinking is the process of selecting methods and applying judgment based on evidence, considering context and appropriate decision criteria. The faculty has implemented three assessment tools related to critical thinking

First, in an ACCT 400b assignment, teams of three students identify accounting alternatives and recommend a solution after evaluating the impact of the proposed solution on stakeholders. On a 30 point scale, the mean score for the assignment for 2014/2015 was 27.3 indicating that students are generally able to apply critical thinking in the context of the assignment. This result is slightly improved from the 2013/2014 mean score.

Second, in an ACCT 451 assignment, team presentations were evaluated based on critical thinking. Student teams were expected to demonstrate the ability to identify risks, alternative strategies and other business factors for firms in a selected industry and to recommend investment opportunities in that industry. On a 12 point scale, average score on the critical thinking components of the presentations was 10.7, indicating that students are generally able to apply critical thinking in the context of the assignment. This was down very slightly from the 2013/2014 mean of 10.9, probably due to sample variation. The mean scores ranged from 3.1 to 4 on a four-point scale across five critical thinking components, which the faculty considers satisfactory.

Finally, in ACCT 310 the instructor evaluates a spreadsheet assignment on attributes such as organization, efficiency, effectiveness, and analysis. On a 15 point scale, the mean overall score for the assignment for 2014/2015 was 12.7 indicating that students are generally able to apply critical thinking in the context of the assignment. This was slightly higher than the prior year's score of 12.2. The mean score for the analysis component, which is most closely related to critical thinking, was 4.46/5.0, which we believe is quite satisfactory.

[2] Communication

The faculty believes that strong oral and written communication skills are essential to the students' success as professionals. A key measure for this goal is the *written communication score* from the undergraduate accounting capstone class (ACCT 451). The class teaching assistant or instructor evaluates a random sample of accounting student writing assignments from the ACCT 451 class on five attributes of effective communication. The range of possible scores is 1 (worst) to 5 (best). For 2014/2015, student averages ranged from 3.0 to 4.8 (prior year 2.8 to 4.8), and the average score per individual attribute varied from 3.76 to 4.18 (prior year 3.53 to 4.34). We note that it is difficult to make absolute comparisons across years because the scoring is not done by the same person each year and individual variation in scoring approaches are to be expected. However, some results are noteworthy because they are consistent across years. First, the specific item "discussion of financial data is understandable to the reader" received the highest average score over the last three years. Second, the specific item related to "grammar, word choice and writing style are appropriate to the topic" received the lowest average score in the last three years. We recognize that students' writing skills are the result of practice and improvement over an entire academic career, and that our ability to influence this grammar and word choice item is somewhat limited. We note that the Eller College has added a required communication class for business major students at the sophomore level, which should have some positive effects on the skills of students entering the accounting major. Overall, the faculty believes that these written communication scores are satisfactory.

In terms of assessing the oral communication skills of our students, in 2014/2015 we assessed communication as part of an ACCT 451 team presentation. Team presentations were evaluated based on clarity and quality of presentation materials and effectiveness of oral presentations. Based on an 8 point scale, average scores on the communications aspects of the team presentations were 7.8. This was slightly higher than last year's score of 7.5, probably due to sample variation. Scores ranged from 7 to 8 across the ten teams participating in the assignment. The faculty believes that these results indicate that student teams were generally able to communicate effectively in this setting.

[3] Teamwork

Much of the work of professional accountants is in team settings. All upper-division accounting courses include a team project or other team assignment. For this goal, the faculty uses the *teamwork score* based on data from ACCT 461. Students provide peer evaluations of their team members on attributes such as attendance, quality of input, and timeliness over two group projects required in the course. The range of possible scores is 1 (worst) to 5 (best). For the last three years (including 2014/2015), the modal teamwork score was 5.0 on a five-point scale, although in all three years at least one team experienced the problem of one member performing below expectations. The faculty believes that the performance of students in team activities generally is excellent, and one of the strengths of the program.

[4] Technical Knowledge

In every accounting course, the faculty strives to improve students' skills for understanding and applying core technical concepts. To assess this goal, the faculty administers a quiz in ACCT 451, which is the capstone course of the undergraduate program. The quiz consists of 20 multiple-choice items drawn from all of the required courses in the program. We provide incentives for high student effort on the quiz by awarding extra credit points for the course for any student who scores 90% or above. The mean cognitive score was 67.7% in Fall 2014, slightly higher than the previous fall. The average was 66.3% in Spring 2015, quite a bit lower than Spring 2014's average of 74.8%. All of the 451 instructors in Spring semester were new to the course and may not have emphasized the importance of the quiz. Accordingly, the Director of the Undergraduate program will administer the exams each semester in the 451 class, and emphasize the importance of quality performance. In addition, the capital budgeting problem scores were low. Again, a new instructor was in place and has been apprised of the importance of this material on the exam. The faculty concludes that the mean cognitive score is satisfactory, but should be higher. We believe that our expectations regarding students' ability to answer the questions are reasonable, and so will continue to work with instructors and evaluate the questions to improve performance.

A second technical knowledge assessment was performed in the individual tax class, ACCT420. Students complete an assignment that requires them to complete a moderately complicated tax return, utilizing technical concepts covered in class. The mean score on this assessment was 97/100 indicating strong technical skills demonstrated by the students. Student scores from the prior year were also 97%

In the last few years, an ACCT 400A assignment was used as an assessment measure for technical knowledge. Students were required to access the FASB Codification Research System and were scored on accurately identifying appropriate codification paragraphs. Every year the students did very well on the assignment and there was little variability in results. Although this assignment continues to be required, we are no longer monitoring student performance because it continues to be high.

[5] Technology

Today's accounting professionals must be able to use software and technology tools in an effective and efficient manner. To assess this goal, we focus on two database assignments using Microsoft Access completed by ACCT 461 students. The assignments require importing data from Excel, building database tables and forms, and creating queries and reports. In Fall 2014, 98% (99%) of students completed the first (second) assignments, with average scores on the two assignments of 9.0 and 8.4 on a 10 point scale. In Spring 2014, 90% and 93%, respectively, completed the two assignments with mean scores of 7.6 and 8.5. Scores were lower in Spring 2014, in part because of computer problems. The faculty is satisfied with the Fall 2014 performance.

A second technology assessment was completed as part of the ACCT420 tax return project mentioned above. Students used H&R Block at Home or ProSystems software to complete the assignment. Students had little difficulty using these products, as evidenced by high average scores of approximately 96% on the assignment.

Finally, an assessment was completed in Accounting 310 using an Excel programming assignment that required students to develop a master budget. Students were graded on spreadsheet organization, efficiency of links and formulas, accuracy and quality of spreadsheet output, and analysis of results. The mean scores on a 20 point scale were 17.7 in 2014/2015 compared to 18.6 in 2014/2013 and 18.4 in 2013/2012, indicating that a majority of students demonstrated ability to apply Excel skills to solve business problems. The lowest score on an individual scoring component of this assessment was 4.06/5.0 for accuracy, which we believe is satisfactory, although lower than in prior years. Scores may be lower because this was the instructors first semester teaching the material,

Overall, the faculty believes these assessments indicate reasonably good student performance related to technology skills, although the unfavorable trends in Accounting 310 need to be monitored over the next few years.

[6] Ethics and Social Responsibility

Regarding the ethics dimension, the faculty highlights ethical issues in all accounting courses. As an example, ACCT 430 is the undergraduate auditing course. The faculty uses a case approach for this course, with a thorough discussion of real-life instances involving ethical mistakes by client management, external auditors, or both. In Spring 2015, students in the ACCT 430 class completed a case on ethical issues related to Enron. Students' scores ranged from 8 to 10 on this, with an average of 9.5, indicating a satisfactory grasp of ethical concepts. The faculty's goal was to have all students scoring at 80% or above on this assessment, which occurred in Spring 2015.

[7] Career and Placement

The faculty feels a deep obligation to help the undergraduate students find attractive job opportunities or opportunities for advanced education in graduate programs. The key measure for this goal is the *placement ratio* taken from a survey of graduating seniors (163 responded out of 164 surveyed). The

numerator of this ratio is the number of seniors who have accepted job offers, are enrolled in graduate programs, or are returning to their home country in the case of a few foreign students. The denominator of this ratio is the total number of graduating seniors. For the 2014/2015 academic year, the placement ratio was 88% compared to 87% in the prior year. Although the faculty naturally would like the placement ratio to be 100% every year, a realistic assessment must take into account economic conditions and student preferences. We are pleased that the placement rate is the highest since we started tracking.

We also track student involvement in student organizations, especially Beta Alpha Psi and the Accounting Student Association, both of which are viewed as important for students attempting to develop beneficial contacts for career opportunities. This year, we also included other Eller student organizations and focus on the percentage of graduating seniors who participate in any Eller student organization. For 2014/2015 the participation percentage was 65%. This calculation is not comparable to prior years when only Beta Alpha Psi and Accounting Student Association membership was counted. We believe the new calculation is more representative of student involvement. The faculty views this percentage as adequate. Ideally, we would like to see a higher rate of participation, but we also recognize that more students have job commitments and spring internships that limit their options for participating.

Master of Accounting (MAcc) Program

Consistent with the undergraduate program, the faculty's goals for the masters' program pertain to: [1] Critical Thinking, [2] Communication, [3] Teamwork, [4] Technical Knowledge, [5] Technology, [6] Ethics and Social Responsibility, [7] Career and Placement and [8] Student Satisfaction with Outcomes. For each goal, the faculty identifies one to three key measures for tracking and assessment. Overall, we have 11 specific learning objectives and 12 measurements to evaluate our eight overall objectives.

[1] Critical Thinking

Critical thinking is the process of selecting methods and applying judgment based on evidence, considering context and appropriate decision criteria. Two approaches to assessment are used for critical thinking. First, in ACCT 525, students participate in a debate assignment where they must argue for a particular accounting position or policy. The instructor evaluated the debate presentations based on four critical thinking components. Each component is scored on a four-point scale. Mean scores on the components ranged from 3.67 to 3.50 with an aggregate mean score of 14.34/16 compared to the prior years' scores of 3.48 to 3.74, with an aggregate mean score of 14.4/16. Based on these results, we believe students are able to exhibit strong critical thinking skills.

Second, in ACCT 553, students were evaluated on the ability to select and defend a legal tax position given a hypothetical taxpayer situation. Assessment was based on appropriate identification of the conflicting arguments and construction of an appropriate rationale supporting the recommended solution, as well as on other factors. The mean score on the final exam constructed using this model was 93%, with scores on individual critical thinking components ranging from 85% to 98.8%, compared to 97% mean and 94% to 100% in the previous year. The low component score of 85% reflected students' inability to develop an option that was within 10% of the solution. This drop in score is likely due to the change in evaluators this year. Taking this change into consideration, these scores seem to indicate the presence of reasonable critical thinking skills.

[2] Communication.

The faculty believes that strong oral and written communication skills are essential to the students' success as professionals. Two new measures were added this year and one measure was retired.

A key measure for this goal is the oral communication score provided by an instructor in ACCT525. The students develop a "debate format" presentation based on information from textbooks, academic journal articles, and the business press. Separate from the normal grading procedure, the instructor evaluates the students' presentation and ability to facilitate classroom discussion on debating the pros and cons of

an accounting issue based on two dimensions using a four point scale. For 2014/2015, the mean aggregate evaluation score was 7.2/8 (90%) on the two components. For 2013/2014, mean aggregate evaluation score was 7.4/8 (92%) on the two components. Although the score dropped slightly, these oral communication performance scores are assessed as adequate.

A second measure for this objective is based on presentations in ACCT 580. Team presentations were evaluated based on five communications components, each on a five-point scale. The average aggregate score for the five components was 21.42, with a high of 24.5 and a low of 20.0. In 2013/2014, the average aggregate score for the five components was 21.94 with a high of 24 and a low of 19.5. In 2012/2013, the mean aggregate score was 22.6. The faculty believes that these results indicate that student teams were generally able to communicate effectively in this setting.

A third measure is based on written communication that expresses information accurately and in an audience appropriate manner with conciseness and clarity. This is an assignment in ACCT553 and was assessed for the first time in Spring 2015. There are five items within this measure, each scored from 1 (worst) to 5 (best). The aggregate mean score was 4.7 (94%). The average scores for each item ranged from 4.59 to 4.88. These scores are viewed as satisfactory.

Finally, a timed writing assessment was used in ACCT580 in Fall 2014. Although the course has utilized a timed writing assessment for course grades for many years, this is the first year we incorporated the timed writing in the AOL assessment. The aggregate score on the timed assessment was 3.91 (78%). The individual item averages ranged from a low of 3.42 (68%) for strong sentence structure, effective grammar, and effective transitions, to a high of 4.06 for two items (addressing all content areas and effective document design to aid in reader understanding). These scores will act as a baseline for future years. We do hope to see higher scores in the future although it often depends on the mix of native English speakers compared to students for whom English is a second language. In Fall 2014, 33% of the students in the course were non-native English speakers. This could be the driver for lower average performance than we would like.

[3] Teamwork.

Much of the work of professional accountants is in team settings. For this goal, the faculty uses the *teamwork scores* based on a semester-long project in ACCT 580. In this course, student teams work together to evaluate the internal controls of an actual local business. Teams were scored on five dimensions of teamwork with the range of possible scores from 1 (worst) to 5 (best). For 2014/2015, the mean scores across the five dimensions ranged from 4.77 to 4.93, with an overall mean of 4.86. For 2013/2014, the mean scores ranged from 4.49 to 4.93, with an overall mean of 4.73. The lowest mean score of 4.49 was on team organization and responsibility, so additional guidance was provided to students related to this aspect of teamwork. This year's score on that item was 4.81, a definite improvement. Overall, the faculty believes that the level of teamwork performance is outstanding.

[4] Technical Knowledge.

In every accounting course, the faculty strives to improve students' technical knowledge to enable understanding and applying core concepts. Such understanding and application requires familiarity with the dynamic economic context in which accounting adds value to decision making in organizations and markets. The faculty assesses the students' technical knowledge in the master of accounting program based on a comprehensive exam taken by every graduating student. For each exam question, possible outcomes are high pass, pass, low pass, and fail. For 2014/2015, 70% (40) of students taking the MAcc exam passed on the first attempt. The remaining students (17) passed the exam on the second attempt. For 2013/2014, 79% (63) of students taking the MAcc exam passed on the first attempt. The remaining students (17) passed the exam on the second attempt. The faculty believes this performance on the dimension of technical knowledge is reasonably good.

[5] Technology.

Today's accounting professionals must be able to use software tools in an effective and efficient manner. For this goal, the faculty developed a *software score* based on data from a software project in ACCT 572A. Student performance on the project was assessed based on four attributes of software skills, where the range of possible scores is 1 (worst) to 5 (best). For 2014/2015, the average for each attribute was in a range of 4.5 to 4.62 with aggregate results of 18.21/20 (91%). For 2013/2014, the average for each attribute was in a range of 4.66 to 4.94, compared to 4.68 to 4.90 in the prior year. The faculty believes that this level of software skills performance is satisfactory.

[6] Ethics and Social Responsibility

As in the undergraduate program, ethical issues are considered in all accounting courses. In ACCT 531, an ethics case was used to assess student understanding of ethical issues. The cases are completed on a group basis, allowing students to engage in discussion of the issues while arriving at a recommended solution. This year's measure is different from prior years. The overall mean score was 8.8. Scores for groups ranged from 6 to 10. The faculty believes that the cases are useful both as a learning tool and as an assessment tool, and plans to continue using them in the future.

[7] Career and Placement

The faculty feels a deep obligation to help all graduate students find attractive job opportunities. The key measure for this goal is the *placement ratio* taken from a survey of graduating students. The numerator of this ratio is the number of graduating students who have job offers or have been accepted into a doctoral program. The denominator is the total number of graduating students. For 2012/2013, 75 of 78 graduating students were placed (96%) by the time of graduation, while in 2013/2014 the ratio dropped to 86%. These compare with results in 2014/2015 of 95.9% (49/53) placed by graduation, a strong improvement.

[8] Student Satisfaction with Outcomes

The faculty believes that students are in a unique position to report on the quality of program outcomes. Each semester, we survey graduating MAcc students on the level of overall satisfaction with the program, with the teaching in the program, and with the personal development experienced with the program. In Spring 2015, 73% of graduates (33 of 45) responded and the mean scores on these components, on a seven-point scale, were 6.20, 6.20 and 5.89, respectively. In Fall 2014, 92% (11 of 12) responded and the scores were 6.3, 6.1, and 6.0. These are higher than in Spring 2014 (47 out of 55 or 85% responded), when the mean scores were 5.8, 5.7 and 5.9, respectively. In comparison, corresponding scores were 6.25, 5.99 and 5.89, respectively in 2012/2013. It appears that the overall satisfaction and teaching effectiveness scores improved in 2015 and were also generally higher than the last two years.

Master of Science in Accounting (MSA) Program

The Master of Science (MSA) program is similar in many respects to the Masters of Accounting program, and has similar objectives. Specifically, the faculty's goals for the MSA' program pertain to: [1] Critical Thinking, [2] Communication, [3] Teamwork, [4] Technical Knowledge, [5] Technology, [6] Ethics and Social Responsibility, [7] Student Satisfaction with Outcomes. For each goal, the faculty identifies one or two key measures for tracking and assessment. Overall, we have nine specific learning objectives and measurements to evaluate seven objectives. The MSA is a relatively new program, started in 2012/2013 and 2013/2014 was the first year that assessment data was collected.

[1] Critical Thinking

Critical thinking is the process of selecting methods and applying judgment based on evidence, considering context and appropriate decision criteria. In ACCT 554I, MSA student team presentations were evaluated based on critical thinking. Student teams were expected to demonstrate the ability to identify risks, alternative strategies and other business factors for firms in a selected industry and to recommend investment opportunities in that industry. On a 12 point scale, average scores on the critical thinking components of the presentations were 11.3 compared to 11.3 last year, indicating that students

are generally able to apply critical thinking in the context of the assignment. The mean scores for 2014/2015 ranged from 3.6 to 3.9 while in 2013/2014 they ranged from 3.83 to 4.0 on a 4 point scale across three critical thinking components. Although the range dropped this year, the faculty considers these scores satisfactory.

This year an additional assessment was added in ACCT 5211, Business Law. This measure is the aggregate scores on quizzes that are given following videos with business vignettes. The quizzes include open-ended questions that ask students to recognize and evaluate potential legal problems. Total points available for the three quizzes are 27. The average score was 19.8 (73.33%). Scores increased markedly over the semester as students improved their abilities to evaluate the situation. The average score for each quiz was 5.8 out of 9 for quiz 3, 6.8 for quiz 4 and 7.2 for quiz 15. The faculty will monitor the scores over time to determine student progress and to assess the value of this measure.

[2] Communication.

The faculty believes that strong oral and written communication skills are essential to students' success as professionals. Key measures for this goal are the oral and written communication scores for assignments completed in ACCT580I. This year, a MACC TA was assigned to help the MSA students with their writing. Those students who chose to use this resource benefitted, evidenced by higher scores this year. The following results indicate inconsistent scoring across years and therefore the faculty recommends that an evaluation rubric be developed for each assignment that is used consistently across time.

The oral communication objective was assessed based on a team presentation in Acct 580I. Scores this year were based on a 25 point scale. The average score was 21 (84%) with a high of 25 (100%) and a low of 20 (80%). Last year, the scores averaged 54.5 on a 60 point scale (91%) and ranged from 46 (77%) to 60 (100%). Faculty were generally satisfied with the results of this assessment for both years.

The written communication objective was assessed based on a business writing assignment in Acct580I. In 2014/2015, scores averaged 22.9 out of a possible 25 points (92%), however no information on the range of scores was provided. In 2013/2014, scores averaged 16.3 on a 20 point scale (82%) and ranged from 13 (65%) to 20 (100%). Students in this class (and in the MSA program in general) are international students with English as a second language, and they generally struggle with grammar, word choice and sentence structure. While these limitations are understood, the faculty believes that MSA students should be strongly encouraged to improve written communication, perhaps through externally sourced tutoring or independent study.

[3] Teamwork.

Much of the work of professional accountants is in team settings. For this goal, the faculty uses peer evaluation scores on a semester-long project in ACCT 531. In this project, students are asked to score the work quality and contribution of their teammates in completing the project, on a five point scale. In 2014/2015, all students but two received at least 4s with one receiving a 5 and 2 receiving 3s. The average was 3.94. In 2013/2014 the vast majority of MSA students received scores of 4 or 5, with a few lower scores and one specific case of an unacceptable teamwork performance. Overall, the faculty is satisfied with the level of teamwork performance.

[4] Technical Knowledge.

The faculty assesses students' technical knowledge in the MSA program based on a comprehensive exam taken by every graduating student. This is a multiple choice exam that requires 70% to pass. In 2014/2015, 29 students took the MSA exam and with 27 passing on the first attempt, one passing on a later attempt, and one who will retake the exam at the end of summer session. In 2013/2014, 15 students took the exam with 11 passing on the first attempt and the remaining 4 passing on the second attempt. The faculty believes this performance on the dimension of technical knowledge is very good.

[5] Technology.

Today's accounting professionals must be able to use software tools in an effective and efficient manner. For this goal, the faculty developed a *software score* based on data from a software project in ACCT 572I. Student performance was assessed based on four attributes of software skills, where the range of possible scores is 1 (worst) to 5 (best). In 2014/2015, the overall average score was 18.6/20 with a range of 4.57 to 4.79. For 2013/2014, the overall average was 18.5/20 and the average for each attribute was in a range of 4.50 to 4.88. The faculty believes that this level of software skills performance is satisfactory.

[6] Ethics and Social Responsibility

As in the undergraduate program, ethical issues are considered in all accounting courses. In ACCT 531I, two ethics cases are used to assess student understanding of ethical issues. The cases are completed on a group basis, allowing students to engage in discussion of the issues while arriving at a recommended solution. In 2014/2015 the average score was 8.84/10 with one group scoring 6 and eight groups scoring 10. In 2013/2014, student performance was consistently good on both cases, and students demonstrated the ability to identify and resolve ethical conflict in a simulated setting. No scores were provided, however. The faculty believes that the cases are useful both as a learning tool and as an assessment tool, and plans to continue using them in the future.

[7] Student Satisfaction with Outcomes

The faculty believes that students are in a unique position to report on the quality of program outcomes. We survey graduating MSA students on the level of overall satisfaction with the program, the teaching component, and their experience of personal development. For 18 respondents over two semesters this year, the mean scores on these components on a seven-point scale, were 6.7, 6.7 and 6.3, respectively. In Spring 2014, the first time there were enough graduates to conduct a survey, the mean scores for nine respondents were 5.78, 5.56 and 5.11, respectively. This increase is due in part to the presence of a full time director who could devote more time to students and their needs.

Doctoral Program

The faculty's goals for the doctoral program pertain to [1] Research Skills and [2] Teaching Skills. In 2013/2014, our assessment approach for these objectives was modified to incorporate primarily direct measures of outcomes rather than indirect, survey-based measures. Accordingly, comparison scores for prior years are not available for the outcome measures discussed below.

[1] Research Skills

Assessment of research skills is based on student performance on written and oral comprehensive exams and on written dissertation proposals. Assessment focuses on three components of research skills: mastery of research concepts, identification of appropriate research questions, and selection of appropriate research methodology. Scores for each of these components were assigned for each of 3 students taking the preliminary exam. The mean scores across the components ranged from 3.8 to 4.6 on a five-point scale. Because of the unexpected death of a key faculty member in spring semester, scores were not collected and averaged for the oral comprehensive exams and the written dissertation proposals. Processes are being put into place this fall to collect the data as the exams occur. The faculty is satisfied with the research skills of students in the PhD program based on these results.

[2] Teaching Skills

Assessment of teaching skills is based on student performance in doctoral seminar classes and on student evaluations of teaching performance. In doctoral seminar classes, the mean score for presentations was 4.6/5 this year compared to 4.7 last year, indicating that students demonstrated classroom presentation skills adequate for delivering undergraduate instruction in a college or university

setting. Course evaluations on teaching effectiveness for classes taught by four different doctoral students during summer and winter had a mean this year of 3.75/5 with a high of 4.4 and a low of 3.2. This is below last year's results of 4.22/5 with a low of 3.6. Because we had two students teaching during spring semester, we also examined their teaching ratings and found an average of 3.65. These ratings are somewhat disappointing, but the department has developed a new teaching evaluation process and PhD teaching performance will be more closely monitored beginning this summer.