



General Education Assessment Feature

Professor: William Van Glabek, MA, MSF

Class: Financial Accounting, ACG 2021

COM

CT

Professor Bill Van Glabek teaches in the School of Business and Technology. He has a B.S. degree in finance, as well as Master's degrees in finance and accounting. Professor Van Glabek is currently completing a Ph.D. at Northcentral University (ABD) where he is researching the impact of gaming on small business valuation.

The comprehensive project for ACG 2021, Financial Accounting, is a financial analysis of McDonald's (MCD) and Restaurant Brands International (QSR). The project presents the student with two companies in a competitive industry that are facing numerous market and financial challenges. The new leadership of MCD is challenged with deteriorating sales. QSR is the result of the merger of Burger King and Tim Horton's. In addition to the challenge of the merger, QSR must deal with issues of headquarters relocation and international expansion.

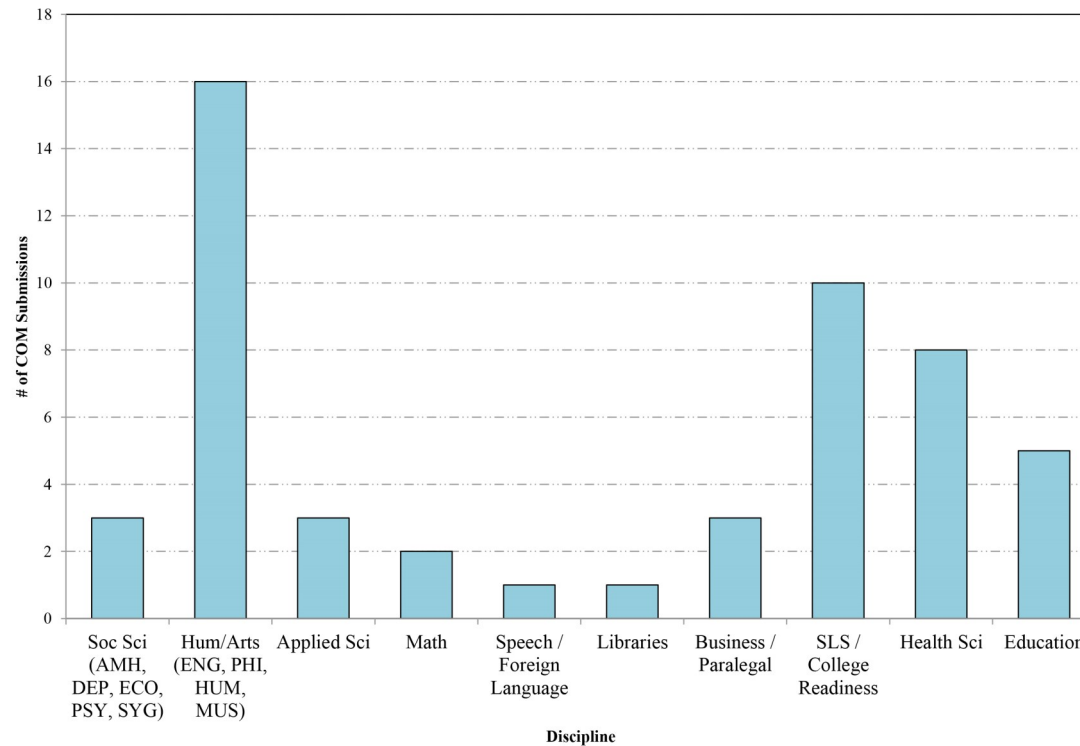
The students are required to provide a comparative financial analysis of the two companies. The financial analysis must review the financial statements and ratios. The student must highlight and explain significant items of interest in the financial statements and ratios on how they affect the company currently and implications for the future. The financial analysis must also provide a historical background for each company and the industry. The paper must be written using APA format and provide a minimum of three sources beyond the course textbook.

The course learning outcomes of explaining the characteristics and application of accounting principles to financial accounting and financial statements are covered with this project. General education competencies of critical thinking and communication are important components of this project.

- **Communication (COM):** To communicate effectively using standard English (written or oral).
- **Critical Thinking (CT):** To demonstrate skills necessary for analysis, synthesis, and evaluation.

General Education COM Submissions

General Education Volunteer COM Submissions (AY 2015-2016)



The figure on the left indicates the number of volunteer General Education COM submissions, by discipline, as of October 20, 2015.

LAC asked all full-time and adjunct faculty to submit artifacts that, in their opinion, represent attainment of the “**Communication**” General Education Competency. Any assignment (e.g. journal entries, short compositions, essays, projects, or videotaped presentations) were accepted.

Thank you to those who have responded by sending in submission forms. Your contribution to our study is important, and the Learning Assessment Committee appreciates your participation and support.

www.fsw.edu/facultystaff/assessment/generaleducation

LAC Member Profile



Dr. Marius Coman
Physics Professor

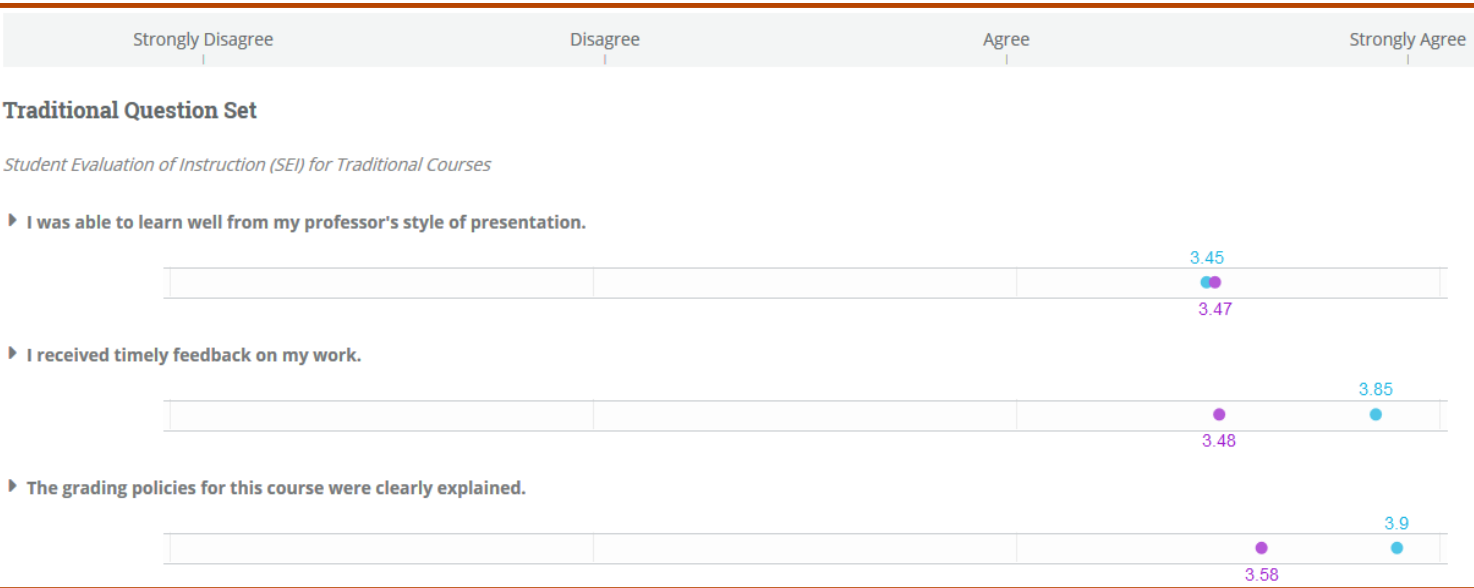
My name is Marius, and I am a physicist. It sounds like such a simple statement, but it encompasses my entire life. From my youth, I was interested in the natural sciences, namely chemistry and physics. I completed my Ph.D. in particle physics (detecting "strange" particles, kaons made up of a matter quark and an antimatter quark) and, after that, I went into teaching; I have not regretted a moment of that decision.

I find course assessment is our “mirror.” As professors, we sometimes forget to look in the mirror to see what our teaching really looks like. Assessment allows us to take a snapshot of our teaching strategy and performance so we can adjust them accordingly. In addition, course assessment effectively puts us in the student's chair, making us "younger" by borrowing (for a while) that young mindset, so we can ask pedagogical questions of ourselves that we wouldn't otherwise think of asking.

As with any mirror, its view must be carefully analyzed from many angles. For this reason, collecting data that reflect the 'true' student assessment of the course, from which other factors are cosmetically removed, is important. Refinements of data collection tools and of analytic options to interpret the data are, therefore, always possible and needed.

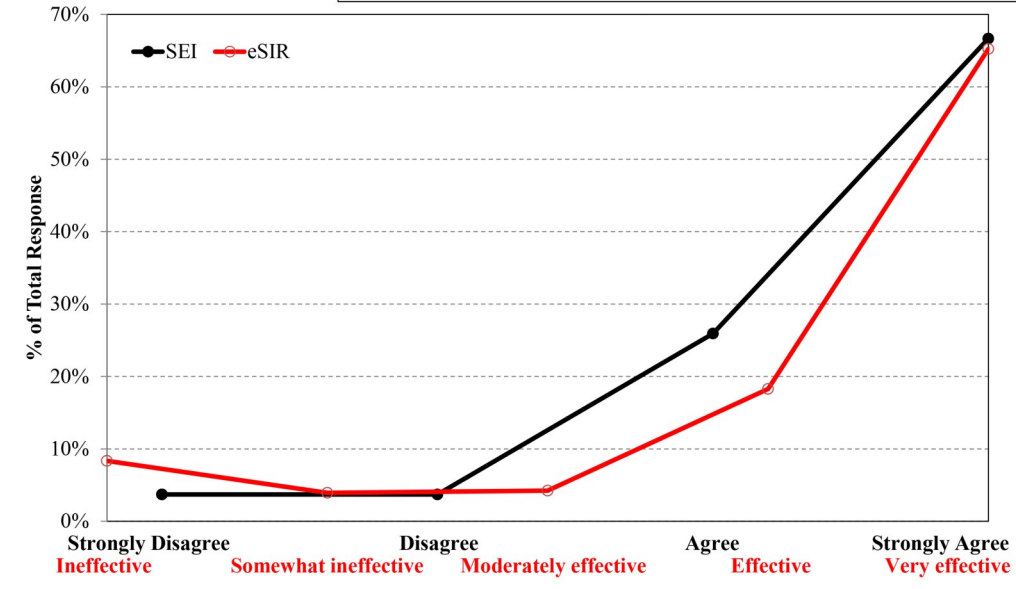
SEI and SIR II Comparison

The figure on the left is an example of the results an instructor would see upon SEI results release, which is scheduled to occur on December 17. In this example, the teal dots are the instructor, and the purple dots are the average results for all faculty at FSW. This graph for all questions is also available for faculty members to compare against their own departments as well as themselves (one course section vs. all their other course sections).



SEI/eSIR Comparison

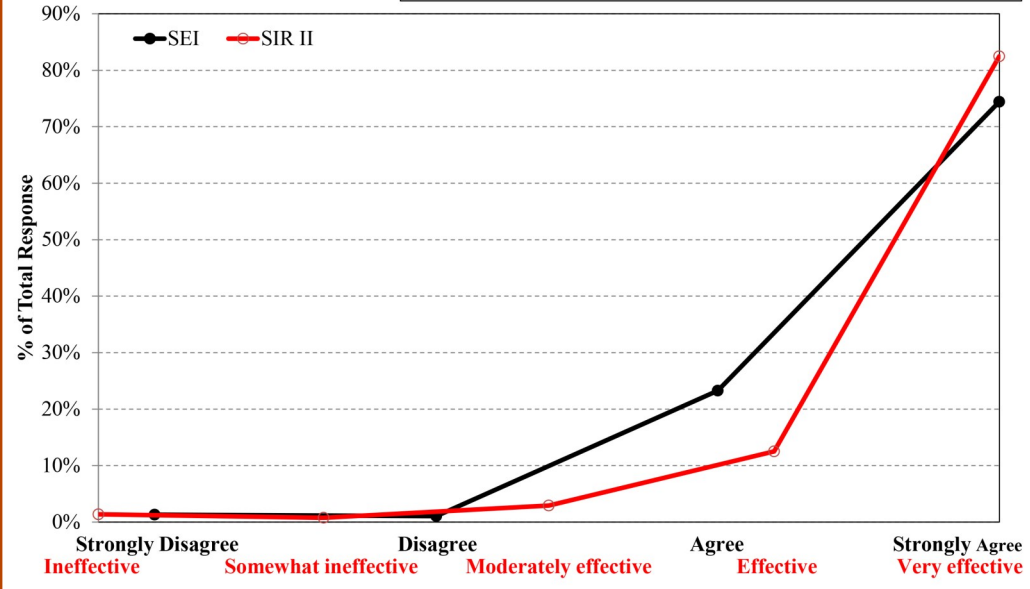
SEI Question 2: My professor was open to questions or comments.
SIR II Question #12: The instructor's responses to student



data source: SEI Pilot study (Spring 2015), Fall 2013 eSIR/SIR II results

SEI/SIR II Comparison

SEI Question 12: My professor treats students with respect.
SIR II Question #12: The instructor's respect for students.



data source: SEI Pilot study (Spring 2015), Fall 2013 eSIR/SIR II results

The figure above is a comparison of results of a common (though worded slightly differently) question from the SEI pilot study and the eSIR.

The figure above is a comparison of results of a common (though worded slightly differently) question from the SEI pilot study and the SIR II.