



Student Learning Outcomes (SLOs) Report for Accredited Programs

(updated 9/17/24)

Program Type: **Accredited Program**

Program Name: Accounting, B.S.B.

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Submission Date: 10/15/2024

Review Cycle:

- Even Year
- Odd Year

Review Round and Instructions

- **Round A** (Associate Dean review): Submit this cover sheet and a copy of the annual (or periodic) report most recently submitted to the accrediting agency; your accreditation report should address assessment.
- **Round B** (Associate Dean + VPAA review): Submit this cover sheet and the following:
 - evidence of ongoing accreditation (document confirming accreditation status, which could be a letter from the accrediting agency)
 - annual (or periodic) accreditation report submitted to agency
 - this SLO report, which provides a summary of the program's collection and evaluation of its annual assessment data*
 - an optional cover memo (not to exceed one page), which briefly describes any information or highlights the department believes would be important to demonstrate academic excellence and program quality

If your program completed a significant review (accreditation application and/or the full 8-year IBHE report) in the last calendar year, then you may, with permission from the VPAA or designee, substitute either of these major reports for your typical Student Learning Outcomes report. **To be approved, these documents must substantively discuss assessment, outcomes, and data, and have been prepared and submitted within the same calendar year.*

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name:

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
Critical Thinking: Students question, examine, evaluate, and respond to accounting problems or arguments.	Examinations and projects in ACC4400	Target: 70% of students will score 70% or better or “Satisfactory” or better on the exam questions or project. Results: 93 % are satisfactory or better. Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.	Yes
Critical Writing and Research: Students research companies and write reports	Research project in ACC3300	Target: 70% of students will score 70% or better or “Satisfactory” or better on the exam questions or project. Results: 97% are satisfactory or better. Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.	Yes

<p>Speaking and Listening: Students prepare, deliver, and evaluate formal presentations</p>	<p>Project presentations in ACC3900</p>	<p>Target: 70% of students will score 70% or better or "Satisfactory" or better on the exam questions or project. Results: 100% are satisfactory or better.</p> <p>Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.</p>	<p>Yes</p>
<p>Quantitative Reasoning: Students produce, analyze, interpret, and evaluate data and information on accounting topics</p>	<p>Examinations and projects in ACC3200</p>	<p>Target: 70% of students will score 70% or better or "Satisfactory" or better on the exam questions or project. Results: 83% are satisfactory or better.</p> <p>Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.</p>	<p>Yes</p>
<p>Responsible Citizenship: Students make informed ethical decisions based on an understanding of the interactions between accounting and society</p>	<p>Examinations and projects in ACC4700</p>	<p>Target: 70% of students will score 70% or better or "Satisfactory" or better on the exam questions or project. Results: Data was not collected due to faculty turnover.</p> <p>Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.</p>	<p>Yes</p>
<p>Accounting knowledge: Students use accounting terminology and concepts appropriately in accounting decision-making</p>	<p>Examinations and projects in ACC4500</p>	<p>Target: 70% of students will score 70% or better or "Satisfactory" or better on the exam questions or project. Results: 90% are satisfactory or better.</p> <p>Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.</p>	<p>Yes</p>

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

Accounting faculty have reviewed and overhauled its assessment plan, including formulated a new set of Student Learning Outcomes that align with the University Learning Goals. We assigned the assessment of each Student Learning Goals to a specific course and made instructors of that course responsible for implementing assessment and collecting data. New assignments/projects/tests were selected by faculty to collect data.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

It is impressive that four out of the six SLOs have results of 90% or higher. No data was collected on the “Responsible Citizenship” due to faculty turnover. We will work with faulty members that teach this course to conduct assessments and collect data in the next cycle.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
9/20/2024	Crystal Lin, Stu M Sallehu, Stephen Kozlowski, Nicholas Robinson, Christopher Becker, Stephen W Benner, Carolyn R Bates	Updated Student Learning Outcomes, assigned SLOs to courses
10/4/2024	Crystal Lin, Stu M Sallehu, Stephen Kozlowski, Nicholas Robinson, Christopher Becker, Stephen W Benner, Carolyn R Bates	Initial results shared with faculty

Dean Review and Feedback

The BSB Accounting program has a long-established plan for assessing program student learning objectives that last underwent AACSB accreditation review during AY2020.

The Accounting (ACC) program has been determined to have a strong and positive assessment plan by this reviewer. The ACC program has made great strides in revising and improving the implementing of future assessment and the collection of data. The ACC faculty have assigned the assessment of each SLO to a specific course and requested instructors of that specific course for implementation assessment and the collection data.

Four out of the six SLO's have resulted a 90% or higher. No data was collected in the Responsible Citizenship SLO due to faculty turnover.

All efforts by the ACC group is to prepare for the future of the School of Business as they work on their accreditation plan aligned with the Association to Advance Collegiate Schools of Business (AACSB).

It is unclear how the assessment results are being used to improve student learning and drive positive program modifications. The ACC faculty should strive to make this connection more explicit in the future.

Dean or designee **David Wayne Melton** Digitally signed by David Wayne Melton
Date: 2024.11.25 16:13:50 -06'00' Date 11/25/2024

VPAA Office Review and Feedback (for "Round B" SLO report only)

B.S.B. Accounting

The Accounting B.S.B. program has made significant improvements to its assessment plan, including a thorough overhaul and the selection of new course assignments to establish a baseline measure or control group. It is still at a developing stage, however, but that is suitable as long as the momentum is not lost. In addition, since the program is aligning its practices to prepare for accreditation review, for the Association to Advance Collegiate Schools of Business (AACSB), it is paramount that procedures are clear to all faculty and that several point persons are responsible for data collection and evaluation.

VPAA or designee **Dr. Suzie Park, Asst VPAA, Interim** Date 1/31/25

