Student Learning Assessment Program

## Response to Summary Form

**Undergraduate Programs 2018**

Department: School of Business, Accountancy

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S.B. Accounting | Objectives are clear, measurable, and programmatic. This program has adopted all of the undergraduate learning goals. Objective 2 seems to combine responsible citizenship and critical thinking. Your goals and subgoals provide good detail.  |
| **How, Where, and When Assessed** | Level 3, B.S.B. Accounting | You have identified specific courses and assignments to use as assessment artifacts for the majority of your goals, so that is a good plan for direct assessment. This plan also includes direct measures for all your goals and indirect for all the major goals, so you have multiple measures. As you progress, you may want to think about including alumni surveys or employer surveys as well. You do receive anything when student sit for the CPA that would tell you how prepared they are for this exam? |
| **Expectations** | Level 3, B.S.B. Accounting | Expectations have been established for all measures given.  |
| **Results** | Level 2-3, B.S.B. Accounting | Results are discussed among the faculty at the annual assessment meeting. You included more analysis this time and indicate plans to discuss further this fall, so that is a positive step to using what you discover. |
| **How Results Will be Used** | Level 3, B.S.B. Accounting | The feedback loop is in place. Faculty teaching the core AAC courses are involved in the assessment and the fall assessment meeting provides a place for faculty to discuss results. Data are being used and shared to improve student learning. The changes you have made in AY18 clearly have improved your plan and the information you are collecting on your majors and their attainment of your learning outcomes. |

This program has made enough progress to move to a 2-year reporting cycle. The next report will be due June 15, 2020 although assessment collection and analysis should be on-going.

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at [www.eiu.edu/~assess](http://www.eiu.edu/~assess). [↑](#footnote-ref-1)