

**Student Learning Assessment Program  
Response to Summary Form  
Undergraduate Programs 2005**

Department: School of Business, Accountancy

<b>Category</b>	<b>Level*</b>	<b>Comments</b>
<b>Learning Objectives</b>	Level 3, B.S.B. Accounting	Objectives are clear, measurable, and programmatic. There is a nice blend of departmental goals with General Education goals here.
<b>How, Where, and When Assessed</b>	Level 1, B.S.B. Accounting	In previous years, this program indicated a variety of coursework was used to assess the program. In this report there is virtually no measure employed by the University. While passage rates on the CPA exam undoubtedly offers useful information in terms of student preparedness, it is not evident that this exam can speak to all of the objectives. At any rate, a single exam at the end of the program does not offer multiple measures of student learning. It would be helpful to identify other ways to assess student learning as they progress through the coursework in the program, and this methodology should include both direct and indirect measures.
<b>Expectations</b>	Level 1, B.S.B. Accounting	The goal to raise the passing rate on the CPA by 2007 is a good one, but expectations should describe student learning outcomes as well.
<b>Results</b>	Level 1, B.S.B. Accounting	There is very little information given here, but since there is only one measure used, that is not surprising. What happened to the indirect measures you have reported on in past summaries? The changes mentioned in Part Two are not always connected to assessment data, so it is not clear why changes have been made. Item #3 under Part Two offers important information—information that a solid, well-working assessment plan should be able to uncover. What plans will you put in place to assure student learning in the future?
<b>How Results Will be Used</b>	Level 1-2, B.S.B. Accounting	Involving the entire faculty on the passing rate expectations is important. Are there other results to collect?

Please use the new form found at [www.eiu.edu/~assess](http://www.eiu.edu/~assess) for the next submission of this report.

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\* 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).