

**STUDENT LEARNING ASSESSMENT PROGRAM  
SUMMARY FORM AY 2004-2005**

**Degree and  
Program Name:**

B.S. in Accountancy

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*Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA annually by July 1. For departments undergoing the IBHE review program, this worksheet should be submitted in fulfillment of the requirements for the learning assessment portion of the statewide review.*

**PART ONE:**

| What are the learning objectives of the program?  | How, where and when are they assessed? Committee/person responsible?   | What are the expectations?  | What are the results?   | How will the results be used? Committee/person responsible?   |
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| <p>To conform to Standard 15 of the AACSB International, the Accountancy faculty adopted on August 22, 2003, the following learning objectives for the Accountancy Program: At the completion of the undergraduate studies in accounting, the students will have:</p> <ol style="list-style-type: none"> <li>1. Technical knowledge of accounting principles, standards, procedures, and their applications.</li> <li>2. Analytical and problem-solving skills in accounting.</li> <li>3. Ethical understanding and reasoning abilities.</li> <li>4. Proficiency in the use of information</li> </ol> | <p>In accounting, one of the most reliable and externally verifiable measure of the quality of the program is the passage rate on the Uniform C.P.A. Examination. Although the program had achieved and maintained a very good record of passage rate on the C.P.A. Examination in the 1970's and 1980's, the passage rate had fallen precipitously below 10% by the middle of 1990.</p> <p>The faculty needs to agree on and develop on sets of embedded questions to assure retention of accounting knowledge and skills as students make progress in the program.</p> <p>Alternatively, the faculty needs to consider and reach agreement</p> | <p>The faculty, after consultation and strong endorsement from the Accounting Advisory Board, decided to raise the passage rate to the national at least to the national average by December 31, 2007.</p> <p>The embedded questions are expected to show that students retain the necessary knowledge and skills necessary to succeed in the higher level courses.</p> | <p>The latest available results from the National Association of the State Boards of Accountancy show that the passage rate on the CPA Exam is at the national level.</p> | <p>The faculty will use information to set a higher achievement level for the program; for instance, reach or exceed the state average passage rate by December 31, 2008; reach or exceed the median of the passage rate for the 12 accredited accounting programs in Illinois, December 31, 2010. No consensus has been reached on these goals and timetables. The accounting faculty as a whole is responsible for setting these goals.</p> |

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| <p>technology.</p> <p>5. Written and oral communication skills.</p> <p>6. Reflective and critical thinking skills.</p> <p>The faculty agreed to incorporate and focus on these objectives in the junior and senior level accounting courses, starting first with junior level courses in spring semester 2004.</p> | <p>on developing a comprehensive examination and administering it at the end of the program.</p> |  |  |  |
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**PART TWO:** Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. While this section should focus on the current academic year, some departments may find it useful to discuss trends in longitudinal data.

Upon accreditation of the Accountancy Program in April 2003, the faculty focused on curriculum design, contents, and skills. These efforts resulted in the following changes, as approved in March 2005 by the Council on Academic Affairs.

1. Effective fall semester 2005, accounting students will be required to have a minimum GPA of 2.5 or higher to take senior level accounting courses.
2. Accounting students admitted as freshmen in Fall 2005 and subsequent semesters will be required to take Advanced Accounting, Federal Income Tax I, Federal Income Tax II, Governmental and Not-for-Profit Accounting, and Auditing and Assurance Services I. These students will be required to have the grade of C or higher in all accounting courses in order to graduate from the program.
3. In Spring 2005, the faculty conducted a detailed and comprehensive inventory of accounting knowledge and skills taught in the undergraduate level accounting courses. This inventory was then compared with the inventory of accounting knowledge and skills as expected the AICPA. The following gaps or deficiencies were noted: (1). Insufficient number of homework assignments and exercises using spreadsheets; (2). Lack of formal orientation and systematic treatment of ethical problems encountered by accountants; (3). Use of tax software not emphasized in the preparation of tax returns for corporations. (4). The integrated nature of financial statements not emphasized in the courses; (5). The Statement of Cash Flows seems underemphasized; (6). Greater emphasis and proficiency necessary in the use of authoritative sources and electronic data bases.
4. Faculty representatives visited four universities (Northern Illinois University, Illinois State University, University of Wisconsin, Whitewater, and Truman State University), which were selected as “aspiring institutions.” The purpose of these visits was to learn more about their curricula and assessment methods. It was found that all of them use the results on the CPA Exam as the primary assessment tool at the program level. Only the

University of Wisconsin, Whitewater, has implemented embedded questions in the courses and a required comprehensive examination prior to graduation. The assessment efforts at the department level at the other three institutions remain at a low level.

5. On June 30, 2005, the accounting program will complete the first year of the five year cycle for the AACSB Accreditation. The assessment activities expected in the first and second year are that “Development will have begun of conceptual and operational definitions of learning goals for each degree programs.”