Student Learning Assessment Program

## Response to Summary Form

**Undergraduate Programs 2017**

Department: School of Business, Accountancy

|  |  |  |
| --- | --- | --- |
| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S.B. Accounting | Objectives are clear, measurable, and programmatic. This program has adopted four of the undergraduate learning goals: write effectively, speak effectively, responsible citizenship through the ethical issues objective (2), and quantitative reasoning (this seems to be the major content of accounting and the main focus of objective 1). 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. Do you know where and how you will assess objective 1.3? As you continue to gather data, you will want to make sure that you have multiple sites and measures for each objective, and it would be useful to include indirect measures as well. You indicate in the narrative section that a student survey was not completed due to staffing shortages, which I am sure is the result of the budget impasse. You may want to consider putting the survey in Qualtrics. Once it is in the system, it is easy to duplicate and requires no data entry. |
| **Expectations** | Level 2-3, B.S.B. Accounting | Expectations have been established for all measures given. As you begin to have longitudinal data for your measures, you may want to consider raising the bar on expectations where you have over 90% attainment of your expectations. Increasing rigor could only enhance the already excellent reputation of your program. |
| **Results** | Level 2-3, B.S.B. Accounting | Results are discussed among the faculty at the annual assessment meeting. Continue to summarize your interpretation of the results—what are the strengths of your program, what are you working to improve, for example. |
| **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. The faculty clearly worked hard on revising the objectives last fall to respond to the field and the CPA exam expectations. |

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)