

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

Department: School of Business, Computer Information Systems

Category	Level*	Comments
Learning Objectives	Level 3, B.S.B. Computer Information Systems	Objectives are clear, measurable, and programmatic. There is a nice blend of departmental goals with General Education goals here.
How, Where, and When Assessed	Level 1-2, B.S.B. Computer Information Systems	The rubrics supplied for the assessment of the various course projects should provide solid, comparable data for the department. There are some objectives for which no measures were listed, so I assume the School is still working on ways to assess these objectives. Let me encourage you to use multiple measures—including indirect data. Last year you mentioned a survey. Is that survey still being conducted? I am not surprised that you have found no standardized exam; I found nothing when I searched, so as you indicate, you will need to develop your own measures. Standardized exam questions and assignments is a good place to begin. Given the nature of the industry, you may want to include external measures as well as internal ones—employer surveys, results from advisory committees made up of people in the industry, and so forth.
Expectations	Level 1-2, B.S.B. Computer Information Systems	You mention “satisfactory attainment” of skills. Since you have established a rubric, have you determined what you mean by “satisfactory?” You may also wish to lay out your expectations for the number of students that you do not expect to reach this goal and for those that you believe will exceed it.
Results	Level 1, B.S.B. Computer Information Systems	What are the results that have been collected? This information is given for a few objectives, but is missing for some of the objectives for which data should have been collected.
How Results Will be Used	Level 2, B.S.B. Computer Information Systems	The feedback loop appears to be in place. It is clear that while there are limited results available, results have been analyzed and that information used to improve the program. How do results and feedback work among the faculty and the undergraduate coordinator? How did the retreat on the curriculum and assessment go?

While there is still work to be done here, it is nice to see progress being made in terms of assessment in this program.

* 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.