

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

Department: School of Business, Management

Category	Level*	Comments
Learning Objectives	Level 3, B.S.B. Management	Objectives are clear, measurable, and programmatic.
How, Where, and When Assessed	Level 2, B.S.B. Management	You mention that “Evaluation of the project [MGT 3450] was intended to be done using primary trait analysis.” Then, in the fourth column you indicate that the PTA did not “adequately focus on the appropriate knowledge and skills.” Do you plan to revise the rubric so that it fits the project and the objective you are trying to assess? The third column refers to grades, so there doesn’t seem to be a seamless connection between the measurement, expectations, and results. You mention student focus groups in Part Two, but that measurement is not listed here. You should include all measures—even indirect ones in this column. Focus groups can be great ways to help explain direct data and to provide different kinds of information on student learning.
Expectations	Level 2, B.S.B. Management	Since you plan to revise your assessment plan based on the new curriculum, I’ll be brief here and simply suggest that the more descriptive you can be about your expectations for student learning outcomes, the better this section of your plan will support the others. You have a start here with the expectations given.
Results	Level 2, B.S.B. Management	It appears that there has been a problem collecting data for some of the objectives due to issues with the measures chosen. Were results collected in AY05? It isn’t completely clear what was collected and what was not. This column should offer actual data—or at least a synopsis of it.
How Results Will be Used	Level 2, B.S.B. Management	Parts Two and Three make it clear that there is a feedback loop in place and that faculty are considering data and student feedback as they revise the curriculum.

* 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.