

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

Department: School of Business, Marketing

<b>Category</b>	<b>Level*</b>	<b>Comments</b>
<b>Learning Objectives</b>	Level 3, B.S.B. Marketing	Objectives are clear, measurable, and programmatic.
<b>How, Where, and When Assessed</b>	Level 1-2, B.S.B. Marketing	As you noted in Part Two this plan needs to be re-thought. The mini cases and their rubric in MAR 4700 is a good start. This should provide some direct assessment of what students can do with these mini-cases; however, it is important to have multiple measures across the curriculum rather than just a one shot measure. You also indicate that a senior survey is in use, so that should provide solid indirect data.
<b>Expectations</b>	Level 1, B.S.B. Marketing	Expectations are very limited due to the revision that the plan is undergoing.
<b>Results</b>	Level 2, B.S.B. Marketing	Since you are using a rubric for the mini-cases, it would be helpful to list the % of students that fell into the superior, satisfactory, and needs improvement categories on the rubric. Is the second objective the only one assessed by the senior survey?
<b>How Results Will be Used</b>	Level 2, B.S.B. Marketing	How does the undergraduate coordinator fit into the feedback loop? How did the summer meetings go? What did you decide to do for AY06?

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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.