

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

Department: School of Business

Category	Level*	Comments
Learning Objectives	Level 3, M.B.A.	Objectives are clear, measurable, and programmatic. Some very solid, specific information here.
How, Where, and When Assessed	Level 2, M.B.A.	You only list measures for the first objective, but I'm assuming that the three measures listed—exit interview, Major Field Test, and round-table discussions—are the primary measures for all objectives. In last year's report you listed alumni surveys. Have you decided not to use those measures? They are listed in your expectations column. Does the Major Field Test provide all the information you need for direct measures of your program?
Expectations	Level 1, M.B.A.	You may want to think about your expectations for your students in relation to the objectives themselves. What standards do you want to establish for student performance of the direct and indirect measures for each objective, for example? The information provided in this column is helpful, but you don't really have expectations here. What % would you like to see students achieve on the Major Field Test? What % of students show satisfaction with the program? Those are the kinds of information to provide in this column. You want to look at not only what students have achieved in the past, but what goals you would like to set for what is acceptable in your program.
Results	Level 2-3, M.B.A.	Specific data are reported in this column. The changes to the program are very interesting. The faculty round-tables seem to be a good way to involve more faculty in the curriculum and its assessment.
How Results Will be Used	Level 3, M.B.A.	If you want to have a workshop on writing in business, you might think about partnering with the Writing Center and your professors. Or, bring in actual business people to talk about the importance of written communication and then you could get into the nitty-gritty. As a former English instructor, I can tell you that these messages are far more meaningful coming from the major dept. than the English Dept. or the Writing Center. It isn't always clear what the connection is between the activities/changes you discuss and the assessment information.

* 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.