

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2004-2005**

Degree and Program Name: Bachelor of Science in Business
Business Core Curriculum

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Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 1**. Worksheets should be sent electronically to cskjs@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

PART ONE

| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
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| 1. Comprehend the processes for developing organizational policies and objectives; | | | | |
| 2. Analyze and assess the core business functions of organizations; | Business Capstone Exam (standardized ETS Field Test in Business) administered each semester in BUS 4360, the core capstone course. | Exam was first administered in FA 04. Results from AY 04-05 will be used as baseline to set expectations | 235 students took the exam in AY 04-05. The scale score mean was approximately 155 based on a scale score of 200. | Undergraduate Coordinator is responsible for administering the exam. Results are shared at School of Business Curriculum Committee meeting. |
| 3. Comprehend how the various functional areas within organizations operate together to achieve organizational objectives; | | | | |
| 4. Understand the contemporary global environment and its dynamic relationship with domestic | Business Capstone Exam (standardized ETS Field Test in Business) administered each semester in BUS 4360, the core capstone course. | | Based on item analysis of Business Capstone Exam, student performance on International Issues was | |

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| business; | | | at or below 50 th percentile. | |
| 5. Recognize and analyze ethical and legal issues in the business decision-making process. | Business Capstone Exam (standardized ETS Field Test in Business) administered each semester in BUS 4360, the core capstone course. | | Based on item analysis of Business Capstone Exam, student performance on Legal and Social Environment was above 50 th percentile | |
| 6. Appreciate the benefits and challenges of diversity in the business environment. | | | | |
| 7. Understand the role of technology in organizations and use technology effectively; | | | | |
| 8. Communicate effectively; | | | | |
| 9. Solve problems and make decisions effectively; and | | | | |
| 10. Collaborate with others to achieve common objectives. | | | | |

(Continue objectives as needed. Cells will expand to accommodate your text.)

PART TWO

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

Students' performance on international topics reinforced prior data (more informal data secured from analysis of projects in capstone course). School of Business Curriculum Committee initiated a review of coverage of international topics in the core curriculum. Through literature review and review of curricula of other universities, further information about appropriate coverage of topics was gathered. A consultant from a similar university (University of Wisconsin at LaCrosse) who has experience in internationalizing business curricula met with faculty to discuss issues. As of May 2005, the Curriculum Committee had identified topics that should be covered in the core curriculum and had begun consideration of curriculum modifications to achieve appropriate coverage.

The Curriculum Committee also developed a rubric for assessing students' ability to analyze the financial performance of an organization, a major component of Learning Objective #2. The Committee's goal is to have faculty use the rubric to evaluate student performance at several points in the core curriculum. The Committee is seeking input from various faculty with the intention of piloting use of the rubric during AY 05-06.

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?