Student Learning Assessment Program

## Response to Summary Form

**Undergraduate Programs 2018**

Department: School of Business, Management Information Systems

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S.B. Management Information Systems | Objectives are clear, measurable, and programmatic. Three of the undergraduate learning goals have been adopted: effective writing, effective speaking, and critical thinking. I would think that quantitative reasoning might be a core component of this discipline, but that is not clear from the objectives listed. Do you address this skill in your curriculum? |
| **How, Where, and When Assessed** | Level 2-3, B.S.B. Management Information Systems | The assessment rubrics appear to be working well for the majority of your direct measures and are providing information on student learning in several key areas. SP17 was the last semester that the University administered the Watson-Glaser exam, and because of the issues with the budget, no test has been purchased to replace this assessment tool, so you will need to consider how to assess critical thinking at the major level. You have multiple measures and sites for assessment for your objectives, so that is a positive aspect of your plan, and your senior survey offers an indirect measure. |
| **Expectations** | Level 2-3, B.S.B. Management Information Systems | Expectations are given and are consistent with the measures used. You may want to look at the percentage of students who meet expectations and those who do not as well as those who exceed expectations. |
| **Results** | Level 2-3, B.S.B. Management Information Systems | Results are collected for direct and indirect measures for major outcomes, but not for the University goals. |
| **How Results Will be Used** | Level 3, B.S.B. Management Information Systems | The department is sharing and discussing data among the entire faculty with its meetings each semester, so a solid feedback loop is in place. Results are being used to improve student learning, an example of this is splitting the MIS 4200 course into 2 classes to assure student mastery of systems and database concepts. |

1. \* 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](http://www.eiu.edu/~assess). [↑](#footnote-ref-1)