Student Learning Assessment Program

## Response to Summary Form

**Undergraduate Programs 2018**

Department: School of Business, Finance

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S.B. Finance | Objectives are programmatic and measurable. Given that the content of this major is quantitative reasoning, the major objectives more than cover that undergraduate learning goal, and the other undergraduate learning goals have been adopted by the program as well. |
| **How, Where, and When Assessed** | Level 2-3, B.S.B. Finance | The more ways you can assess objectives and in more courses, the better, so increasing those points of assessment is a good move. Ideally, measures will be multiple and take place in different points in the curriculum. Do you receive anything other than pass rates from the CFP exam that could help you see more about content? The capital budgeting case sounds like a rich instrument for direct assessment data. Is that embedded in a particular course? The rubric used for derivatives across three of your courses is a good way to make growth comparisons for student learning—especially if students are required to take the courses in sequence. Do you have plans to incorporate any indirect measures into your plan? A student or alumni survey might help to round out your plan. |
| **Expectations** | Level 2, B.S.B. Finance | Expectations have been established for measures. They seem a bit low given your results, so you may want to discuss raising the bar on your expectations for some measures. Or you could look at levels of students meeting or exceeding expectations. |
| **Results** | Level 2, B.S.B. Finance | Data are collected and shared. As you work with your data, more analysis of what the data tell you should be included in Part Three. What do the data suggest is working well in your program? Are there any areas in which your students struggle or for which there are gaps? These are the kinds of questions to ask as you look at your student assessment data that can be addressed in the narrative sections of the report. From your results, it appears that there are some vast differences in students meeting or not meeting expectations in a few spots. |
| **How Results Will be Used** | Level 2, B.S.B. Finance | You have a feedback loop in place and data are shared annually with faculty, which is good. I am glad to hear you have a new colleague coming this fall; it is hard to do assessment well with adjunct faculty. |

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)