

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Departments on Assessment Activities Reported in 2004-2005 Annual Reports

DEPARTMENT Economics DATE September 2006

COMMITTEE MEMBER(S) CONDUCTING REVIEW Guido; Mabey

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------------|--------------|-------------------------|
| • Were any goals referenced? | YES <u>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate: Three student learning goals, with objectives, are well articulated.

Graduate: Three student learning goals, with objectives, are well articulated.

2. ASSESSMENT METHODS

- | | | | |
|--|--------------|--------------|-------------------------|
| Were any specific assessment methods referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

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Comments:

Undergraduate: Current assessment of student learning focuses on the final examinations of 4 courses (Econ 201, Econ 202, Econ 210, and Econ 303) and an analysis of sample papers from Econ 405. Departmental-wide assessment activities were not put into place until the summer of 2005, at the end of the reporting year.

Graduate: The graduate program assessment plan was not finalized until late in spring 2005; assessment activities at the graduate level were not yet implemented in AY 2004-05. Both direct and indirect measures were identified to be implemented during the 2005-2006 academic year.

3. ASSESSMENT RESULTS

- | | | | |
|--|---------------|--------------|-------------------------|
| Were any assessment results reported? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>x</u> |
| • If so, were the results clear in terms of how they specifically affirm achievement of goals? | YES <u> </u> | NO <u>x</u> | QUALIFIED Y/N <u> </u> |
| • If so, were the results clear in terms of how they indicate need for improvement? | YES <u>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Were the results tied to goals for student learning? | YES <u> </u> | NO <u>x</u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate: Assessment results that were reported did not address student learning. The department found that assessment planning must occur earlier in the semester, and that the rubric for assessment needs revision.

Graduate: There was no assessment data reported. There is a timeline and a process for documentation and decision-making included in the report.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES _____ NO _____ QUALIFIED Y/N x

- If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?

YES _____ NO x QUALIFIED Y/N _____

Comments:

Undergraduate: Activities for revision of the assessment schedule and rubrics have already begun.

Graduate: No actions have been taken to date; the plan will be fully implemented in the next academic year.

SUMMARY

Strengths

- x A specific plan for assessment is in place.
- x Student learning goals are well-articulated.
- x Assessment methods are clearly described.
- x Assessment methods are appropriately selected.
- x Assessment methods are well-implemented.
- Direct and indirect methods are implemented.
- Results are reported.
- Results are tied to closing the loop.

(Decision-making is tied to evidence.)

Areas for Improvement

- No specific plan for assessment is in place.
- Student learning goals are not well-articulated.
- Assessment methods are not clearly described.
- Assessment methods are not appropriately selected.
- x Assessment methods are not well-implemented.
- x A single type of assessment methods predominates.
- x No (*student learning*) results are reported.
- x Results (*of student learning*) are not clearly tied to closing the loop.

(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Economics is in the early stages of department-wide assessment activities. Both undergraduate and graduate levels have developed goals and objectives for student learning. At the undergraduate level, direct assessment activities focus on the analysis of student examinations and papers. The graduate level assessment plan was not finalized until late in AY 2004-2005.

Based upon the first year's activities, revisions are being made to the scheduling of assessment activities and the rubrics used in the analysis of papers. Data related to undergraduate student learning is not reported for AY 2004-05. Data for graduate student learning has not yet been collected.

The foundation for a department-wide assessment is in place, in that goals and objectives are stated, activities have been initiated and revisions are planned for AY2005-06. It is expected that additional direct and indirect measures will be added over time, that the results of student learning will be reported, and that the results will be used to 'close the loop' as related to student learning.

Reviewer(s):	Name	Renee Mabey	Ginny Guido
	Department	Physical Therapy	College of Nursing
	Phone Number	7-4854	7-4543
	e-mail	rmabey@medicine.nodak.edu	ginnyguido@mail.und.edu

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Section 1: Y Section 2: Y/? Section 3: N/? Section 4: N/?

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done