

UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT Finance DATE 4/7/06

COMMITTEE MEMBER(S) CONDUCTING REVIEW Garl K. Rieke; Renee Mabey

1. STUDENT LEARNING GOALS

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

Comments: There is only a brief reference to the goals in the annual report. Four program goals and related objectives are listed in the State of the Unit narrative. Six Core Competencies related to student learning are presented under Assessment of Student Learning. It is noted that the Finance department participates in the MBA program; there is no graduate program solely within Finance.

2. ASSESSMENT METHODS

- | | | | |
|--|---------------|----------------|---------------------------|
| Were any specific assessment methods referenced? | YES <u>UG</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u>UG</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>UG</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments: Each learning goal objective is presented in a table that also contains the courses related to the objective and the assessment tools used (eg, course examinations, written case reports, written reports. Assessment methods also include projects, case study projects and oral/visual case presentations.

3. ASSESSMENT RESULTS

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

Comments: Preliminary results from "Core Competency Assessment" showed a consistent problem in the area of "Financial Statements, Working with Financial Statements, Taxes and Cash Flows." Finance is just beginning to collect data related to the learning objectives (start fall 2005) and is directing this information to Dr Nancy Beneda (possibly the Assessment Coordinator?)

4. CLOSING THE LOOP

- | | | | |
|---|---------------|----------------|---------------------------|
| Were any actions taken on the basis of assessment results reported? | YES <u>UG</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning? | YES <u>UG</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments: The department is planning to address the issue of lower than expected scores from “Core Competency Assessment” in Fin 310 and also with the Accounting Department which provides the pre-requisite courses for Fin 310.

SUMMARY

Strengths

- ☒ **UG** A specific plan for assessment is in place.
- ☒ **UG** Student learning goals are well-articulated.
- ☒ **UG** Assessment methods are clearly described.
- ☒ **?** Assessment methods are appropriately selected.
- ☒ **?** Assessment methods are well-implemented.
- ☒ **UG** Direct and indirect methods are implemented.
- ☒ **UG** Results are reported.(some results)
- ☒ **UG** 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.
- ☐ Assessment methods are not well-implemented.
- ☐ A single type of assessment methods predominates.
- ☐ No results are reported.
- ☐ Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The Finance Department has an informative undergraduate assessment plan. They seem to be in the early stages of collecting data to measure the effectiveness of their course offerings. They are using the preliminary data collected to address and correct the problems related to Fin 310 (actually the level of preparation of the students taking Fin 310) The Finance Dept should include the learning goals and objectives in their annual report as requested in the annual report template form from the University Assessment Committee.

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

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