

# UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT\_\_\_\_\_Information Systems & Business Education\_\_\_\_\_DATE\_\_September 2006\_\_

COMMITTEE MEMBER(S) CONDUCTING REVIEW\_\_\_\_\_

**Please see Overall Summary and Recommendations section relative to this department.**

### 1. STUDENT LEARNING GOALS

- |                                       |         |        |                    |
|---------------------------------------|---------|--------|--------------------|
| • Were any goals referenced?          | YES____ | NO____ | QUALIFIED Y/N ____ |
| • If so, were goals well articulated? | YES____ | NO____ | QUALIFIED Y/N ____ |
| • Do goals address student learning?  | YES____ | NO____ | QUALIFIED Y/N ____ |

*Comments:*

**Undergraduate:**

**Graduate:**

### 2. ASSESSMENT METHODS

- |  |         |        |                    |
|--|---------|--------|--------------------|
| Were any specific assessment methods referenced?   | YES____ | NO____ | QUALIFIED Y/N ____ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals?        | YES____ | NO____ | QUALIFIED Y/N ____ |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES____ | NO____ | QUALIFIED Y/N ____ |

*Comments:*

**Undergraduate:**

**Graduate:**

### 3. ASSESSMENT RESULTS

- |  |         |        |                    |
|--|---------|--------|--------------------|
| Were any assessment results reported?  | YES____ | NO____ | QUALIFIED Y/N ____ |
| • If so, were the results clear in terms of how they specifically affirm achievement of goals? | YES____ | NO____ | QUALIFIED Y/N ____ |
| • If so, were the results clear in terms of how they indicate need for improvement?            | YES____ | NO____ | QUALIFIED Y/N ____ |
| • Were the results tied to goals for student learning?   | YES____ | NO____ | QUALIFIED Y/N ____ |

*Comments:*

**Undergraduate:**

**Graduate:**

#### 4. CLOSING THE LOOP

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

YES \_\_\_\_\_ NO \_\_\_\_\_ QUALIFIED Y/N \_\_\_\_\_

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

YES \_\_\_\_\_ NO \_\_\_\_\_ QUALIFIED Y/N \_\_\_\_\_

*Comments:*

**Undergraduate:**

**Graduate:**

#### SUMMARY

##### *Strengths*

- \_\_\_\_\_ A specific plan for assessment is in place.
- \_\_\_\_\_ Student learning goals are well-articulated.
- \_\_\_\_\_ Assessment methods are clearly described.
- \_\_\_\_\_ Assessment methods are appropriately selected.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ 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:

There were no Assessment Plans or activities reported in the 2004-2005 AY Annual Report.

An Assessment Plan was found under departmental Assessment Plans. It is dated **Fall 2006**. The comments which follow are related to the Assessment Plan, Fall 2006.

The department offers courses which fall into three areas: Business Office Technology and Education, Information Systems, and Business Education. "For assessment purposes, ISBE will assess courses within these identifiable groups and overall as a departmental gestalt."

Each course has student learning objectives stated and assessment strategies identified and well articulated. Student learning is assessed via examinations, assignments and projects, and portfolios. Rubrics for assessment are provided and linked to objectives. Achievement of professional practice standards are part of the assessment criteria in Business Education.

Assessment of student learning in course work is integrated with program assessment. Course evaluations are completed by course faculty and results are reported to the department and reviewed by program faculty. In addition, student learning as related to program objectives is assessed via portfolio assessment. Students also participate in focus group interviews to assist in determining course and program effectiveness.

A timeline has been developed for course assessments, interviews, and program reviews. Results will be reported in the departmental Annual Report.

The department has a solid foundation established for assessment activities. The UAC looks forward to the assessment results and activities which 'close the loop.'

The ISBE plan is underway. It is anticipated that, over time, the assessment plan will be expanded. Insights provided by indirect measures -- practitioners (professional performance standards), alumni (preparation for practice), and employers (competencies) might be useful. The integration of departmental, program, Institutional, and General Education goals would also be helpful.

The department is to be complimented on the beginnings of their assessment activities.

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Section 1: \_NA\_\_\_\_\_ Section 2: \_NA\_\_\_\_\_ Section 3: \_NA\_\_\_\_\_ Section 4: \_NA\_\_\_\_\_

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