

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2007-08 Annual Reports

DEPARTMENT College of Business and Public Administration **DATE** 03/30/09

COMMITTEE MEMBER(S) CONDUCTING REVIEW **Darla Adams, Kirsten Dauphinais**

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: Goals are referenced for those skills identified by faculty as important for all students in the BBA program. Most goals are clearly measurable, some goals such as “understand various theories of ethics” not measurable as stated.

Graduate: No comments for this area.

In addition to the Departmental goals, please also consider UND’s Institutional and Essential Studies goals for student learning (shown in alignment within parentheses). Use ‘U’ (undergraduate) or ‘G’ (graduate) to identify UND/Essential Studies goals which are similar to the referenced departmental goals.

- U,G_ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
 U,G_ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
 U,G_ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
 G_ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
 G_ 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
 U_ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
 G_ 7 Lifelong learning (“commit themselves to lifelong learning”)
 U,G_8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding departmental goals and alignment of departmental goals with institutional and Essential Studies goals:

Undergraduate: The departmental goals of communication, problem solving, and social responsibility line up with essential studies goals nicely.

Graduate: Nothing mentioned on cultural diversity

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> </u> | NO <u> </u> | QUALIFIED Y/N <u>x</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> |

Comments:

Undergraduate: Individual course examinations seem to be utilized as primary assessment method of student learning within the core curriculum. Student projects and assignments are discussed as a method of assessment being used, but no specific projects or assignments are identified. Likely, this is because the individual departments are each

expected to gather data on specific learning outcomes and perhaps are reporting and detailing the data within their individual department assessment report.

Graduate: Wide array of both direct and indirect methodology identified at the graduate level

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input checked="" type="checkbox"/>
• If so, were the results clear in terms of how they indicate need for improvement?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• Were the results tied to goals for student learning?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>

Comments:

Undergraduate: Referenced results are primarily exam scores for various business core competencies (accreditation based) and not specific to stated learning objectives or essential studies. A scoring/ranking scale (1-3) is used for learning objective results and individual scores are provided for communication skills, problem solving and team building. It is difficult to determine how this ranking system was used and what assessment methods were used for these results. The scoring or ranking criteria was very interesting, but not adequately explained.

Graduate: Well articulated for MBA program. Scanty or no results for other masters programs. MSIT program notes importance of implementing and improving their assessment efforts.

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Use 'U' (undergraduate) or 'G' (graduate) to identify those results which are applicable to institutional/Essential Studies goal achievement. For indicated items, please describe findings in the appropriate section below. .

☐ U,G_ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
☐ U,G_ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
☐ G_ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
☐ G_ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
☐ G_ 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
☐ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
☐ 7 Lifelong learning (“commit themselves to lifelong learning”)
☐ G_ 8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to departmental, institutional and Essential Studies goals:

Undergraduate: Communication and problem solving only goal referenced in results that could be aligned with essential studies. Not enough information provided to form connections.

Graduate: Results could be more specifically and clearly articulated with reference to learning goals.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input checked="" type="checkbox"/>

Comments:

Undergraduate: This is one of the stronger and more thoughtful portions of the report.

Graduate: Makes a note that graduate assessment closing the loop activities needs more time and attention.
SUMMARY

Strengths

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

OVERALL SUMMARY AND RECOMMENDATIONS: The College clearly values and understands the importance of assessment and recognizes where additional work is needed. Achievement in assessment varies widely across the business disciplines and individual programs.

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Section 1: __Y__ Section 2: __Y__ Section 3: __?__ Section 4: __?__

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