

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

DEPARTMENT: Information Systems & Business Education

DATE: 02-27-2009

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Barbara Combs and Fred Remer

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> </u> | NO <u>X</u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>X</u> |

Comments:

Undergraduate: Information in the assessment report indicated that the department would be preparing a revised assessment plan complete with learning goals for implementation in the spring of 2008. We were not able to find the revised plan on the website. The one currently posted is dated 2006. It will be helpful to get the new plan posted as soon as possible. As noted in the annual report, the following learning goals related to Written Communication Skills were reviewed during this cycle: *Develop clear, concise, comprehensive and convincing communication skills; Demonstrate the fundamentals of business writing, including the preparation of research reports, business plans or case studies.*

Five course competencies were also noted but were written globally as areas to be addressed within ISYS 317 rather than as student learning goals and so it is not possible to know what the students should know and be able to do within each area.

Graduate: NA

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.

- X 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
 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”)
 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: Once the new plan is posted, it may be possible to add to the list of Essential Studies goals addressed.

Graduate: NA

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

Comments:

Undergraduate: Student learning goals related to written communication skills were assessed in ISBE 320. Five papers were assessed at random using a rubric. Five competency areas were assessed in ISYS 317 using a pre/post test procedure.

Graduate: NA

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES___	NO___	QUALIFIED Y/N ___X___
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES___	NO___	QUALIFIED Y/N ___X___
• If so, were the results clear in terms of how they indicate need for improvement?	YES___	NO___	QUALIFIED Y/N ___X___
• Were the results tied to goals for student learning?	YES___X___	NO___	QUALIFIED Y/N ___

Comments:

Undergraduate: Assessment results were reported for the student learning goal related to written communication. Strengths and weakness in student work were noted and indirectly tied back to the expected skills (goals). Areas from improvement were discussed from the perspective of what faculty will need to do to ensure student improvement (...*faculty members will need to provide specific (or additional) instruction on when/how to use subheadings effectively*). No information was provided related to assessment results for the five competencies.

Graduate: NA

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. .

- ___X___ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
_____ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
_____ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
_____ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
_____ 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”)
_____ 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:

Graduate:

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___X___	NO___	QUALIFIED Y/N ___

Comments:

Undergraduate: No direct action has been taken as a result of student assessment; however, explicit plans for such action were described in the annual report under the section *Undergraduate – Assessment 4*.

Graduate: N

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:

At this time, only student learning goals related to written communication are articulated, assessed, analyzed and result in action plans. Competencies are not written as student learning goals making it difficult to determine what the expectations are for student learning. A revised plan has been written but not yet posted. Once posted, it will be easier to conduct a more useful review.

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Section 1: __?__ Section 2: __?__ 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