

## UNIVERSITY ASSESSMENT COMMITTEE

### Feedback to Academic Departments on Assessment Activities Reported in 2007-08 Annual Reports

DEPARTMENT Management DATE April 2009

COMMITTEE MEMBER(S) CONDUCTING REVIEW Sharlette Seelan & Dan Tienter

#### 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 referenced were analytical problem solving, communication skills, management concepts, and business ethics and they align with most of the Institutional and Essential Studies goals. The assessment plan identifies in more detail the learning outcomes for each of the courses.

**Graduate:** The dept does not have a graduate program but offers some courses as part of the MBA program. The dept does not administer the assessment plan for the MBA program but provides assessment data from the specific Management courses to the MBA program. The MBA program (not affiliated with the Management dept) determines what objectives should be assessed each semester in conjunction with appropriate faculty – but no details are included in the Annual Report

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   1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)  
  U   2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)  
  U   3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)  
  U   4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)  
  U   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...”)  
  U   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:** Dept goals are appropriately connected to 7 of the 8 Institutional and Essential Studies goals.

**Graduate:**

#### 2. ASSESSMENT METHODS

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

#### *Comments:*

**Undergraduate: All goals are assessed by applying instruments within specific courses but no details of the actual methods were included in the annual report.**

**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: The Annual Report states that the dept is collecting and tracking useful data, but no specific results were reported. A departmental assessment retreat was held in fall 2007 where past three years data was analyzed (so it is assumed that data is being collected).**

**Graduate:**

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. .

- \_\_\_\_\_ 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 __?__
• 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: The annual report indicates that a departmental assessment retreat was held in fall 2007 where past three years data was analyzed. The data has not caused the dept to take any action to modify the curriculum.**

**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:

**The Management department's assessment goals are tied to the Institutional and Essential Studies goals. The dept states that it has a system in place for assessment and is analyzing the data collected. However, for the reader/observer it would be good to see the assessment methods and results documented in the Annual Report.**

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Section 1: Y    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