

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

DEPARTMENT Marketing **DATE** April 2009

COMMITTEE MEMBER(S) CONDUCTING REVIEW Sharlette Seelan & Darla Adams

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: Student learning goals and learning objectives well articulated by this department.

Graduate: not applicable, no reference to.

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...”)
 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 6 of the 8 Institutional and Essential Studies goals. In addition some are more specifically relevant to the Marketing program.

Graduate: not applicable, no reference to.

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

Comments:

Undergraduate: Assessment methods include: course examinations, research reports, written projects, presentations and interviews. Goals are addressed by one or more of the assessment methods. Nicely done!

Graduate: Not applicable, no reference to.

3. ASSESSMENT RESULTS

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

Comments:

Undergraduate: The Annual Report states that the dept has a 100+ page document that provides a comprehensive analysis. A synopsis of the results was also reported in the Annual Report with recommendations and strategies for changes.

Graduate: not applicable, no reference to.

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

Undergraduate: Results from assessments are described in detail for each of the dept’s goals. They relate to specific courses and validate student learning. Areas of student strengths and weaknesses identified and reported. Nicely done!

Graduate: not applicable, no reference to.

4. CLOSING THE LOOP

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

Comments:

Undergraduate: The annual report states that while priority areas were noted by faculty in their reports, only some were noted in the AR.

Graduate: not applicable, no reference to.

SUMMARY*Strengths*

- ☐_Y___ A specific plan for assessment is in place.
☐_Y___ Student learning goals are well-articulated.
☐_Y___ Assessment methods are clearly described.
☐_Y___ Assessment methods are appropriately selected.
☐_Y___ Assessment methods are well-implemented.
☐_Y___ Direct and indirect methods are implemented.
☐_Y___ Results are reported.
☐_Y___ 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:

A comprehensive assessment section in the Annual Report. Results are closely analyzed and areas of concern are identified. The assessment plan identifies faculty responsible for completion of assessment activity. Overall, the department is making excellent progress in implementing assessment.

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Section 1: ☐_Y___ Section 2: ☐_Y___ Section 3: ☐_Y___ Section 4: ☐_Y (more info available in the dept)_

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