

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2011 Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT: Airport Management Department/ Aviation Instruction Department

DATE: March 9, 2012

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Barbara Combs and Odella Fuqua

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:

The assessment plan posted for this joint program with CoBPA and the Odegard School was adopted in 2004 and revised in 2006-2007. All undergraduate majors in Aviation and Airport Management programs are expected to address one goal unique to each program and two goals that address common focus areas as follows:

Airport Management Goal 1: Students will be able to understand the elements of airport operation, management, and administration at an advanced level (3 objectives further clarify this goal).

Aviation Management Goal 1: Students will be able to exhibit preparedness for a variety of career paths in aviation management (3 objectives further clarify this goal).

Airport and Aviation Management Common Student Learning Goal 2: Students will develop written and oral communication skills (2 objectives further clarify this goal).

Airport and Aviation Management Common Student Learning Goal 3: Students will be able to analyze economic and financial information that will enable them to reach sensible business decisions.

The assessment plan further describes educational experiences, potential assessment methods, a timeline for implementation, responsibilities and the use of results and process for documentation and decision-making. The plan notes that the assessment committee consisting of members from both the CoBPA and Odegard School and are primarily responsible for a review of the data. Depending on the student learning objective, results of assessments are maintained in either the Odegard School files or the College of Business files. Summaries of assessment and closing the loop activities are to be reported in the CoBPA 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) and identify which goals are similar to departmental goals.

- X 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
- X 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:

It appears that Institutional and Essential Studies goals 1,2 align most directly with the programs goals.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced? YES NO QUALIFIED Y/N X

- If so, were specifically chosen assessment methods appropriately aligned with individual goals? YES____ NO__ QUALIFIED Y/N _X
- Were both direct and indirect assessment methods used as components of a “multiple measures” approach? YES____ NO__ QUALIFIED Y/N _X_

Comments:

Potential assessment methods both direct and indirect are noted in the plan but it does not appear that these have been implement. There was no mention of these joint programs in either the CoBPA or Odegard School annual reports.

3. ASSESSMENT RESULTS

- Were any assessment results reported? YES____ NO__X__ 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:

There was no mention of the joint programs in either the CoBPA or Odegard School annual reports.

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the department presents findings, and, for indicated items, describe findings 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:

4. CLOSING THE LOOP

- Were any actions taken on the basis of assessment results reported? YES____ NO__X__ 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:

There was no mention of the joint programs in either the CoBPA or Odegard School annual reports.

SUMMARY

Strengths

- X A specific plan for assessment is in place.
- X 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.

Areas for Improvement

- _____ No specific plan for assessment is in place.
- _____ Student learning goals are not well-articulated.
- X Assessment methods are not clearly described.
- X Assessment methods are not appropriately selected.
- X Assessment methods are not well-implemented.
- _____ A single type of assessment methods predominates.

☐ Results are reported.
 ☒ No results are reported.
☐ Results are tied to closing the loop.
 (Decision-making is tied to evidence.)
 ☐ Results are not clearly tied to closing the loop.
 (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Although a joint assessment plan for the Aviation and Airport management programs has clearly established goals, roles and responsibilities, it is not clear that any action has been taken to implement the plan as written. We would recommend that the assessment committee meet to discuss ways that assessment of student learning might be conducted in a meaningful way for both the college and school.

MATERIALS REVIEWED

☒ Annual reports (CoBPA and Aviation Instruction)
 ☒ Assessment plan (as posted)
☐ Appendices (cited in annual report)
 ☒ Previous assessment review (Aviation, Management, CoBPA)
☐ Other (please describe)

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Section 1: _Y__ 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 reported
 ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done