UNIVERSITY ASSESSMENT COMMITTEE

$\begin{tabular}{ll} Feedback to Academic Departments on Assessment Activities Reported in $\underline{2010-11}$ Annual Reports $\underline{UNDERGRADUATE\ PROGRAMS}$ \\ \end{tabular}$

DEPARTMENT <u>Certificate in Entrepreneurshi</u>	<u>p</u>	DATE	04/11/12
COMMITTEE MEMBER(S) CONDUCTING REVI	EW Rox	anne Hurley &	z Paul Drechsel
1. STUDENT LEARNING GOALS			
 Were any goals referenced? 	YES	NO_X_	QUALIFIED Y/N
 If so, were goals well articulated? 	YES	NO	QUALIFIED Y/N
Do goals address student learning?	YES	NO	QUALIFIED Y/N
Comments: There is no Assessment Plan posted. According faculty are in the process of developing an Assessment Plan			The Entrepreneurship program
1 Communication – written or oral ("able to write a 2 Thinking and reasoning – critical thinking (or "be 3 Thinking and reasoning – creative thinking (or "be 4 Thinking and reasoning – quantitative reasoning (5 Information literacy ("be able to access and evalue 6 Diversity ("demonstrate understanding of diversite 7 Lifelong learning ("commit themselves to lifelong 8 Service/citizenship ("share responsibility both for Comments regarding departmental goals and alignment of a goals: . 2. ASSESSMENT METHODS	e intellectuate intellectuate intellectuatefor earty and use to glearning?	ally curious"; an nally creative"; e pirical dataan ffective, efficien that understandin munities and for	alyze, synthesize, evaluate) explore, discover, engage) alyze graphical information") nt, and ethical use") ng") the world")
Were any specific assessment methods referenced? • If so, were specifically chosen assessment	YES	NO_X_	QUALIFIED Y/N
methods appropriately aligned with individual			
goals?Were both direct and indirect assessment	YES	NO	QUALIFIED Y/N
 Were both direct and indirect assessment methods used as components of a "multiple measures" approach? 	YES	NO	QUALIFIED Y/N
Comments:			
3. ASSESSMENT RESULTS			
Were any assessment results reported?	YES	NOX	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	T TO C	NO	OTTAL TEMED WAY
they indicate need for improvement?Were the results tied to goals for student	YES	NO	QUALIFIED Y/N
learning?	YES	NO	OUALIFIED Y/N

Indicate any goa1 Con2 Thin3 Thin4 Thin5 Info6 Div7 Life8 Serv	als for which the departmen nmunication – written or or nking and reasoning – critic nking and reasoning – creat nking and reasoning – quant ormation literacy ("be able to ersity ("demonstrate unders clong learning ("commit the vice/citizenship ("share resp	at presents findings al ("able to write a ral thinking (or "be ive thinking (or "b titative reasoning (o access and evalu- tanding of diversit mselves to lifelong consibility both for	, and, for indicated nd speak in various intellectually curie intellectually cressing e intellectually cressing apply empirical catefor effective y and use that und g learning") their communities	
4. CLOSING	ГНЕ LOOP			
Were any action	ns taken on the basis of asse	essment		
results reported			YES N	NO_X_ QUALIFIED Y/N
	so, do curricular or other in			
	anges arising from assessmerectly address goals for stud		YES I	NO QUALIFIED Y/N
Comments:				
SUMMARY				
	Strengths			Areas for Improvement
Student leaAssessmenAssessmenDirect andResults areResults are	plan for assessment is in planning goals are well-articulat methods are clearly descript methods are appropriately at methods are well-implementation of the methods are implementation of the methods are implementation of the control of the methods are implementation of the methods are described as a second of the methods are implementation of the methods are implementation of the methods are appropriately at methods are appropriately at methods are implementation of the methods are appropriately at methods are implementation of the methods are	ated. ibed. v selected. ented. mented.	Student lea Assessmen Assessmen Assessmen A single ty No results Results are	fic plan for assessment is in place. arning goals are not well-articulated. at methods are not clearly described. at methods are not appropriately selected. at methods are not well-implemented. pe of assessment methods predominates. are reported. anot clearly tied to closing the loop. making is not directly tied to evidence.)
department con program and lo MATERIALS	mplete the development of ook forward to seeing you REVIEWED	f an Assessment P	lan for the certif	mended that the Entrepreneurship icate degree. We understand this is a new
	report ces (cited in annual report) lease describe)			ent plan (as posted) assessment review
Reviewer(s):	Name	Roxanne Hurley		Paul Drechsel
(-,-	Department	Nursing	_	Aerospace
	Phone Number e-mail	7-4525 Roxanne.hurley	_ @email und edu	7-7-4055 drechsel@aero.und.edu
	C 111011	MONATHIC.HULLCY	cinan.unu.cuu	arconsor & acro.ana.caa

Section 1: _N	N Section 2: _N Section 3:N Section 4:N
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
9	= action or progress is apparent; however, evidence is lacking that this is completely and appropriately don

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in <u>2010-11</u> Annual Reports <u>UNDERGRADUATE PROGRAMS</u>

DEPARTMENT_	BBA with a Major in Entrepro	eneurship	Σ	DATE	04/11/12
COMMITTEE MEMBER(S) CONDUCTING REVIEW Roxanne Hurley & Paul Drechsel					
1. STUDENT LEAR	NING GOALS				
• If so, we	y goals referenced? re goals well articulated? s address student learning?		NO	QUALIF	IED Y/N IED Y/N IED Y/N
	epreneurship program has an Assessn loals with more specific learning objecting.				
(shown in alignment v1 Communi _X2 Thinking _X3 Thinking4 Thinking a5 Informati6 Diversity a7 Lifelong la8 Service/cir	artmental goals, please also consider Unithin parentheses) and identify which ideation – written or oral ("able to write and reasoning – critical thinking (or "and reasoning – creative thinking (or "and reasoning – quantitative reasoning on literacy ("be able to access and evaluation of diversional theorem ("commit themselves to lifelor tizenship ("share responsibility both for	goals are simil and speak in voce intellectually be intellectually ("apply empiral luatefor effective and use that ag learning") or their communications are similar to the second of	ar to departmy arious setting y curious"; ar ly creative"; ical dataan ctive, efficient understanding	nental goals gs with a se nalyze, synt explore, dis alyze graph nt, and ethic ng") the world"	nse of purpose/audience") hesize, evaluate) scover, engage) hical information") cal use")
	departmental goals and alignment of it alignment with the ES goals of thin ment.				
2. ASSESSMENT M	IETHODS				
• If so, we	essment methods referenced? re specifically chosen assessment appropriately aligned with individual	YES_X_	NO	QUALIF	IED Y/N
goals? • Were bo	th direct and indirect assessment				IED Y/N
	used as components of a "multiple s" approach?	1 ES	NO	QUALIF	IED Y/NX

Comments: Varied methods of direct assessment have been planned. A portfolio requirement was begun by the program in Fall 2010 and selected student assignments are to be placed in the portfolio at the end of each semester. There is no reference to indirect measures in the Assessment Plan, however it would be easy to collect (the plan indicates that students will be meeting with faculty & the department chair) and may enhance what's learned through direct assessment.

3. ASSESSMENT RESULTS

• If so, were the results clear in terms of how		NO_X_	QUALIFIED Y/N	
.1 10 11 00 11				
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: According to the current Department Chair, si data yet available. In addition to departmental goals, some assessment results m Indicate any goals for which the department presents finding	ay be applic	eable to institut	ional and Essential Studies goals.	
1 Communication – written or oral ("able to write: 2 Thinking and reasoning – critical thinking (or "b. 3 Thinking and reasoning – creative thinking (or "l. 4 Thinking and reasoning – quantitative reasoning. 5 Information literacy ("be able to access and evalue. 6 Diversity ("demonstrate understanding of diversi. 7 Lifelong learning ("commit themselves to lifelon. 8 Service/citizenship ("share responsibility both fo	and speak in e intellectua be intellectua ("apply emp natefor efi ty and use the g learning")	various settin lly curious"; a ally creative"; pirical dataa fective, efficie nat understand	gs with a sense of purpose/audience") nalyze, synthesize, evaluate) explore, discover, engage) nalyze graphical information") nt, and ethical use") ing")	
Comments regarding results and the application of results to	to departme	ntal, institutio	nal and Essential Studies goals:	
4. CLOSING THE LOOP				
Were any actions taken on the basis of assessment results reported? • If so, do curricular or other improvements/	YES	NOX_	_ QUALIFIED Y/N	
changes arising from assessment results				
directly address goals for student learning?	YES	NO	OHALIETED WAL	
Comments: No data has been analyzed yet and thus no closing the loop activities have been reported. The Assessment Plan identifies that the "assessment committee" will meet once /semester to review portfolios & make recommendations. There is no evidence that this is occurring.				
Plan identifies that the "assessment committee" will meet o There is no evidence that this is occurring.				
Plan identifies that the "assessment committee" will meet o		er to review po	ve been reported. The Assessment	

OVERALL SUMMARY AND RECOMMENDATIONS: The Entrepreneurship department has developed an Assessment Plan and students are placing examples of their work in their portfolios (a requirement begun in fall 2010). It is recommended that some type of analysis & reporting be done annually to direct the department in appropriate closing the loop activities.

MATERIALS	REVIEWED		
X Annua Appendi Other (p	ces (cited in annual report)		ment plan (as posted) assessment review
Reviewer(s):	Name Department Phone Number e-mail	Roxanne Hurley Nursing 7-4525 Roxanne.hurley@email.und.edu	Paul Drechsel Aerospace 7-7-4055 drechsel@aero.und.edu
Section 1: _Y_	Section 2: _Y	Section 3:NA Section 4: _	_NA
N = NA =	= no information reported	or it is not done in relationship to st	sudent learning that this is completely and appropriately done