

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2010-11 Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT Certificate in Entrepreneurship **DATE** 04/11/12

COMMITTEE MEMBER(S) CONDUCTING REVIEW Roxanne Hurley & 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 to the department chair, The Entrepreneurship program faculty are in the process of developing an Assessment Plan for this major.

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.

- ____ 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: .

2. ASSESSMENT METHODS

- | | | | |
|--|-------|---------|------------------|
| Were any specific assessment methods referenced? | YES__ | NO__X__ | QUALIFIED Y/N __ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | 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__ | 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:

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:**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

- X _____ 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: It is recommended that the Entrepreneurship department complete the development of an Assessment Plan for the certificate degree. We understand this is a new program and look forward to seeing your future plans.

MATERIALS REVIEWED

- X _____ Annual report
 _____ Appendices (cited in annual report)
 _____ Other (please describe)

- _____ Assessment plan (as posted)
 _____ Previous assessment review

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|--------------|--------------|-------------------------------------|------------------------------|
| Reviewer(s): | Name | <u>Roxanne Hurley</u> | <u>Paul Drechsel</u> |
| | Department | <u>Nursing</u> | <u>Aerospace</u> |
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Section 1: _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
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2010-11 Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT BBA with a Major in Entrepreneurship **DATE** 04/11/12

COMMITTEE MEMBER(S) CONDUCTING REVIEW Roxanne Hurley & Paul Drechsel

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 Entrepreneurship program has an Assessment Plan posted which was updated in March 2010. It includes 3 Student Learning Goals with more specific learning objectives identified under each goal. They are well articulated and address student learning.

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.

- 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)
X 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
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 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: There is explicit alignment with the ES goals of thinking and reasoning, primarily in the areas of analysis, exploration & engagement.

2. ASSESSMENT METHODS

- Were any specific assessment methods referenced? YES X NO QUALIFIED Y/N
- If so, were specifically chosen assessment methods appropriately aligned with individual goals? YES X NO QUALIFIED Y/N
 - Were both direct and indirect assessment methods used as components of a “multiple measures” approach? YES NO QUALIFIED Y/N X

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

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: *According to the current Department Chair, since the portfolio requirement was begun in fall 2010 there is no data yet available.*

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)
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 _____ 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: *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.*

SUMMARY***Strengths***

- X A specific plan for assessment is in place.
X Student learning goals are well-articulated.
X 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.
X A single type of assessment methods predominates.
X 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 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

| | |
|--|---|
| <input checked="" type="checkbox"/> Annual report | <input checked="" type="checkbox"/> Assessment plan (as posted) |
| <input type="checkbox"/> Appendices (cited in annual report) | <input type="checkbox"/> Previous assessment review |
| <input type="checkbox"/> Other (please describe) | |

| | | | |
|--------------|--------------|-------------------------------------|------------------------------|
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Section 1: _Y_ Section 2: _Y_ Section 3: __NA__ Section 4: __NA__

Coding Key:

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