

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Academic Departments on Assessment Activities Reported in \_2010-2011\_ Annual Reports**  
**UNDERGRADUATE PROGRAMS**

**DEPARTMENT** \_Finance (BBA Investments & BBA Managerial Finance & Accounting) **\_DATE** \_4/13/12\_

**COMMITTEE MEMBER(S) CONDUCTING REVIEW** \_\_Cassie Gerhardt & Eric Johnson\_\_\_\_\_

**1. STUDENT LEARNING GOALS**

- |                                       |              |         |                    |
|---------------------------------------|--------------|---------|--------------------|
| • Were any goals referenced?          | YES <u>X</u> | NO ____ | QUALIFIED Y/N ____ |
| • If so, were goals well articulated? | YES <u>X</u> | NO ____ | QUALIFIED Y/N ____ |
| • Do goals address student learning?  | YES <u>X</u> | NO ____ | QUALIFIED Y/N ____ |

***Comments:***

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)  
  X   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:***

**The department has four learning goals relative to student learning. In addition to the stated learning goals, the department's posted assessment plan includes 2 – 3 specific learning objectives for each of the learning goals.**

**2. ASSESSMENT METHODS**

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

***Comments:***

**The department's assessment plan references specific assessment methods as well as the “educational experiences” or courses in which the specific learning objectives will be assessed. The assessment methods identified include both direct and indirect assessment methods that are appropriately aligned with the department's student learning objectives.**

### 3. ASSESSMENT RESULTS

Were any assessment results reported?	YES____	NO____	QUALIFIED Y/N __X__
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES____	NO __X__	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they indicate need for improvement?	YES____	NO __X__	QUALIFIED Y/N ____
• Were the results tied to goals for student learning?	YES____	NO __X__	QUALIFIED Y/N ____

***Comments:***

**The reported assessment results are limited and appear to be notes from a departmental assessment meeting held on September 23, 2011 specific to a single course (Finance 310). Although results are reported, they are not clear as to how they affirm achievement of goals or indicate a need for improvement. In addition, the results are not tied to the department's stated learning goals for objectives.**

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:***

**None of the reported assessment results relate to Essential Studies goals.**

### 4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES_____	NO____	QUALIFIED Y/N __X__
• 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:***

**Specific assessment results were not clearly reported; however, it is clear that the department has taken action based on assessment results. The report indicates specific changes that were made to six course sections. For example, based on assessment results that were not specifically reported, exams for Finance 475 “will be more subjective and problems more comprehensive in scope to provide a more detailed assessment of student proficiency.”**

**Given that assessment results were not clearly stated relative to the department's goals for student learning, it is unclear as to whether or not the changes directly address goals for student learning.**

**SUMMARY***Strengths**Areas for Improvement*

- ☒ 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.)

- ☐ 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:**

Based on the Finance Department's posted assessment plan (dated April 2011), it is clear that the department is engaged in current conversations regarding assessment. The department's assessment plan is thorough as it includes specific student learning objectives as well as the specific educational experiences and assessment methods through which the learning objectives will be assessed. Although clearly stated, it is unclear as to whether or not the department's assessment methods are well implemented as specific assessment results are not clearly reported. Given that the department notes a number of "closing the loop" decisions, it is assumed that assessment results were used to inform such decisions. The department is encouraged to include more details and evidence of their assessment results in order to provide a more comprehensive overview of their assessment activities.

**MATERIALS REVIEWED**

- ☒ Annual report  
☐ Appendices (cited in annual report)  
☐ Other (please describe)

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

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Section 1: Y    Section 2: Y    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 reported  
 ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done