

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

DEPARTMENT Information Systems & Business Education) **DATE** April 13, 2012

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Ruth Paur and Katherine Norman Dearden

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> </u> | NO <u> </u> | QUALIFIED Y/N <u>X</u> |
| • Do goals address student learning? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>X</u> |

Comments:

While four goals are referenced, we recommend refining how they are written. In particular, attention to goal two may make the assessment process easier, “2. Information Systems students would apply and understanding written and oral communication skills in a business setting.”

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 and 2 align most directly with the program’s goals.

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

While the critical task, assessment documentation for ISBE 320 was provided in the updated assessment plan, the assessment documentation for the other courses was not included to date. Without access to this information, it was difficult to determine the nature of the assessments and how they directly applied to the goals.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <u>X</u>	NO <u> </u>	QUALIFIED Y/N <u> </u>
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES <u> </u>	NO <u>X</u>	QUALIFIED Y/N <u> </u>
• If so, were the results clear in terms of how they indicate need for improvement?	YES <u> </u>	NO <u>X</u>	QUALIFIED Y/N <u> </u>
• Were the results tied to goals for student learning?	YES <u> </u>	NO <u>X</u>	QUALIFIED Y/N <u> </u>

Comments:

It appears that the program is transitioning to the new assessment plan. Accordingly, results are not yet fully reported.

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:

The Department did not link the results back to ES/institutional goals.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <u>X</u>	NO <u> </u>	QUALIFIED Y/N <u> </u>
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES <u> </u>	NO <u>X</u>	QUALIFIED Y/N <u> </u>

Comments:

The ISBE assessment plan was revised in February 2011 to include objective-based, critical task assessment at the individual course level and portfolio assessment at the program level. Both individual course and program assessments are designed to “lead to adjustments in content and pedagogy.” This is to be commended. However, we note that changes have been made to diversify the delivery of course offerings and plans are underway to increase business-specific computer programming, but that neither of these changes directly speak to the program student learning goals.

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:

The Department has a specific assessment plan, which incorporates both direct and indirect methods of assessment and provides for “closing the loop.” This is excellent. We recommend refinement of the learning goals and more description of the data gathering process.

It should also be noted that the majors in Business Education and Vocational Marketing education are in the process of being phased out. Upon graduation of the current majors in BE and VM, it is planned that those two majors will be deleted and the related ISBE BOTE courses eliminated.

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: ___?___ Section 2: ___?___ 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