

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

DEPARTMENT: Management 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 _____ | 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:

The 2005 assessment plan listed four department goals:

Analytical Problem Solving. Students will demonstrate decision making skills and apply analytical problem solving techniques used to diagnose and recommend solutions to business problems.

Communication Skills. Students will demonstrate effective written or oral communication skills.

Management Concepts. Students will understand the traditional functions of management—planning, organizing, leading, and controlling—and become familiar with current management and business theory and practice.

Business Ethics. Students will recognize the importance of business ethical principles, personal integrity, and organizational values, as well as stakeholder diversity.

In addition, student learning goals aligned with the department goals are listed in each of the required management courses .

Although it states in the annual report that the plan is a “living plan”, the one posted on the web does not appear to have been revised since 4/22/2005. It may be that the department has an updated plan but has not yet posted it on the Assessment website.

All undergraduate majors are expected to address these goals with the possible exception of the Aviation Management and Airport Management programs which appear to have a separate, joint assessment plan with the Aviation Instruction Department. So we will assess these two programs in a separate report. The programs included in this report are: BBA with a major in Management, BBA with a major in Human Resources Management, and BBA with a major in Operations and Supply Chain Management.

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”)
- X 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
- X 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:

After reviewing department and course goals, it appears that Institutional and Essential Studies goals 1,2,4,5,6 align most directly.

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_X_ QUALIFIED Y/N _____

- Were both direct and indirect assessment methods used as components of a “multiple measures” approach?

YES_____ NO_X_ QUALIFIED Y/N _____

Comments:

No specific methods of assessment were listed in either the assessment plan or annual report. It is noted in the annual report that assessment instruments are applied in specific courses, but there is no explanatory detail about the instruments themselves. The author of the annual report noted two informal means of assessment. The first consists of department meeting discussions about “how students are doing in various courses, what topics they appear to struggle with.” The second consists of the chairs individual meetings with faculty members where they share what they are doing to improve student learning and their assessment of learning.

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?
- If so, were the results clear in terms of how they indicate need for improvement?
- Were the results tied to goals for student learning?

YES_____ NO_X_ QUALIFIED Y/N _____

YES_____ NO_X_ QUALIFIED Y/N _____

YES_____ NO_X_ QUALIFIED Y/N _____

Comments:

The annual report indicated that data was collected related to each of the four department goals in the following courses:

-Problem Solving: MGMT 301

-Communication Skills: MGMT 475

-Management Concepts: MGMT 300

-Business Ethics: MGMT

No details about the data collection process were offered and no specific results were reported. It appears that data are collected and analyzed because the annual report included statements related to an analysis of the data. For example, for the goal of problem solving, it was stated that “a review of assessment data indicated that we are comfortable with our students’ performance in analytical problem solving at this time.” Comments such as these were noted for each goal area.

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. .

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 results and the application of results to departmental, institutional and Essential Studies goals:

The goals most closely related to the discussion of an analysis of data in the annual report seems to be goals 1 & 2.

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:

Although no assessment results were reported, in the annual report there was a discussion addressing data analysis related to each goal. The Department is satisfied with student progress in addressing the Problem-solving, Management Concept, and the Oral Communication goals. Concerns were raised about the weak methodology and measures used to assess the Business Ethics goal but no action was taken this past year. Concerns were also noted related to students' written communication (substandard writing quality and plagiarism). Two actions were taken to address this concern:

- 1.) The course was modified to improve writing quality and decrease plagiarism.*
- 2.) In a summer section of the course students were required to write at least four 10-page papers to allow instructors to determine to what extent writing skills vs. limited motivation. A review of these papers indicated that when they were required to write at least 4, 10-page papers to pass the course their writing skills were adequate.*

Still, it is not clear what data were used to make the assertions or changes.

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 Management Department has clearly articulated learning goals at the department and course goals. These are tied to many of the Institutional and Essential Studies goals. This is a key strength of the assessment plan. The department notes that the plan is a living document but it is not clear that the plan as posted has been revised since 2005. We encourage them to post their most recent plan on the webpage. The department also notes that assessments are used and data analysis formal and informal is part of the faculty's "culture of continuous improvement." Such a culture is to be commended but because assessment methods and results are not documented in the annual report and assessment methods are not described in the assessment plan, it is difficult for us to adequately determine the extent to which a culture of assessment permeates departmental practices.

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: ?_ 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