

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2013-14 (Academic year)

UNDERGRADUATE PROGRAMS

DEPARTMENT Entrepreneurship **DATE** May 5, 2015

PROGRAM(S) COVERED IN REVIEW BBA in Entrepreneurship

COMMITTEE MEMBER(S) CONDUCTING REVIEW Shari Nelson & James Casler

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 department has assessment plan for Fiscal Year 2012, which is an update from the 2010 plan referenced in the April 11, 2012 program review. The plan includes three well-articulated goals (with more specific objectives identified under each goal):

- Goal 1: Students will be able to recognize, construct, and analyze feasible entrepreneurial venture concepts.*
Goal 2: Students will be able to propose appropriate plans for funding a venture.
Goal 3: Students will learn to pursue opportunity, implement ideas, and solve problems entrepreneurially.

In addition to the program 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 program 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)
 X 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 program goals and alignment with institutional and Essential Studies goals:

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 X QUALIFIED Y/N

Comments:

The department assessment plan has a nicely constructed table outlining each learning objective and the educational experience (course), potential assessment assignment, timeline, responsibilities, and use of results and process for documentation and decision-making for each. Potential direct assessment assignments include:

- *Feasibility study*
- *Manufacturing prototype*
- *Venture plan/presentation*
- *Final project*
- *Internship final report*

There is an additional matrix chart outlining each learning objective, its associated educational experience (course) and whether the objective will be introduced, reinforced, or emphasized.

The use of results and process for documentation and decision-making is consistent for all objectives; i.e. “The assessment committee will meet once each semester to review graduating senior portfolios, schedule their presentations, and record the results. A discussion of strengths, weaknesses, and corrective action(s) will be conducted at the assessment committee meetings. There is no indication as to how portfolio materials will be assessed in regards to standards for what determines a strength versus a weakness.

There does not appear to be indirect methods of 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:

No results were posted. The assessment plan states that “each semester, portfolio materials will be assessed from among the students that semester. All students will deliver a final oral presentation about the key lessons they have learned from their Entrepreneurship studies.” Without this information, it is unclear whether this process is occurring.

In addition to program goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the program 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 program, 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:

The assessment plan indicates, "The assessment team, composed of selected members of the Entrepreneurship Faculty and led by the Entrepreneurship Department Chair, must schedule meetings with graduating Entrepreneurship Majors. The group must provide a review of selected objectives and provide feedback to faculty members regarding what is being accomplished and other items that have not yet been accomplished. This will provide the necessary 'loop closing' to assure that learning has occurred. With the lack of an assessment report, no closing the loop activities are reported." While this process seems conducive to assessment planning, without an assessment results report, it is impossible to determine whether the department is completing this important step.

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 Entrepreneurial Department has several components of a well-developed assessment plan. The committee does encourage the department to include a more thorough discussion of how assessments are evaluated to determine strengths and weaknesses, and to include at least one indirect assessment activity. We also encourage the timely posting of the assessment report and results so as demonstrate the follow-through of the use of results and process for documentation and decision-making ("closing the loop activities").

MATERIALS REVIEWED

☐ Annual assessment report
☒ Assessment plan (as posted)
☒ Previous assessment review
☐ Other (please describe)

Reviewer(s):	Name	Shari Nelson	James Casler
	Department	Student Success Center	JDO
	Phone Number	777-0562	777-3462
	e-mail	shari.nelson@und.edu	casler@aero.und.edu

Section 1: Y Section 2: Q Section 3: N Section 4: N

Coding Key:

Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected and analyzed in other years)
 Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done
 N = no, this is not done at all, or it is not done in relationship to student learning
 N = no, it is unclear whether it was done at all, or it is not done in relationship to student learning

Revised Sept 24, 2014

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2013-14 _____ (Academic year)

UNDERGRADUATE PROGRAMS

DEPARTMENT Entrepreneurship **DATE** May 5, 2015

PROGRAM(S) COVERED IN REVIEW Certificate in Entrepreneurship

COMMITTEE MEMBER(S) CONDUCTING REVIEW Shari Nelson & James Casler

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|-----------|--------------------------|---------------------|
| • Were any goals referenced? | YES _____ | NO <u>X</u> _____ | 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 not an assessment plan posted for the certificate program.

In addition to the program 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 program 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 program goals and alignment with institutional and Essential Studies goals:

2. ASSESSMENT METHODS

- | | | | |
|--|-----------|--------------------------|---------------------|
| Were any specific assessment methods referenced? | YES _____ | NO <u>X</u> _____ | 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:

There are no results posted for the certificate program.

In addition to program goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the program 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 program, 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.
- __X__ No results are reported.
- __X__ Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Due to the longevity of the certificate program, it is essential that the department posts an assessment plan and assessment results.

MATERIALS REVIEWED

_____ Annual assessment report
_____ Assessment plan (as posted)
___**X**___ Previous assessment review
_____ Other (please describe)

Reviewer(s):	Name	Shari Nelson	James Casler
	Department	Student Success Center	JDO
	Phone Number	777-0562	777-3462
	e-mail	shari.nelson@und.edu	casler@aero.und.edu

Section 1: __N__ Section 2: __N__ Section 3: __N__ Section 4: __N__

Coding Key:

- Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected and analyzed in other years)
- Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done
- N = no, this is not done at all, or it is not done in relationship to student learning
- N = no, it is unclear whether it was done at all, or it is not done in relationship to student learning

Revised Sept 24, 2014