

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

UNDERGRADUATE PROGRAMS

DEPARTMENT *Information Systems and Business Communication (ISBC)* _____ **DATE** 4/2/15 _____

PROGRAM(S) COVERED IN REVIEW B.B.A. with major in Information Systems _____

COMMITTEE MEMBER(S) CONDUCTING REVIEW Surojit Gupta and Mary K. Askim-Lovseth _____

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 Department offers courses that lead to a major in Information Systems. The ISBC has identified four well-articulated student learning goals (SLGs) with respective objectives/tasks identified for each (indicated on rubric). For the academic year reviewed, all four goals were assessed in the ISBC 490 capstone course for both Fall and Spring semesters. The most recent Assessment Plan posted indicated a date of Spring 2014.

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)
_____ 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:

Three student learning goals directly align with critical thinking (SLG 1, SLG 3, and SLG 4) and the other with communication (SLG 2). In addition, ISBC 320, Professional Communication for Business, is designated as an Advanced Communication “A” course for the Essential Studies requirement.

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 used both indirect and direct methods as a part of summative assessment. The assessment was conducted within the context of ISBC 490 (capstone course) during both fall and spring semesters. Student projects were the artifacts used for direct assessment. A rubric (noted in the Appendix of the Assessment Plan) was used to assess the four goals and related objectives/tasks for the course. The three categories of performance for the rubric were not met, met, or exceeds expectations.

For indirect assessment, the Department used student peer and self-evaluations from the ISBC 490 course during the Fall semester. It is unclear if students used the same rubric in their peer and self -assessment.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES_X__	NO__	QUALIFIED Y/N __
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES_X__	NO__	QUALIFIED Y/N __
• If so, were the results clear in terms of how they indicate need for improvement?	YES_X__	NO__	QUALIFIED Y/N __
• Were the results tied to goals for student learning?	YES_X__	NO__	QUALIFIED Y/N __

Comments:

The Department presented results for each of the four goals. The results were largely positive for the four student learning goals and objectives. All the students either met or exceeded expectations with the exception of SLG 3, where one student did not meet expectations related to one of the objectives a relational database that is properly normalized.

The indirect assessment based on student peer and self evaluations from the ISBC 490 course were fairly consistent with the direct data.

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:

The Department presented results on both communication and critical thinking as they related to the program’s student learning goals. Though the Department has ISBC 320 as an Advanced Communication “A” course for Essential studies, no specific data were reported for this course.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES__X__	NO__	QUALIFIED Y/N __
• If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?	YES__X__	NO__	QUALIFIED Y/N __

Comments:

Because of the strong performance of the students related to the student learning goals, the Department reported no additional closing the loop activities are under discussion. The positive results were attributed to recent closing the loop changes relating to the curriculum and assessment methods. Those noted in the report included (1) the teaching of computer programming was incorporated into the ISBC classes rather than being taught in Computer Science in order to better align with students' needs and incorporate into projects,, (2) developing objectives for each goal to better assess specific competencies, and (3) the addition of a third level of performance, exceeds expectations, to further demarcate accomplishment. For some of these changes, it is too early to determine their effectiveness as additional cycles of data collection are needed.

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

- ☐ 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 does well with its assessment process for its program. It systematically collects data and has a dialogue regarding the results.

It is unclear whether specific objectives are identified for each student learning goal for the respective courses identified in the Assessment Plan. For example, SLG 2 is "Information Systems student would apply and understand written and oral communication skills in a business setting." The rubric illustrated in the Plan and used for summative assessment last year had objectives that related to developing a PowerPoint file and doing an oral presentation for ISBC 420. It would be helpful to note in the Plan if rubrics are developed for the other courses where formative assessment occurs that identify the specific competencies students should achieve respective to completion of each course. Since the student learning goal is broadly written, it seems likely that written communication entails more than developing a PowerPoint file.

The Department may also want to consider expanding the rubric(s) to include specific attributes of the competency. To illustrate, one of the objectives/tasks for SLG 1 for ISBC 420 is to "Utilize Office appropriately to document a system development project." What would represent 'appropriate use of Office'? Identifying these attributes will enable the faculty to further isolate specific capabilities that need student improvement.

MATERIALS REVIEWED

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

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Section 1: __Y__ Section 2: __Y__ Section 3: __Y__ Section 4: __Y__

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, it is unclear whether it was done at all, or it is not done in relationship to student learning

Revised Sept 24, 2014