

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2014 (*Academic year*)

UNDERGRADUATE PROGRAMS

DEPARTMENT: Management

DATE: April 21, 2015

PROGRAM(S) COVERED IN REVIEW: Management

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Bradley Myers & Devon Hansen

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 a posted assessment plan that was updated in October, 2013, which replaced a plan previously updated in 2005. The plan identifies two Universal Management learning goals and four Universal Management Objectives, which are the same for the major in Human Resource Management. The plan also identifies two learning goals and 6 learning objectives that are specific to the major in Management.

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.

- | | | |
|--------------|---|--|
| <u> </u> | 1 | Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”) |
| <u> </u> | 2 | Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate) |
| <u> </u> | 3 | Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage) |
| <u> X </u> | 4 | Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”) |
| <u> X </u> | 5 | Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”) |
| <u> </u> | 6 | Diversity (“demonstrate understanding of diversity and use that understanding...”) |
| <u> </u> | 7 | Lifelong learning (“commit themselves to lifelong learning”) |
| <u> X </u> | 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:

While some of the learning objectives implicate communication skills (e.g., “students will understand how to motivate”), communication skills are not explicitly addressed as an objective. Both critical and creative thinking also appear to be necessary to achieve some of the objectives identified.

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>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES <u> </u> | NO <u> X </u> | QUALIFIED Y/N <u> </u> |

Comments:

The plan identifies two assessment techniques to be used: a direct assessment of students used to qualify students for admission to MGMT 475 (which is required for students in all majors) and an indirect Survey of Student Perception of Skills Improved administered to the students near the end of that class. The annual report, however, says that the direct assessment instrument was not used during 2014 because a new one was being designed. The report says that the results of the survey would relate to both of the universal learning goals, to the Management specific learning goal on application of management concepts and two of the four universal learning objectives.

3. ASSESSMENT RESULTS

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

Comments:

The only results reported were from the administration of the Survey of Student Perception of Skills Improved. 17 students who took the survey were management majors. Students reported improvement (compared to beginning the program) in written, oral, problem solving and leaderships skills. Further, the students credited their course work from the program for the improvements. The report does not give any data to support these conclusions.

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.

- 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 program, institutional, and Essential Studies goals:

The results from Survey of Student Perception of Skills Improved specifically addressed student perception of the improvement to the ability to communicate orally and in writing and the ability to solve problems. The majority of students reported that their skills in these areas had improved and were now either good or very good.

4. CLOSING THE LOOP

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

Comments:

Although the department chose to make limited use of the assessment data collected for this year, it does report changes made as the result of assessment data collected in prior years. This includes changes made to a specific course to spend increased time on topics where students were deemed to be underperforming (under the department’s 2005 plan assessment data was collected in multiple classes). While instructors for that class report the change appears to be having its desired effect, drawing that conclusion is still premature. The department, and the CoBPA is also using prior assessment data to develop new assessment methods for all the majors as a group as well as major-specific assessment tools.

SUMMARY

Strengths

- X A specific plan for assessment is in place.
____ Student learning goals are well-articulated.

Areas for Improvement

- ____ No specific plan for assessment is in place.
____ Student learning goals are not 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.)

☐ 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's assessment activity is clearly in a period of transition. As part of the Department's development of its new assessment tools, it should consider making sure that the new instruments will provide feedback that is specific to the learning objectives for the major. The CoBPA test and the Survey of Student Perception are general instruments given to students across all the undergraduate majors in the college and only assess student learning with regards to the Universal Objectives. The new assessment instruments developed by the department will hopefully provide valuable information for the major specific learning goals.

MATERIALS REVIEWED

☒ Annual assessment report
☒ Annual Report (2012, 2013)
☒ Assessment plan (as posted)(including 2005 plan)
☐ Previous assessment review
☐ Other (please describe)

Reviewer(s):	Name	Bradley Myers	Devon Hansen
	Department	Law School	Geography
	Phone Number	7-2228	7-4587
	e-mail	myers@law.und.edu	devon.hansen@und.edu

Section 1: Y Section 2: Q Section 3: Q 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

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2014 (*Academic year*)

UNDERGRADUATE PROGRAMS

DEPARTMENT: Management

DATE: February 21, 2015

PROGRAM(S) COVERED IN REVIEW: Supply Chain Management

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Bradley Myers & Devon Hansen

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 a posted assessment plan that was adopted in October, 2013 (it appears that prior to this date the Department had a general assessment plan that did not distinguish by major). The plan is distinct from the ones adopted for the Majors in Management and Human Resource Management, adopted at the same time in 2013, and the 2006 combined plan for the majors in Airport Management and Aviation Management offered in conjunction with the Odegard School of Aerospace Studies. The plan incorporates “all the core CoBPA goals” by reference to the “CoBPA AOL documentation,” but does not identify those goals. The plan identifies three “Supply Chain Management” learning goals. The plan identifies six learning objectives that appear to be specifically tied to supply chain management and also incorporates “specific goals under CoBPA core knowledge” by reference.

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.

- | | | |
|--------------|---|--|
| <u> </u> | 1 | Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”) |
| <u> </u> | 2 | Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate) |
| <u> </u> | 3 | Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage) |
| <u> X </u> | 4 | Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”) |
| <u> X </u> | 5 | Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”) |
| <u> </u> | 6 | Diversity (“demonstrate understanding of diversity and use that understanding...”) |
| <u> </u> | 7 | Lifelong learning (“commit themselves to lifelong learning”) |
| <u> X </u> | 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:

While some of the learning objectives implicate communication skills (e.g., “students will understand how to motivate”), communication skills are not explicitly addressed as an objective. Both critical and creative thinking also appear to be necessary to achieve some of the objectives identified.

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>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES <u> </u> | NO <u> X </u> | QUALIFIED Y/N <u> </u> |

Comments:

The plan identifies five assessment techniques. The two direct measures are the CoBPA exam for entry into the Mgmt 475 capstone course and a specific exam related to supply chain management that will be administered at the same time. The plan

says that indirect assessment will be conducted through the CoBPA “Senior survey” and “from written/verbal feedback received from student USAT surveys in the SCM courses.”

3. ASSESSMENT RESULTS

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

Comments:

The only results reported were from the administration of the Survey of Student Perception of Skills Improved, but the report says that the number of respondents from the major were “too small to be useful in drawing inferences.”

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”)
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Comments regarding results and the application of results to program, institutional, and Essential Studies goals:

The results from Survey of Student Perception of Skills Improved specifically addressed student perception of the improvement to the ability to communicate orally and in writing and the ability to solve problems. The majority of students reported that their skills in these areas had improved and were now either good or very good.

4. CLOSING THE LOOP

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

Comments:

Although the department chose to make limited use of the assessment data collected for this year, it does report changes made as the result of assessment data collected in prior years. This includes changes made to a specific course to spend increased time on topics where students were deemed to be underperforming (under the department’s 2005 plan assessment data was collected in multiple classes). While instructors for that class report the change appears to be having its desired effect, drawing that conclusion is still premature. The department, and the CoBPA is also using prior assessment data to develop new assessment methods for all the majors as a group as well as major-specific assessment tools.

SUMMARY

Strengths

- X A specific plan for assessment is in place.
- ____ Student learning goals are well-articulated.
- ____ Assessment methods are clearly described.

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 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.)

☐ Assessment methods are not appropriately selected.
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☒ A single type of assessment methods predominates.
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OVERALL SUMMARY AND RECOMMENDATIONS:

The Department's assessment activity is clearly in a period of transition. As part of the Department's development of its new assessment tools, it should consider making sure that the new instruments will provide feedback that is specific to the learning objectives for the major. The CoBPA test and the Survey of Student Perception are general instruments given to students across all the undergraduate majors in the college and only assess student learning with regards to the Universal Objectives. The new assessment instruments developed by the department will hopefully provide valuable information for the major specific learning goals.

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Section 1: Y Section 2: Q Section 3: N 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)
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Revised Sept 24, 2014

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2014 (*Academic year*)

UNDERGRADUATE PROGRAMS

DEPARTMENT: Management

DATE: April 21, 2015

PROGRAM(S) COVERED IN REVIEW: Human Resource Management

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Bradley Myers & Devon Hansen

1. STUDENT LEARNING GOALS

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Comments:

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| <u> X </u> | 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:

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Comments:

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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 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 only results reported were from the administration of the Survey of Student Perception of Skills Improved, but the report says that the number of respondents from the major were “too small to be useful in drawing inferences.”

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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 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:

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SUMMARY

Strengths

- X 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.

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.
- X A single type of assessment methods predominates.
- ___ No results are reported.

____ Results are tied to closing the loop.
(Decision-making is tied to evidence.)

____ Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The Department's assessment activity is clearly in a period of transition. As part of the Department's development of its new assessment tools, it should consider making sure that the new instruments will provide feedback that is specific to the learning objectives for the major. The CoBPA test and the Survey of Student Perception are general instruments given to students across all the undergraduate majors in the college and only assess student learning with regards to the Universal Objectives. The new assessment instruments developed by the department will hopefully provide valuable information for the major specific learning goals.

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