UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in 2014 (Academic year)

UNDERGRADUATE PROGRAMS

DEPARTMENT: Management		DATE: April 21, 2015			
PROGRA	M(S) COVERED IN REVIEW: Managem	ent			
COMMIT	TEE MEMBER(S) CONDUCTING REVI	EW: Bradl	ey Myers &	Devon Hansen	
1. STUDE	NT LEARNING GOALS				
•	Were any goals referenced? If so, were goals well-articulated? Do goals address student learning?	YES X YES X YES X		QUALIFIED Y/N QUALIFIED Y/N QUALIFIED Y/N	
2005. The p same for the	ment has a posted assessment plan that was update lan identifies two Universal Management learning major in Human Resource Management. The plate to the major in Management.	g goals and fo	ur Universal	Management Objectives, which are the	
(shown in all 2	to the program goals, please also consider UND's lignment within parentheses) and identify which go Communication – written or oral ("able to write a Thinking and reasoning – critical thinking (or "be Thinking and reasoning – creative thinking (or "be Thinking and reasoning – quantitative reasoning (Information literacy ("be able to access and evalu Diversity ("demonstrate understanding of diversit Lifelong learning ("commit themselves to lifelong Service/citizenship ("share responsibility both for	goals are simily and speak in varieties intellectually e intellectually "apply empiriatefor effecty and use that g learning")	ar to program arious setting curious"; and y creative"; e ical dataand tive, efficient t understandir	n goals. s with a sense of purpose/audience") alyze, synthesize, evaluate) xplore, discover, engage) alyze graphical information") s, and ethical use") ng")	
While some communicat	regarding program goals and alignment with ins of the learning objectives implicate communication tion skills are not explicitly addressed as an object achieve some of the objectives identified.	on skills (e.g.	, "students wi	Il understand how to motivate"),	
2. ASSESS	MENT METHODS				
Were any sp	recific assessment methods referenced? If so, were specifically chosen assessment methods appropriately aligned with individual	YES <u>X</u>	NO	QUALIFIED Y/N	
•	goals? Were both direct and indirect assessment methods used as components of a "multiple measures" approach?	YES_X_YES		QUALIFIED Y/N	
<i>a</i>					

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? • If so, were the results clear in terms of how	YES_X_	NO	QUALIFIED Y/N	
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? Were the results tied to goals for student 	YES	NO_X_	QUALIFIED Y/N	
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. 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				
4. CLOSING THE LOOP				
Were any actions taken on the basis of assessment results reported? • If so, do curricular or other improvements/ changes arising from assessment results	YES <u>X</u>		QUALIFIED Y/N	
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 ass as the result of assessment data collected in prior years. This i time on topics where students were deemed to be underperfor collected in multiple classes). While instructors for that class that conclusion is still premature. The department, and the Co assessment methods for all the majors as a group as well as m	ncludes chang ming (under t report the cha BPA is also u	ges made to a he department nge appears to sing prior asso	specific course to spend increased t's 2005 plan assessment data was be having its desired effect, drawing essment data to develop new	
SUMMARY Strengths		Areas fo	or Improvement	

_____ No specific plan for assessment is in place.
_____ Student learning goals are not well-articulated.

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

AssessmAssessmDirect arResults aResults a	ent methods are clearly de ent methods are appropria ent methods are well-impl ad indirect methods are im- are reported. are tied to closing the loop on-making is tied to evider	tely selected. emented. plemented. X	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.)	
The Department assessment to objectives for all the underg	ent's assessment activity is ols, it should consider mal the major. The CoBPA te raduate majors in the colle struments developed by the	king sure that the new instrui st and the Survey of Student ege and only assess student lo	tion. As part of the Department's development of its new ments will provide feedback that is specific to the learning Perception are general instruments given to students across earning with regards to the Universal Objectives. The new provide valuable information for the major specific	
X Annual X Assess Previous	S REVIEWED assessment report Report (2012, 2013) ment plan (as posted)(inclus assessment review please describe)	uding 2005 plan)		
Reviewer(s):	Name Department Phone Number e-mail	Bradley Myers Law School 7-2228 myers@law.und.edu	Devon Hansen Geography 7-4587 devon.hansen@und.edu	
Section 1: Y	Section 2: Q S	ection 3: Q Section 4:_	<u>Y</u>	
Coding Key: Y			n mind the kind of program(s) reviewed and recognizing onal kinds of data to be collected and analyzed in other	
Q N	qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done			
11	- no, it is unclear whether it was done at an, or it is not done in relationship to student learning			

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in 2014 (Academic year)

UNDERGRADUATE PROGRAMS

DEPARTMENT: Management		DATE: February 21, 2015			
PROGRA	PROGRAM(S) COVERED IN REVIEW: Supply Chain Management				
COMMIT	TEE MEMBER(S) CONDUCTING REVI	EW: Bradle	ey Myers &	Devon Hansen	
1. STUDE	NT LEARNING GOALS				
	Were any goals referenced? If so, were goals well-articulated? Do goals address student learning?	YES X YES X YES X	NO	QUALIFIED Y/N QUALIFIED Y/N QUALIFIED Y/N	
Department Majors in M the majors i Studies. The identify thos objectives the	ment has a posted assessment plan that was adopte had a general assessment plan that did not disting lanagement and Human Resource Management, as a Airport Management and Aviation Management e plan incorporates "all the core CoBPA goals" by se goals. The plan identifies three "Supply Chain I hat appear to be specifically tied to supply chain madege" by reference.	uish by major dopted at the s offered in con reference to t Management"). The plan is same time in 2 njunction with the "CoBPA A learning goal	s distinct from the ones adopted for the 2013, and the 2006 combined plan for h the Odegard School of Aerospace AOL documentation," but does not s. The plan identifies six learning	
(shown in all 2	to the program goals, please also consider UND's lignment within parentheses) and identify which g Communication – written or oral ("able to write at Thinking and reasoning – critical thinking (or "be Thinking and reasoning – creative thinking (or "be Thinking and reasoning – quantitative reasoning (Information literacy ("be able to access and evaluative communication of diversity ("demonstrate understanding of diversity Lifelong learning ("commit themselves to lifelong Service/citizenship ("share responsibility both for	oals are similard speak in variatellectually intellectually imply empiricatefor effects and use that glearning")	ar to program rious settings curious"; ana y creative"; ex cal dataana tive, efficient, understandin	goals. with a sense of purpose/audience") elyze, synthesize, evaluate) explore, discover, engage) elyze graphical information") e, and ethical use") g")	
While some communicate	regarding program goals and alignment with instance of the learning objectives implicate communication skills are not explicitly addressed as an object of achieve some of the objectives identified.	on skills (e.g.,	"students wil	Il understand how to motivate"),	
2. ASSESS	MENT METHODS				
Were any sp	recific assessment methods referenced? If so, were specifically chosen assessment methods appropriately aligned with individual	YES_X_	NO	QUALIFIED Y/N	
•	goals? Were both direct and indirect assessment methods used as components of a "multiple measures" approach?	YES_X_ YES		QUALIFIED Y/N	

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 NO X QUALIFIED Y/N YES Were any assessment results reported? If so, were the results clear in terms of how YES____ they specifically affirm achievement of goals? 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 form 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") 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 X NO____ QUALIFIED Y/N ____ If so, do curricular or other improvements/ changes arising from assessment results YES X NO____ directly address goals for student learning? 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.

Strengths Areas for Improvement X A specific plan for assessment is in place. ______ No specific plan for assessment is in place. _____ Student learning goals are well-articulated. _____ Student learning goals are not well-articulated. Assessment methods are clearly described. Assessment methods are not clearly described.

SUMMARY

Assessme Direct an Results a Results a	ent methods are appropriatent methods are well-impled indirect methods are impresented. The tied to closing the loop. The making is tied to eviden	emented. X	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.)	
The Departme assessment too objectives for all the undergr	ent's assessment activity is ols, it should consider make the major. The CoBPA ter raduate majors in the colle struments developed by the	ting sure that the new instructions and the Survey of Student ge and only assess student le	ion. As part of the Department's development of its new nents will provide feedback that is specific to the learning Perception are general instruments given to students across arning with regards to the Universal Objectives. The new provide valuable information for the major specific	
MATERIAL	S REVIEWED			
X Annual X Assessi Previou	assessment report Report (2012, 2013) ment plan (as posted)(inclus as assessment review please describe)	uding 2005 plan)		
Reviewer(s):	Name Department Phone Number e-mail	Bradley Myers Law School 7-2228 myers@law.und.edu	Devon Hansen Geography 7-4587 devon.hansen@und.edu	
Section 1: Y	Section 2:_QSe	ection 3: N Section 4:_	<u>Y</u>	
Coding Key: Y			mind the kind of program(s) reviewed and recognizing nal kinds of data to be collected and analyzed in other	
Q	·			
N		er it was done at all, or it is r	not done in relationship to student learning	

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 REVI	EW: Brad	ley Myers &	Devon Hansen		
1. STUDENT LEARNING GOALS					
Were any goals referenced?If so, were goals well-articulated?Do goals address student learning?	YES X YES X YES X	NO NO NO	QUALIFIED Y/N		
Comments: The Department has a posted assessment plan that was adopted Department had a general assessment plan that did not disting dearning goals and four universal management objectives, which identifies two learning goals and 4 learning objectives specificated in addition to the program goals, please also consider UND's (shown in alignment within parentheses) and identify which goes a communication — written or oral ("able to write a Thinking and reasoning — critical thinking (or "be Thinking and reasoning — creative thinking (or "be Thinking and reasoning — quantitative reasoning ("X 4 Thinking and reasoning — quantitative reasoning ("X 5 Information literacy ("be able to access and evaluated Diversity ("demonstrate understanding of diversity Thinking learning ("commit themselves to lifelong X 8 Service/citizenship ("share responsibility both for Comments regarding program goals and alignment with instructions wills are not explicitly addressed as an object necessary to achieve some of the objectives identified.	guish by major ich it shares of the major institutional goals are simind speak in verification in the intellectual grapply empiriments at e for efferty and use that grapply empiriments and use the grapply empiriments at the irror efferty and use that grapply empiriments at the irror efferty and use that grapply empiriments at the irror efferty and use that grapply empiriments are the irror empiriments at the irror	or). The plant with the major or in Human R and Essential ilar to program various setting y curious"; and ly creative"; erical dataan ctive, efficient understandinaties and for descential Same and the second set understanding in the second seco	identifies two Universal Management in Management. The plan also esource Management. Studies goals for student learning in goals. Is with a sense of purpose/audience alyze, synthesize, evaluate) Explore, discover, engage) alyze graphical information") It, and ethical use") Ing") Tudies goals: ill understand how to motivate"),		
2. ASSESSMENT METHODS					
 Were any specific assessment methods referenced? If so, were specifically chosen assessment methods appropriately aligned with individual 	YES <u>X</u>	NO	QUALIFIED Y/N		
goals?	YES_X_	NO	QUALIFIED Y/N		
 Were both direct and indirect assessment methods used as components of a "multiple measures" approach? 	YES	NO <u>X</u>	QUALIFIED Y/N		

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 Human Resource management specific learning goal on understanding concepts and related laws and two of the four universal learning objectives.

* If so, were the results clear in terms of how they specifically affirm achievement of goals? YES NOX QUALIFIED Y/N * If so, were the results clear in terms of how they specifically affirm achievement of goals? YES NOX QUALIFIED Y/N * Were the results tied to goals for student learning? * Were the results tied to goals for student learning? * Were the results tied to goals for student learning? * WES NOX 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 form 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") 2 Thinking and reasoning — cratical thinking (or "be intellectually curious"; analyze, synthesize, evaluate) 3 Thinking and reasoning — cratical thinking (or "be intellectually crative"; explore, discover, engage) 4 Thinking and reasoning — quantitative reasoning "apply empirical dataanalyze 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 1. Lifelong learning ("commit themselves to lifelong learning") 8 Service/citizenship ("baher responsibility both for their communities and for the world") **Comments regarding results and the application of results to program, institutional, and Essential Studies goals: **Comments of the world of the sessessment results directly address goals for student learning? YES_X_NO_QUALIFIED Y/N	3. ASSESSMENT RESULTS				
they specifically affirm achievement of goals? YESNO_XQUALIFIED Y/N		YES	NO_X_	QUALIFIED Y/N	
they indicate need for improvement? Were the results tied to goals for student learning? YESNOXQUALIFIED Y/N	they specifically affirm achievement of goals?	YES	NO_X_	QUALIFIED Y/N	
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	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				
			Areas fo	or Improvement	

XA specific plan for assessment is in place.No specific plan for assessment is in place.Student learning goals are well-articulated.Student learning goals are not well-articulated.Assessment methods are clearly described.Assessment methods are not clearly described.Assessment methods are appropriately selected.Assessment methods are not appropriately selected.Assessment methods are well-implemented.Assessment methods are not well-implemented.Direct and indirect methods are implemented.XA 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.)		
The Department assessment tool objectives for the all the undergraph	ls, it should consider makin the major. The CoBPA test and aduate majors in the college	learly in a period of transit g sure that the new instrur and the Survey of Student and only assess student le	ion. As part of the Department's development of its new nents will provide feedback that is specific to the learning Perception are general instruments given to students across earning with regards to the Universal Objectives. The new provide valuable information for the major specific		
X Annual R X Assessm Previous	REVIEWED assessment report Report (2012, 2013) tent plan (as posted)(includict assessment review lease describe)	ing 2005 plan)			
Reviewer(s):	Name Department Phone Number e-mail	Bradley Myers Law School 7-2228 myers@law.und.edu	Devon Hansen Geography 7-4587 devon.hansen@und.edu		
Section 1: Y	Section 2: Q Sect	ion 3: N Section 4:_	<u>Y</u>		
Q	that assessment is a cyclical years) = qualified yes as action or appropriately done	l process, i.e., with addition progress is apparent; how	mind the kind of program(s) reviewed and recognizing onal kinds of data to be collected and analyzed in other vever, evidence is lacking that this is completely and not done in relationship to student learning		