

## UNIVERSITY ASSESSMENT COMMITTEE

### Feedback to Departments on Assessment Activities Reported in 2003-2004 Annual Reports

DEPARTMENT HUMANITIES DATE April 19, 2005

COMMITTEE MEMBER(S) CONDUCTING REVIEW Renee Mabey

#### STUDENT LEARNING GOALS

- |                                       |                 |                |                        |
|---------------------------------------|-----------------|----------------|------------------------|
| • Were any goals referenced?          | YES <u>    </u> | NO <u>    </u> | QUALIFIED Y/N <u>X</u> |
| • If so, were goals well articulated? | YES <u>    </u> | NO <u>    </u> | QUALIFIED Y/N <u>X</u> |
| • Do goals address student learning?  | YES <u>    </u> | NO <u>    </u> | QUALIFIED Y/N <u>X</u> |

#### *Comments:*

(Undergraduate program only.)

**'Student learning goals are the same as the university General Education Goals.'**

[Reviewer Comment: UND catalog, page 29.]

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

#### *Comments:*

**Methods are appropriate, but general in their descriptions. [A specific method is not tied to a specific goal.]**

**Direct Assessment:** Pre and post tests. Portfolio assessment.

#### **Indirect Assessment:**

Student surveys as to their contributions to learning and the achievement of their learning goals.  
Teaching evaluations.

#### ASSESSMENT RESULTS

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

*Comments:*

**‘Assessment feedback overwhelmingly indicates students are making more than sufficient progress toward the learning goals we have established.’**

**Direct Assessment:**

85%-90% of students are making significant progress toward accomplishing learning goals set forth by the program.

**Indirect Assessment:**

83%-91% of students feel they are making progress toward these same goals.

**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:*

**‘We change curriculum constantly and are always looking for ways for students to engage in more critical thinking and to make connections between disciplines and between classroom knowledge and real world activities.’**

**SUMMARY**

*Strengths*

- X** A specific plan for assessment is in place.  
[in catalog] Student learning goals are well-articulated.
- X** Assessment methods are clearly described.
- X** Assessment methods are appropriately selected.
- X** Assessment methods are well-implemented.
- X** Direct and indirect methods are implemented.
- X** 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.
- X** Results are not clearly tied to closing the loop.  
(decision-making is not directly tied to evidence)

**OVERALL SUMMARY AND RECOMMENDATIONS:**

The department clearly values assessment. The department seeks methods which accurately assess learning and states that goals for student learning are met. Finally, the department indicates changes in curriculum have been made in the past relative to assessment findings.