

# UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT Mathematics DATE April 11, 2005

COMMITTEE MEMBER(S) CONDUCTING REVIEW Paul E. Sum

### STUDENT LEARNING GOALS

- |                                       |        |           |                       |
|---------------------------------------|--------|-----------|-----------------------|
| • Were any goals referenced?          | YES___ | NO___     | QUALIFIED Y/N ___N___ |
| • If so, were goals well articulated? | YES___ | NO___N___ | QUALIFIED Y/N ___     |
| • Do goals address student learning?  | YES___ | NO___     | QUALIFIED Y/N ___N___ |

#### Comments:

The report outlines a process of student learning based on what seem to be content oriented goals in the preparation courses for Math 165 for the undergraduate program. It is unclear what these goals are or how they reflect student learning goals of a broader nature. The graduate program does not report student learning goals.

### ASSESSMENT METHODS

- |  |        |           |                   |
|--|--------|-----------|-------------------|
| Were any specific assessment methods referenced?   | YES___ | NO___N___ | 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:

The report indicates that course curricular questions are being assessed, but does not clearly specify how the assessment took place for either the undergraduate or graduate programs. Adding and subtracting courses might be a result (closing the loop) from an assessment process, but it does not describe the process. Talking to departments who utilize the Mathematics Dept. for their own programs is also part of the process, but says little on what the decisions were based.

### ASSESSMENT RESULTS

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

#### Comments:

Student goals and methods of assessment not clearly articulated, and the results from the process not stated.

## CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES\_Y\_\_\_ NO\_\_\_ QUALIFIED Y/N \_\_\_

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?

YES\_\_\_ NO\_N\_\_\_ QUALIFIED Y/N \_\_\_

### *Comments:*

**The report uses the term “results” to indicate the resulting curricular changed following the assessment. This is actually actions taken based on the assessment—closing the loop. But the report does not reference student goals here.**

## 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.
- X Student learning goals are not well-articulated.
- 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.
- 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:

The report is vague as to the process in place. It would be helpful to specify student goals, the assessment methods used and the results found from these tools on which decisions are based.