

UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT MILITARY SCIENCE (undergraduate program only) DATE 4-18-2005

COMMITTEE MEMBER(S) CONDUCTING REVIEW Renee Mabey

STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------|-------|------------------------|
| • Were any goals referenced? | YES___ | NO___ | QUALIFIED Y/N <u>X</u> |
| • If so, were goals well articulated? | YES___ | NO___ | QUALIFIED Y/N <u>X</u> |
| • Do goals address student learning? | YES___ | NO___ | QUALIFIED Y/N <u>X</u> |

Comments:

The program is established, organized, and developed to meet the needs . . . of the Army.

ASSESSMENT METHODS

- | | | | |
|--|--------|-------|------------------------|
| Were any specific assessment methods referenced? | YES___ | NO___ | QUALIFIED Y/N <u>X</u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES___ | NO___ | QUALIFIED Y/N <u>X</u> |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES___ | NO___ | QUALIFIED Y/N <u>X</u> |

Comments:

Assessment Practices are prescribed by regulation and policy.

Examples of assessment methods: After Action Review (AAR) for classroom and fieldwork. Spot reports, counseling.

ASSESSMENT RESULTS

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

Comments:

CLOSING THE LOOP

- | | | | |
|---|--------|-------|------------------------|
| Were any actions taken on the basis of assessment results reported? | YES___ | NO___ | QUALIFIED Y/N <u>X</u> |
| • If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning? | YES___ | NO___ | QUALIFIED Y/N ___ |

Comments:

“What is learned . . . implemented immediately.”

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:

Attachments 1 and 2 were not available to the reviewer. The following comments may not be relevant were the attachments available.

‘The program is established . . . organized, and developed to meet the needs . . . of the Army.’ The Assessment Committee does have an interest in how the Military Science program melds with UND’s mission statement and UND’s goals for student learning. What information could be included in the Assessment Report?