

## UNIVERSITY ASSESSMENT COMMITTEE

### Feedback to Departments on Assessment Activities Reported in 2004-2005 Annual Reports

DEPARTMENT Pharmacology, Physiology, and Therapeutics DATE 11/27/06

COMMITTEE MEMBER(S) CONDUCTING REVIEW Ginny Guido & Barbara Voglewede

#### 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>    </u> | NO <u>    </u> | QUALIFIED Y/N <u>X</u>    |
| • Do goals address student learning?  | YES <u>X</u>    | NO <u>    </u> | QUALIFIED Y/N <u>    </u> |

##### Comments:

**Undergraduate:** n/a

**Graduate:** Four goals, with objectives, are articulated, but phrased generically. The goals do not identify a specific relation to this graduate program and course of study, and the objectives for Goals 2, 3, and 4 do not further clarify any connection.

#### 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>    </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>X</u>    |

##### Comments:

**Undergraduate:** n/a

**Graduate:** The department assessment plan outlines the various assessment activities, which include both direct and indirect assessment measures. These include course examinations, class presentations, discussions, written assignments, presentations at journal clubs, research vignettes, and student course evaluations. However, the manner of assessment and how it relates to individual learning goals is not addressed.

#### 3. ASSESSMENT RESULTS

- |  |                 |                |                           |
|--|-----------------|----------------|---------------------------|
| Were any assessment results reported?  | YES <u>    </u> | NO <u>    </u> | QUALIFIED Y/N <u>X</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:

**Undergraduate:** n/a

**Graduate:** The departmental plan merely outlines how these data will be used, by whom they will be used, and a timeline for collection. The annual report makes some reference to action in response to results collected, but only refers to "results" once and does not describe them further. There are two other references in the report that may have resulted in collected data (Assessment 2 Graduate and Assessment 4 Graduate), but neither the results nor the assessment procedure are identified.

#### 4. 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 X QUALIFIED Y/N \_\_\_\_\_

*Comments:*

**Undergraduate:** n/a

**Graduate:** The assessment plan for this department is in the early stages and will be further developed in the future. The annual report indicates very generally that some change has already occurred based on early assessment efforts; i.e., "We made curricular changes." Very little is described in the way of results and the assessment procedures used. There is no discussion of the analysis by which results were examined, how they were linked to students learning goals, and what specific changes were made in response.

#### 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.  
X 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 department has made an effort toward articulating their assessment goals and experiences, identifying when data will be collected, and who will collect the data. The plan could be more helpful by attempting to link student learning objectives more closely and specifically to the graduate program involved. The annual report identifies some early assessment efforts, but does not identify the results of these efforts or the process by which results were analyzed or response measures considered. It is recommended that the assessment process and results be explained in more detail.

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Section 1: ? Section 2: ? Section 3: N Section 4: N

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done