UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Departments on Assessment Activities Reported in 2005-2006 Annual Reports

DEPARTMENT_____Educational Leadership_____DATE_____April 26, 2007_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW _____Mabey, Saunders,_____

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES____   NO____   QUALIFIED Y/N _X__
- If so, were goals well articulated?   YES____   NO____   QUALIFIED Y/N _X__
- Do goals address student learning?   YES____   NO____   QUALIFIED Y/N _X__

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). For each goal, use a Y (yes), N (no), or ? (qualified y/n or uncertain) to indicate whether this department has a similar or related goal.

____N__ 1 Communication ("communicate effectively, both orally and in writing")
____N__ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
____N__ 3 Informed choices ("make informed choices")
____N__ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
____N__ 5 Lifelong learning ("commit themselves to lifelong learning")
____N__ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
____N__ 7 Service/citizenship ("commit themselves to…the service of others," and "share responsibility both for their communities and for the world")

Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:

Undergraduate: N/A. No undergraduate degrees/programs/courses are offered.

Graduate: Med, MS, EdS, EdD and PhD degrees are awarded. Broad goals are articulated in the Assessment Plans for 2004-2005 and in the Annual Reports for 2005-2006. For Masters programming: 'Program objectives are to prepare educational leaders with the knowledge and skills to begin an entry-level position in educational leadership in K-12 schools and higher education settings.' For doctoral programming: 'Program objectives are to prepare educational leaders with the knowledge and skills for roles in educational leadership in K-12 schools and higher education settings.' Sharper goals articulating desired student learning should be added.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?   YES __X___   NO____   QUALIFIED Y/N _____

- If so, were specifically chosen assessment methods appropriately aligned with individual goals?   YES _____   NO__N__ QUALIFIED Y/N _____
- Were both direct and indirect assessment methods used as components of a "multiple measures" approach?   YES __X___   NO__X__ QUALIFIED Y/N _____

Comments:

Undergraduate: N/A

Graduate: For both Master's and doctoral levels of preparation, methods include evaluation of performances in seminars, coursework, internships, capstone experiences, oral comprehensive examinations, portfolios, and independent studies or dissertations. Rubrics are being developed to assess student learning for the seminars, oral examinations, portfolios, and independent studies.

3. ASSESSMENT RESULTS

Were any assessment results reported?　　　　　　YES____　NO_ __　　QUALIFIED Y/N _X____
- 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 _____

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Please indicate with a Y, N, or ? whether results reported are applicable to Institutional or General Education goal achievement. For items with a Y or a ?, please describe findings in the appropriate section below.

__N____ 1 Communication ("communicate effectively, both orally and in writing")
__N____ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
__N____ 3 Informed choices ("make informed choices")
__N____ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
__N____ 5 Lifelong learning ("commit themselves to lifelong learning")
__N____ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
__N____ 7 Service/citizenship ("commit themselves to…the service of others," and "share responsibility both for their communities and for the world")

Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:

Undergraduate: N/A

Graduate: Data gathering, analysis and reporting is being formalized. Results are alluded to ('The faculty assessment of the evidence presented in the portfolios and comprehensive examinations suggest that they are prepared for professional positions in higher education.' And 'The faculty identified changes needed in individual courses as well as the need for several program enhancements.') Direct connections between goals/objectives, methods, and results are not made. Assessment activities will continue.

4. 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_____ QUALIFIED Y/N _Y___

Comments:

Undergraduate: N/A

Graduate: Closing the loop activities are again alluded to, but not directly linked to goals/objectives, methods, or results. ('A significant concern with our doctoral programs is to create sufficient emphasis on research and the development of research knowledge and skills so that students become independent researchers as they complete the dissertation research.') Research perspectives, information, and activities are being added to coursework.

SUMMARY

Strengths	*Areas for Improvement*

__?__ A specific plan for assessment is in place.   ____ No specific plan for assessment is in place.

_____ Student learning goals are well-articulated.   __X__ Student learning goals are not well-articulated.

__?__ Assessment methods are clearly described.   _____ Assessment methods are not clearly described.

__Y__ 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.   __X_ A single type of assessment methods predominates.

__?__ Results are reported.   _____ No results are reported.

_____ Results are tied to closing the loop.   __X__ Results are not clearly tied to closing the loop.

    (Decision-making is tied to evidence.)   (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Educational Leadership has a broad generalized goal for student learning. Methods to assess student learning are stated, relative to course assignments, examinations, presentations, portfolios, independent studies, and dissertations. Indirect measures of student learning (placement rates, post-graduation presentations and publications) are recognized but not measured in a formal manner. Results of assessment are implied, in that faculty recognize areas in which to improve. The department has, in fact, added courses and changed the content of courses in response to faculty concerns.

It is apparent there is an understanding of, and activities appropriate for, the assessment of student learning. The department is encouraged to more fully document their proposed and completed works in the area of assessment. The department is also encouraged to further define the linkages between goals/objectives, methods, results, and closing the loop activities.

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Section 1: _?__   Section 2: __?__   Section 3: __?__   Section 4: __?__

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