

UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT Educational Foundations and Research DATE 2/20/07

COMMITTEE MEMBER(S) CONDUCTING REVIEW Joan Hawthorne, Jon Jackson

1. STUDENT LEARNING GOALS

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

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:

Graduate: EFR has operated under the assumption that the assessment of student learning is in conjunction with degree programs offered through T&L and EdLeadership (support for both of which is the primary mission of the institution). They recognize that they now need to articulate their own goals and conduct independent assessments in relation to them.

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> </u> | NO <u> </u> | QUALIFIED Y/N <u>x</u> |

Comments:

Undergraduate:

Graduate: Assessments were not articulated in relation to goals, but some assessments are conducted. Faculty read and respond to comprehensive exams and dissertations/theses, but it does not appear that data from those readings are systematically collected and analyzed. Committee members do, however, complete a survey following a defense, and those data are collected for analysis. Although the survey was not available for review, the likelihood is that it contains direct assessments of student achievement/outcomes and perhaps indirect assessments as well.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES____	NO__x__	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES____	NO__x__	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they indicate need for improvement?	YES____	NO__x__	QUALIFIED Y/N ____
• Were the results tied to goals for student learning?	YES____	NO__x__	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:

Graduate:

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES____	NO__x__	QUALIFIED Y/N ____
• 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:

Graduate:

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:

The greatest immediate need is for adoption of an assessment plan that includes goals for student learning. At least one assessment is already in place, and de facto goals may be specified within that instrument. Additional instruments could rapidly be created to assess learning documented in comprehensive exams and theses/dissertations, once goals are identified.

Reviewer(s):	Name	<u>Joan Hawthorne</u>	<u>Jon Jackson</u>
	Department	<u>Provost's Office</u>	<u>Anatomy & Cell Biology</u>
	Phone Number	<u>7-4684</u>	<u>7-4911</u>
	e-mail	<u>joan_hawthorne@und.nodak.edu</u>	<u>jackson@medicine.nodak.edu</u>

Section 1: N Section 2: N Section 3: NA 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