

UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT _____ Law School _____ DATE _____ Feb. 16, 2007 _____

COMMITTEE MEMBER(S) CONDUCTING REVIEW _____ Lana Rakow and Ginny Guido _____

1. STUDENT LEARNING GOALS

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

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.

- X 1 Communication ("communicate effectively, both orally and in writing")
- X 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
- X 3 Informed choices ("make informed choices")
- _____ 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")
- _____ 5 Lifelong learning ("commit themselves to lifelong learning")
- _____ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
- _____ 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 (Professional): Departmental goals seem to make an appropriate connection to three institutional and General Education goals and perhaps to others as well but with a specific professional application (e.g. "[being] aware of his/her professional role within society, and understand and exercise sound, ethical professional judgment."

2. ASSESSMENT METHODS

- | | | | |
|--|--------------------|----------|---------------------|
| Were any specific assessment methods referenced? | YES <u>X</u> _____ | NO _____ | QUALIFIED Y/N _____ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u>X</u> _____ | NO _____ | QUALIFIED Y/N _____ |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <u>X</u> _____ | NO _____ | QUALIFIED Y/N _____ |

Comments:

Undergraduate:

Graduate (Professional): Faculty, externship supervisors, and outside lawyers did assessments, most of it indirect. The single direct assessment tool used was the passage rate on the State Bar and Professional Ethics examinations. However no mention was made of student perception of learning, which could be a helpful addition to their assessment methods.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <u>X</u>	NO ____	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES ____	NO ____	QUALIFIED Y/N <u>Y</u>
• If so, were the results clear in terms of how they indicate need for improvement?	YES ____	NO ____	QUALIFIED Y/N <u>Y</u>
• Were the results tied to goals for student learning?	YES ____	NO <u>X</u>	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.

X 1 Communication (“communicate effectively, both orally and in writing”)
____ 2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”)
____ 3 Informed choices (“make informed choices”)
____ 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”)
____ 5 Lifelong learning (“commit themselves to lifelong learning”)
____ 6 Cross-cultural appreciation (“develop some familiarity with cultures other than their own”)
____ 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 (Professional): The report indicates that data was recorded on a matrix but no results were shared in the report. The report indicates that the need for more refinement in collection of data and the standards being assessed.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <u>X</u>	NO ____	QUALIFIED Y/N ____
• If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?	YES <u>X</u>	NO ____	QUALIFIED Y/N ____

Comments:

Undergraduate:

Graduate (Professional): Four courses were changed substantively. An evaluation of writing requirements for graduation is underway. An assessment tool and protocol for assessing oral performance in moot court rounds has been revised. Standards of a competent legal practitioner and their applications are being reviewed.

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 Law School has a plan, competencies, and methods of assessment. This year some assessment data was collected but apparently it was not sufficient to lead to firm conclusions. Some students apparently were considered to have achieved some competencies and others had not. Refinement of competencies and methods of assessment is underway. While progress is being made on implementing the assessment plan, it is clear that the Law School recognizes there is work to be done in order to collect appropriate and sufficient information for drawing conclusions.

Reviewer(s):	Name	Lana Rakow	Ginny Guido
	Department	Comm	Nursing
	Phone Number	7-2287	7-4543
	e-mail	lanarakow@mail.und.edu	ginnyguido@mail.und.edu

Section 1: Y Section 2: Y 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