

# UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT \_\_\_\_\_ Nutrition and Dietetics \_\_\_\_\_ DATE \_\_\_\_\_ Feb. 28, 2007 \_\_\_\_\_

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

### 1. STUDENT LEARNING GOALS

- |                                       |   |                             |  |
|---------------------------------------|---|-----------------------------|--|
| • Were any goals referenced?          | YES <input checked="" type="checkbox"/> X | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • If so, were goals well articulated? | YES <input checked="" type="checkbox"/> X | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • Do goals address student learning?  | YES <input checked="" type="checkbox"/> X | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |

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")
- ☐ ? 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")
- ☒ x 5 Lifelong learning ("commit themselves to lifelong learning")
- ☒ x 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
- ☒ x 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:** Both the B.S. in Community Nutrition and B.S. in Dietetics have goals well-aligned with professional practice as well as with the University's goals.

### 2. ASSESSMENT METHODS

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

### *Comments:*

**Undergraduate:** The department uses examinations (Registration Examination for Dietitians, the ServSafe exam and others), exist interviews, graduate and employer surveys, and direct assessment of learning assessed through papers, presentations, reports of service and memberships, etc.

**Graduate (Professional):**

### 3. ASSESSMENT RESULTS

Were any assessment results reported? YES x NO \_\_\_\_ QUALIFIED Y/N \_\_\_\_

- If so, were the results clear in terms of how they specifically affirm achievement of goals? YES x NO \_\_\_\_ QUALIFIED Y/N \_\_\_\_
- If so, were the results clear in terms of how they indicate need for improvement? YES x NO \_\_\_\_ QUALIFIED Y/N \_\_\_\_
- Were the results tied to goals for student learning? YES x 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.

Y 1 Communication (“communicate effectively, both orally and in writing”)  
Y 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”)  
Y 6 Cross-cultural appreciation (“develop some familiarity with cultures other than their own”)  
Y 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:** Assessment results indicate levels of achievement of critical thinking skills (ranging from 2.1 to 1.5 on a rubric where 1=excellent, 5=poor); communication (ranging from 1.4 to 2.1); service to the profession and their communities (95% of 22 graduating students reported some type of volunteerism); understanding cultural diversity (65% enrolled in World Food Patterns could articulate 3 or more main concepts while 27% could articulate 2 main concepts). Student self-assessment was very close (99.6%) to instructor’s of 28 characteristics of entry-level dietitians; 100% achieved criteria set for adopting the qualities of a professional.

#### **Graduate (Professional):**

### 4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported? YES X NO \_\_\_\_ QUALIFIED Y/N \_\_\_\_

- If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning? YES X NO \_\_\_\_ QUALIFIED Y/N \_\_\_\_

#### *Comments:*

**Undergraduate:** The department has decided to increase emphasis on some aspects of writing and critical thinking preparation and to make some changes in curricular offerings.

#### **Graduate (Professional):**

### SUMMARY

#### *Strengths*

X A specific plan for assessment is in place.  
X Student learning goals are well-articulated.  
X Assessment methods are clearly described.

#### *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 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.)

☐ 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:

This department appears to be making excellent progress in implementing assessment. Goals are explicit and assessment methods are clearly tied to the goals. A range of methods is used. Results are feeding back to program decisions.

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Section 1: Y    Section 2: Y    Section 3: Y    Section 4: Y

### 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