

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Non-Academic Departments on Assessment Activities Reported in 2006-2007 Annual Reports

DEPARTMENT: Counseling: Program: Rehabilitation and Human Services)

DATE: 01/30/07

COMMITTEE MEMBER(S) CONDUCTING REVIEW Barbara Combs & 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>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u>X</u> | NO <u> </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.

- 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")
Y 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")
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 Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:

In the annual report, the Rehabilitation and Human Services program includes education objectives (phrased as student learning goals) based upon the standards of the Council on Rehabilitation Education's Committee on Undergraduate Education. There are 8 goals and each has one or more outcome identified. Areas 1 (Issues faced by Persons Experiencing Disability) and 2 (Rehabilitation Delivery System) could be seen as correlating to UND goal 7; Area 2 also correlates to UND goal 6; Area 4 (Interpersonal Communication Skills) relates to UND goal 1; Area 5 (Consumer Involvement and Self Management) relates to UND goals 2, 3, and 7; Area 6 (Ethics and Professionalism) relates to UND goals 2 and 3; Area 7 (Field Experience) and Area 8 (Specialty Practices) are not clearly linked to any particular UND goals but might impliedly relate to UND goals 2, 3 and 7.

Undergraduate:

Graduate:

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:

Two measures were outlined in the 2004-05 assessment report. The first was a survey of graduates of the program. This survey, an indirect measure, did ask students to respond to each of the 8 areas of student learning. The second was a form completed by the internship supervisor. It did not appear that the supervisors were assessing student learning goals with the exceptions of Area 4: Communication and Area 7: Field Experience and indirectly Area 6: Ethics and Professionalism. Both of these assessments appear to be done at the end of the students' program, which provides no baseline by which to determine the

amount of student learning achieved during the program. Because of that limitation, and the limited competencies assessed by the supervisor survey, and the indirect nature of assessment with the alumni survey, these assessment methods appear to be somewhat inadequate for developing student learning data in the program.

Undergraduate:

Graduate:

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_____	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.

- _____ 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:

Neither the 2006 annual report nor the program’s assessment plan reports any assessment results.

Undergraduate and or Graduate, if appropriate:

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_____	QUALIFIED Y/N _____

Comments: It appears that no reporting of nor analysis of assessments has taken place to date. Thus, the process of closing the loop has not been completed.

Undergraduate and or Graduate, if appropriate:

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:

Learning goals and outcomes are well articulated. RHS faculty are encouraged to develop and implement assessment methods to gauge student learning across the program. We would encourage faculty to revisit the supervisors' report form to determine where it might be revised to include assessment of all 8 student learning goals. Once in place, data collection and analysis as well as explaining how results are used to improve program can begin.

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Section 1: ☒ Y ☐ ? Section 2: ☐ ? ☐ N Section 3: ☐ N ☐ 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