

## UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT \_\_\_\_\_ Teaching and Learning \_\_\_\_\_ DATE \_\_\_\_\_ Feb. 21, 2007 \_\_\_\_\_

COMMITTEE MEMBER(S) CONDUCTING REVIEW \_\_\_\_\_ Ginny Guido and Sharlette Seelan \_\_\_\_\_

#### 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")
- X 5 Lifelong learning ("commit themselves to lifelong learning")
- X 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:** There is one overall program goal with 23 program standards that speak to the majority of the UND Institutional and General Education goals for student learning.

**Graduate:** Seven learning goals are presented for master's students and four leaning goals for doctoral students. As with the undergraduate program goal, the majority of the UND Institutional and General Education goals for student learning are addressed.

#### 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 X \_\_\_\_\_ NO \_\_\_\_\_ QUALIFIED Y/N \_\_\_\_\_
  - Were both direct and indirect assessment methods used as components of a "multiple measures" approach? YES \_\_\_\_\_ NO X \_\_\_\_\_ QUALIFIED Y/N \_\_\_\_\_

#### *Comments:*

**Undergraduate:** Program experiences that are evaluated include course work, lesson planning, portfolio development and review, student teaching experiences, case and child studies, statements of personal histories, and teaching-related statements of "beliefs" and practices. Primarily, the lesson planning standards (1,2,3,7, and 8) were evaluated in this past academic year.

**Graduate:** Goals 2 and 6 of the master's curriculum were evaluated. These included: Candidates will demonstrate an ability to be effective communicators both orally and in writing and candidates research and reflect systematically about

their practice and so deepen their knowledge and adapt and strengthen their practice. T&L 997: Independent Study Project was the course used to evaluate these two goals. A tool was developed which will be implemented in spring term 2007.

At the doctoral level, two goals were addressed: the student will demonstrate knowledge of how personal educational practice guides and supports the learning of others and the student will demonstrate the ability to apply research and research methods relevant to the field of study. Evaluation activities for these two goals are ongoing and concern the capstone dissertation project.

### 3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/> Y <input type="checkbox"/>
• If so, were the results clear in terms of how they indicate need for improvement?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/> Y <input type="checkbox"/>
• Were the results tied to goals for student learning?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/> Y <input type="checkbox"/>

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”)  
☐ 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:** The Critical Task Rubric for Lesson Plan #2 has been used to show that students fulfill expectations for successfully planning instruction. Beginning trends indicate that students fulfill expectations for successfully planning for instruction.

**Graduate:** As stated earlier, this assessment is in the beginning processes and will be continued in spring 2007 at the master’s level and during the entire 2006-2007 academic term for the doctoral program..

### 4. CLOSING THE LOOP

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

**Comments:**

**Undergraduate and Graduate:** Assessment of the outcomes for both programs are continuing during the 2006-2007 academic year and thus the department has not changed/revised curricula at this time.

## 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:

Teaching and Learning has developed comprehensive goals and is beginning to implement their assessment plan. While progress is being made on implementing the assessment plan, it is clear that the department recognizes there is work to be done before they begin the process of implementing curricular revisions/modifications.

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Section 1: Y    Section 2: Y    Section 3: ?    Section 4: n/a

### 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