

# UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT School of Communication DATE 12/ 11/2007

COMMITTEE MEMBER(S) CONDUCTING REVIEW Darla Adams, Renee Mabey

### 1. STUDENT LEARNING GOALS

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

#### Comments:

**Undergraduate:** Goals are broad and articulated but not observable or measurable. Performance terms, rather than the statement “to understand” may be more useful and descriptive of what the learner must demonstrate.

**Graduate:** Well articulated; able to be demonstrated.

In addition to the Departmental goals, please also consider UND’s Institutional and General Education goals for student learning (shown in alignment within parentheses). Use ‘U’ (undergraduate) or ‘G’ (graduate) to identify UND/General Education goals which are similar to the referenced departmental goals.

    U,     G      1 Communication (“communicate effectively, both orally and in writing”)

    U,     G      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”)

    U      6 Cross-cultural appreciation (“develop some familiarity with cultures other than their own”)

    G      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:** Departmental goals align easily with general education goal number 1 (communication); other relationships to general education goals are more difficult to discern and must be implied by the reviewer. The Department may want to look at general education goals and determine if and how their goals align.

**Graduate:** Departmental goals easily align with general education goals number 1 and 2. Serving the public interest and a philosophy of service are evident in goals at both Master’s level and PhD level and align well with general education goal 7.

### 2. ASSESSMENT METHODS

Were any specific assessment methods referenced? YES U,G NO      QUALIFIED Y/N     

- |   |                 |                |                          |
|---|-----------------|----------------|--------------------------|
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u>    </u> | NO <u>    </u> | QUALIFIED Y/N <u>Yes</u> |
|---|-----------------|----------------|--------------------------|

Were both direct and indirect assessment methods used as components of a “multiple measures” approach?	YES <u>U,G</u>	NO <u>    </u>	QUALIFIED Y/N <u>    </u>
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#### Comments:

**Undergraduate:** Assessment methodologies are listed but rarely tied to specific goals. Faculty discussion at a retreat (indirect assessment) indicates that students are meeting some goals, not meeting others, but specific assessment methodology used to make those determinations are not specified or articulated. Faculty do, however, identify changes and methods that could be implemented for improvement such as creation of a syllabus, development of grids for public speaking, use of peer evaluation, etc.

**Graduate:** A graduate faculty retreat was implemented to evaluate assessment material and discuss graduate assessment. Use of comprehensive exams, oral exams, and graduate student teaching portfolios were only assessment methodologies identified. Individual assessment methodologies were not linked to individual student learning goals.

### 3. ASSESSMENT RESULTS

Were any assessment results reported?	YES___	NO___	QUALIFIED Y/N <u>U, G</u>
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES___	NO___	QUALIFIED Y/N <u>U, G</u>
• If so, were the results clear in terms of how they indicate need for improvement?	YES___	NO___	QUALIFIED Y/N <u>U, G</u>
• Were the results tied to goals for student learning?	YES___	NO___	QUALIFIED Y/N <u>U, G</u>

#### *Comments:*

**Undergraduate:** Department seems to have a sense that assessment of student learning is important and should be done, as indicated through faculty discussions and retreat, but no clear linkages are identifiable between goals, assessment methods, results and “closing the loop” events. Faculty members discuss which courses and which activities meet individual goals, but do not link goals to specific assessment methods.

**Graduate:** Faculty have identified the importance of assessment of student learning and have engaged in thoughtful dialogue regarding student assessment. Assessment methods and results, however, are not linked to individual goals.

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. Use ‘U’ (undergraduate) or ‘G’ (graduate) to identify those results which are applicable to Institutional/General Education goal achievement. For these items, 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:*

**Undergraduate:** See above.

**Graduate:** See above.

#### 4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES \_\_\_\_\_ NO U,G QUALIFIED Y/N \_\_\_\_\_

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?

YES \_\_\_\_\_ NO U,G QUALIFIED Y/N \_\_\_\_\_

#### *Comments:*

**Undergraduate:** Faculty indicate that changes should be implemented based on evidence from a variety of direct and indirect assessment methodologies, but there is no indication that any “closing the loop” actions have occurred at this time. Additionally, methodologies are not linked to specific goals or to results.

**Graduate:** Discussion at faculty retreat indicates that work is occurring with regards to assessment. No clear indications that “closing the loop” activity is occurring, however, faculty do discuss plans to create and use rubrics and “grading criteria”, creation of a syllabus, and more data collection. Faculty discussion indicates that there is “direct evidence” that certain graduate goals have been met, but that direct evidence or methodology is not indicated. Linkages between learning goals, assessment methods, results and “closing the loop” activities have not been made at this time.

#### SUMMARY

##### *Strengths*

- \_\_\_\_\_ A specific plan for assessment is in place.
- G Student learning goals are well-articulated.
- U Assessment methods are clearly described.
- U Assessment methods are appropriately selected.
- \_\_\_\_\_ Assessment methods are well-implemented.
- U 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*

- G No specific plan for assessment is in place.
- U Student learning goals are not well-articulated.
- G Assessment methods are not clearly described.
- \_\_\_\_\_ Assessment methods are not appropriately selected.
- U, G Assessment methods are not well-implemented.
- \_\_\_\_\_ A single type of assessment methods predominates.
- U, G No results are reported.
- U, G Results are not clearly tied to closing the loop.  
(Decision-making is not directly tied to evidence.)

**OVERALL SUMMARY AND RECOMMENDATIONS:** Overall, it is apparent in this department, as evidenced through faculty discussion and faculty retreat, that assessment of student learning is being addressed and considered. Work on assessment is taking place. At present, linkages between learning goals, methods of assessment, assessment results, and “closing the loop” activities are not evident. Undergraduate goals are not well articulated due to language. Graduate goals are well articulated.

Reviewer(s):	Name	Darla J. Adams	Renee Mabey
	Department	Nursing	Physical Therapy
	Phone Number	7-4509	7-4854
	e-mail	<a href="mailto:darlaadams@mail.und.edu">darlaadams@mail.und.edu</a>	<a href="mailto:rmabey@medicine.nodak.edu">rmabey@medicine.nodak.edu</a>

Section 1: Y? \_\_\_\_\_ Section 2: Y? \_\_\_\_\_ Section 3: NA \_\_\_\_\_ Section 4: NA \_\_\_\_\_

#### 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