

UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT Psychology DATE 1/11/08

COMMITTEE MEMBER(S) CONDUCTING REVIEW Beth Bjerke, Kirsten Dauphinais

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> |

Comments:

Undergraduate: goals are well articulated

Graduate: goals are well articulated

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.

- G 1 Communication ("communicate effectively, both orally and in writing")
 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")
 G 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: undergraduate goals do not reference Gen Ed goals

Graduate: graduate goals reference some Gen Ed goals

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>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <u>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate: assessment methods are varied and thorough, direct and indirect

Graduate: assessment methods are varied and thorough, direct and indirect

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 __

Comments:

Undergraduate: very thorough results are reported.

Graduate: very thorough results are reported

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.

__G__ 1 Communication ("communicate effectively, both orally and in writing")
__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")
__G__ 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: extensive statistical results reported

Graduate: extensive statistical results reported

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: will make changes in testing procedures and possibly to assessment methods

Graduate: construction of new building to provide additional lab space

Provide more information on comprehensive exams

Improve curriculum to promote knowledge necessary to getting community practicum placements

SUMMARY

Strengths

- ☐ **UG** A specific plan for assessment is in place.
- ☐ **UG** Student learning goals are well-articulated.
- ☐ **UG** Assessment methods are clearly described.
- ☐ **UG** Assessment methods are appropriately selected.
- ☐ **UG** Assessment methods are well-implemented.
- ☐ **UG** Direct and indirect methods are implemented.
- ☐ **UG** Results are reported.
- ☐ **UG** 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:

Psychology is a model on campus for how to conduct assessment.

The department could give consideration the question of whether it wants to look at the alignment of its identified learning goals with the Essential Studies learning goals which go into effect in Fall 2008.

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Section 1: ☐ Y ☐ N Section 2: ☐ Y ☐ N Section 3: ☐ Y ☐ N Section 4: ☐ Y ☐ 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