

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2007-08 Annual Reports

DEPARTMENT Atmospheric Science **DATE** April 30, 2009

COMMITTEE MEMBER(S) CONDUCTING REVIEW Jon Jackson, Darla Adams

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:

Graduate: Well written.

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

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|----------------------|---|--|
| <u>U,G</u> | 1 | Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”) |
| <u>U,G</u> | 2 | Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate) |
| <u>U,G</u> | 3 | Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage) |
| <u>U,G</u> | 4 | Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”) |
| <u> </u> <u>G</u> | 5 | Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”) |
| <u> </u> | 6 | Diversity (“demonstrate understanding of diversity and use that understanding...”) |
| <u> </u> | 7 | Lifelong learning (“commit themselves to lifelong learning”) |
| <u> </u> | 8 | Service/citizenship (“share responsibility both for their communities and for the world”) |

Comments regarding departmental goals and alignment of departmental goals with institutional and Essential Studies goals:

Undergraduate: The UG learning goals for this department address many of the essential studies goals with exception to information literacy, diversity, lifelong learning, and service. Learning goals could be refined only minimally to incorporate these essential studies elements, such as service and citizenship.

Graduate: Diversity, lifelong learning, and service/citizenship not addressed.

2. ASSESSMENT METHODS

- | | | | |
|--|----------------|----------------|---------------------------|
| Were any specific assessment methods referenced? | YES <u>U,G</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u>U,G</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>U,G</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate: Methods are nicely described and aligned with individual student learning goals. Methods include both direct and indirect measurement and include senior projects, senior exit surveys, cooperative learning survey, acceptance into grad school, student papers and presentations.

Graduate: Methods are nicely described and include both direct and indirect methods including student written work, student presentations, thesis completion and progress, oral defense, and exit interviews.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <u>U,G</u>	NO ____	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES <u>U,G</u>	NO ____	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they indicate need for improvement?	YES <u>U,G</u>	NO ____	QUALIFIED Y/N ____
• Were the results tied to goals for student learning?	YES <u>U,G</u>	NO ____	QUALIFIED Y/N ____

Comments:

Undergraduate: Results were reported for each individual assessment method. Comprehensive and easy to follow and interpret.

Graduate: Results were reported for each individual assessment method. Comprehensive and easy to follow and interpret.

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Use 'U' (undergraduate) or 'G' (graduate) to identify those results which are applicable to institutional/Essential Studies goal achievement. For indicated items, please describe findings in the appropriate section below. .

- U,G 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
- U,G 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
- U,G 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
- U,G 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
- _____ 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
- _____ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
- G 7 Lifelong learning (“commit themselves to lifelong learning”)
- _____ 8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to departmental, institutional and Essential Studies goals:

Undergraduate: Results are nicely reported and meaningful.

Graduate: Survey results indicate student recognition of and engagement in “lifelong learning” as important, although learning goals do not reflect this essential goal.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <u>U,G</u>	NO ____	QUALIFIED Y/N ____
• If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?	YES <u>U,G</u>	NO ____	QUALIFIED Y/N ____

Comments:

Undergraduate: This department identifies deficiencies through surveys and analysis of data. The department indicates the implementation of appropriate changes based on noted deficiencies. Nicely done!

Graduate: Thoughtful deficiencies identified and corrective mechanisms indicated.

SUMMARY*Strengths**Areas for Improvement*

U,G A specific plan for assessment is in place.
U,G Student learning goals are well-articulated.
U,G Assessment methods are clearly described.
U,G Assessment methods are appropriately selected.
U,G Assessment methods are well-implemented.
U,G Direct and indirect methods are implemented.
U,G Results are reported.
U,G Results are tied to closing the loop.
 (Decision-making is tied to evidence.)

___ 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:

This is a very thoughtful assessment of student learning report. All components are apparent and meaningful and more importantly, results are used to guide curricular revisions. Well written, well organized, and useful information! Nicely done!

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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