

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

DEPARTMENT Aviation **DATE** 1/26/09

COMMITTEE MEMBER(S) CONDUCTING REVIEW Assessment Committee as a whole

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> </u> | NO <u> </u> | QUALIFIED Y/N <u>x</u> |
| • Do goals address student learning? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>x</u> |

Comments: Some goals are written as content areas to check off and others are framed in terms of student learning outcomes (this occurs even in the new goals taken from the Aviation Accreditation Board).

Undergraduate: The undergraduate program assessment plan is in transition, and it will be very helpful to get the new plan posted as soon as it's completed. But we are very happy to see that you have been engaged in updating – these plans should not remain stagnant!

Graduate:

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.

ug-d; g-3_ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)

ug-b; g-2_ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)

ug-j; g-2_ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)

ug-a; g-1.1_ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)

g-3.3_ 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...”)

ug-f; g-2.2_ 7 Lifelong learning (“commit themselves to lifelong learning”)

ug-d_ 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:

Graduate:

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 <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: It will be far easier to see the alignment clearly once the new, updated plan is posted. At the moment, it can be a bit confusing to a reader who cycles between the annual report and the old plan which lists methods.

Graduate:

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <u>x</u>	NO	QUALIFIED Y/N
<ul style="list-style-type: none"> If so, were the results clear in terms of how they specifically affirm achievement of goals? 	YES	NO	QUALIFIED Y/N <u>x</u>
<ul style="list-style-type: none"> If so, were the results clear in terms of how they indicate need for improvement? 	YES	NO	QUALIFIED Y/N <u>x</u>
<ul style="list-style-type: none"> Were the results tied to goals for student learning? 	YES	NO	QUALIFIED Y/N <u>x</u>

Comments: We could see that you are recognizing a relationship between items of data and specific goals. That relationship is not always evident to outside readers. We also could see that you held meetings to discuss your direct assessment findings, for example, and changes resulted – but we could not clearly track the progress from data collected to meaning/results/findings to changes that were eventually implemented.

Undergraduate:

Graduate:

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. .

- 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
- 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
- 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
- 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...”)
- 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:
We did not see that specific data were collected that shed light on these goals, or that findings related to these goals were identified or discussed

Undergraduate:

Graduate:

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <u>x</u>	NO	QUALIFIED Y/N
<ul style="list-style-type: none"> If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning? 	YES	NO	QUALIFIED Y/N <u>x</u>

Comments: Loop closing actions were taken based on both direct and indirect assessments, which is a strength. If occasionally you would connect all the dots for us (beginning with the goal to the method to the results to the loop closing), it would help us understand the flow of information within your assessment work.

Undergraduate:

Graduate:

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:

The combination of an old plan (posted) and new goals (described in the annual report) makes it complicated for outsiders to read. But we were very happy to see that you are updating and that your assessment plan continues to evolve.

We noted that you made ground school changes in direct response to assessment results, which was very good to see.

We also noted that your department has a great deal of information flowing from assessment and many opportunities for conversation about findings and about loop closing. This suggests that you are taking your work seriously and faculty are invested in it. Overall this was a very satisfying report to read.

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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