

UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT Earth Systems Science and policy DATE 04/03/2009

COMMITTEE MEMBER(S) CONDUCTING REVIEW Kirsten Dauphinais_ & Naima Kaabouch

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:

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.

- G4 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
 G3,5 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
 G3,5 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
 G3,5 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
 G5 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...”)
 G8 7 Lifelong learning (“commit themselves to lifelong learning”)
 G5,7 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: No explicit reference to diversity

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:

Graduate: A wide variety of direct and indirect methods are used, although some of the methods cited are not really assessments of student learning.

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____	NO____	QUALIFIED Y/N __x__

Comments:

Undergraduate:

Graduate: The reporting of results is a particularly strong part of their assessment efforts, although results are much more extensively reported in the on-line assessment plan rather than in the annual report. Department might consider reporting more results in the report to reflect their work. Many results are reported, but the reports do not necessarily show how the results are tied to specific goals.

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. .

- ___G__ 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)
___G__ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
___G__ 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:

Undergraduate:

Graduate: Could do a stronger job tying results to specific goals

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_____	NO__x__	QUALIFIED Y/N ____

Comments:

Undergraduate:

Graduate: Report identifies specific curricular made, but does not explain what benefits to learning will ensue.

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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:

This is a very strong effort that reflects much work. Many methods are being used, although focus should move to specific evaluation of students learning goals and articulating why programmatic changes will improve student learning.

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Section 1: Y Section 2: Y Section 3: Y Section 4: ?

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