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

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DEPARTMENT_____Finance_____DATE____4/3/09_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW__Naima Kaabouch_____

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES____   NO____   QUALIFIED Y/N _x_
- If so, were goals well articulated?   YES____   NO_x__   QUALIFIED Y/N ___
- Do goals address student learning?   YES____   NO__**x**_   QUALIFIED Y/N ___

Comments:

Undergraduate: Department needs to work on clear articulation of student goals.

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.

_____ 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 departmental goals and alignment of departmental goals with institutional and Essential Studies goals:

Undergraduate:

Graduate: No specific reference to university goals.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?   YES____   NO__x_   QUALIFIED Y/N ____
- If so, were specifically chosen assessment methods appropriately aligned with individual goals?   YES_____   NO__x_   QUALIFIED Y/N ____
- Were both direct and indirect assessment methods used as components of a "multiple measures" approach?   YES_____   NO__x_   QUALIFIED Y/N ____

Comments:

Undergraduate: It is apparent that department is engaging in assessment activities, but no specific methods are referenced.
Graduate:

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____   NO__x   QUALIFIED Y/N ____
- If so, were the results clear in terms of how
  they indicate need for improvement?   YES____   NO____   QUALIFIED Y/N __**x**_
- Were the results tied to goals for student
  learning?   YES____   NO__x_   QUALIFIED Y/N ____

Comments:

    Undergraduate:

    Graduate: Report discloses a number of numerical results and then does indicate areas for improvement. However, no context or explanation is given for the meaning of the results.

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")
____G___ 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:

    Undergraduate:

    Graduate: Much work needs to be done.

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:

    Graduate: Department articulates a plan for curricular and pedagogical changes. There is no indication that plans have yet been implemented.

SUMMARY

Strengths	*Areas for Improvement*

_____ A specific plan for assessment is in place.   __x__ No specific plan for assessment is in place.

_____Student learning goals are well-articulated.   __**x**__ Student learning goals are not well-articulated.

_____Assessment methods are clearly described.   ___x_ Assessment methods are not clearly described.

_____Assessment methods are appropriately selected.   _____ Assessment methods are not appropriately selected.

_____Assessment methods are well-implemented.   _____ Assessment methods are not well-implemented.

_____Direct and indirect methods are implemented.   _____ A single type of assessment methods predominates.

_____Results are reported.   _____ No results are reported.

_____Results are tied to closing the loop.   _____ Results are not clearly tied to closing the loop.
     (Decision-making is tied to evidence.)   (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Clearly, the department is engaging in assessment activities. But because student learning goals and assessment methods are not clearly described, it is very difficult for these reviewers to evaluate the program's effectiveness.

Reviewer(s):

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Section 1: __N_   Section 2: _N__   Section 3: __N__   Section 4: __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