

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

DEPARTMENT Geology **DATE** 4-6-09

COMMITTEE MEMBER(S) CONDUCTING REVIEW Cassie Gerhardt & Barbara Combs

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</u> | NO <u> </u> | QUALIFIED Y/N <u>G</u> |

Comments:

Undergraduate: Separate goals are identified for both Geology and Geological Engineering.

Graduate: Two sets of goals are provided in the annual report, but the goals reported under “Graduate-Assessment 2” in the annual report are listed as Assessment Methods in the 2004-2005 Departmental Plan for Assessment of Student Learning posted on the web. The first set of goals, though not all, in the annual appear to be more related to student learning goals. *Goal numbers 2: Graduates of our program shall be employable in Earth science professions; 7: Graduate students shall have advanced and in-depth training in their chosen field; and 8. The faculty who teach and advise geology graduate students shall be actively engaged in research and serve as excellent role models while laudable goals are not tied directly to student learning.*

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.

- G_ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
 U 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
 U 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
 U 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
 U 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: Goals are specific to the field of Geology and do not address broader student learning. Thinking and reasoning is identified as a broad goal, but the goal does not address the specific components of thinking and reasoning as outlined in the Essential Studies Goals.

Graduate: The identified goals were specific to the skills and knowledge acquisition necessary to be successful in Geology and did not address Essential Studies except for communication.

2. ASSESSMENT METHODS

- Were any specific assessment methods referenced? YES U NO G QUALIFIED Y/N
- If so, were specifically chosen assessment methods appropriately aligned with individual goals? YES U NO G QUALIFIED Y/N
 - Were both direct and indirect assessment methods used as components of a “multiple measures” approach? YES U NO G QUALIFIED Y/N

Comments:

Undergraduate: The goals addressed primarily focus on the content and principles of Geology. As such, the use of the Fundamentals of Engineering (FE) is appropriate. Assessment methods in the annual report are limited to the FE, faculty advising and monitoring summary records, and undergraduate exit interview survey forms. The 2003 Undergraduate Proposal for Assessment of Student Learning posted as part of the School's assessment plan listed Knowledge Surveys, Senior Thesis Research, and a Capstone Course as three additional assessments. The Knowledge Ratings assessment was referred to in the annual report, as required by ABET, but the assessment was not described, and so its connection to student learning is unclear.

Graduate: No assessment methods were referenced in the annual report. Assessment methods listed in the Assessment Plan are vague, for example, *All theses will be assessed by three or more faculty* or not methods of assessment, for example *All graduate students who complete the program will take at least two courses in these three areas of geological sciences*. Some are actions or program requirements and as stated cannot measure student learning.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES___	NO_ U,G___	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES___	NO_ U,G___	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they indicate need for improvement?	YES___	NO_ U,G___	QUALIFIED Y/N ___
• Were the results tied to goals for student learning?	YES___	NO_ U, G___	QUALIFIED Y/N ___

Comments:

Undergraduate: No assessment results were provided. Comments from an alumni survey were provided, but were not an assessment of student learning.

Graduate: No assessment results were provided.

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:

Undergraduate: No assessment results were provided.

Graduate: No assessment results were provided.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES _____ NO_ U, G ____ QUALIFIED Y/N ____

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?

YES _____ NO_ U, G ____ QUALIFIED Y/N ____

Comments:

Undergraduate: Not addressed in the assessment report

Graduate: Not addressed in the assessment report

SUMMARY

Strengths

____ A specific plan for assessment is in place.
U,G 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.
U,G 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.
U,G _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:

Although learning goals are articulated, evidence is lacking regarding the specific assessment methods used at both the undergraduate and graduate levels. Some goals at the graduate level are program activities or requirements rather than student learning goals. No information is provided regarding assessment results or progress on “closing the loop” initiatives.

The departmental assessment plan available online is from 2004-2005 and only addresses the graduate program. There is a proposal for assessment of student learning at the undergraduate level posted online but there is no evidence that any progress has been made since 2003.

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Section 1: __Y__ Section 2: __?__ Section 3: __NA__ Section 4: __NA__

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