

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2008-09 Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT *Histotechnician Certificate* _____ **DATE** *3/24/10* _____

COMMITTEE MEMBER(S) CONDUCTING REVIEW *Barbara Combs & JoAnne Yearwood*

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

Comments:

The assessment plan for the Histotechnician Certificate is embedded in the assessment plan for the Department of Pathology and is posted on the Assessment Committee website. The plan posted was created in the 2005-2006 academic year and does not appear to have been updated. Four student learning goals, each with between two and five objectives were listed. They are clearly articulated.

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 'X' to identify UND/Essential Studies goals which are similar to the referenced departmental goals.

- X 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
 X 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
 X 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:

Three of the four Departmental goals appear to relate directly to the job entry skill level students must obtain to be successful. Learning Goal 4: Demonstrate appropriate professional communication skills, especially objective 4.2 Employ appropriate interactions with other students, faculty, laboratory personnel and patients is aligned with Institutional and Essential Studies Goal 1: Communication. It is possible that the program's Learning Goal 1 may relate to Institutional and Essential Studies Goals 2-3 since Goal 1 is related to the knowledge and application of theories and principles of histology. In the annual report, it was stated that the Histology Advisory Committee suggested that study guides for the Histotechniques courses be updated to involve more critical thinking skills. If accomplished, there may be a more direct link to the University's thinking and reasoning goals. As currently written however, the connection may only be inferred.

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:

We read two documents to respond to this section of the report. First, we read the assessment plan, which noted that “performance evaluations” were used in separate courses. No further detail was provided as to what form the “evaluations” took. Second, we read the Assessment of Student Learning report provided to us by Dr. Ruth Paur, Assistant Professor in the Department of Pathology. The following assessments were listed in this report: National Registry Exam (aligned with Goals 1-3), Clinical Site Supervisor Evaluations and the Faculty Review of the Slide Evaluation Process (aligned with Goals 1-4), graduate and employee surveys, and the Program Advisory Committee’s annual review meeting. No alignment was stated between the surveys and the Program Advisory Committee’s annual meeting but it appears that both may address student learning in all four areas. There was limited description about the Clinical Site Supervisor Evaluations and so we do not know what form this evaluation takes whether oral or written.

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_X__	NO__	QUALIFIED Y/N __

Comments:

Results were provided related to the National Registry Exam, Clinical Site Supervisors Evaluations, Faculty Review of the Slide Evaluation Process, graduate surveys, and the annual Histology Advisory Committee meeting. According to the 2009 assessment report, the student pass rate on the exam was 100%, supervisor evaluations demonstrated that student were proficient in meeting requirements, the slide evaluation process demonstrated student progress across two semesters, and the single graduate survey result was positive. It was not clear what data the Histology Advisory Committee reviews during its annual meeting, but it was reported that there were discussions that lead to program changes. The annual meeting itself is not an assessment and it would be helpful to know what that committee reviews to make decisions that result in program change.

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Use ‘X’ 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:

It was not possible for us to determine which results were applicable to goals. It may be that the National Registry Exam may be applicable to goals 1-4.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment

results reported? YES ☒ NO ☐ QUALIFIED Y/N ☐

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning? YES ☐ NO ☐ QUALIFIED Y/N ☒

Comments:

A number of upcoming changes were reported that seemed to relate to the results of the supervisor assessments and the meeting of the Histology Program Advisory Committee including: new lectures for Path 360, Path 362 and Path 363 and the development of a calendar of events and clarification of course expectations for Path 367 and Path 368. We are not sure what data or assessment results were used by the Committee in making recommendations. This information would be helpful in offering assurances that programmatic changes are indeed linked to student learning goals, and assessments.

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 Histotechnician Program report provides clear evidence that student-learning goals are well articulated and assessments tied to those goals are reviewed with an eye towards program improvement and student achievement. We suggest that the work of the Program Advisory Committee be further clarified so that their role in relation to assessments, data and date-driven program improvements is clear.

MATERIALS REVIEWED

- ☐ Annual report
- ☒ Assessment plan (as posted)—AY 2005-06
- ☐ Appendices (cited in annual report)
- ☐ Previous assessment review
- ☒ Other (please describe) *Annual Assessment Report provided by Dr. Ruth Paur*

Reviewer(s):	Name	Barbara Combs	JoAnne Yearwood
	Department	Education & Human Dev.	Teaching & Learning
	Phone Number	777-2862	777-3947
	e-mail	barbaracombs@mail.und.edu	joanneyearwood@mail.und.edu

Section 1: ☒ Section 2: ☒ Section 3: ☒ 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