

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

DEPARTMENT Rehabilitation & Human Services **DATE** May 3, 2010

COMMITTEE MEMBER(S) CONDUCTING REVIEW Cassie Gerhardt & Ruth Paur

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:

Learning goals are stated as key educational objectives and are based on the curriculum standards established by the Council on Rehabilitation Education's Committee on Undergraduate Education. The assessment plan indicates the specific courses in which the various educational objectives are addressed.

In addition to the Departmental goals, please also consider UND's Institutional and Essential Studies goals for student learning (shown in alignment within parentheses) and identify which goals are similar to 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”)
 X 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
 X 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:

The report includes 8 educational objectives and for each objective a number of outcomes are described in detail. The specific outcomes provide indication that departmental learning objectives align with various Essential Studies goals. The report indicates the specific course or courses in which each outcome is addressed.

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

The report provides a limited understanding of the assessment methods utilized to assess student learning. The program has focused its assessment efforts on 3 of the 8 educational objectives and has collected data from “students in courses (test data and course evaluations), students in internships (midterm and final evaluations), program graduates (survey forms), internship supervisors (survey forms), and the Rehabilitations Advisory Committee (including employers).”

Although the report indicates various assessment methods, including both indirect and direct methods, it is unclear as to which methods were used to assess the individual goals/objectives. More details are needed to fully understand the department's assessment methods.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES___	NO___	QUALIFIED Y/N _X__
• 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_X__	QUALIFIED Y/N ___
• Were the results tied to goals for student learning?	YES___	NO_X__	QUALIFIED Y/N ___

Comments:

The report states, “the data which were collected indicated a high degree of satisfaction”. The results stated are not associated with student learning, but rather student satisfaction.

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the department presents findings, and, for indicated items, describe findings 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:

The report does not include assessment results related to Essential Studies 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___	QUALIFIED Y/N _X__

Comments:

Although the report does not cite specific data, it indicates that curriculum changes have occurred based on suggestions from various constituencies. Specifically, a new course was added and curricular components of other courses were changed in order to improve student learning and better prepare students as future professionals.

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 department has well articulated student learning goals. Although assessment methods are stated, there is little reported evidence regarding the extent to which they are utilized. No assessment data regarding student learning is included. The department indicates that changes have been made, but without the inclusion of data regarding the achievement of student learning, it appears that changes were made based on constituency's suggestions alone and were not based on assessment data relative to student learning goals.

MATERIALS REVIEWED

- ☒ Annual report –provided by department chair
- ☐ Appendices (cited in annual report)
- ☐ Other (please describe)
- ☐ Assessment plan (as posted)
- ☐ Previous assessment review

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Section 1: Y Section 2: ? Section 3: N 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 reported
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done