

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

DEPARTMENT: Nonprofit Leadership Certificate and Minor

DATE: 5/2/11

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

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|-------------------|------------------|-----------------------------|
| • Were any goals referenced? | YES <u> √ </u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u> √ </u> |
| • Do goals address student learning? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u> √ </u> |

Comments: The information submitted to the reviewers included the objectives and assessments measures document and a list of program accomplishments of the Nonprofit Leadership Programs (NLP). The programs are located in the College of Arts and Sciences and are accredited by American Humanities, Inc. Both the NLP minor and certificate have the same basic curriculum with 1 additional core course required in the minor. The same goal and competencies (objectives) are used for both programs. A single goal is listed that states “the NLP student will possess the knowledge, skills, and character to work effectively in the nonprofit sector”. The single goal is very broad and the verbs “possesses” may be difficult to measure, but this may be a matter of nomenclature. Ten Core Program Competencies or objectives are also listed in the objectives and assessments measures document. Each of the competencies is further elaborated on in the rubric included in the descriptive documentation. As written these are well articulated student learning goals and the program is encouraged to use these as the goals.

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

- | | | |
|---------------|---|--|
| <u> √ </u> | 1 | Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”) |
| <u> </u> | 2 | Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate) |
| <u> √ </u> | 3 | Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage) |
| <u> √ </u> | 4 | Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”) |
| <u> √ </u> | 5 | Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”) |
| <u> √ </u> | 6 | Diversity (“demonstrate understanding of diversity and use that understanding...”) |
| <u> </u> | 7 | Lifelong learning (“commit themselves to lifelong learning”) |
| <u> √ </u> | 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 rubric that was included contained the 10 core competencies (objectives) used to assess the students in both of the Nonprofit Leadership programs. The objectives related to 6 of the 8 Essential Studies goals.

2. ASSESSMENT METHODS

- | | | | |
|--|-------------------|------------------|-----------------------------|
| Were any specific assessment methods referenced? | YES <u> √ </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> √ </u> |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES <u> </u> | NO <u> √ </u> | QUALIFIED Y/N <u> </u> |

Comments:

The assessment method submitted was a competency based rubric evaluating the ten competencies (objectives) listed in the program assessment plan. The rubric is used to score the level of students’ completion of competencies during coursework, co-curricular involvement, internships, and community service. Achievement is measured on a scale of 1-4 (1= does not meet, 2 =

fulfills, 3 = exceeds, and 4 = cannot tell). No information describing what each of the criteria means was included in the documentation. Surveys and evaluations of internship placements were also listed as assessment methods but it is not clear how these are used to assess competencies.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES ____	NO <u>✓</u> ____	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES ____	NO ____	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they indicate need for improvement?	YES ____	NO ____	QUALIFIED Y/N ____
• Were the results tied to goals for student learning?	YES ____	NO ____	QUALIFIED Y/N ____

Comments: No assessment results were included in the information given the reviewers. The data is collected by the program coordinator who reports results and analyzes the data with the help of the Academic Steering Committee.

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Use 'U' (undergraduate) 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:

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES ____	NO <u>✓</u> ____	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:

It was stated that the results gathered from the rubric “will be” used to assess the effectiveness of the program’s curriculum in teaching the goals and objectives. No direct results of this assessment were included in the documentation provided.

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 single goal may be better articulated by using the language of the competencies provided in the rubric as the student learning goals. Adding descriptive information to the rubric criteria may provide more valid results since one person's view of "fulfills" may be very different from another's. It appears that one method predominates and so the program is encouraged to use others to assist in the review of the program's strengths and weaknesses.

MATERIALS REVIEWED

- ☐ Annual report
- ☒ Assessment plan (as posted) provided by program coordinator
- ☐ Appendices (cited in annual report)
- ☐ Previous assessment review
- ☒ Other (please describe)
 - Information sheet provided by program coordinator
 - UND academic catalog 2009-2011

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Section 1: ☐ ? ☐ 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