UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in ____2011_____ Annual Reports
GRADUATE PROGRAMS

DEPARTMENT__ Electrical Engineering   **DATE_____**April 13, 2012

COMMITTEE MEMBER(S) CONDUCTING REVIEW   Ruth Paur and Katherine Norman Dearden

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES__**X**__ NO____   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES__ _ NO____   QUALIFIED Y/N _**X**_
- Do goals address student learning?   YES__**X**__   NO____   QUALIFIED Y/N ___

Comments:

The Department articulates three goals and five related objectives. Goals two and three address student learning with regard to research activities and communication of results. Goal 1 is not worded as a student learning goal, "1. Students will develop a comprehensive and in-depth understanding of electrical engineering through graduate-level coursework. Objective 1.1. Students will complete a program of study that includes electrical engineering courses at the graduate level."

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?   YES_**X**___   NO____ QUALIFIED Y/N ____
- If so, were specifically chosen assessment methods appropriately aligned with individual goals?   YES_____   NO____ QUALIFIED Y/N _**X**__
- Were both direct and indirect assessment methods used as components of a "multiple measures" approach?   YES_____   NO__**X**__ QUALIFIED Y/N ____

Comments:

Assessment methods for goals 2 and 3 were completion of thesis evaluation forms and thesis defense evaluation form by each student's committee. Since these forms were not included, we can not make any determination about alignment with individual goals.

3. ASSESSMENT RESULTS

Were any assessment results reported?   YES____   NO__**X**__ 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__**X**__ QUALIFIED Y/N ____
- Were the results tied to goals for student learning?   YES____   NO__X__ QUALIFIED Y/N ____

Comments:

The Department reports that at their Annual Departmental Retreat, they concluded that the program is meeting their educational objectives and learning goals. No further details were given. Perhaps if some examples of the data summaries would have been included we could have addressed this topic more easily.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment
results reported?   YES_____   NO_**X**___   QUALIFIED Y/N ____
- If so, do curricular or other improvements/
  changes arising from assessment results
  directly address goals for student learning?   YES_____   NO_**X**___QUALIFIED Y/N ____

Comments:

The specific curricular changes reported involved alignment of course descriptions and contents and request for permanent course numbers. These do not appear to reflect their two student learning goals. This may be a result of the Department's decision that no actions needed to be taken in relation to the student learning goals.

SUMMARY

Strengths	*Areas for Improvement*
____ A specific plan for assessment is in place.	____ No specific plan for assessment is in place.
____Student learning goals are well-articulated.	____ 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.	__X 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:

We encourage the Department to broaden their assessments, perhaps exploring additional methods of collecting assessment data and examining student learning outcomes in coursework leading to the thesis. It may be beneficial to define the differences between Engineering MS and Electrical Engineering MS.

MATERIALS REVIEWED

__**X**_Annual report   __X___ Assessment plan (as posted)
_____ Appendices (cited in annual report)   _____ Previous assessment review
_____ Other (please describe)

Reviewer(s):	Name	Katherine Norman Dearden	Ruth Paur
	Department	Music	Pathology
	Phone Number	777-2827	777-2651
	e-mail	katherine.norman.dearden@und.edu	ruth.paur@und.edu

Section 1: __?___   Section 2: __?___   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

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in __2011___ Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT__Electrical Engineering (BSEE)   **DATE**_____April 13, 2012

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Ruth Paur and Katherine Norman Dearden
1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES__X__ NO____   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES__X_ NO____   QUALIFIED Y/N _ _
- Do goals address student learning?   YES__X_ NO____   QUALIFIED Y/N ___

Comments:
Several sets of goals are listed in the annual report. Those listed on p. 8, "a" through "k" are student learning 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) 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)
__ X__ 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")
___X_ 6 Diversity ("demonstrate understanding of diversity and use that understanding…")
___X __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:
After reviewing department and course goals, it appears that Institutional and Essential Studies Goals 1,2,3,4,6 and 7 align most directly.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?   YES__X__   NO____ 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___X__   NO____ QUALIFIED Y/N ____

Comments:

The Department describes eight direct assessment instruments and an alumni survey. This is an excellent example of gathering assessment data by multi-faceted means. Clarity would be improved by tying the methods back to the specific goals.

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____　　NO____　QUALIFIED Y/N _X___
- 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____　NO____　QUALIFIED Y/N _X__

Comments:

Assessment results were reported in some detail under the headings: course outcomes achievement, laboratory updates, multidisciplinary teamwork, broad education and knowledge of contemporary issues. The headings used to organize the assessment results probably correlate to the learning goals but the results were not directly tied back to the specific student learning goals addressed, making it difficult to give feedback.

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. .
____X_ 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")
____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 results and the application of results to departmental, institutional and Essential Studies goals:

The Department reports that the student perception is that they do not receive "the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and social context." They also comment that the new Essential Studies program may help remedy this situation, if the current fluctuation in the approved ES course list and concomitant student confusion can be minimized. The Annual Report, Assessment 4 – Specific Curricular or Other Improvements/Changes. Section "e" (p. 13) references Essential Studies revalidation of EE courses and the preparation of appropriate assessment documentation.   Advanced Communication (A), Senior Capstone (C) and Oral Communication are mentioned, specifically, but not a lot of detail is provided (e.g., which ES goals the Senior Capstone addresses, what assessments were used in the revalidation documentation). We expect that the Department addresses quantitative reasoning in their coursework, but they do not reference it directly in their assessment results.

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:

As a result of the Department's assessment process, they are revising teaching materials in EE 405 and EE 314, addressing student concerns about labs, providing additional opportunities to engage in multidisciplinary teamwork, and giving more attention to contemporary issues. They have also made a number of specific curriculum changes. The direct correlation to the student educational goals is unclear.

SUMMARY

Strengths   *Areas for Improvement*

__X A specific plan for assessment is in place.   ____ No specific plan for assessment is in place.
__X_Student learning goals are well-articulated.   ____ Student learning goals are not well-articulated.
__   Assessment methods are clearly described.   ____ 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.
__XDirect 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:

The Department's student learning goals are well articulated and six of them align with UND's Institutional and Essential Studies goals for student learning. The Department also engages in a multi-faceted process to collect its assessment data. This is excellent. These efforts would be enhanced further if more information about how the assessment results and curricular/pedagogical adjustments connect back to the goals.

MATERIALS REVIEWED

__X_ Annual report   __X___ Assessment plan (as posted)
_____ Appendices (cited in annual report)   _____ Previous assessment review
_____ Other (please describe)

Reviewer(s):   Name   Katherine Norman Dearden   Ruth Paur
                 Department   Music   Pathology
                 Phone Number   777-2827   777-2651
                 e-mail   katherine.norman.dearden@und.edu   ruth.paur@und.edu

----

Section 1: __Y___   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 reported
       ?   = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done