

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in FY 2010 Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT B.S. in Environmental GeoscienceDATE 03/28/12COMMITTEE MEMBER(S) CONDUCTING REVIEW Roxanne Hurley, Paul Dechsel**1. STUDENT LEARNING GOALS**

- | | | | |
|---------------------------------------|--------|------------------|-------------------|
| • Were any goals referenced? | YES___ | NO__ <u>X</u> __ | QUALIFIED Y/N ___ |
| • If so, were goals well articulated? | YES__ | NO___ | QUALIFIED Y/N ___ |
| • Do goals address student learning? | YES___ | NO___ | QUALIFIED Y/N ___ |

Comments: We were unable to find a posted Assessment Plan for the program or information provided in the Annual Report for the Department of Geology.

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.

- ___ 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 departmental goals and alignment of departmental goals with institutional and Essential Studies goals:

2. ASSESSMENT METHODS

- | | | | |
|--|--------|------------------|-------------------|
| Were any specific assessment methods referenced? | YES___ | NO__ <u>X</u> __ | QUALIFIED Y/N ___ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES___ | NO___ | QUALIFIED Y/N ___ |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES___ | NO___ | QUALIFIED Y/N ___ |

Comments:

3. ASSESSMENT RESULTS

- | | | | |
|--|--------|------------------|-------------------|
| Were any assessment results reported? | YES___ | NO__ <u>X</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:

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...”)
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☐ 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 ☒ 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:

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:

An Assessment Plan for this program should be developed this year and implemented begun in fall 2012.

MATERIALS REVIEWED

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

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Section 1: N Section 2: N 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