

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2011-12 Annual Reports
GRADUATE PROGRAMS

DEPARTMENT Anatomy & Cell Biology **DATE** 02/17/13

PROGRAM(S) COVERED IN REVIEW PhD in Anatomy & Cell Biology

COMMITTEE MEMBER(S) CONDUCTING REVIEW Roxanne Hurley & Shari Nelson

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: The posted Assessment Plan for the PhD in Anatomy & Cell Biology is dated 2005-06. Four broad program student learning goals with specific student learning objectives for each goal are written in measureable terms.

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: The Assessment Plan identifies specific educational experiences which are used to assess student learning. Direct assessment methods such as, course knowledge-based exams MCQ, written assignments, laboratory practical exams and comprehensive oral & written exams are identified. Indirect measures such as, student satisfaction surveys and oral feedback are identified. The timeline for data collection and responsible parties is also included.

3. ASSESSMENT RESULTS

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

Comments: The 2011-12 annual report states that the department has made recent changes to the program admission requirements, curriculum and courses. Faculty are currently collecting data regarding those changes and have not had the opportunity to fully evaluate the outcomes of those changes.

4. CLOSING THE LOOP

- | | | | |
|---|--------------|----------------|---------------------------|
| Were any actions taken on the basis of assessment results reported? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, do curricular or other improvements/ | | | |

changes arising from assessment results
 directly address goals for student learning? YES ☒ X ☐ NO ☐ QUALIFIED Y/N ☐

Comments: *The 2011-12 Annual Report provided the following statement which indicates changes have been made to the curriculum based on past assessment reports. "AY2011–2012 was the year in which changes in Anatomy and Cell Biology graduate program admission requirements, program/curricular requirements, and specific graduate courses were implemented. These changes were made on the basis of comprehensive departmental assessment activities that date back to 2008 and have been systematically well-documented through departmental Annual Reports. Therefore, this academic year was one in which our graduate faculty has been collecting data through direct (course exams, laboratory practical examinations, essays, oral and written presentations, comprehensive examinations, diagnostic qualifying examinations, theses, dissertations) and indirect methods (placement in quality post-doctoral teaching and research positions, surveys, questionnaires, interview, focus group, anecdotal communication) regarding those changes. We have not yet had an opportunity to fully evaluate the outcomes of the changes. Next academic year will be critical in that regard. Also, a major task for 2012–2013 will be updating our Departmental Assessment Plan so that it fully represents the implemented changes".*

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 Anatomy & Cell Biology Department indicates that it has completed changes to the curriculum and is currently working on updating the Assessment Plan. The committee recommends that this be accomplished and the results of data collected and closing the loop activities be reported in future departmental annual reports.*

MATERIALS REVIEWED

- | | |
|--|---|
| <input checked="" type="checkbox"/> Annual report | <input checked="" type="checkbox"/> Assessment plan (as posted) |
| <input type="checkbox"/> Appendices (cited in annual report) | <input checked="" type="checkbox"/> Previous assessment review |
| <input type="checkbox"/> Other (please describe) | |

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Section 1: ☒ Y Section 2: ☒ Y Section 3: ☒ NA Section 4: ☒ Y

Coding Key:

- Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected in other years)
- 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

Revision 10/11/12