UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2011-12 Annual Reports
<u>**UNDERGRADUATE PROGRAMS**</u>

DEPARTMENT___Family Medicine _____DATE__4.12-2013_____

PROGRAM(S) COVERED IN REVIEW __Athletic Training / Sports Medicine_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW__Sukhvarsh Jerath, Joan Hawthorne_____

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: Some of the goals are definitely well articulated with clear verbs (e.g. "uses prevention measures," "provides standard care"). Others however, use verbs like "understand" and "learn" which are somewhat more difficult to assess well.

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.
_____ 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:
The goals for this program do not appear to include those found in the above list. However, it would make sense that, as an undergraduate program, you might identify some areas of alignment with these goals.

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:
During the assessment committee review completed in 2010, it was noted that excellent and appropriate methods are in place but alignment with goals is not articulated. This seems to be a result of accreditation expectations, but can be confusing for other readers.

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__X__　NO____　QUALIFIED Y/N ____
- 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__X__　NO____　QUALIFIED Y/N ____

Comments:
Upon taking a very close look at the results, it was possible to see that they do link directly back to the goals. Outside readers, however would benefit from an outline or map of goals in relation to methods and results.

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:
NA

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____X___　NO____　QUALIFIED Y/N ____

Comments:
Although one curricular action was described the results generally support continuation of current practices with no major changes needed.

SUMMARY

Strengths	*Areas for Improvement*
_X___ 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.	____ 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.
_X___Direct and indirect methods are implemented.	____ A single type of assessment methods predominates.
_X___Results are reported.	____ No results are reported.
_X___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:
Providing more detailed information about the alignment among goals, methods, and results would be helpful. However, it is very good to see your efforts producing results and ensuring that findings are used.

MATERIALS REVIEWED

__X___ Annual report   __X___ Assessment plan (as posted)
_____ Appendices (cited in annual report)   __X___ Previous assessment review
__X___ Other (please describe) **Assessment update requested from the department.**

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

Revision 10/11/12