

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Academic Departments on Assessment Activities Reported in 2011-2012 Annual Reports**  
**UNDERGRADUATE PROGRAMS**

**DEPARTMENT** Pathology **DATE** 4/1/13

**PROGRAM(S) COVERED IN REVIEW** Clinical Lab Science – Bachelor of Science

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

**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: There are four learning goals, each with specific objectives, which address student learning. The goals and objectives align with the mission statement stated in the department's assessment plan. There is one Program Assessment Goal, with specific objectives, which addresses the program curriculum. Assessment methods, timeline, responsibilities, and use of results and process for documentation & decision-making are clearly outlined for each objective.*

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)  
       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”)  
  X   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: All four learning goals identified relate to the UND Essential Studies Goals: (1) Demonstrate adequate knowledge and background experience to successfully complete national certification examinations, (2) Demonstrate job entry competency, knowledge, and skills, (3) Employ quality management processes and applications, and (4) Demonstrate appropriate professional communication skills.*

**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 two direct assessment methods identified are appropriate for the student learning goals and objectives. These include (1) evaluations of student performance in lecture, laboratory, and clinical, (responsibility of the faculty delivering each course), and (2) performance evaluations (responsibility of CLS clinical education coordinator). The four indirect methods utilized, (1) student evaluations of the program, (2) clinical site evaluations of the program, (3) student surveys, and (4) one and three year post-graduation surveys, assess the program curriculum.*

### 3. ASSESSMENT RESULTS

Were any assessment results reported? YES ☒ 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 ☐
- 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:** *The assessment results reported in the Annual Report include national board scores, summative exams, written work, and performance evaluations. Results are tied to goals for student learning and areas of improvement were addressed. Non-direct methods of assessment addressing program curriculum are embedded in the results of the student learning goals.*

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:**  
*Assessment results are concise and clearly reported for all student learning goals, which all align with 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:** *The Annual Report clearly addresses assessment results and reports on changes to be made, if any.*

### 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 Assessment Plan for this program is very concise and nicely written, with results clearly addressed in the Annual Report. Indirect methods, for*

**assessing the program curriculum, are embedded in the student learning goals and are somewhat difficult to find. It would be beneficial to address these in a separate area in the Annual Report, since they are addressed separately in the Assessment Plan.**

**MATERIALS REVIEWED**

☒ Annual report  
☐ Appendices (cited in annual report)  
☐ Other (please describe)

☒ Assessment plan (as posted)  
☐ Previous assessment review

Reviewer(s):	<u>Name</u>	Shari Nelson	Roxanne Hurley
	<u>Department</u>	Student Success Center	Nursing
	<u>Phone Number</u>	777-2117	777-4525
	<u>e-mail</u>	shari.nelson@email.und.edu	roxanne.hurley@email.und.edu

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Section 1: Y    Section 2: Y    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*

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Academic Departments on Assessment Activities Reported in 2012 Annual Report**  
**GRADUATE PROGRAMS**

**DEPARTMENT** Pathology **DATE** 4/14/2013

**PROGRAM(S) COVERED IN REVIEW** Medical Laboratory Science – Master’s Program

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

### 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: There are four learning goals, each with specific objectives, which address student learning. The goals and objectives align with the mission statement stated in the department’s assessment plan. There are two program assessment goals, each with specific objectives, which address the program curriculum. Assessment methods, timeline, responsibilities, and use of results and process for documentation & decision-making are clearly outlined for each objective.*

### 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 numerous direct assessment methods identified are appropriate for the student learning goals and objectives. These include (1) evaluations of learner case studies or independent projects, (2) assessment of learner application through course evaluations, (3) final comprehensive exams, (4) research papers, (5) demonstrations of writing skills in course projects, and (6) student oral presentation evaluations. Indirect methods, including (1) student evaluations of the program, (2) assessments of student application through alumni professional responsibilities, and (3) student evaluations of each course assess the program curriculum.*

### 3. ASSESSMENT RESULTS

- |  |               |              |                        |
|--|---------------|--------------|------------------------|
| Were any assessment results reported?  | YES <u>  </u> | NO <u>  </u> | QUALIFIED Y/N <u>X</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>X</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>X</u> |
| • Were the results tied to goals for student learning?   | YES <u>  </u> | NO <u>  </u> | QUALIFIED Y/N <u>X</u> |

*Comments: Non-direct methods (i.e. course evaluations) were discussed extensively in the results section. However, the results of the direct methods identified in the assessment plan were not reported. Mention of the direct methods was limited to “Scholarly writing was reviewed during MLS 591 Directed Studies. Case studies, the comprehensive exams and the independent project. Each case was reviewed with faculty giving feedback to the student making revisions, and submitting a final case that reflected scholarly work. Oral communication of the student was reviewed during MLS 521 Seminar and during MLS 515 Capstone.” Due to the lack of direct method results reported, it was not possible to address the specific sub-questions in this area.*

**4. CLOSING THE LOOP**

Were any actions taken on the basis of assessment results reported?

YES \_\_\_\_\_ NO \_\_\_\_\_ QUALIFIED Y/N **X**

- 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: Numerous changes were made within the curriculum as a result of course evaluations (non-direct method) and directly related to student learning. As results were not addressed for direct methods, it was not possible to determine what action was taken as a result and whether any action directly addressed goals for student learning.*

**SUMMARY***Strengths**Areas for Improvement*

**X** A specific plan for assessment is in place.  
**X** Student learning goals are well-articulated.  
**X** Assessment methods are clearly described.  
**X** Assessment methods are appropriately selected.  
 \_\_\_\_\_ Assessment methods are well-implemented.  
**X** Direct and indirect methods are implemented.  
 \_\_\_\_\_ Results are reported.  
 \_\_\_\_\_ Results are tied to closing the loop.  
 (Decision-making is tied to evidence.)

\_\_\_\_\_ 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.  
**X** Assessment methods are not well-implemented.  
 \_\_\_\_\_ A single type of assessment methods predominates.  
**X** No results are reported.  
**X** Results are not clearly tied to closing the loop.  
 (Decision-making is not directly tied to evidence.)

**OVERALL SUMMARY AND RECOMMENDATIONS:** The Assessment Plan is clearly laid out and easy to read. It appears that course evaluations from the students were greatly appreciated and changes were made in the curriculum based on these. There is a nice selection of direct methods selected; however, there is a large gap in the results reported for these methods. Recommendations include: (1) report on the results of the direct assessment methods, (2) identify changes made to the curriculum, if any, due to direct assessment results, and (3) address indirect assessment methods, related to Program Curriculum Assessment, in a separate section.

**MATERIALS REVIEWED**

**X** Annual report  
 \_\_\_\_\_ Appendices (cited in annual report)  
 \_\_\_\_\_ Other (please describe)

**X** Assessment plan (as posted)  
 \_\_\_\_\_ Previous assessment review

Reviewer(s):	<u>Name</u>	Shari Nelson	Roxanne Hurley
	<u>Department</u>	Student Success Center	Nursing
	<u>Phone Number</u>	777-2117	777-4525
	<u>e-mail</u>	shari.nelson@email.und.edu	roxanne.hurley@email.und.edu

Section 1: **Y** Section 2: **Y** Section 3: **?** Section 4: **?**

**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

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Academic Departments on Assessment Activities Reported in 2011-2012 Annual Reports**  
**UNDERGRADUATE PROGRAMS**

**DEPARTMENT** Pathology **DATE** 4/1/2013

**PROGRAM(S) COVERED IN REVIEW** Clinical Lab Science - Certificate Programs

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

**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: There are three learning goals identified in this assessment plan, each with specific objectives, which address student learning. The goals and objectives align with the mission statement stated in the department's assessment plan. There is one program assessment goal, with specific objectives, which addresses the program curriculum. Assessment methods, timeline, responsibilities, and use of results and process for documentation & decision-making are clearly outlined for each objective.*

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)  
     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”)  
  X   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: All three learning goals identified relate to the UND Essential Studies Goals: (1) Apply theories of laboratory management including financial, quality, and personnel management, (2) Demonstrate skill in utilizing common software programs used in clinical laboratory management, and (3) Demonstrate effective communication skills.*

**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 three direct assessment methods identified are appropriate for the student learning goals and objectives. These include (1) assessments of learner application through course evaluations, (2) evaluations of learner, and (3) evaluations of learner in each course. The two indirect methods utilized, (1) student evaluations of the program and (2) student evaluations of each course, assess the program curriculum.*

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

DEPARTMENT Pathology DATE 3-5-13

PROGRAM(S) COVERED IN REVIEW Cytotechnology

COMMITTEE MEMBER(S) CONDUCTING REVIEW Joan Hawthorne, Sukhvarsh Jerath

**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 goals identified in the annual report do not match those in the posted plan (although both sets of goals are well-articulated). Please check the plan that's posted and update if necessary.*

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”)  
       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...”)  
  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:**

*The goals indicated above are included in the list of goals found in the annual report.*

**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:**

*A number of methods, including both direct and indirect measures, are used annually (surveys, Board scores, sensitivity scores, etc.).*

**3. ASSESSMENT RESULTS**

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

**Comments:**

*In addition to providing examples of results, the report links results back to specific goals. It's helpful, as an outside reader, to have that linkage traced since the alignment would not always be intuitively evident.*

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:**

*No results regarding the institutional and ES goals were reported.*

**4. CLOSING THE LOOP**

Were any actions taken on the basis of assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input checked="" type="checkbox"/>

**Comments:**

*The loop-closing changes described are connected to a content area (respiratory system), which seems likely to be covered in the competency goals although the linkage is not clear to an outside reader.*

**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 differences between the annual report and the assessment plan make this somewhat difficult to follow. But we are very pleased to see you collecting information and making decisions, based on that information, designed to improve learning. Please ensure that the plan is current when the next annual report is submitted.*

## MATERIALS REVIEWED

☒ Annual report  
☐ Appendices (cited in annual report)  
☐ Other (please describe)

☒ Assessment plan (as posted)  
☒ Previous assessment review

Reviewer(s):	Name	Joan Hawthorne	Sukhvarsh Jerath	
	Department	Academic Affairs	Civil Engineering	
	Phone Number	7-4684	7-3564	
	e-mail	joan.hawthorne@und.edu	sukhvarsh.jerath@engr.und.edu	

Section 1: ☒ Y ☐ N Section 2: ☒ Y ☐ N Section 3: ☒ Y ☐ N Section 4: ☐ ? ☐ NA

### 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

**3. ASSESSMENT RESULTS**

Were any assessment results reported? YES ☒ 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 ☐
- 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:** *The assessment results reported in the annual report include national certification boards, performance evaluations, and summative exams. Results were tied to goals for student learning and areas of improvement were addressed. Non-direct methods of assessment addressing program curriculum were embedded in the results of the student learning goals.*

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”)
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- ☐ 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:**  
*Assessment results are concise and clearly reported for all student learning goals, which all align with 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:** *The Annual Report clearly addresses assessment results and reports on changes to be made, if any.*

**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 Assessment Plan for this program is very concise and nicely written, with results clearly addressed in the Annual Report. Indirect methods, for assessing the program curriculum, are embedded in the student learning goals and are somewhat difficult to find. It would be beneficial to address these in a separate area in the Annual Report, since they are addressed separately in the Assessment Plan.

**MATERIALS REVIEWED**

☒ Annual report  
☐ Appendices (cited in annual report)  
☐ Other (please describe)

☒ Assessment plan (as posted)  
☐ Previous assessment review

Reviewer(s):	<u>Name</u>	Shari Nelson	Roxanne Hurley
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Section 1: ☒ Section 2: ☒ Section 3: ☒ Section 4: ☒

**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*

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

DEPARTMENT Pathology DATE 3-5-13

PROGRAM(S) COVERED IN REVIEW Cytotechnology

COMMITTEE MEMBER(S) CONDUCTING REVIEW Joan Hawthorne, Sukhvarsh Jerath

**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 goals identified in the annual report do not match those in the posted plan (although both sets of goals are well-articulated). Please check the plan that's posted and update if necessary.*

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”)  
       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...”)  
  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:**

*The goals indicated above are included in the list of goals found in the annual report.*

**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:**

*A number of methods, including both direct and indirect measures, are used annually (surveys, Board scores, sensitivity scores, etc.).*

**3. ASSESSMENT RESULTS**

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

**Comments:**

*In addition to providing examples of results, the report links results back to specific goals. It's helpful, as an outside reader, to have that linkage traced since the alignment would not always be intuitively evident.*

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:**

*No results regarding the institutional and ES goals were reported.*

**4. CLOSING THE LOOP**

Were any actions taken on the basis of assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input checked="" type="checkbox"/>

**Comments:**

*The loop-closing changes described are connected to a content area (respiratory system), which seems likely to be covered in the competency goals although the linkage is not clear to an outside reader.*

**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 differences between the annual report and the assessment plan make this somewhat difficult to follow. But we are very pleased to see you collecting information and making decisions, based on that information, designed to improve learning. Please ensure that the plan is current when the next annual report is submitted.*

## MATERIALS REVIEWED

☒ Annual report  
☐ Appendices (cited in annual report)  
☐ Other (please describe)

☒ Assessment plan (as posted)  
☒ Previous assessment review

Reviewer(s):	Name	Joan Hawthorne	Sukhvarsh Jerath	
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Section 1: ☒ Y ☐ N    Section 2: ☒ Y ☐ N    Section 3: ☒ Y ☐ N    Section 4: ☐ ? ☐ N

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