Feedback to Academic Departments on Assessment Activities Reported in <u>2011-2012</u> Annual Reports <u>UNDERGRADUATE PROGRAMS</u>

DEPARTMENT	<u>Pathology</u>		DATE	4/1/13	
PROGRAM(S) COV	ERED IN REVIEW	Clinical Lab So	cience – Bac	chelor of Science	
COMMITTEE MEM 1. STUDENT LEARN	IBER(S) CONDUCTING REING GOALS	EVIEWSh	ari Nelson	& Roxanne Hurl	<u>ey</u> _
 If so, were Do goals at Comments: There are for	goals referenced? goals well articulated? ddress student learning? our learning goals, each with spe		NO NO hich address	QUALIFIED Y/N student learning. To	—— —— The goals and
Goal, with specific object	mission statement stated in the o ctives, which addresses the progra ss for documentation & decision	am curriculum. A	ssessment m	ethods, timeline, re	
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					
2. ASSESSMENT ME	THODS				
 Were any specific assessment methods referenced? If so, were specifically chosen assessment methods appropriately aligned with individuals? 	specifically chosen assessment	YES_ X _ al YES_ X _	NO		
• Were both	direct and indirect assessment ed as components of a "multiple approach?	YES_X_		QUALIFIED Y/N	

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	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	MEG	T 7	NO	
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: The assessment results reported in the Annual F work, and performance evaluations. Results are tied to goals Non-direct methods of assessment addressing program curr goals.	s for stud	lent le	arning and	areas of improvement were addressed.
In addition to departmental goals, some assessment results may a Indicate any goals for which the department presents findings \(\textbf{X} \) 1 Communication – written or oral ("able to write a \(\textbf{X} \) 2 Thinking and reasoning – critical thinking (or "be a strict of thinking and reasoning – creative thinking (or "be a strict of thinking and reasoning – quantitative reasoning \(\textbf{X} \) 4 Thinking and reasoning – quantitative reasoning \(\textbf{X} \) 5 Information literacy ("be able to access and evaluation of the community of	s, and, for and speal e intellectore intellectore intellectore intellectore atefor sy and using learning their control of their control of the atefor the ate	r indica c in var tually ctually empiric effecti e that u g") mmuni	ated items, or rious setting curious"; and creative"; or cal dataand ve, efficient understanding ties and for	describe findings below gs with a sense of purpose/audience") halyze, synthesize, evaluate) explore, discover, engage) halyze graphical information") t, and ethical use") hg") the world") al and Essential Studies goals:
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/	125		110	Q011211 122 1/11
changes arising from assessment results				
directly address goals for student learning?	YES	_X	_ NO	_ QUALIFIED Y/N
Comments: The Annual Report clearly addresses assessmen	t results	and re	eports on ch	anges to be made, if any.
SUMMARY				
Strengths			Areas f	for Improvement
X A specific plan for assessment is in place.	N	o spac	ific plan for	assessment is in place.
X A specific plan for assessment is in placeX Student learning goals are well-articulated.				als are not well-articulated.
XAssessment methods are clearly described.				Is are not clearly described.
XAssessment methods are clearly describedXAssessment methods are appropriately selected.				s are not clearly described.
X_Assessment methods are well-implemented.				ls are not well-implemented.
XAssessment methods are wen-implementedXDirect and indirect methods are implemented.				essment methods predominates.
XBreet and indirect methods are implementedXResults are reported.				
XResults are tied to closing the loop.	No results are reported Results are not clearly tied to closing the loop.			
(Decision-making is tied to evidence.)				s 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.

MATERIAL	S REVIEWED			
	l report dices (cited in annual report) (please describe)		nt plan (as posted) assessment review	
Reviewer(s):	Name Department Phone Number e-mail	Shari Nelson Student Success Center 777-2117 shari.nelson@email.und.edu	Roxanne Hurley Nursing 777-4525 roxanne.hurley@email.und.edu	
Section 1:	Y Section 2:Y	Section 3:Y Section 4:Y	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				

Feedback to Academic Departments on Assessment Activities Reported in <u>2012</u> Annual Report <u>GRADUATE PROGRAMS</u>

DEPARTMENTPathology			DATE	4/1	14/2013
PROGRAM(S) COVERED IN REVIEWMedica	ıl Labo	<u>ratory</u>	Science –	Master's Prog	ıram
COMMITTEE MEMBER(S) CONDUCTING REV	IEW_	<u>Shari</u>	Nelson &	Roxanne Hur	ley
1. STUDENT LEARNING GOALS					
Were any goals referenced?If so, were goals well articulated?Do goals address student learning?	YES_ YES_ YES_	_X	NO NO NO	QUALIFIED Y QUALIFIED Y QUALIFIED Y	//N
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.					program assessment line, responsibilities,
2. ASSESSMENT METHODS					
Were any specific assessment methods referenced? • If so, were specifically chosen assessment methods appropriately aligned with individual	YES_	_X	NO	QUALIFIED Y	′/N
goals? • Were both direct and indirect assessment	YES_	_X	NO	QUALIFIED Y	/N
methods used as components of a "multiple measures" approach?	YES_	_X	NO	QUALIFIED Y	'/N
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? • If so, were the results clear in terms of how	YES_	N	IO	QUALIFIED Y	//NX
they specifically affirm achievement of goals? • If so, were the results clear in terms of how	YES_	N	IO	QUALIFIED Y	/N _ X
they indicate need for improvement? • Were the results tied to goals for student	YES_	N	IO	QUALIFIED Y	/N X
learning?	YES_	N	Ю	QUALIFIED Y	′/N X

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 subquestions in this area.

4. CLOSING THE LOOP

Were any acti results reporte	ons taken on the basis of assed?	essment	YES	NO	QUALIFIED Y/N	_X_
	If so, do curricular or other in changes arising from assessing directly address goals for stud-	nent results	YES	NO	QUALIFIED Y/N	_X_
directly relate	Jumerous changes were maded to student learning. As res ken as a result and whether	sults were not addr	essed for direc	ct methods,	it was not possible to	
SUMMARY						
	Strengths			Areas	for Improvement	
X A specific plan for assessment is in placeX Student learning goals are well-articulatedX Assessment methods are clearly describedX Assessment methods are appropriately selected Assessment methods are well-implementedX Direct and indirect methods are implemented Results are reported Results are tied to closing the loop. (Decision-making is tied to evidence.)			Studen: Assessi: Assessi: A singl: X No res: X_ Result: (Decisi	t learning g ment metho ment metho ment metho e type of a ults are rep s are not cl on-making	or assessment is in place to a sees are not well-articularly described are not appropriately ods are not well-implementations are not well-implementations. The content is not directly tied to expect the content to the content	nlated. ribed. ly selected. mented. dominates. e loop. evidence.)
in the curricularge gap in the direct as results, and separate sec	pears that course evaluate culum based on these. The the results reported for seessment methods, (2) id (3) address indirect assection.	here is a nice selo these methods. I lentify changes n	ection of dire Recommenda nade to the c	ect metho ations inc curriculur	ds selected; howeve lude: (1) report on n, if any, due to dire	r, there is a the results of ect assessment
	report dices (cited in annual report) (please describe)		X_ Asses		(as posted) nent review	
Reviewer(s):	Name Department Phone Number e-mail	Shari Nelson Student Success 777-2117 shari.nelson@en		Nursi 777-4		edu
Section 1:	Y Section 2:Y					
Coding Key: Y N NA ?	 yes, this is done appropr that assessment is a cyclica no, this is not done at all no information available action or progress is app 	l process, i.e., with , or it is not done in	additional kin relationship t	ds of data to student le	o be collected in other earning	years)

Feedback to Academic Departments on Assessment Activities Reported in <u>2011-2012</u> Annual Reports <u>UNDERGRADUATE PROGRAMS</u>

DEPARTMENT	<u>Pathology</u>		DATE_	4/1/2013
PROGRAM(S) COVERED IN REVIEWClinical Lab Science - Certificate Programs				
COMMITTEE MEMBI	ER(S) CONDUCTING REV	TIEWS	hari Nelsor	a & Roxanne Hurley
1. STUDENT LEARNING	G GOALS			
Do goals addre	als well articulated? ess student learning?	YES_X_ YES_X_ YES_X_	NO NO	QUALIFIED Y/N QUALIFIED Y/N QUALIFIED Y/N a specific objectives, which address
student learning. The goals There is one program asses	and objectives align with the magnetic and specific object	ission statemen ives, which add	t stated in th resses the pro	e department's assessment plan. ogram curriculum. Assessment decision-making are clearly outlined
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. X1 Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience") X2 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) X4 Thinking and reasoning – quantitative reasoning ("apply empirical dataanalyze graphical information") X5 Information literacy ("be able to access and evaluatefor 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 METH	ODS			
	nt methods referenced? cifically chosen assessment opriately aligned with individual	YES_X_	NO	QUALIFIED Y/N
goals? • Were both dire	ect and indirect assessment as components of a "multiple			QUALIFIED Y/N

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.

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

DEPARTMENTPathology	DATE <i>3-5-13</i>			
PROGRAM(S) COVERED IN REVIEWCytote	echnology			
COMMITTEE MEMBER(S) CONDUCTING REVIEWJoan Hawthorne, Sukhvarsh Jerath				
1. STUDENT LEARNING GOALS				
Were any goals referenced?If so, were goals well articulated?Do goals address student learning?	YES_X_ NO QUALIFIED Y/N YES_X_ NO QUALIFIED Y/N YES_X_ NO QUALIFIED Y/N			
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. X1 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 dataanalyze graphical information") 5 Information literacy ("be able to access and evaluatefor 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 indicated above are included in the list of goals found in the annual report.				
2. ASSESSMENT METHODS				
Were any specific assessment methods referenced? • If so, were specifically chosen assessment	YES_X_ NO QUALIFIED Y/N			
methods appropriately aligned with individual goals?Were both direct and indirect assessment	YES_X NO QUALIFIED Y/N			
methods used as components of a "multiple measures" approach?	YES_X NO QUALIFIED Y/N			

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? • If so, were the results clear in terms of how	YES_X_	NO	QUALIFIED Y/N
they specifically affirm achievement of goals?If so, were the results clear in terms of how	YES_X_	NO	QUALIFIED Y/N
they indicate need for improvement? • Were the results tied to goals for student	YES_X_	NO	QUALIFIED Y/N
learning?	YES_X_	NO	QUALIFIED Y/N
Comments: In addition to providing examples of results, the report links to have that linkage traced since the alignment would not al			
In addition to departmental goals, some assessment results ma Indicate any goals for which the department presents findings	s, and, for indice and speak in value intellectually be intellectually "apply empiricatefor effect by and use that g learning")	cated items, orious setting curious"; an or creative"; ead dataan cive, efficien understanding	describe findings below gs with a sense of purpose/audience") halyze, synthesize, evaluate) explore, discover, engage) halyze graphical information") ht, and ethical use") hg")
Comments regarding results and the application of results to	o departmenta	l, institution	nal and Essential Studies goals:
No results regarding the institutional and ES goals were rep	orted.		
4. CLOSING THE LOOP			
Were any actions taken on the basis of assessment results reported? • If so, do curricular or other improvements/	YESX_	NO	_ QUALIFIED Y/N
changes arising from assessment results directly address goals for student learning?	YES	NO	QUALIFIED Y/NX
Comments: The loop-closing changes described are connected to a contain the competency goals although the linkage is not clear to			m), which seems likely to be covered
SUMMARY			
Strengths		Areas j	for Improvement
A specific plan for assessment is in placeX_Student learning goals are well-articulated Assessment methods are clearly described.	Student	t learning go ment method	r assessment is in place. pals are not well-articulated. ds are not clearly described.
Assessment methods are appropriately selectedAssessment methods are well-implementedXDirect and indirect methods are implemented.	Assessi	ment method	ds are not appropriately selected. ds are not well-implemented. sessment methods predominates.
XResults are reported.		No results	are reported.
_X_Results are tied to closing the loop. (Decision-making is tied to evidence.)			arly tied to closing the loop. s 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.

MATERIAL	S REVIEWED			
	ual report dices (cited in annual report) (please describe)		Assessment plan (as posted) Previous assessment review	
Reviewer(s):	Name Department Phone Number e-mail	7-4684	Civil Engineering_	du
Section 1:	Y Section 2: _Y	Section 3: _Y Section	on 4:?	
Coding Key: Y N NA ?	that assessment is a cyclical = no, this is not done at all, = no information reported	process, i.e., with additional or it is not done in relations	ind the kind of program(s) revie I kinds of data to be collected in thip to student learning acking that this is completely a	n other years)

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: The assessment results reported in the annual revaluations, and summative exams. Results were tied to goa addressed. Non-direct methods of assessment addressing prelearning goals.	ls for student l	learning and	d areas of improvement were
In addition to departmental goals, some assessment results may also any goals for which the department presents findings \(\boldsymbol{X} \) 1 Communication – written or oral ("able to write a \(\boldsymbol{X} \) 2 Thinking and reasoning – critical thinking (or "boldsymbol{X} \) 4 Thinking and reasoning – quantitative reasoning \(\boldsymbol{X} \) 4 Thinking and reasoning – quantitative reasoning \(\boldsymbol{X} \) 5 Information literacy ("be able to access and evaluation of biversity ("demonstrate understanding of diversity 1. Lifelong learning ("commit themselves to lifelong 8. Service/citizenship ("share responsibility both for	s, and, for indicand speak in value intellectually e intellectually ("apply empiricatefor effecty and use that g learning")	eated items, arious setting curious"; and creative"; eacal dataand tive, efficiend understanding	describe findings below gs with a sense of purpose/audience") nalyze, synthesize, evaluate) explore, discover, engage) nalyze graphical information") nt, and ethical use") ng")
Comments regarding results and the application of results to Assessment results are concise and clearly reported for all se goals.			
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?	YESX_	NO	_ QUALIFIED Y/N
Comments: The Annual Report clearly addresses assessmen	t results and r	eports on cl	hanges to be made, if any.
SUMMARY			
Strengths		Areas j	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. _X_ Assessment methods are well-implemented. _X_ Direct and indirect methods are implemented. _X_ Results are reported. _X_ Results are tied to closing the loop. (Decision-making is tied to evidence.) 	Student Assessi Assessi Assessi A singl No resu Results	t learning go ment method ment method ment method e type of ass alts are report are not clear	r assessment is in place. oals are not well-articulated. ds are not clearly described. ds are not appropriately selected. ds are not well-implemented. sessment methods predominates. rted. arly tied to closing the loop. 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.

X Annual re Appendice Other (ple	es (cited in annual report)		nt plan (as posted) assessment review
Reviewer(s):	Name Department Phone Number e-mail	Shari Nelson Student Success Center 777-2117 shari.nelson@email.und.edu	Roxanne Hurley Nursing 777-4525 roxanne.hurley@email.und.edu

Section 1: __Y__ Section 2: __Y__ Section 3: __Y__ Section 4: __Y__

Coding Key:

MATERIALS REVIEWED

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

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

DEPARTMENTPathology	DATE <i>3-5-13</i>			
PROGRAM(S) COVERED IN REVIEWCytote	echnology			
COMMITTEE MEMBER(S) CONDUCTING REVIEWJoan Hawthorne, Sukhvarsh Jerath				
1. STUDENT LEARNING GOALS				
Were any goals referenced?If so, were goals well articulated?Do goals address student learning?	YES_X_ NO QUALIFIED Y/N YES_X_ NO QUALIFIED Y/N YES_X_ NO QUALIFIED Y/N			
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. X1 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 dataanalyze graphical information") 5 Information literacy ("be able to access and evaluatefor 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 indicated above are included in the list of goals found in the annual report.				
2. ASSESSMENT METHODS				
Were any specific assessment methods referenced? • If so, were specifically chosen assessment	YES_X_ NO QUALIFIED Y/N			
methods appropriately aligned with individual goals?Were both direct and indirect assessment	YES_X NO QUALIFIED Y/N			
methods used as components of a "multiple measures" approach?	YES_X NO QUALIFIED Y/N			

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? • If so, were the results clear in terms of how	YES_X_	NO	QUALIFIED Y/N	
they specifically affirm achievement of goals?If so, were the results clear in terms of how	YES_X_	NO	QUALIFIED Y/N	
they indicate need for improvement? • Were the results tied to goals for student	YES_X_	NO	QUALIFIED Y/N	
learning?	YES_X_	NO	QUALIFIED Y/N	
Comments: In addition to providing examples of results, the report links to have that linkage traced since the alignment would not al				
In addition to departmental goals, some assessment results ma Indicate any goals for which the department presents findings	and, for indice and speak in value intellectually e intellectually "apply empiricatefor effect y and use that g learning")	cated items, orious setting curious"; an or creative"; e cal dataan cive, efficien understanding	describe findings below ss with a sense of purpose/audience") alyze, synthesize, evaluate) explore, discover, engage) alyze graphical information") t, and ethical use") ng")	
Comments regarding results and the application of results to	o departmenta	l, institution	al and Essential Studies goals:	
No results regarding the institutional and ES goals were rep	orted.			
4. CLOSING THE LOOP				
Were any actions taken on the basis of assessment results reported? • If so, do curricular or other improvements/	YESX_	NO	_ QUALIFIED Y/N	
changes arising from assessment results directly address goals for student learning?	YES	NO	QUALIFIED Y/NX	
Comments: The loop-closing changes described are connected to a contain the competency goals although the linkage is not clear to			m), which seems likely to be covered	
SUMMARY				
Strengths		Areas f	for Improvement	
A specific plan for assessment is in placeX_Student learning goals are well-articulated Assessment methods are clearly described.	No specific plan for assessment is in place. Student learning goals are not well-articulated. Assessment methods are not clearly described.			
Assessment methods are appropriately selectedAssessment methods are well-implementedXDirect and indirect methods are implemented.	Assessment methods are not appropriately selected. Assessment methods are not well-implemented. A single type of assessment methods predominates			
XResults are reported.	A single type of assessment methods predominates No results are reported.			
_X_Results are tied to closing the loop. (Decision-making is tied to evidence.)	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.

MATERIAL	S REVIEWED			
	ual report dices (cited in annual report) (please describe)		_ Assessment plan (as posted) _ Previous assessment review	
Reviewer(s):	Name Department Phone Number e-mail	7-4684	Civil Engineering_	
Section 1:	Y Section 2: _Y	Section 3: _Y Section	on 4:?	
Coding Key: Y N NA ?	that assessment is a cyclical = no, this is not done at all, = no information reported	process, i.e., with additional or it is not done in relations	nind the kind of program(s) reviewed and recognizing the kinds of data to be collected in other years) ship to student learning lacking that this is completely and appropriately do	