

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Academic Departments on Assessment Activities Reported in \_2012-2013 Annual Report**  
**UNDERGRADUATE PROGRAMS**

**DEPARTMENT** Geography **DATE** May 5, 2014

**PROGRAM(S) COVERED IN REVIEW** B.S. Degree in Geography

**COMMITTEE MEMBER(S) CONDUCTING REVIEW** Sukhvarsh Jerath and Kenneth G. Ruit

**1. STUDENT LEARNING GOALS**

- |                                       |              |    |                        |
|---------------------------------------|--------------|----|------------------------|
| • Were any goals referenced?          | YES <u>X</u> | NO | QUALIFIED Y/N          |
| • If so, were goals well articulated? | YES          | NO | QUALIFIED Y/N <u>X</u> |
| • Do goals address student learning?  | YES <u>X</u> | NO | QUALIFIED Y/N          |

*Comments: In the 2012-2013 report no goals are mentioned. Instead the emphasis is placed on the mission and the performance of the unit. Six goals are given in the "Assessment plan effective May 2013," though these are not mentioned as goals.*

In addition to the program 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 program goals.

- |               |   |  |
|---------------|---|--|
| <u>      </u> | 1 | Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”) |
| <u>  X  </u>  | 2 | Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)       |
| <u>      </u> | 3 | Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)          |
| <u>  X  </u>  | 4 | Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)         |
| <u>      </u> | 5 | Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)              |
| <u>  X  </u>  | 6 | Diversity (“demonstrate understanding of diversity and use that understanding...”)                               |
| <u>      </u> | 7 | Lifelong learning (“commit themselves to lifelong learning”)   |
| <u>  X  </u>  | 8 | Service/citizenship (“share responsibility both for their communities and for the world”)                        |

*Comments regarding program goals and alignment with institutional and Essential Studies goals: Some of the Institutional and Essential Studies goals are similar to the departmental goals as shown marked above. The essential studies goals are embedded in some of the B.S. degree program goals. No goals are mentioned in the 2012-2013 annual report.*

**2. ASSESSMENT METHODS**

- |  |              |             |                        |
|--|--------------|-------------|------------------------|
| Were any specific assessment methods referenced?   | YES <u>X</u> | NO          | QUALIFIED Y/N          |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals?        | YES          | NO <u>X</u> | QUALIFIED Y/N          |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES          | NO          | QUALIFIED Y/N <u>X</u> |

*Comments: Direct assessment was done by assessing the progress of the students through the courses by analyzing their scores in a number of courses. An Alignment Matrix Table is given in the Assessment Plan effective May 2013 to show in which courses particular goals are introduced, reinforced, or assessed. There was a mention of Indirect Assessment by taking a survey of Geography majors in the Geog. 454 Capstone course to know their achievements in the stated departmental goals. No indirect assessment results were reported.*

**3. ASSESSMENT RESULTS**

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

- If so, were the results clear in terms of how they indicate need for improvement? YES\_\_ NO\_\_ QUALIFIED Y/N \_\_X\_\_
- Were the results tied to goals for student learning? YES\_\_ NO\_\_ QUALIFIED Y/N \_\_X\_\_

**Comments:** *Assessment results were reported in terms of pre-test and post-test results. The same questions were given in both the tests and related to the material taught in the course. The questions did not relate to the general program goals. It is mentioned in the 2012-2013 report that "Assessing our undergraduate program as a whole," is a priority for the department but no results are posted.*

In addition to program goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the program 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 program, institutional, and Essential Studies goals:** *No assessment results pertaining to the Essential Studies Goals were posted.*

#### 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\_\_X\_\_ QUALIFIED Y/N \_\_

**Comments:** *In some courses there was a mention of remedial measures based on the difference between pretest and post-test results. Students’ performance was judged in various classes from the overall scores, project scores, etc.*

#### 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:

In the 2012-2013 Annual report no goals are mentioned. These are defined in the Assessment Plan for the BS degree though they are not mentioned as goals there. Assessment is primarily based on the direct method of pre-test and post-test scores of various courses. These scores test the understanding of the material in the syllabus. The department now has Geog. 454: Conservation of Resources as a Capstone course that is supposed to help to assess their program goals by taking a survey of the Geography majors. It is recommended to define the goals in the Annual Report.

## MATERIALS REVIEWED

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

☒ Assessment plan (as posted)  
☒ Previous assessment review

Reviewer(s):	Name	Sukhvarsh Jerath	Kenneth G. Ruit
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Section 1: ☒ Y ☐ N    Section 2: ☐ Q ☐ N    Section 3: ☐ Q ☐ N    Section 4: ☐ NA ☐ N

### 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 and analyzed in other years)
- Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information reported and it's unclear whether it was done

*Revision 9/25/13*

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Academic Departments on Assessment Activities Reported in 2012-2013 Annual Reports**  
**GRADUATE PROGRAMS**

**DEPARTMENT** Geography **DATE** May 6, 2014

**PROGRAM(S) COVERED IN REVIEW** M.A. and M.S. Degrees in Geography

**COMMITTEE MEMBER(S) CONDUCTING REVIEW** Sukhvarsh Jerath and Kenneth G. Ruit

**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>  </u> | NO <u>  </u> | QUALIFIED Y/N <u>X</u>  |
| • Do goals address student learning?  | YES <u>X</u>  | NO <u>  </u> | QUALIFIED Y/N <u>  </u> |

*Comments: The Geography department offers two graduate degrees, Master of Arts (M.A.) and Master of Science (M.S.). The Department's Annual Report 2013-2013 does not include Graduate degrees information. The Department's Assessment Plans for M.A. and M.S. Degrees (Effective May 2013) include four student learning goals. The plans are same verbatim except M.A. degree is given in Human Geography and M.S. Degree is given in Physical Geography. The four required courses are the same for the two degrees.*

**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>  </u> | NO <u>  </u> | QUALIFIED Y/N <u>X</u>  |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <u>  </u> | NO <u>  </u> | QUALIFIED Y/N <u>X</u>  |

*Comments: Direct assessment is done by analyzing students' exam scores, project reports, and lab exercises. Different courses are designated to assess different goals. An Alignment Matrix Table is given showing what goals will be assessed through different courses. There is a mention of Indirect Assessment by tracking M.A. and M.S. graduates in terms of job placement and Graduate School acceptance. No results are reported.*

**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: Their assessment plan is new (Effective May 2013) and the Geography Department did not have a chance to do program assessment yet. In the private communication it is mentioned that the Department presented the Graduate Program Review to the UND Graduate Committee assessment based on the old plan and it passed through the Graduate Committee with ease. No results are reported regarding that.*

**4. CLOSING THE LOOP**

- |   |               |             |                         |
|---|---------------|-------------|-------------------------|
| Were any actions taken on the basis of assessment results reported? | YES <u>  </u> | NO <u>X</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\_\_\_\_\_ NO\_\_\_\_ QUALIFIED Y/N \_\_\_\_\_

*Comments: No results were reported yet.*

## 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 Annual Report 2012-2013 does not address the assessment of M.A. and M.S. Graduate programs in Geography. The Department has an Assessment plan in place (Effective May 2013) for both the M.A. and M.S. programs but it has not been yet implemented. We look forward to seeing the results once the assessment is complete. The assessment plans for the both the M.A. and M.S. degrees are same verbatim. If the programs are different, may be the Department can differentiate between their assessment.**

## MATERIALS REVIEWED

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

Reviewer(s):	Name	Sukhvarsh Jerath	Kenneth G. Ruit
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Section 1: \_Y\_\_\_\_\_ Section 2: \_\_Q\_\_\_\_ Section 3: \_NA\_\_\_\_\_ Section 4: \_N\_\_\_\_\_

### 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)  
 Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done  
 N = no, this is not done at all, or it is not done in relationship to student learning  
 NA = no information available and it's unclear whether it was done

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Academic Departments on Assessment Activities Reported in 2012-2013 Annual Reports**  
**GRADUATE PROGRAMS**

**DEPARTMENT** Geographic Information Sciences (GISc) **DATE** May 6, 2014

**PROGRAM(S) COVERED IN REVIEW** Geographic Information Sciences (GISc) Certificate Program

**COMMITTEE MEMBER(S) CONDUCTING REVIEW** Sukhvarsh Jerath and Kenneth G. Ruit

**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>  </u> | NO <u>  </u> | QUALIFIED Y/N <u>X</u>  |
| • Do goals address student learning?  | YES <u>X</u>  | NO <u>  </u> | QUALIFIED Y/N <u>  </u> |

*Comments: Department of Geography Assessment Plan for GISc Certificate lists four student learning goals.*

**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>  </u> | NO <u>  </u> | QUALIFIED Y/N <u>X</u>  |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES <u>  </u> | NO <u>  </u> | QUALIFIED Y/N <u>X</u>  |

*Comments: Direct assessment is done by analyzing student’s exam scores, project reports, and lab exercises. Different courses are designated to assess different goal. An Alignment Matrix Table is given showing what goals will be assessed through different courses. There is a mention of Indirect Assessment by conducting exit surveys of students completing the GISc Certificate Program in which they will reflect on how well they have met the learning goals. No results are reported.*

**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: No assessment results are reported. Their Assessment plan is new (May 2013 )and the Geography Department did not have a chance to do program assessment yet.*

**4. CLOSING THE LOOP**

- |  |               |              |                         |
|--|---------------|--------------|-------------------------|
| Were any actions taken on the basis of assessment results reported?  | YES <u>  </u> | NO <u>X</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 <u>  </u> | NO <u>  </u> | QUALIFIED Y/N <u>  </u> |

*Comments: No results were reported yet.*

## 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 annual Report 2012-2013 does not address the assessment of GISc Certificate Program in Geography. The Department has an assessment plan in place (Effective May 2013) for the GISc Certificate program, but it has not been yet implemented. We look forward to seeing the results once the assessment is complete. There is a mention of challenges in the 2012-2013 Annual Report pertaining to the growing online GISc Certificate Program because of more students taking the GISc classes than expected. There is also growing on campus demand of GISc courses too. The Department is trying to get a new tenure track position in Geography to cover these GISc demands.**

## MATERIALS REVIEWED

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

Reviewer(s):	Name	Sukhvarsh Jerath	Kenneth G. Ruit
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Section 1: ☒ Y    Section 2: ☐ Q    Section 3: ☐ NA    Section 4: ☐ N

### 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)
- Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done
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Revision 9/25/13