

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

DEPARTMENT Pathology, **DATE** 2/25/13

PROGRAM(S) COVERED IN REVIEW Certificate in Histology

COMMITTEE MEMBER(S) CONDUCTING REVIEW Mary K. Askim-Lovseth, Deborah Worley

1. STUDENT LEARNING GOALS

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|---------------------------------------|--------------|---------------|--------------------------|
| • 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 Department of Pathology has an Assessment Plan that encompasses all of its undergraduate majors, graduate programs, and certificates. The Certificate in Histology is one of two certificates offered by the Department. The most recent Assessment Plan that is posted on the University website is dated 2005-06. The Department is currently updating the goals and objectives of the program (Dr. Ruth Paur, phone conversation, 2/26/13).

When referencing the Assessment Plan and the Annual Report, it was evident that changes have been made regarding student learning goals and objectives. Comments relate to those noted in the annual report as they are the most recent. There are three student learning goals with each having respective objectives. All objectives represent distinct outcomes with the exception of two that would be difficult to measure, Objectives 3.2 and 3.3. Both relate to value statements. A suggestion for improvement, for example, would be to change Objective 3.3, "Value punctuality and patient confidentiality" to "Exhibit punctuality and patient confidentiality."

Program goals are also included that specifically relate to faculty and the assessment process.

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)
- 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:

Specific student learning objectives that relate to UND's Institutional and Essential Studies goals include—
Objective 3.1, Practice good interpersonal communication skills with peers, laboratory personnel, and faculty. (Goal 1)
Objective 2.2, Evaluate discrepancies/problems that can affect procedures and results and take appropriate action. (Goal 2)
Objective 3.2, Value continuing education for maintenance of on-going competency. (Goal 7)

2. ASSESSMENT METHODS

- Were any specific assessment methods referenced? YES X NO QUALIFIED Y/N
- If so, were specifically chosen assessment methods appropriately aligned with individual

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|--|----------|--------|--------------------|
| goals? | YES__X__ | NO____ | QUALIFIED Y/N ____ |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES__X__ | NO____ | QUALIFIED Y/N ____ |

Comments:

Direct and indirect measures were listed in the Annual Report. They included “clinical competency assessment (i.e., slides), graduate and employer surveys, Board of Certification results and input from the Program Advisory Committee.” There were no comments regarding the specifics of each but it was noted how they aligned with student learning goals and objectives. Students and the clinical sites also provide feedback on the entire program.

The Assessment Plan referenced generic terms, “evaluation of student performance” and “performance evaluations.” There were no additional notations regarding what these entailed.

3. ASSESSMENT RESULTS

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|--|----------|--------|---------------------|
| 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____ | NO____ | QUALIFIED Y/N __X__ |
| • 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:

The program had an 80 percent pass rate on the last national certification exam, but the prior (Dr. Ruth Paur, phone conversation, 2/26/13) UND pass rate was 100 percent. For the four that recently passed, their mean score was 681 compared to the national mean of 481. Though the results of the exam are segmented by area of knowledge, no data were reported for specific competencies.

No specific data were reported for the slides used to evaluate clinical competency, though it was noted that students have been progressing in their skills each semester. Data were collected regarding “safety, specimen processing, embedding, microtomy, staining, accessing, instrumentation, etc.” but again, no specific data were noted. The clinical sites also assessed team skills, intergroup communication, quality control, and the attitudes of the students but no performance markers were indicated.

Survey data confirmed the program met the entry level expectations of the graduate and the employer.

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:

Other than the aggregate information on the passage rate of the national certification exam, there were no results reported that would enable one to directly link to these goals.

4. CLOSING THE LOOP

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

YES _____ NO X 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:

Continuous feedback is provided to students on their slide submissions, but nothing is noted where improvements need to be made in instruction. The program is always under review.

SUMMARY

Strengths

Areas for Improvement

- _____ A specific plan for assessment is in place.
- X Student learning goals are well-articulated.
- _____ Assessment methods are clearly described.
- _____ 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.
- X 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 Department is currently working on revising the Assessment Plan for Certificate in Histology. It is evident that the goals and objectives have been reworked and have better categorization. We suggest better delineation of the assessment measures regarding each objective and what the specific expectations would be (e.g., rubrics used to assess skill competencies of demonstrating safety, quality assurance techniques, processing of specimens, etc.).

MATERIALS REVIEWED

- X Annual report
- _____ Appendices (cited in annual report)
- X Other (please describe)
- (Phone conversation with Dr. Ruth Paur, Department of Pathology, 2/26/13)
- X Assessment plan (as posted)
- X Previous assessment review

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Section 1: Y Section 2: Y Section 3: ? 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