

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

**DEPARTMENT** Physical Education, Exercise Science, and Wellness **DATE** 04/20/2013

**PROGRAM(S) COVERED IN REVIEW** MS Kinesiology

**COMMITTEE MEMBER(S) CONDUCTING REVIEW** Wayne Barkhouse, Krista Lynn Minnotte, and Ken 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>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 current Assessment Plan is from 2005-2006. It lists five student learning goals, four of which are detailed and well described. The fifth goal is vague and is reported to be something that the department has not yet addressed.

**2. ASSESSMENT METHODS**

- |  |               |              |                        |
|--|---------------|--------------|------------------------|
| Were any specific assessment methods referenced?   | YES <u>  </u> | NO <u>  </u> | QUALIFIED Y/N <u>X</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:**

The Assessment Plan lists both direct and indirect methods for assessing goal # 3. Assessment methods for the remaining student learning goals are not specified.

**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>X</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>X</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>X</u>  |

**Comments:**

The department Annual Report states that data were collected for three required courses. Details of what were collected and how they are connected with student learning goals is not clear. The report indicates that students are doing better this year than last, but no clear link is established between assessment results and those specific goals that are listed.

**4. CLOSING THE LOOP**

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

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

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?

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

**Comments:**

The department has changed their assessment of new students in order to cull those that are not academically ready for graduate study. The department is planning to design an assessment plan that is specifically connected to student learning goals.

**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.  
 \_\_\_\_\_ 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.  
☒ 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 for the MS Kinesiology program is in a state of flux as stated in the department Annual Report. We encourage the department to continue their efforts to strengthen their assessment plans, and link clearly-defined student learning goals with appropriate assessment methods and techniques.

**MATERIALS REVIEWED**

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

☒ X Assessment plan (as posted)  
☒ X Previous assessment review

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Section 1: ☒ Y \_\_\_\_\_ 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 available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done