

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

**DEPARTMENT** Family/Community Medicine **DATE** 3-12-13

**PROGRAM(S) COVERED IN REVIEW** Physician Assistant

**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 in the posted assessment plan are program goals that do not address student learning, but a plan is pasted into the annual report that contains four student learning goals and a number of objectives for each. These are very clearly articulated as learning outcomes.*

**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:**

*Again, the plan and the report do not match. But the annual report has a complete assessment plan pasted in which shows alignment of methods with goals and objectives.*

**3. ASSESSMENT RESULTS**

- |  |               |              |                         |
|--|---------------|--------------|-------------------------|
| Were any assessment results reported?  | YES <u>X</u>  | NO <u>  </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>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>  </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:**

*The report shows results aligned with goals, but it is very difficult to understand that alignment and see how the results speak to the goals. In addition, it appears that some of the results may be means for course grades and, thus, may not apply specifically to the individual goals and objectives with which they are identified (course grades often take into account factors like how well individual students followed assignment instructions or completed assignments on time; they also usually relate to more than a single learning outcome or objective). Without more information about how results were collected and how they speak to learning outcomes, it is difficult to interpret the results provided.*

**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 ☒ X ☐ NO ☐ QUALIFIED Y/N ☐

**Comments:**

*The loop-closing plans are shown in relationship to the specific goals they are intended to address. Some are concrete (e.g., adding case studies and small group exercises), while others are more general (e.g., updating and reinforcing “the importance of MD/PA team development...”).*

**SUMMARY**

**Strengths**

**Areas for Improvement**

- ☐ 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.)

- ☐ 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:**

*Please review the posted plan for the PA program assessment. If the plan in the annual report replaces the posted plan, we should get that change made on the assessment plan website.*

*The results section is somewhat confusing to read. If some of these results are basically course grades, it would be worth considering strategies for unpacking those grades to provide information that more clearly speaks to aggregate learning for each goal and objective. However, the report shows the results in relation to goals, so it may be that you have additional information that we did not see within the annual report.*

**MATERIALS REVIEWED**

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

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

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Section 1: ☒ Y Section 2: ☒ Y Section 3: ☐ ? 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 available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done