

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Academic Departments on Assessment Activities Reported in \_\_2011-2012\_\_ Annual Reports**  
**UNDERGRADUATE PROGRAMS**

**DEPARTMENT** \_\_ Physical Education, Exercise Science, and Wellness **DATE** 03/26/2013

**PROGRAM(S) COVERED IN REVIEW** \_\_ Basic Instruction Program, Core Courses, and Teacher Education Track

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

**Comments:**

The on-line version of the Assessment Plan has not been updated since the 2004-2005 academic year, although the Annual Report refers to a new assessment plan that is currently being updated. Three student learning goals, with sub-objectives, are given in the Assessment Plan. Goal # 1 is for students to learn the material in the core courses, with assessment conducted via a comprehensive exam. Goal # 2 is to apply the knowledge gained from courses to problems associated with human physical activities. This goal is assessed by passing an exam, producing an effective training program, and constructing a plan for people with disabilities. Goal # 3 is for students to “demonstrate a genuine commitment to engage in regular, healthy physical activities.” Assessment is conducted by students reporting whether or not they are engaged in regular physical activities. The student learning goal #3 is a bit vague, making it difficult to properly assess.

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”)
- \_\_\_\_\_ 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)
- X   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 departmental goals and alignment of departmental goals with institutional and Essential Studies goals:**

The available assessment plan addresses a couple of the essential studies goals. The department’s assessment of student learning goal’s 1 and 2 address in part Essential Studies goal 1, while the department’s goals 2 and 3 are associated with Essential Studies goal 4. A specific relationship between the department’s goals and those of the University and Essential Studies is not clearly established. Additional connections may be addressed once the updated version of the assessment plan is available.

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

measures” approach?

**Comments:**

Undergraduate students were assessed in three major units; 1) the Basic Instruction Program (BIP), 2) the core courses in the PXW major, and 3) those students enrolled in the Teacher Education track (PETE). For BIP students, indirect assessment was conducted via a questionnaire/survey. The core course students were assessed using different assessment methods, although no specific details of these methods are given. For students in the Teacher Education track, both direct and indirect methods were used to assess individuals several times during the year. These methods include assignments, field teaching experience, and summarizes of student progress by faculty.

### 3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <u><b>X</b></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>      </u>	QUALIFIED Y/N <u><b>X</b></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><b>X</b></u>
• Were the results tied to goals for student learning?	YES <u>      </u>	NO <u>      </u>	QUALIFIED Y/N <u><b>X</b></u>

**Comments:**

Assessment results were reported in regards to the BIP, core courses, and PETE. This year 61% of students in the BIP responded to a questionnaire as compared to only 11% last year. Of those students that filled out the questionnaire, 85% indicated that they would likely engage in future physical activity once the BIP was completed. For students taking the core courses, “student learning on single major learning outcomes remain very positive.” No details regarding specific outcomes were given. In regards to on-line core courses (two at present), assessment shows that there are two main groups of students; those that are doing very well, and those that are at high risk of not passing the course. For the PETE students, both direct and indirect assessment shows students need more help customizing their learning plans given the experience of the students that they will be teaching. Also, students need further instruction on how to properly assess their own students.

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:**

Without specific information regarding assessment results, it is difficult to see how they are related to assessment goals.

### 4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <u><b>X</b></u>	NO <u>      </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><b>X</b></u>

**Comments:**

Faculty effort to increase the questionnaire responsive rate of BIP students has resulted in an increase from 11% to 61% from last year. The department is using direct and indirect assessment methods to gauge PETE student learning outcomes for the 11 key learning goals outlined in the updated assessment plan, although these 11 goals are not outlined in the available assessment plan. The department is considering a more detailed analysis of assessment results and practices to gain additional insight into the differences in student learning between, for example, major versus non-major students, and on-line students versus students taking traditional face-to-face courses.

## 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 department is in the process of updating their assessment plan and is considering ways to improve overall assessment. Since the updated assessment plan is not posted, there is no clear connection between the results of the assessment and specific goals in the assessment plan. Having the updated assessment plan available, with specific assessment methods tied to determining whether specific assessment goals are being achieved, will greatly improve the strength of the department in terms of their assessment procedures.

## 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: ☐ ? ☐ ? 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 reported
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done