

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>X</u>	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 <u>X</u> ____
• If so, were the results clear in terms of how they indicate need for improvement?	YES ____	NO ____	QUALIFIED Y/N <u>X</u> ____
• Were the results tied to goals for student learning?	YES ____	NO ____	QUALIFIED Y/N <u>X</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>X</u>	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 <u>X</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

Reviewer(s):	Name	Wayne Barkhouse	Krista Lynn Minnotte	Ken Ruit
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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

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)
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