UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in _2011-2012__ Annual Reports
<u>**UNDERGRADUATE PROGRAMS**</u>

DEPARTMENT_Teaching and Learning_____DATE_02/27/2013_____

PROGRAM(S) COVERED IN REVIEW _Early Childhood Education, Elementary Education, Secondary Education_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW_Krista Lynn Minnotte, Ken Ruit, and Wayne Barkhouse_____

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES_X_   NO____   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES_X__   NO____   QUALIFIED Y/N ___
- Do goals address student learning?   YES_X__   NO____   QUALIFIED Y/N ___

Comments: The Teaching and Learning Department defines its goals in terms of knowledge, skills, and dispositions they seek to have their students acquire. Goals range from students becoming reflective thinkers to students being able to apply their skills to implement effective lesson plans. The goals are generally well articulated and do address student learning.

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)
__X____ 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")
__X____ 6 Diversity ("demonstrate understanding of diversity and use that understanding…")
__X____ 7 Lifelong learning ("commit themselves to lifelong learning")
__X____ 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 most direct connections to larger UND goals come in the form of students becoming effective communicators and reflective thinkers. The institutional goal of lifelong learning is reflected in the Teaching and Learning Department aiming to have students "possess a stance towards ongoing learning which continually advances their professional knowledge, skills, and dispositions." The institutional goal of service/citizenship is reflected in the desire to have graduates of their program serve as advocates for students. The goal of diversity is reflected in the goal of the student selecting content to encourage diverse perspectives.

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 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: Each goal has specific critical tasks associated with it. Assessment data are collected regarding critical tasks by use of rubrics, with faculty members assessing the extent to which students do not meet expectations, meet expectations, or exceed expectations with regards to the critical task. There did not appear to be any indirect methods of assessment

mentioned in the assessment plan, but a few indirect assessment results are reported in the assessment results section. It would be helpful to describe the indirect methods used to help the outside reader more fully understand the results.

3. ASSESSMENT RESULTS

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: Very few specific results were reported. The results are not reported in a manner in which non-department members can easily connect the findings back to student goals. In other words, it is difficult for the outside reader to see how results are tied back to the specific student-learning goals. A number of indirect assessment results are reported, however, the methods by which they were collected are not described. The results are reported in a manner that emphasizes areas for improvement, but it is difficult to see how these areas for improvement directly connect back to assessment results.

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: Results are discussed in a way that makes it difficult to connect them back to specific goals.

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 Teaching and Learning Department appears to have mechanisms in place to use assessment results to improve their program. They have a strong focus on continually adjusting their programs to enhance outcomes. However, it is often difficult to see how the proposed changes connect directly back to assessment results.

SUMMARY

Strengths	*Areas for Improvement*
_X__ A specific plan for assessment is in place.	____ No specific plan for assessment is in place.
_X__Student learning goals are well-articulated.	____ Student learning goals are not well-articulated.
____Assessment methods are clearly described.	____ Assessment methods are not clearly described.
____Assessment methods are appropriately selected.	____ Assessment methods are not appropriately selected.
____Assessment methods are well-implemented.	____ Assessment methods are not well-implemented.
____Direct and indirect methods are implemented.	____ A single type of assessment methods predominates.

____Results are reported.   ____ No results are reported.
____Results are tied to closing the loop.   ____ Results are not clearly tied to closing the loop.
   (Decision-making is tied to evidence.)   (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The Teaching and Learning Department appears to place a strong premium on using assessment data to enhance their programs. They mention several action plans to improve their program based on areas of concern. It is difficult, however, to see how these suggestions connect back to assessment data. The results are also reported in a manner that makes it difficult for the outside reader to determine how the results connect back to student-learning goals. Indirect assessment results are also reported, but the indirect assessment methods are not described. The committee also notes that it might be helpful in the assessment plan to more clearly delineate among the different degrees that are offered. The department's culture values making changes based on empirical data, and it appears that mechanisms are in place to ensure that data are reviewed and changes are made based on such data.

MATERIALS REVIEWED

__X___ Annual report   __X__ Assessment plan (as posted)
_____ Appendices (cited in annual report)   __X__ Previous assessment review
_____ Other (please describe)

Reviewer(s):   Name   Krista Lynn Minnotte   Ken Ruit   Wayne Barkhouse
               Department   Sociology   Anatomy & Cell Biology Physics & Astrophysics
               Phone Number   777-4419   777-2570   777-3520
               e-mail   krista.minnotte@und.edu kenneth.ruit@med.und.edu   wayne.barkhouse@email.und.edu

----

Section 1: Y____   Section 2: _Y__   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

Revision 10/11/12

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in _2011-2012_____ Annual Reports
<u>**GRADUATE PROGRAMS**</u>

DEPARTMENT__Teaching and Learning_____DATE_April 19, 2013_____

PROGRAM(S) COVERED IN REVIEW _Early Childhood Education-M.S.; Elementary Education- M.Ed., M.S.; Reading Education- M.Ed., M.S.; and General Studies Education- M.S._____

COMMITTEE MEMBER(S) CONDUCTING REVIEW_Krista Lynn Minnotte, Ken Ruit, and Wayne Barkhouse ____

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES_X_   NO____   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES_X__   NO____   QUALIFIED Y/N ___
- Do goals address student learning?   YES_X__   NO____   QUALIFIED Y/N ___

Comments: The various master-level programs in Teaching and Learning share several well-articulated goals. One of such goals involves students demonstrating an ability to be effective oral and written communicators.

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 goals?   YES__X___   NO____   QUALIFIED Y/N ____
- Were both direct and indirect assessment methods used as components of a "multiple measures" approach?   YES_____   NO_X__   QUALIFIED Y/N ____

Comments:
The assessment plan outlines a rubric in which each goal is evaluated in terms of whether the student exceeds expectations, meets expectations, or does not meet expectations. Student performance of each goal is assessed at the end of the semester by the course instructor (specific courses are described as being "responsible" for assessing each goal). There is no mention or description of indirect methods of assessment.

3. ASSESSMENT RESULTS

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__X_   NO____   QUALIFIED Y/N ____
- If so, were the results clear in terms of how they indicate need for improvement?   YES__X_   NO____   QUALIFIED Y/N ____
- Were the results tied to goals for student learning?   YES__X_   NO____   QUALIFIED Y/N ____

Comments: Assessment results are reported and they are tied back to student learning goals. Both specific results and overall themes and areas for improvement are outlined.

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: In the discussion of goals, areas for improvement are identified along with specific strategies for addressing these areas for improvement.

SUMMARY

Strengths	*Areas for Improvement*
_X__ A specific plan for assessment is in place.	____ No specific plan for assessment is in place.
_X__Student learning goals are well-articulated.	____ Student learning goals are not well-articulated.
____Assessment methods are clearly described.	____ Assessment methods are not clearly described.
____Assessment methods are appropriately selected.	____ Assessment methods are not appropriately selected.
____Assessment methods are well-implemented.	____ Assessment methods are not well-implemented.
____Direct and indirect methods are implemented.	_X___ A single type of assessment methods predominates.
__X__Results are reported.	____ No results are reported.
__X__Results are tied to closing the loop.	____ Results are not clearly tied to closing the loop.
(Decision-making is tied to evidence.)	(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:
Overall, it appears that the Department of Teaching and Learning values assessment and integrates assessment into its larger culture. Specific results are reported, areas for improvement are identified, and specific strategies to enhance outcomes are outlined. The programs at the master's level might benefit from the utilization of indirect methods of assessing student learning.

MATERIALS REVIEWED

__X___ Annual report   __X___ Assessment plan (as posted)
_____ Appendices (cited in annual report)   __X__ Previous assessment review
_____ Other (please describe)

Reviewer(s):	Name	Krista Lynn Minnotte	Ken Ruit	Wayne Barkhouse
	Department	Sociology	Anatomy & Cell Biology	Physics & Astrophysics
	Phone Number	777-4419	777-2570	777-3520
	e-mail	krista.minnotte@und.edu	kenneth.ruit@med.und.edu	wayne.barkhouse@email.und.edu

----

Section 1: __Y__   Section 2: _?__   Section 3: _Y__   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

Revision 10/11/12

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in _2011-2012_____ Annual Reports
GRADUATE PROGRAMS

DEPARTMENT__Teaching and Learning_____DATE_April 19, 2013_____

PROGRAM(S) COVERED IN REVIEW _Teaching and Learning Doctoral Program_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW_Krista Lynn Minnotte, Ken Ruit, and Wayne Barkhouse ____

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES_X_   NO____   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES_X__   NO____   QUALIFIED Y/N ___
- Do goals address student learning?   YES_X__   NO____   QUALIFIED Y/N ___

Comments: The doctoral program of the Teaching and Learning Department has four well-articulated student learning goals. There are also objectives identified for each student-learning goal.

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 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:
The assessment plan outlines how each goal and its objectives will be assessed. Indirect methods are also integrated into the assessment plan.

3. ASSESSMENT RESULTS

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__X__   NO____   QUALIFIED Y/N ____
- If so, were the results clear in terms of how they indicate need for improvement?   YES__X_   NO____   QUALIFIED Y/N ____
- Were the results tied to goals for student learning?   YES__X_   NO____   QUALIFIED Y/N ____

Comments: Assessment results are reported and they are tied back to student learning goals. Both specific results and overall themes and areas for improvement are outlined.

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: In the discussion of goals, areas for improvement are identified along with specific strategies for addressing these areas for improvement.

SUMMARY

Strengths	*Areas for Improvement*

__X_ 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.
__X__Results are reported.
__X__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:
Overall, it appears that the Department of Teaching and Learning values assessment and integrates assessment into its larger culture. Specific results are reported, areas for improvement are identified, and specific strategies to enhance outcomes are outlined.

MATERIALS REVIEWED

__X___ Annual report   __X___ Assessment plan (as posted)
_____ Appendices (cited in annual report)   __X__ Previous assessment review
_____ Other (please describe)

Reviewer(s):	Name	Krista Lynn Minnotte	Ken Ruit	Wayne Barkhouse
	Department	Sociology	Anatomy & Cell Biology	Physics & Astrophysics
	Phone Number	777-4419	777-2570	777-3520
	e-mail	krista.minnotte@und.edu	kenneth.ruit@med.und.edu	wayne.barkhouse@email.und.edu

----

Section 1: __Y__   Section 2: _Y__   Section 3: _Y__   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

Revision 10/11/12

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in _2011-2012_____ Annual Reports
<u>**GRADUATE PROGRAMS**</u>

DEPARTMENT__Teaching and Learning_____DATE_April 19, 2013_____

PROGRAM(S) COVERED IN REVIEW _M.S./M.Ed. Special Education _____

COMMITTEE MEMBER(S) CONDUCTING REVIEW_Krista Lynn Minnotte, Ken Ruit, and Wayne Barkhouse ____

1. STUDENT LEARNING GOALS

- Were any goals referenced? YES____ NO____ QUALIFIED Y/N _X_
- If so, were goals well articulated? YES____ NO____ QUALIFIED Y/N _X_
- Do goals address student learning? YES____ NO____ QUALIFIED Y/N _X__

Comments: The M.S./M.Ed. Special Education program assessment plan does not mention student-learning goals, however, several NBPTS (National Board for Professional Teaching Standards) propositions are outlined. These propositions appear to be student-learning goals, although they are not labeled as such. A few of these are somewhat vague and might benefit from refinement for assessment purposes. NCATE (National Council for Accreditation of Teacher Education) standards are also mentioned, and they may also be serving as student-learning goals for the program. CEC (Council for Exceptional Children) standards are also outlined, but they are not written in a way that identifies goals (e.g. Standard 1 is Foundations). Embedded within the assessment results outlined in the Annual Report are 5 student learning goals. It would be helpful for these to be outlined in the actual posted assessment plan to avoid confusion.

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 goals? YES_____ NO_X__ 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: The assessment plan lists five critical tasks that are completed (a unit plan, an IEP, an assessment/evaluation case study, a functional behavior assessment/behavior intervention plan, and a collaboration plan), which appear to be the focus of assessment efforts. However, it is unclear how these five critical tasks connect to the student-learning goals or propositions that were outlined earlier. Another component of assessment is evaluation of students using a student evaluation form, but it is unclear how the student evaluation form connects to the larger goals of the program. In terms of indirect methods, the program uses an administrator survey of employers of students. It is stated that the five critical tasks, the student evaluations, and the administrator survey cover all of the CEC standards; but no specific breakdown of how each is covered is given, nor is any connection to the 5 student learning goals made.

3. ASSESSMENT RESULTS

Were any assessment results reported? YES_____ NO____ QUALIFIED Y/N _X___
- If so, were the results clear in terms of how they specifically affirm achievement of goals? YES____ NO__X___ QUALIFIED Y/N _____
- If so, were the results clear in terms of how they indicate need for improvement? YES____ NO__X__ QUALIFIED Y/N ____
- Were the results tied to goals for student learning? YES____ NO____ QUALIFIED Y/N _X__

Comments: Very general results are reported, with no specific findings listed. The results are reported in such a broad way that it is hard to see how the results connect to specific learning goals, although broad statements about the results affirming achievement of all student learning goals are made. It would be helpful to report a few specific findings to assist outside readers in understanding how results affirm achievement of student-learning goals.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment
results reported?   YES_____   NO____   QUALIFIED Y/N __X__

- If so, do curricular or other improvements/
  changes arising from assessment results
  directly address goals for student learning?   YES_____   NO_X___ QUALIFIED Y/N ____

Comments: It is mentioned that the results affirm achievement of all student learning goals, with no specific improvements needed at this time. A few improvements to the program are being implemented, but it is unclear how they connect to student-learning goals.

SUMMARY

Strengths	*Areas for Improvement*
____ A specific plan for assessment is in place.	____ No specific plan for assessment is in place.
____Student learning goals are well-articulated.	_____ Student learning goals are not well-articulated.
____Assessment methods are clearly described.	_X__ Assessment methods are not clearly described.
____Assessment methods are appropriately selected.	____ Assessment methods are not appropriately selected.
____Assessment methods are well-implemented.	_X__ Assessment methods are not well-implemented.
____Direct and indirect methods are implemented.	____ A single type of assessment methods predominates.
_____Results are reported.	____ No results are reported.
_____Results are tied to closing the loop.	____ Results are not clearly tied to closing the loop.
(Decision-making is tied to evidence.)	(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Clarification regarding student learning goals in the assessment plan would be beneficial. It would also be helpful to specify how each method connects with each student-learning goal. Reporting at least a few specific findings will help outside readers to fully understand the assessment activities of the department.

MATERIALS REVIEWED

__X___ Annual report   __X___ Assessment plan (as posted)
_____ Appendices (cited in annual report)   _____ Previous assessment review
_____ Other (please describe)

Reviewer(s):	Name	Krista Lynn Minnotte	Ken Ruit	Wayne Barkhouse
	Department	Sociology	Anatomy & Cell Biology	Physics & Astrophysics
	Phone Number	777-4419	777-2570	777-3520
	e-mail	krista.minnotte@und.edu	kenneth.ruit@med.und.edu	wayne.barkhouse@email.und.edu

----

Section 1: __?__   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
       Revision 10/11/12