

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2013-14 (Academic year)

GRADUATE PROGRAMS

DEPARTMENT Engineering **DATE** April 29, 2015

PROGRAM(S) COVERED IN REVIEW M.S. & M.Eng. in Sustainable Energy Engineering

COMMITTEE MEMBER(S) CONDUCTING REVIEW Shari Nelson & James Casler

1. STUDENT LEARNING GOALS

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

Comments:

There is not an assessment plan posted (currently, there is only one student in the program). However, the 2015-16 Academic Catalog identifies the following goals:

- Goal 1: Graduates will have mastered selected topics in Sustainable Energy Engineering and related areas to achieve their specific goals and objectives.*
- Goal 2: Graduates will be proficient researchers, having the skills required to formulate, assess, and document a hypothesis. (M.S.)*
- OR**
- Graduates will be proficient at engineering design, with the ability to solve complex sustainable energy engineering problems. (M.Eng.)*
- Goal 3: Graduates will be well prepared for a career in industry, government, or doctoral studies in sustainable energy engineering. (M.S.)*
- OR**
- Graduates will be well prepared for a career in industry or government in sustainable energy engineering (M.Eng.).*

2. ASSESSMENT METHODS

- | | | | |
|--|-------------------|--------------------|-----------------------------|
| Were any specific assessment methods referenced? | YES <u> </u> | NO <u>X</u> | QUALIFIED Y/N <u> </u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u> </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> </u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

There is not an assessment plan posted.

3. ASSESSMENT RESULTS

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

- Were the results tied to goals for student learning? YES____ NO____ QUALIFIED Y/N ____

Comments:

The assessment report acknowledges that there are no results reported, due to insufficient data for assessment.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported? YES____ NO X 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 ____

Comments:

The assessment report again acknowledges that, due to there being only one student in the program since its inception, there has been insufficient data to take action upon. The report states, "The college has undertaken a review of this program and will be recommending changes in the program focus and delivery in an attempt to attract more students. The college expects to submit changes to the curriculum committee Spring 2015."

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.)

- X 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.
- X 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 committee recognizes the fact that this program has just launched and assessment data is limited. It is recommended that an assessment plan be developed based on the learning goals articulated in the 2015-2016 catalog. We look forward to seeing the plan and assessment data collected in the next review cycle.

MATERIALS REVIEWED

- ____ Annual assessment report
- ____ Assessment plan (as posted)
- ____ Previous assessment review
- X Other (please describe)

- Mission Statement and Program Goals from Academic Catalog (2015-2016)

Reviewer(s):	Name	Shari Nelson	James Casler
	Department	Student Success Center	JDO
	Phone Number	777-0562	777-3462
	e-mail	shari.nelson	casler@aero.und.edu

Section 1: __N__ Section 2: __N__ Section 3: __N__ Section 4: __N__

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)
- Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done
- N = no, it is unclear whether it was done at all, or it is not done in relationship to student learning

Revised Sept 24, 2014