

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

UNDERGRADUATE PROGRAMS

DEPARTMENT Geology & Geological Engineering **DATE** 2/17/15

PROGRAM(S) COVERED IN REVIEW B.S. in Environmental Geoscience

COMMITTEE MEMBER(S) CONDUCTING REVIEW Mary K. Askim-Lovseth and Surojit Gupta

1. STUDENT LEARNING GOALS

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

Comments:

There was no Assessment Plan posted or any reference to the program in the Assessment Annual Report for the Department of Geology and Geological Engineering.

In addition to the program 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 program goals.

- _____ 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 program goals and alignment with institutional and Essential Studies goals:

2. ASSESSMENT METHODS

- | | | | |
|--|--------|-------------|-------------------|
| Were any specific assessment methods referenced? | YES___ | NO <u>X</u> | QUALIFIED Y/N ___ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES___ | NO___ | QUALIFIED Y/N ___ |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES___ | NO___ | QUALIFIED Y/N ___ |

Comments:

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES___	NO__X_	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES___	NO___	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they indicate need for improvement?	YES___	NO___	QUALIFIED Y/N ___
• Were the results tied to goals for student learning?	YES___	NO___	QUALIFIED Y/N ___

Comments:

In addition to program goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the program 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 program, institutional, and Essential Studies goals:

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:

SUMMARY

<i>Strengths</i>	<i>Areas for Improvement</i>
_____ A specific plan for assessment is in place.	__X_ 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.	_____ 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. (Decision-making is tied to evidence.)	_____ Results are not clearly tied to closing the loop. (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

It was requested by the Committee in the 2012 review that the Department develop an Assessment Plan for the program in the upcoming year; that has not been done. The Department faculty need to address this important component of offering a program.

MATERIALS REVIEWED

☒ Annual assessment report
☐ Annual Report
☐ Assessment plan (as posted)
☒ Previous assessment review
☐ Other (please describe)

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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 and analyzed 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