UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in _2015-16_ (Academic year)

UNDERGRADUATE PROGRAMS

DEPART	MENT_Kinesiology & Public Health Edu	ucationD	ATEA	pril 12, 2016			
PROGRA	PROGRAM(S) COVERED IN REVIEWB.S. in Kinesiology						
COMMITTEE MEMBER(S) CONDUCTING REVIEW_Casey Ozaki & Surojit Gupta							
1. STUDE	NT LEARNING GOALS						
•	Were any goals referenced? If so, were goals well articulated? Do goals address student learning?	YESX_ YESX_ YESX_	NO	QUALIFIED Y/N QUALIFIED Y/N QUALIFIED Y/N			
learning and being const report, which	ment plan available for this review was last updated supported with objectives and are well articulate ructed in preparation for implementation in 2016 ch not only includes student learning goals and object the Public Health Education major option; this	ed. The departi -17. Evidence of ojectives for the	ment indicate of this comin e Kinesiology	d that an updated assessment plan is g update is evident in the KPHE annual major options but also includes 4			
(shown in a x 2 2 3 3 X 5 6 6 7	to the program goals, please also consider UND's dignment within parentheses) and identify which 1 Communication – written or oral ("able to writ Thinking and reasoning – critical thinking (or "b Thinking and reasoning – creative thinking (or "4 Thinking and reasoning – quantitative reasoning Information literacy ("be able to access and evaluative of the communication of diversity ("demonstrate understanding of diversity Lifelong learning ("commit themselves to lifelor Service/citizenship ("share responsibility both for	goals are simil e and speak in he intellectually be intellectually in ("apply empuate for effective and use that ing learning")	ar to progran various settir curious"; an y creative"; e irical dataa tive, efficien understandin	n goals. ngs with a sense of purpose/audience") alyze, synthesize, evaluate) explore, discover, engage) enalyze graphical information") et, and ethical use")			
There is no	regarding program goals and alignment with in specific relationship clearly established between Communication and Quantitative Reasoning are	the program le					
2. ASSESS	SMENT METHODS						
Were any s _j	pecific assessment methods referenced? If so, were specifically chosen assessment methods appropriately aligned with individual	YESX_	NO	QUALIFIED Y/N			
•	goals? Were both direct and indirect assessment	YESX_	NO	QUALIFIED Y/N			
	methods used as components of a "multiple measures" approach?	YES	NO	QUALIFIED Y/N _X			

Comments:

Assessment methods are aligned with a majority of the individual objectives and are primarily embedded or reflective of assignments and coursework in identified courses. The specific assessment methods described are direct in nature. Assessment descriptions that don't describe a specific method do reference course work and assignments, leading the reviewers to believe that the assessments are direct in nature as well. No indirect methods are explicitly described.

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? If so, were the results clear in terms of how 	YES	NOX_	QUALIFIED Y/N
they indicate need for improvement? • Were the results tied to goals for student	YES	NO	QUALIFIED Y/NX
learning?	YES	NOX	QUALIFIED Y/N
Comments: Results and data were provided for four classes in the form of exams. The discussion of the results didn't explicitly discuss that assessment would take place in certain courses, only one objectives. Need for improvement was implied, but not explicit	the goals or of the course	objectives. Wl es whose resul	nile the objective descriptions indicated its were displayed were linked to the
In addition to program goals, some assessment results may be any goals for which the program presents findings, and, for in1 Communication – written or oral ("able to write a2 Thinking and reasoning – critical thinking (or "be3 Thinking and reasoning – creative thinking (or "b4 Thinking and reasoning – quantitative reasoning (5 Information literacy ("be able to access and evalu 6 Diversity ("demonstrate understanding of diversit 7 Lifelong learning ("commit themselves to lifelong	ndicated item and speak in verification in the intellectual of the	as, describe fin various setting ly curious"; an lly creative"; a rical dataan ective, efficien at understandi	adings below. gs with a sense of purpose/audience") halyze, synthesize, evaluate) explore, discover, engage) halyze graphical information") ht, and ethical use") hg")
The results did not address institutional or ES goals. 4. CLOSING THE LOOP Were any actions taken? • If so, were they based on assessment results?	YES_X_ YES		_ QUALIFIED Y/N QUALIFIED Y/NX
 If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning? 	YES	NOX_	_QUALIFIED Y/N
Comments: The closing the loop activities described were not specific to that the current goals, objectives and assessment methods/plate department has been working diligently to revise and rewrite	n do not info	rmation that is	s as useful as desired. Therefore, the
SUMMARY			
Strengths		Areas	for Improvement
	Stude Asses Asses X A so o results are	ent learning go ssment method ssment method ingle type of a reported.	r assessment is in place. pals are not well-articulated. ds are not clearly described. ds are not appropriately selected. ds are not well-implemented. assessment methods predominates.
Results are tied to closing the loop. (Decision-making is tied to evidence.)			arly tied to closing the loop.
			S INVESTIGATION OF STREET

OVERALL SUMMARY AND RECOMMENDATIONS:

It is clear through annual review that assessment exists through the presence of an assessment plan and is implemented. Results were provided and discussed, but does not provide substantial or particularly meaningful information for analysis or closing the loop. Most assessment methods are embedded in coursework, therefore there is a heavy emphasis on direct assessment methods. The program is in the midst of creating a new assessment plan and implementing different assessment methods.

MATERIALS REVIEWED

X_ X_ X	Annu Asses Previo	al assessment report al Report ssment plan (as posted) ous assessment review (please describe): communic	cation with department chai	r
Reviewe	er(s):	Name	Casey Ozaki	Surojit Gupta
		Department	Teaching & Learning	<u> </u>
		Phone Number e-mail	7-4256 Carolyn.ozaki@und.edu	7-1632
Section 1	 1:Y	Z Section 2:Q	Section 3:Q Secti	on 4:Q
Coding I	Key:			
C	Y	•	•	nind the kind of program(s) reviewed and recognizing all kinds of data to be collected and analyzed in other
	Q	3 /	progress is apparent; howe	ver, evidence is lacking that this is completely and
	N	= no, it is unclear whether i	it was done at all, or it is no	t done in relationship to student learning

Revised Sept 13, 2015

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in 2014-15 (Academic year)

GRADUATE PROGRAMS

DEPARTMENT_Kinesiology & Public Health EducationDATEApril 12, 2016 PROGRAM(S) COVERED IN REVIEWM.S. in Kinesiology						
						COMMITTEE MEMBER(S) CONDUCTING REVIEW_Casey Ozaki & Surojit Gupta
1. STUDENT LEARNIN	G GOALS					
_	als referenced? als well-articulated? ress student learning?	YES_X_	NO	QUALIFIED Y/N _X QUALIFIED Y/N QUALIFIED Y/N		
Comments: The assessment plan was last updated in 2005-6. Four student learning goals and associated objectives are well described and appropriate. Associated outcomes for each goal specify outcomes. The goals utilize active language, such as "learn, understand, acquire, integrate, and communicate." A fifth goal for the "affective domain" is indicated, but not complete. The assessment plan would benefit from the completion of goal #5 and an overall update. The department indicated that an updated assessment plan is being constructed in preparation for implementation in 2016-17.						
2. ASSESSMENT METH	IODS					
methods appro	ent methods referenced? ecifically chosen assessment opriately aligned with individual			QUALIFIED Y/NX		
	rect and indirect assessment as components of a "multiple proach?			QUALIFIED Y/NX QUALIFIED Y/NX		
direct and primarily drawn form asks for students' self There are no methods prove	from coursework, comprehensive Fratings and advisor ratings and pe	exams, and the erceptions of the	eses. An asses ne students' st	res. The majority of the methods were ssment for Goal 3 is also included; this ratistical abilities and confidence. I previously, the department is in the		
3. ASSESSMENT RESU	LTS					
• If so, were the	If so, were the results clear in terms of how they specifically affirm achievement of goals?		NOX_ NO	QUALIFIED Y/N		
• If so, were the they indicate:	e results clear in terms of how need for improvement?		NO	QUALIFIED Y/N		
• Were the result learning?	lts tied to goals for student	YES	NO	QUALIFIED Y/N		

Comments:

No assessment results or data are reported. The department plans to collect data next year after the assessment plan revisions are complete.

4. CLOSING THE LOOP

Were any action	ns taken? so, were they based on asse		YES	NO_X NO	_ QUALIFIED Y/N QUALIFIED Y/N
• If ch	so, do curricular or other in anges arising from assessm ectly address goals for stud	nprovements/ nent results	/ES		
Comments: No closing the l	oop actions were provided	or discussed.			
SUMMARY	Strengths			Areas j	for Improvement
Student leaAssessmenAssessmenDirect andResults areResults are(Decision- OVERALL S An assessment pobjectives are w Goal #3. Yet, th methods aligned assessment of th any changes tha	tied to closing the loop. making is tied to evidence. UMMARY AND RECO plan has been in place for the rell written and described. If the ere are elements of the asset with the remainder of the reprogram. In addition, fut the result from assessment account of the result from a second of the result from a s	lated. ribed. y selected. y selected. mented. mented. COMMENDATION The M.S. in Kinesiolog Furthermore, a full as essment plan were income goals. An update to ture reviews would be	Studer X Asses Assess X Asses X Asses X No r Result (Decis (S:	essment method essment method essmen	or assessment is in place. coals are not well-articulated. cods are not appropriately selected. cods are not well-implemented. sessment methods predominates. corted. carly tied to closing the loop. is not directly tied to evidence.) appropriately selected. corted. carly tied to closing the loop. corted to evidence.)
MATERIALS	REVIEWED				
X Annual X Assessi X Previou	assessment report report ment plan (as posted) as assessment review blease describe):				
Reviewer(s):	Name Department Phone Number e-mail	Casey Ozaki Teaching & Learni 7-4256 Carolyn.ozaki@un	ng Me 7-1	rojit Gupta echanical Eng 632 ojit.gupta@u	-
Section 1:Q_	Section 2: _Q	Section 3:N	Section 4	:N	
Q =	hat assessment is a cyclical	process, i.e., with ad progress is apparent	ditional kir ; however,	nds of data to evidence is la	rogram(s) reviewed and recognizing be collected in other years) acking that this is completely and

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in 2015-16 (Academic year)

GRADUATE PROGRAMS

DEPARTMENT_Kinesiology & Public Health EducationDATEApril 12, 2016				
PROGRAM(S) COVERED IN REVIEWM.S. in	Kinesiolog	y		
COMMITTEE MEMBER(S) CONDUCTING REV	IEWCase	y Ozaki & S	Surojit Gupta	
1. STUDENT LEARNING GOALS				
Were any goals referenced?If so, were goals well-articulated?Do goals address student learning?		NO	QUALIFIED Y/N _X QUALIFIED Y/N QUALIFIED Y/N	
Comments: The assessment plan was last updated in 2015-6. Four student appropriate. Associated outcomes for each goal specify outcounderstand, acquire, integrate, and communicate." A fifth goal assessment plan would benefit from the completion of goal #.	omes. The goa al for the "affe	ils utilize active ective domain	ve language, such as "learn,	
2. ASSESSMENT METHODS				
 Were any specific assessment methods referenced? If so, were specifically chosen assessment methods appropriately aligned with individual 	YES	NO	QUALIFIED Y/N _X_	
goals?	YES	NO	QUALIFIED Y/NX	
 Were both direct and indirect assessment methods used as components of a "multiple measures" approach? 	YES	NO	QUALIFIED Y/NX	
Comments: Specific assessment methods were provided for one student ledirect and primarily drawn from coursework, comprehensive form asks for students' self-ratings and advisor ratings and per There are no methods provided for any other goals or objective.	exams, and thereeptions of t	neses. An asse the students' s	essment for Goal 3 is also included; this	
3. ASSESSMENT RESULTS				
Were any assessment results reported? • If so, were the results clear in terms of how	YES	NOX_	QUALIFIED Y/N	
they specifically affirm achievement of goals?If so, were the results clear in terms of how	YES	NO	QUALIFIED Y/N	
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: No assessment results or data are reported.				
4. CLOSING THE LOOP				
Were any actions taken? • If so, were they based on assessment results?	YES	NO_X NO	QUALIFIED Y/N QUALIFIED Y/N	

this

	If so, do curricular or other changes arising from asses lirectly address goals for s	sment results	NO	_ QUALIFIED Y/N			
Comments: No closing the	e loop actions were provide	ed or discussed.					
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.)			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 X Assessment methods are not well-implemented A single type of assessment methods predominates X No results are reported Results are not clearly tied to closing the loop. (Decision-making is not directly tied to evidence.)				
OVERALL	SUMMARY AND RE	COMMENDATIONS:					
objectives are Goal #3. Yet, methods align assessment of any changes the MATERIAL X AnnuX AssesX Previ	well written and described there are elements of the a ed with the remainder of the the program. In addition, that result from assessment S REVIEWED	d. Furthermore, a full assessing sessment plan were incompleted to the assessment plan were incompleted. An update to the assetuture reviews would benefit	ment plan, includir blete, including a fi sessment plan wo	ajority of student learning goals and ag assessment methods, was provided fo ifth student learning goal and assessmen uld provide a more comprehensive n of results, data, and a description of			
Reviewer(s):	Name Department Phone Number e-mail	Casey Ozaki Teaching & Learning 7-4256 Carolyn.ozaki@und.ed		und.edu			
Section 1:0		Section 3:N Se					
Coding Key: Y Q N	that assessment is a cycli = qualified yes as action appropriately done	cal process, i.e., with addition	onal kinds of data t wever, evidence is	program(s) reviewed and recognizing o be collected in other years) lacking that this is completely and aship to student learning			