

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

UNDERGRADUATE PROGRAMS

DEPARTMENT Kinesiology & Public Health Education **DATE** April 12, 2016

PROGRAM(S) COVERED IN REVIEW B.S. in Kinesiology

COMMITTEE MEMBER(S) CONDUCTING REVIEW Casey Ozaki & Surojit Gupta

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 assessment plan available for this review was last updated in 2004-5. The goals utilize active verbs linked to student learning and supported with objectives and are well articulated. The department indicated that an updated assessment plan is being constructed in preparation for implementation in 2016-17. Evidence of this coming update is evident in the KPHE annual report, which not only includes student learning goals and objectives for the Kinesiology major options but also includes 4 objectives for the Public Health Education major option; this option has been added since the 2004-5 assessment plan was written.

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.

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

There is no specific relationship clearly established between the program learning goals and the institutional and ES goals. Informally, Communication and Quantitative Reasoning are addressed.

2. ASSESSMENT METHODS

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

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 <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 <u>X</u>	QUALIFIED Y/N ____
• 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 <u>X</u>	QUALIFIED Y/N ____

Comments:

Results and data were provided for four classes in the form of percentages and means for performance on assignments and exams. The discussion of the results didn't explicitly discuss the goals or objectives. While the objective descriptions indicated that assessment would take place in certain courses, only one of the courses whose results were displayed were linked to the objectives. Need for improvement was implied, but not explicitly discussed for all results.

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:

The results did not address institutional or ES goals.

4. CLOSING THE LOOP

Were any actions taken?	YES <u>X</u>	NO ____	QUALIFIED Y/N ____
• If so, were they based on assessment results?	YES ____	NO ____	QUALIFIED Y/N <u>X</u>
• If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?	YES ____	NO <u>X</u>	QUALIFIED Y/N ____

Comments:

The closing the loop activities described were not specific to the student learning goals, but they were rooted in the assessment that the current goals, objectives and assessment methods/plan do not information that is as useful as desired. Therefore, the department has been working diligently to revise and rewrite new goals and aligned assessment methods.

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.
- X 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:

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

☒ Annual assessment report
☒ Annual Report
☒ Assessment plan (as posted)
☒ Previous assessment review
☒ Other (please describe): communication with department chair..

Reviewer(s):	Name	Casey Ozaki	Surojit Gupta
	Department	Teaching & Learning	Mechanical Engineering
	Phone Number	7-4256	7-1632
	e-mail	Carolyn.ozaki@und.edu	surojit.gupta@und.edu

Section 1: ☒ Y Section 2: ☒ Q Section 3: ☒ Q Section 4: ☒ Q

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 13, 2015

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2014-15 *(Academic year)*

GRADUATE PROGRAMS

DEPARTMENT Kinesiology & Public Health Education **DATE** April 12, 2016

PROGRAM(S) COVERED IN REVIEW M.S. in Kinesiology

COMMITTEE MEMBER(S) CONDUCTING REVIEW Casey Ozaki & Surojit Gupta

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|-----------------|----------------|---------------------------|
| • Were any goals referenced? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>X</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 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 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:

Specific assessment methods were provided for one student learning goal and its objectives. The majority of the methods were direct and primarily drawn from coursework, comprehensive exams, and theses. An assessment for Goal 3 is also included; this form asks for students’ self-ratings and advisor ratings and perceptions of the students’ statistical abilities and confidence. There are no methods provided for any other goals or objectives in the plan. As indicated previously, the department is in the process of reviewing and revising their assessment methods.

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 <u> </u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

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 actions taken? YES_____ NO X_____ QUALIFIED Y/N _____

- If so, were they based on assessment results? YES_____ 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 _____

Comments:

No closing the loop actions were provided or discussed.

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.
X_____ 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 RECOMMENDATIONS:

An assessment plan has been in place for the M.S. in Kinesiology since 2005-6. The majority of student learning goals and objectives are well written and described. Furthermore, a full assessment plan, including assessment methods, was provided for Goal #3. Yet, there are elements of the assessment plan were incomplete, including a fifth student learning goal and assessment methods aligned with the remainder of the goals. An update to the assessment plan would provide a more comprehensive assessment of the program. In addition, future reviews would benefit from the inclusion of results, data, and a description of any changes that result from assessment activity.

MATERIALS REVIEWED

X_____ Annual assessment report
X_____ Annual report
X_____ Assessment plan (as posted)
X_____ Previous assessment review
 _____ Other (please describe):

Reviewer(s):	Name	Casey Ozaki	Surojit Gupta
	Department	Teaching & Learning	Mechanical Engineering
	Phone Number	7-4256	7-1632
	e-mail	Carolyn.ozaki@und.edu	surojit.gupta@und.edu

Section 1: Q_____ Section 2: Q_____ 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
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PROGRAM(S) COVERED IN REVIEW M.S. in Kinesiology

COMMITTEE MEMBER(S) CONDUCTING REVIEW Casey Ozaki & Surojit Gupta

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|---|-----------------------------|---|
| • Were any goals referenced? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input checked="" type="checkbox"/> |
| • If so, were goals well-articulated? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • Do goals address student learning? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |

Comments:

The assessment plan was last updated in 2015-6. 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.

2. ASSESSMENT METHODS

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| Were any specific assessment methods referenced? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input checked="" type="checkbox"/> |
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| • If so, were the results clear in terms of how they indicate need for improvement? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • Were the results tied to goals for student learning? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |

Comments:

No assessment results or data are reported.

4. CLOSING THE LOOP

- | | | | |
|---|------------------------------|--|--|
| Were any actions taken? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • If so, were they based on assessment results? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |

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

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- _____ Results are reported.
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Areas for Improvement

- _____ No specific plan for assessment is in place.
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- ___X___ Assessment methods are not clearly described.
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