

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Non-Academic Units on Assessment Activities Reported in 2006-2007 Annual Reports**

**DEPARTMENT** \_\_\_ University Children’s Center \_\_\_\_\_ **DATE** \_\_\_ February 2008 \_\_\_\_\_

**COMMITTEE MEMBER(S) CONDUCTING REVIEW** \_\_\_\_\_ Mabey, Adams \_\_\_\_\_

**1. STUDENT LEARNING GOALS**

- Were any goals referenced? YES \_\_\_ NO X 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:**

**Undergraduate:** Principles important for new teachers are identified as content areas of the student teacher questionnaire. See Section 2: Assessment Methods. Goals and objectives, in measurable form, are not listed in the Annual Report. An Assessment Plan is not available for review.

**Graduate:** N/A

In addition to the Departmental goals, please also consider UND’s Institutional and General Education goals for student learning (shown in alignment within parentheses). Use ‘U’ (undergraduate) or ‘G’ (graduate) to identify UND/General Education goals which are similar to the referenced departmental goals.

- \_\_\_\_\_ 1 Communication (“communicate effectively, both orally and in writing”)
- \_\_\_\_\_ 2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”)
- \_\_\_\_\_ 3 Informed choices (“make informed choices”)
- \_\_\_\_\_ 4 Understanding across disciplines (“understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences” and “acquire knowledge over a broad spectrum of subject areas”)
- \_\_\_\_\_ 5 Lifelong learning (“commit themselves to lifelong learning”)
- \_\_\_\_\_ 6 Cross-cultural appreciation (“develop some familiarity with cultures other than their own”)
- \_\_\_\_\_ 7 Service/citizenship (“commit themselves to...the service of others,” and “share responsibility both for their communities and for the world”)

**Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:**

**Undergraduate:**

**Graduate:**

**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 \_\_\_ QUALIFIED Y/N X \_\_\_
  - Were both direct and indirect assessment methods used as components of a “multiple measures” approach? YES \_\_\_ NO X QUALIFIED Y/N \_\_\_

**Comments:**

**Undergraduate:** A pre- and post- questionnaire was designed for student teachers assigned to UCC. The questionnaire is intended to assess students' preparation as early childhood educators. The questionnaires touched on these principles: Knowledge of Subject Matter, Knowledge of Human Development and Learning, Adapting Instruction for Individual Needs, Multiple Instructional Strategies, Classroom Motivation and Management Skills, Communication Skills, Instructional Planning Skills, Assessment of Student Learning, Professional Commitment and Responsibility, and Partnerships.

It is difficult to tell if the questionnaire addresses specific competencies, or if it simply asks 'were you prepared?' or 'in which areas would you like more preparation prior to teaching at the UCC?'

**Graduate:** N/A

### 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:**

**Undergraduate:** No results are reported.

**Graduate:** N/A

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Use 'U' (undergraduate) or 'G' (graduate) to identify those results which are applicable to Institutional/General Education goal achievement. For these items, please describe findings in the appropriate section below.

- \_\_\_\_\_ 1 Communication ("communicate effectively, both orally and in writing")
- \_\_\_\_\_ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
- \_\_\_\_\_ 3 Informed choices ("make informed choices")
- \_\_\_\_\_ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
- \_\_\_\_\_ 5 Lifelong learning ("commit themselves to lifelong learning")
- \_\_\_\_\_ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
- \_\_\_\_\_ 7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

**Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:**

**Undergraduate:** No results are reported.

**Graduate:** N/A

### 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:**

**Undergraduate:** No closing the loop activities are reported.

**Graduate:**

**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.
- 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:**

The UCC is in the early stages of assessment activities, with one indirect assessment method developed for student teachers. The questionnaire addresses content areas important for new teacher competency.

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Section 1: \_\_?\_\_ Section 2: \_\_?\_\_ Section 3: \_\_NA\_\_ Section 4: \_\_NA\_\_

**Coding Key:**

- Y = yes, this is done appropriately and well
- 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