

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Non-Academic Units on Assessment Activities Reported in 2008-09 Annual Reports**  
**NON-ACADEMIC PROGRAMS**

DEPARTMENT University Children's Center DATE 01/12/2011

COMMITTEE MEMBER(S) CONDUCTING REVIEW Krista Lynn Minnotte, Joan Hawthorne

**1. STUDENT LEARNING GOALS**

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

**Comments:**

*The University Children's Center has ten well articulated student learning goals. The goals directly address student learning. However, there was some difficulty figuring out the alignment between the 10 INTASC principles, the 13 standards assessed at the sophomore and junior level, and the 12 standards assessed at the senior level (the student teachers self-assess on the 10 INTASC principles). As such, further clarity regarding alignment would make the report more accessible for outside readers.*

In addition to Program goals, please also consider UND's Institutional and Essential Studies goals for student learning (shown in alignment within parentheses). Identify UND/Essential Studies goals which are similar to the referenced program goals.

- X 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
- X 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 departmental goals and alignment of program goals with institutional and Essential Studies goals:**

*The sixth student learning goal (students are expected to demonstrate communication skills) directly aligns with the Essential Studies goal of developing students' communication skills. Additionally, two other goals appear to be related to the Essential Studies goal of critical thinking. Specifically, both the ability to adapt instruction for individual needs and the ability to assess student learning, likely entail the application of critical thinking skills.*

**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 X NO      QUALIFIED Y/N

**Comments:**

*The University Children's Center has developed an assessment plan that uses both direct and indirect methods. With the indirect methods, students are asked before student teaching and after student teaching about their perceptions regarding how well they are doing in terms of the ten student learning goals. Hence, for the indirect assessment there is direct alignment between the stated student learning goals and the assessment method. However, the direct assessment methods focus on “critical tasks” rather than the student learning goals that were articulated. It is not completely clear how the “critical tasks” connect to the student learning goals (as reported in the assessment methods), although presumably there is considerable overlap.*

### 3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input checked="" type="checkbox"/>
• If so, were the results clear in terms of how they indicate need for improvement?	YES <input checked="" 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 checked="" type="checkbox"/>

**Comments:**

*Both direct and indirect assessment results were reported. For the indirect assessment there is a direct connection between the stated student learning goals and the assessment methods. Overall, the students perceive that they are proficient in the areas outlined by the student learning goals. The direct assessment methods, as mentioned earlier, appear to focus on “critical tasks” rather than the stated student learning goals. There does appear to be considerable overlap between the student learning goals and the critical tasks. For example, the critical task of developing content knowledge clearly aligns with the student learning goal of knowledge of subject matter, and several other critical tasks show similar connections to student learning goals. The areas identified for improvement do clearly align with two of the INTASC principles.*

In addition to program goals, some assessment results may be applicable to institutional and Essential Studies goals. Please identify those results which are applicable to institutional/Essential Studies goal achievement. For indicated items, please 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 programmatic, institutional and Essential Studies goals:**

*The direct assessment results pertaining to planning and adapting instruction for diverse student needs may be relevant to the Essential Studies goal of developing critical thinking and reasoning skills. The indirect assessment of student learning of goals three (ability to adapt instruction for individual needs) and eight (the assessment of student learning) appear relevant to the Essential Studies goal of developing critical thinking and reasoning skills. The indirect assessment results of student learning goal six (communication skills) directly relate to the Essential Studies communication goal.*

### 4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <input checked="" 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>

**Comments:**

*The University Children’s Center has identified two main areas for improvement in student learning based on their assessment results: demonstrating knowledge of the tools of assessment and adapting instruction for diverse students. Additional class time in the Early Childhood program (pre-student teaching) will be devoted to improving student learning in these specific areas.*

**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:**

*Overall, the University Children’s Center is to be commended for its assessment plan, and for the considerable improvement in assessment that has taken place since last review in February of 2008. The specific strengths of the assessment plan include the use of both direct and indirect methods and the excellent articulation of student learning goals. There is clear alignment between the indirect assessment methods and the stated student learning goals. However, there is some lack of clarity in terms of the connection between the direct assessment methods and the student learning goals, as the language used to describe the methods and results shifts from the assessment of the student learning goals to the assessment of critical tasks. There does appear to be considerable overlap between the critical tasks and the student learning goals.*

**MATERIALS REVIEWED**

- Annual report
- Appendices (cited in annual report)
- Other (please describe)
- Assessment plan (received from Jo-Anne Yearwood)
- Previous assessment review

Reviewer(s):	Name	Krista Lynn Minnotte	Joan Hawthorne	_____
	Department	Sociology	Academic Affairs	_____
	Phone Number	777-4419	777-4684	_____
	e-mail	krista.minnotte@und.edu	joan.hawthorne@email.und.edu	

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

**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 reported
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done