

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in 2010-11, 2013 Annual Reports
NON-ACADEMIC PROGRAMS

DEPARTMENT Office of Extended Learning _____ **DATE** November 26, 2013 _____

PROGRAM(S) COVERED IN REVIEW Office of Extended Learning and Television Center _____

COMMITTEE MEMBER(S) CONDUCTING REVIEW Sukhvarsh Jerath, Kenneth Ruit _____

1. STUDENT LEARNING GOALS

- Were any goals referenced? YES NO _____ 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 is no mention of clear cut goal. There are references very briefly though to student learning. Some program goals like real estate online program and others are addressed in the Office of Extended Learning, Fiscal Year 2013 Report.

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.

- 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: The information given does not show that the learning outcomes and goals are specifically tied to the ES goals. It may be that the individual programs cover ES related learning outcomes. For example, the Television Center should be covering the communication goals.

2. ASSESSMENT METHODS

- Were any specific assessment methods referenced? YES NO _____ 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: Some assessment methods were referenced like level one (Kirkpatrick Model), the course surveys are used, and the unsolicited feedback is received from course participants to improve information. There is no mention how these assessment methods are used to attain goals.

3. ASSESSMENT RESULTS

- Were any assessment results reported? YES _____ NO 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: Assessment results are not reported.

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”)
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Comments regarding results and the application of results to programmatic, institutional, and Essential Studies goals:

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES _____ NO ___ QUALIFIED Y/N ___x___

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?

YES _____ NO ___x___ QUALIFIED Y/N _____

Comments: The assessment is used how to improve the customer service, performance of the unit but little is mentioned about the student learning except in the Television Center where student learning is clearly indicated in the television broadcasting.

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 Office of Extended Learning is very much focused on the running and operation of their program. It may be desirable for a nonacademic program. It is recommended to assess more student learning and academic side of the program, for example how lifelong learning is supported and assessed.

MATERIALS REVIEWED

- Annual report
- Appendices (cited in annual report)
- Other (please describe)

- Assessment plan (as posted)
- Previous assessment review

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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
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available and it's unclear whether it was done

Revised 9/25/13