

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Non-Academic Units on Assessment Activities Reported in 2013-2014 Annual Reports**  
**NON-ACADEMIC PROGRAMS**

DEPARTMENT University Children's Center DATE 11/26/2013

PROGRAM(S) COVERED IN REVIEW \_\_\_\_\_

COMMITTEE MEMBER(S) CONDUCTING REVIEW Kevin Buettner, Shari Nelson, and Brett Johnson

### 1. STUDENT LEARNING GOALS

- |                                       |              |          |                     |
|---------------------------------------|--------------|----------|---------------------|
| • Were any goals referenced?          | YES <u>X</u> | NO _____ | QUALIFIED Y/N _____ |
| • If so, were goals well articulated? | YES <u>X</u> | NO _____ | QUALIFIED Y/N _____ |
| • Do goals address student learning?  | YES <u>X</u> | NO _____ | QUALIFIED Y/N _____ |

**Comments:**

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

Student learning was specified in the UCC assessment plan. The program goals are closely aligned with some of the sections of the “Exceptional UND” campaign, such as enriching the student learning experience.

### 2. ASSESSMENT METHODS

- |  |              |          |                        |
|--|--------------|----------|------------------------|
| Were any specific assessment methods referenced?   | YES <u>X</u> | NO _____ | QUALIFIED Y/N _____    |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals?        | YES _____    | NO _____ | QUALIFIED Y/N <u>X</u> |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES <u>X</u> | NO _____ | QUALIFIED Y/N _____    |

**Comments:**

The only assessment plan available was from 2008-2009. This assessment plan makes use of both direct and indirect assessment via observation rubrics and online questionnaires. The observation rubrics are administered at multiple times (before, during, and after) and are discussed after to better student learning. The rubric focuses on 12 standards outlined as key to student learning. The online questionnaire is also administered before and after student teaching.

### 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 <u>X</u> | NO _____ | QUALIFIED Y/N _____ |
| • 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 checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |

**Comments:**

The assessments showed that 75% of student teachers are meeting expectations. It also highlighted a specific need regarding working on lesson plans, which appears to stem from learning goals associated with students' academic courses. However, the plan mentions developing communication pathways with current teachers and student teachers in regards to better ways to utilize technology.

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:**

As mentioned previously, the results discuss better ways to utilize technology through communication with current teachers. Communication is also a measured standard. This clearly aligns with the Essential Studies goal of communication. As well, students are evaluated on “ability to adapt instruction to diverse learners” and “assessing student learning,” which seem to align with the goal of critical thinking.

**4. CLOSING THE LOOP**

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

The actions based on the results gathered indicate that a key focus is the use of technology. This will be conducted through increased communication with teachers as well as critically think about how to use that technology themselves. This directly correlates with Essential Studies goals. They also relate to the standards set in the observation rubric.

**SUMMARY**

<i>Strengths</i>	<i>Areas for Improvement</i>
<input checked="" type="checkbox"/> A specific plan for assessment is in place.	<input type="checkbox"/> No specific plan for assessment is in place.
<input checked="" type="checkbox"/> Student learning goals are well-articulated.	<input type="checkbox"/> Student learning goals are not well-articulated.
<input checked="" type="checkbox"/> Assessment methods are clearly described.	<input type="checkbox"/> Assessment methods are not clearly described.
<input type="checkbox"/> Assessment methods are appropriately selected.	<input type="checkbox"/> Assessment methods are not appropriately selected.
<input type="checkbox"/> Assessment methods are well-implemented.	<input type="checkbox"/> Assessment methods are not well-implemented.
<input checked="" type="checkbox"/> Direct and indirect methods are implemented.	<input type="checkbox"/> A single type of assessment methods predominates.
<input type="checkbox"/> Results are reported.	<input type="checkbox"/> No results are reported.
<input type="checkbox"/> Results are tied to closing the loop. (Decision-making is tied to evidence.)	<input type="checkbox"/> Results are not clearly tied to closing the loop. (Decision-making is not directly tied to evidence.)

## OVERALL SUMMARY AND RECOMMENDATIONS:

The University Children's Center continued the successes brought up in the 2011 review. The use of both direct and indirect methods link well to the mentioned goals for student learning. The student learning goals could still use a little clarifying in how they overlap with those of the University. The overlap was better specified in this plan than in 2008-2009.

## 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: Y    Section 2: Y    Section 3: Y    Section 4: Y

### 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