

# North Dakota State University University Assessment Committee

## Guide for Reviewers of Academic Assessment Reports for Feedback to Units

This review and response format is a tool for University Assessment Committee members to recognize excellence in assessment of student learning and to provide guidance for possible improvement.

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### Department or Program:

Suggestions on how to read this feedback: Several areas of this Guide contain optional choices. The choice or choices identified by the reviewer for this department or program will appear in bold face and will be underlined.

## The Unit's Assessment Plan

### 1. Are the assessment plans for the department or program **current**?

- The assessment plan has been reviewed or updated in the last three years:
  - No Evidence
  - The evidence is not clear
  - The assessment plan was reviewed or updated in \_\_\_\_\_ (academic year).
- The assessment plan identifies how the program's intended student outcomes, over time, will be assessed:
  - Student outcomes are not identified
  - Student outcomes are identified
  - Student outcomes are identified and linked to course objectives
  - Student outcomes are identified, linked to course objectives, with the purpose of enhancing student learning and academic programs

### 2. The Objectives or Student Learning Outcomes

#### Do the assessment activities reported reflect student learning across the curriculum?

[Note to reviewers and Department Chairs/Heads: More than one of the following items may apply to the report.]

- Courses assessed provide an incomplete picture of student learning across the curriculum.

- Courses assessed provide a good perspective of student learning across the curriculum.
- Courses assessed provide an exemplary description of student learning across the curriculum.

### **3. The Assessment Measures Employed**

**Is the assessment plan for the department or program based upon measurable assessments of student learning?**

Learning outcomes are:

- Not identified
- Exclusively indirect or non-measures of student learning
- Predominantly indirect measures [more than 50%]
- Predominantly direct measures [more than 50%]
- Exclusively direct measures of student learning

Other comments by the reviewer:

Achievement levels of the department or program in this area are:

[Open-ended response by the reviewer]

**Assessment activities discussed in this report are:**

[Note to reviewers and Department Chairs/Heads: More than one of the following items may apply to the report.]

- Limited and do not provide sufficient detail for evaluation.
- Detailed for some courses but are too limited for evaluation of others.
- A good perspective of assessment activities in many courses.
- An excellent perspective of the assessment activities conducted.
- Based on student opinion or perspectives of student opinion.
- Based mostly upon indirect measures of student learning.
- Based on a single indirect measure of student learning.
- Based upon a single direct measure of student learning.
- Based upon a blend of direct and indirect measures of student learning.
- Based upon multiple, direct measures of student learning.

Achievement levels of the department or program in this area are:

[Open-ended response by the reviewer]

**Statements made about student learning in this report are:**

- Are not always supported by the data.
- Are realistic and based upon the data available.

Achievement levels of the department or program in this area are:  
[Open-ended response by the reviewer]

## **Outcomes**

### **1. What did the faculty in the department or program learn?**

**Discussion of what was learned through evaluation of student learning is:**

- Absent
- Incomplete
- Unrelated to assessments conducted
- Complete
- Comprehensive

Achievement levels of the department or program in this area are:  
[Open-ended response by the reviewer]

### **2. What will be done differently or what was learned?**

**Are improvements in courses and/or the curriculum resulting from evaluation of student learning?**

- No evidence of improvements.
- Improvements are being considered.
- Improvements have been initiated.
- Improvements are on-going.
- Improvements are a routine part of departmental activities.

Achievement levels of the department or program in this area are:  
[Open-ended response by the reviewer]

### **Checklist for Assessment reports:**

- Report used examples of formative evaluation.
- **Report used data from a variety of sources**

- **Report used direct measures of student learning.**
- Report used indirect measures of student learning.
- Faculty and staff involvement was recognized.
- Samples of measures were included in the appendix.
- Specific area(s) of focus were addressed.
- The unit's self-rating on Levels of Implementation was included.

**The general impression of this report is that assessment for the purpose of enhancing student learning and academic programs is:**

- Not understood.
- Improving.
- Acceptable.
- Successful.
- Highly Successful.