

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Departments on Assessment Activities Reported in 2003-2004 Annual Reports

DEPARTMENT Anthropology DATE April 3, 2005

COMMITTEE MEMBER(S) CONDUCTING REVIEW Paul E. Sum

STUDENT LEARNING GOALS

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

Comments:

The report notes “synthesis and integration of core concepts of Anthropology” but does not expand on these. Without development, the goal implies a content oriented objective. The nature of student learning, as defined in the Strategic Plan of the university, does not appear to be evaluated based on the report. These elements might be included in the preparation to transition into professional life, or the reflection on growth during students’ college careers (two other goals noted) but these goals are ambiguous. Perhaps, a clearer statement of student learning goals is within the department’s assessment plan, which I have not reviewed.

ASSESSMENT METHODS

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

Comments:

Clearly, a process of assessment is taking place. The capstone seminar is directed toward assessment and provides many different types of methods for evaluation, both direct and indirect. In addition, the student/alumni surveys are usefully employed

ASSESSMENT RESULTS

- | | | | |
|--|-----------------|----------------|---------------------------|
| Were any assessment results reported? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were the results clear in terms of how they specifically affirm achievement of goals? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>Y</u> |
| • If so, were the results clear in terms of how they indicate need for improvement? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>N</u> |
| • Were the results tied to goals for student learning? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>Y</u> |

Comments:

Results of the student/alumni surveys are reported. However, there are no results reported from the capstone course. Since this is the more comprehensive component of assessment, it would be useful to summarize briefly the findings from review of the capstone products. The results from the surveys indicate high satisfaction with the program but do not specify a threshold for achievement, so the results do not reflect how the department is judging need for improvement. I assume the high percentages are considered satisfactory.

CLOSING THE LOOP

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

YES___ NO___ QUALIFIED Y/N _N__

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

YES___ NO___ QUALIFIED Y/N _N__

Comments:

The report indicates that the capstone continues to be developed. I assume the development is taking place in conjunction with results. However, this is not specified.

SUMMARY

Strengths

- ___ A specific plan for assessment is in place.
- ___ Student learning goals are well-articulated.
- X Assessment methods are clearly described.
- X Assessment methods are appropriately selected.
- X Assessment methods are well-implemented.
- X Direct and indirect methods are implemented.
- ___ Results are reported.
- ___ Results are tied to closing the loop.
(decision-making is tied to evidence)

Areas for Improvement

- ___ No specific plan for assessment is in place.
- X 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.
- X Results are not clearly tied to closing the loop.
(decision-making is not directly tied to evidence)

OVERALL SUMMARY AND RECOMMENDATIONS:

The department appears to have a solid plan in place and useful methods for evaluation. In the annual report, it would be helpful to specify student learning goals more and explain how (or if) any measures are being taken based on the assessment results. This most likely would occur in reporting on the development of the capstone as well as any other curricular developments that might take place as a result of the assessment in the capstone.