

UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT _____ CRIMINAL JUSTICE _____ DATE 4-18-2005 _____

COMMITTEE MEMBER(S) CONDUCTING REVIEW _____ Renee Mabey _____

STUDENT LEARNING GOALS

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

Comments:

Undergraduate: Five student learning goals are addressed. [A suggestion would be to make the learning goals observable and measurable, avoiding terminology such as ‘understand,’ and ‘appreciate.’]

Graduate: No student learning goals addressed in the report.

ASSESSMENT METHODS

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

Comments:

A few methods are presented. Several are in development.

Undergraduate: Student performances in a capstone course. In development: The department may request feedback from supervising interns. It has rejected the use of standardized tests to evaluate student learning; the department will develop its own pre-test/post-test examinations.

Graduate: Currently, student performances in each course; comprehensive examinations; a dissertation. In development: The department will develop a plan for the assessment of learning to take place at the end of the degree program.

ASSESSMENT RESULTS

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

Comments:

Undergraduate: Specific examples were not provided. 'Data collected so far has been very supportive of student learning and the relevance of what is being learned.' The assessment matrix is being finalized, and incoming results will be analyzed in a more formal manner next year. 'Employers and graduate programs are happy with the quality of our graduates.'

Graduate: Administrative hurdles are being addressed. The department needs a statistician and research methodology expert to help students progress and succeed upon graduation (i.e. another faculty is needed . . .)

CLOSING THE LOOP

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

YES_UG, G_ NO___ QUALIFIED Y/N ___

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

YES_UG_ NO___ QUALIFIED Y _G___

Comments:

Undergraduate: A capstone course is now offered, to tie experiences together and to assess learning. In development: will be analyzing Sociology courses relative to departmental needs.

Graduate: The department continues to work with Minot State regarding curriculum requirements. The department continues to request additional faculty to expand coverage of statistical and research methodologies.

SUMMARY

Strengths

- ___ 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)

Areas for Improvement

- ___ 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 department is developing a specific plan to assess student learning. Undergraduate goals are articulated; graduate goals need to be stated. The department is clear in that additional methods for assessment are being developed, and that results will be analyzed. The department has been responsive to assessment recommended changes in the past. Changes will continue to be made based upon assessment results.