

## UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT \_\_\_\_\_ Women's Studies \_\_\_\_\_ DATE \_\_\_\_\_ 4/18/05 \_\_\_\_\_

COMMITTEE MEMBER(S) CONDUCTING REVIEW \_\_\_\_\_ Carmen Williams \_\_\_\_\_

#### 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:*

Seven Student Learning Outcome goals were well articulated in the report.

#### 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 <u>X</u> _____ | NO _____ | QUALIFIED Y/N _____ |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <u>X</u> _____ | NO _____ | QUALIFIED Y/N _____ |

#### *Comments:*

A variety of direct and indirect assessment methods are being utilized (senior projects, annual essay contest, questionnaire)

#### ASSESSMENT RESULTS

- |  |                    |          |                              |
|--|--------------------|----------|------------------------------|
| Were any assessment results reported?  | YES _____          | NO _____ | QUALIFIED Y/N <u>X</u> _____ |
| • 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 <u>X</u> _____ | NO _____ | QUALIFIED Y/N _____          |
| • Were the results tied to goals for student learning?   | YES _____          | NO _____ | QUALIFIED Y/N <u>X</u> _____ |

#### *Comments:*

It appears that conclusions are being made, but didn't really explain how they came to these conclusions ("We are pleased that the majority of our student learning goals are being met."). We don't really need

detailed analysis of findings, just more indication and some degree of evidence of how the goals are being assessed.

## 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\_\_\_\_ QUALIFIED Y/N \_X\_\_\_\_

### *Comments:*

Several in-progress actions were noted (offering more opportunities for mentoring or networking with professional women, exposing students to issues of diversity and equality, new “Women Communicating Globally” course, new certificate program). Program appears to be evaluating program, however, without results reported, not able to connect the changes/actions on the basis of assessment results.

## 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:

Overall it appears that Women’s Studies has a good understanding of assessment of student learning and is making good progress. They make good use of assessment methods, but would have liked to have seen more evidence of the results.