

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Departments on Assessment Activities Reported in 2005-2006 Annual Reports

DEPARTMENT Social Work DATE 2/20/07

COMMITTEE MEMBER(S) CONDUCTING REVIEW Joan Hawthorne, Renee Mabey

1. 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>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u>x</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). For each goal, use a Y (yes), N (no), or ? (qualified y/n or uncertain) to indicate whether this department has a similar or related goal.

Y 1 Communication ("communicate effectively, both orally and in writing")

Y 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")

Y 3 Informed choices ("make informed choices")

 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")

 5 Lifelong learning ("commit themselves to lifelong learning")

Y 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")

Y 7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:

There is very strong alignment between departmental goals, general education goals, and university goals for both undergraduate and graduate learning.

Undergraduate Goals: Goals are well articulated.

Graduate: Goals are well articulated.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced? YES x NO QUALIFIED Y/N

- | | | | |
|--|-----------------|----------------|---------------------------|
| • 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> </u> | NO <u>x</u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate: Data were collected from an exam, aligned with departmental goals, and at the conclusion of students' fieldwork (using a rubric aligned with departmental goals). Social Work seems to be doing an excellent job of using direct methods, although they do not note any data collected from indirect methods and such data might help them triangulate what they're currently learning.

Graduate: Data were collected from an exam, at the conclusion of fieldwork, and from independent studies/theses. Again, indirect data might be a useful addition.

3. ASSESSMENT RESULTS

Were any assessment results reported? YES ☒ NO ☐ QUALIFIED Y/N ☐

- If so, were the results clear in terms of how they specifically affirm achievement of goals? YES ☒ NO ☐ QUALIFIED Y/N ☐
- If so, were the results clear in terms of how they indicate need for improvement? YES ☐ NO ☐ QUALIFIED Y/N ☒
- Were the results tied to goals for student learning? YES ☒ NO ☐ QUALIFIED Y/N ☐

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Please indicate with a Y, N, or ? whether results reported are applicable to Institutional or General Education goal achievement. For items with a Y or a ?, please describe findings in the appropriate section below.

☒ Y 1 Communication ("communicate effectively, both orally and in writing")
☒ Y 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
☒ Y 3 Informed choices ("make informed choices")
☐ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
☐ 5 Lifelong learning ("commit themselves to lifelong learning")
☒ Y 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
☒ Y 7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:

Undergraduates in Social Work demonstrated achievement of all five designated goals, at the following levels (examination percent-field work percent): #1 (SW 10: communication) = 83-88%; #2 (SW 1: critical thinking) = 82-82%; #3 (SW 6: practice) = 84-91%; #6 (SW 3: diversity) = 89-87%; #7 (SW 4: oppression/discrimination) = 71-84%. In all cases, 70% has been set by the department as an acceptable level of achievement.

Graduates in Social Work demonstrated achievement of all five designated goals, at the following levels (examination percent-field work percent-research project percent): #1 (SW 10: communication) = 85-87-83%; #2 (SW 1: critical thinking) = 84-90-92%; #3 (SW 6: practice) = 76-86-86%; #6 (SE 3: discrimination/diversity) = 80-89-92%; #7 (SW 4: oppression/discrimination) = 86-75-92%. In all cases, 70% has been set by the department as an acceptable level of achievement.

Undergraduate: For each goal, data were collected and reported.

Graduate: For each goal, data were collected and reported.

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:

Undergraduate: Data are available only from a single year, which faculty do not see as adequate to prompt change. In addition, scores for all categories are currently at or above standard.

Graduate: Data are available only from a single year. However, there are a couple of categories which have lower scores than desired and will be monitored to see if change is needed.

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:

Faculty in Social Work appear to have an excellent assessment plan and have done a great job of implementing direct assessments. They are near the beginning of the implementation process, which means that it is too early for them to know whether changes should be made. However, they might find it useful to collect indirect data, in addition to direct data, as the indirect data might serve to clarify whether change is needed in the case of low scores. It will be interesting to see what actions come as a result of the data once methods have been in place for some years.

Reviewer(s):	Name	Joan Hawthorne	Renee Mabey
	Department	Assistant Provost	Physical Therapy
	Phone Number	777-4684	777-4854
	e-mail	joan_hawthorne@und.nodak.edu	rmabey@medicine.nodak.edu

Section 1: ☐Y___ Section 2: ☐Y___ Section 3: ☐Y___ Section 4: ☐NA (not yet applicable)___

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done