

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in 2006-2007 Annual Reports

DEPARTMENT Anthropology DATE 12/13/07

COMMITTEE MEMBER(S) CONDUCTING REVIEW Kirsten Dauphinais, Beth Bjerke

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> |

Comments:

Undergraduate:

Graduate:

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). Use 'U' (undergraduate) or 'G' (graduate) to identify UND/General Education goals which are similar to the referenced departmental goals.

- U 1 Communication ("communicate effectively, both orally and in writing")
 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
 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")
 U 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
 U 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:

Undergraduate: The Department of Anthropology has six well defined and articulated program goals. These goals are well laid out in both the Assessment Plan as well as in the Annual Report.

Graduate: N/A

2. 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:

Undergraduate: The main method for assessment in the Department of Anthropology is done through the Senior Capstone course and related assignments. This course and related assignments serve as direct methods of assessment. The department also makes note of an alumni survey it has conducted.

Graduate: N/A

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, were the results clear in terms of how they indicate need for improvement?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• Were the results tied to goals for student learning?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>

Comments:

Undergraduate: The Anthropology Department faculty conducted an Assessment retreat in August of this year to discuss assessment results from the senior capstone. Numerous results were mentioned both as direct and indirect forms of assessment data. Some program goals were recognized as needing more attention during the following year. Results were reported for individual program goals, however it is evident that the reviewers of the Capstone projects had a set of criteria to assist in that process.

Graduate: N/A

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. Use 'U' (undergraduate) or 'G' (graduate) to identify those results which are applicable to Institutional/General Education goal achievement. For these items, please describe findings in the appropriate section below.

- ☒ 1 Communication ("communicate effectively, both orally and in writing")
☐ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
☐ 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")
☒ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
☐ 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:

Undergraduate:

Graduate:

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>

Comments:

Undergraduate: Through the faculty retreat many suggestions and recommendations were listed as a result of assessment data. It is evident that the faculty made good use of the assessment results they generated and are in the process of making curricular and program changes to better meet the program goals.

Graduate: N/A

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 Anthropology department has well defined program goals, and is collecting and utilizing assessment data in order to drive improvements. They seem to be on the right track when it comes to using the assessment process.

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Section 1: ☐Y_____ Section 2: ☐Y_____ Section 3: ☐Y_____ Section 4: ☐Y_____

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