

UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT Criminal Justice 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.

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

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

 UG 3 Informed choices ("make informed choices")

 UG 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")

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

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

 UG 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: well articulated goals pertaining to subject matter of discipline

Graduate: same

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: appears to be relying on direct assessment measures such as pre and post course testing; held an assessment retreat

Graduate: relies on review of comprehensive exams; intends to start collecting data on criminological theories, statistics and research methods, and other criminal justice concepts from comps and dissertations

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES__x__	NO____	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES__x__	NO____	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they indicate need for improvement?	YES__x__	NO____	QUALIFIED Y/N ____
• Were the results tied to goals for student learning?	YES__x__	NO____	QUALIFIED Y/N ____

Comments:

Undergraduate: pre and post testing yielding meaningful data; they suggest improvements in curriculum and assessment methods

Graduate: participated in Gen Ed longitudinal study; data gathering seems limited to reviewing comprehensive exams

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.

- __UG__ 1 Communication ("communicate effectively, both orally and in writing")
__UG__ 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")
__UG__ 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____x__	NO____	QUALIFIED Y/N ____
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES____x__	NO____	QUALIFIED Y/N ____

Comments:

Undergraduate: changed the sequencing of a key course; reallocated to their own department teaching of a key course; improved availability of capstone course

Graduate: revalidated gen ed course; have not performed closing the loop activities

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:

Undergraduate on track but should increase indirect assessment methods/assessment should be diversified

Graduate program needs to expand assessment beyond review of comprehensive exams to gather data to commence closing the loop activities

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Section 1: ☐ Y ☐ N Section 2: ☐ Y ☐ N Section 3: ☐ Y ☐ N Section 4: ☐ Y ☐ N

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