

UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT_ Humanities & Integrated Studies _____ DATE_ October 2007 _____

COMMITTEE MEMBER(S) CONDUCTING REVIEW_ Seelan & Gerhardt _____

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--|--------------------------------|---|
| • Were any goals referenced? | YES_ <input checked="" type="checkbox"/> _ | NO_ <input type="checkbox"/> _ | QUALIFIED Y/N_ <input type="checkbox"/> _ |
| • If so, were goals well articulated? | YES_ <input checked="" type="checkbox"/> _ | NO_ <input type="checkbox"/> _ | QUALIFIED Y/N_ <input type="checkbox"/> _ |
| • Do goals address student learning? | YES_ <input checked="" type="checkbox"/> _ | NO_ <input type="checkbox"/> _ | QUALIFIED Y/N_ <input type="checkbox"/> _ |

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")
- ☐ U ☐ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
- ☐ U ☐ 3 Informed choices ("make informed choices")
- ☐ U ☐ 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")
- ☐ U ☐ 5 Lifelong learning ("commit themselves to lifelong learning")
- ☐ U ☐ 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 Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:

Undergraduate: The Humanities and Integrated Studies Department has formulated learning goals around Bloom's and Krathwohl's taxonomies of cognitive and affective development and they complement Institutional and General Education goals. .

Graduate: The Humanities and Integrated Studies Department does not offer graduate programs or courses.

2. ASSESSMENT METHODS

- | | | | |
|--|--|--------------------------------|---|
| Were any specific assessment methods referenced? | YES_ <input checked="" type="checkbox"/> _ | NO_ <input type="checkbox"/> _ | QUALIFIED Y/N_ <input type="checkbox"/> _ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES_ <input checked="" type="checkbox"/> _ | NO_ <input type="checkbox"/> _ | QUALIFIED Y/N_ <input type="checkbox"/> _ |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES_ <input checked="" type="checkbox"/> _ | NO_ <input type="checkbox"/> _ | QUALIFIED Y/N_ <input type="checkbox"/> _ |

Comments:

Undergraduate: Direct and indirect assessment methods include pre/post essays, portfolios, checkpoint seminars (oral exams), Cooperative Learning Unit Pre/Post Test, and general education course evaluations. The assessment methods used align with the mission of the Humanities and Integrated Studies Program. The department continues to refine assessment methods to better evaluate student learning.

Graduate: NA

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 ___

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.

___U___ 1 Communication ("communicate effectively, both orally and in writing")
___U___ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
___U___ 3 Informed choices ("make informed choices")
___U___ 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: Assessment results in the Annual Report for FY07 (2006 – 2007) reflect information from 2004 and 2005. Specific outcomes or assessment results are reported for five of the seven stated learning goals; assessment regarding two of the seven learning goals is stated as "in process". Information is needed regarding more recent student learning outcomes.

Graduate: NA

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: Based on data from pre/post tests and portfolios, learning goals were better articulated to students and new assessment methods were introduced to assess student learning through both written and oral methods.

Graduate: NA

SUMMARY

Strengths

- ☒ Y A specific plan for assessment is in place.
- ☒ Y Student learning goals are well-articulated.
- ☐ ? Assessment methods are clearly described.
- ☒ Y Assessment methods are appropriately selected.
- ☐ ? Assessment methods are well-implemented.
- ☒ Y Direct and indirect methods are implemented.
- ☒ Y Results are reported.
- ☒ Y 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 Humanities and Integrated Studies Assessment Plan is available at <http://www.und.nodak.edu/dept/datacol/assessment/unsecure/0405/hum.pdf>. The seven learning goals addressed in the plan align with UND's Institutional and General Education goals.

Assessment is an integral aspect of the Humanities and Integrated Studies program as direct and indirect methods are used to evaluate student learning relative to the programs stated learning goals. There is a need for more recent assessment results and for a better articulation of specific assessment results as some were not clear to the reviewers. Assessment information is being used to inform and improve the overall program as staff and faculty are looking to reconfigure some assessment tools. As stated in the FY07 Annual Report, the Humanities and Integrated Studies Program is "on a positive trajectory forward" in the area of assessment.

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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