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

DEPARTMENT___Indian Studies_____DATE___12/14/07_____

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

1. STUDENT LEARNING GOALS

- Were any goals referenced? YES__x NO____ QUALIFIED Y/N ___
- If so, were goals well articulated? YES__x_ NO____ QUALIFIED Y/N ___
- Do goals address student learning? YES__x_ NO____ QUALIFIED Y/N ___

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")
__U__ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
__U__ 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 Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:

    Undergraduate: The Indian Studies department has identified seven program goals for their graduates. They have also identified university goals in which they assess.

    Graduate: N/A

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____ NO__x_ QUALIFIED Y/N ____
- Were both direct and indirect assessment methods used as components of a "multiple measures" approach? YES___x__ NO_ __ QUALIFIED Y/N ____

Comments:

    Undergraduate: The department mentions four assessment tools utilized. However, none are directly tied to the program goals specified by the department. Three of the four tools rely on indirect assessment data, mainly focusing on student perceptions.

Graduate: N/A

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES____	NO__X__	QUALIFIED Y/N ____

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

Comments:

    Undergraduate: Although it was stated that assessment data was collected, none was included in the annual report.

    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_____	NO__X__	QUALIFIED Y/N ____

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning? YES_____ NO__X__ QUALIFIED Y/N ____

Comments:

    Undergraduate: Instead of reporting on closing the loop, the Indian Studies department stated what it intends to work for next year in the area of assessment.

    Graduate: N/A

SUMMARY

Strengths	*Areas for Improvement*

___ A specific plan for assessment is in place.

__**x**_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.)

____ No specific plan for assessment is in place.

____ Student learning goals are not well-articulated.

__x _ Assessment methods are not clearly described.

_x_ Assessment methods are not appropriately selected.

__x _ Assessment methods are not well-implemented.

__ _ A single type of assessment methods predominates.

_ x_ No results are reported.

__x _ Results are not clearly tied to closing the loop.
    (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The Indian Studies department has well defined program goals, however the plan lacks detail in describing how assessment data will be collected. Results should also be reported with definite connections to how the data was used to improve the learning of students in the program.

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Section 1: _Y____   Section 2: _?____   Section 3: _N____   Section 4: _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