

UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT Sociology DATE October 2008

COMMITTEE MEMBER(S) CONDUCTING REVIEW Mabey, Adams

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|------------------|----------------|---------------------------|
| • Were any goals referenced? | YES <u>UG, G</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u>UG, G</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u>UG, G</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate: Goals and objectives are well articulated.

Graduate: Goals and objectives are well articulated.

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")

UG 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: Departmental, Institutional, and General Education goals are well aligned

Graduate: Graduate goals are discipline specific. Several departmental goals, while not using the language above, have parallel intents to the Institutional and General Education goals. Department goals that seem parallel include participation in and presentations at professional societies (communication, life-long learning, service/citizenship) and the completion of a Master's thesis (communication, critical/creative thinking).

2. ASSESSMENT METHODS

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

- | | | | |
|--|---------------|----------------|---------------------------|
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u>UG</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>UG</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate: Direct Methods: Critiques of course assignments and papers relative to assignment guidelines and program goals/objectives. Indirect: course evaluations and student comments regarding course content. Student surveys of perceived growth and contributions of curriculum to the achievement of program goals and objectives.

Graduate: Direct Methods: Critiques of course assignments and papers; critiques of students' professional development through review of CVs. A departmental database of graduates' employment and educational demographics will be developed.

3. ASSESSMENT RESULTS

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

Comments:

Undergraduate: Assessment strategies tied to course work were completed or are in process. Results are well articulated and tied to goals and objectives.

Graduate: strategies tied to course work were completed or are in process. Results are well articulated and tied to goals and objectives.

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: Results are not addressed in terms of Institutional or General Education Goals. However, as noted above, Departmental, Institutional, and General Education goals are well aligned. The department is gathering, analyzing, and reporting students' ability to meet the goals.

Graduate: Institutional and General Education goals are not addressed. See Section I.

4. CLOSING THE LOOP

Were any actions taken on the basis of the assessment results reported?	YES_UG, G___	NO___	QUALIFIED Y/N ___
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES_UG, G___	NO___	QUALIFIED Y/N ___

Comments:

Undergraduate: Several changes have been made in course syllabi, course contents, assignments, rubrics, and presentation and paper expectations. Additional closing the loop activities are underway or in the planning stages.

Graduate: Several changes have been made and additional changes are underway.

SUMMARY

Strengths

- __UG, G__ A specific plan for assessment is in place.
- __UG, G__ Student learning goals are well-articulated.
- __UG, G__ Assessment methods are clearly described.
- __UG, G__ Assessment methods are appropriately selected.
- __UG, G__ Assessment methods are well-implemented.
- __UG, G__ Direct and indirect methods are implemented.
- __UG, G__ Results are reported.
- __UG, G__ Results are tied to closing the loop.
(Decision-making: 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: not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The Assessment Plan for Sociology posted on the web is dated 2004-2005. The plan clearly articulated goals and objectives. Imbedded in the document are the methods of assessment, timelines of activities and the responsible parties. A reader would be able to follow the plan more easily if a table were created which provided an overview of the Assessment Plan. It is also recommended that dates of revision be added to the plan as accomplished.

The Annual Report for 2006-2007 clearly ties goals and objectives to assessment methods, results, and closing the loop activities. Information is provided for each area. It is noteworthy that the department is also analyzing its data across years.

The department is to be commended for assessing its assessment strategies and processes! Additional departmental objectives will be assessed in upcoming years. The department is evaluating its assessment strategies and exploring the usefulness of new strategies. The department is planning to increase the linkages between course and program level assessment. It is working to increase departmental communication regarding assessment and provide increased the support for faculty involved in assessment.

Sociology is to be complimented on their progress.

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Section 1: __UG, G__ Section 2: __UG, G__ Section 3: __UG, G__ Section 4: __UG, G__

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