DEPARTMENT__Anthroplogy_____DATE_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW Barbara Combs, Eric Johnson, Raina Urton

1. STUDENT LEARNING GOALS

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

Comments:

Three goals were noted in the annual report:
1. *demonstrate knowledge of the holistic, integrative, and comparative nature of anthropology across its core subfields*
2. *articulate and apply key anthropological perspectives using critical thinking and comparative analysis,*
3. *demonstrate knowledge and understanding of the patterns and <u>sources</u> of biological and cultural variation*

These three goals do not match the six goals that appear in the 2005 Assessment Plan posted on the website. A review of the 2009 Annual Report revealed that in 2008, the Department revised its mission and goals. The original six goals have been reduced to three. A concern with the current three goals is that, while they may be well-articulated for faculty in the department, they may be too brief to be well understood by students and those outside of the department.

In addition to the Departmental goals, please also consider UND's Institutional and Essential Studies goals for student learning (shown in alignment within parentheses) and identify which goals are similar to departmental goals.
_____ 1 Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience")
___X__ 2 Thinking and reasoning – critical thinking (or "be intellectually curious"; analyze, synthesize, evaluate)
_____ 3 Thinking and reasoning – creative thinking (or "be intellectually creative"; explore, discover, engage)
_____ 4 Thinking and reasoning – quantitative reasoning ("apply empirical data…analyze graphical information")
_____ 5 Information literacy ("be able to access and evaluate…for effective, efficient, and ethical use")
_____ 6 Diversity ("demonstrate understanding of diversity and use that understanding…")
_____ 7 Lifelong learning ("commit themselves to lifelong learning")
_____ 8 Service/citizenship ("share responsibility both for their communities and for the world")

Comments regarding departmental goals and alignment of departmental goals with institutional and Essential Studies goals:
Departmental goal two is aligned with institutional and Essential Studies goal two. While other goals may align, for example, a demonstration of knowledge may likely require adequate communication skill, no direct alignment exists with other goals.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?   YES____   NO____   QUALIFIED Y/N _ X __
- If so, were specifically chosen assessment methods appropriately aligned with individual goals?   YES_____   NO__   QUALIFIED Y/N _X__
- Were both direct and indirect assessment methods used as components of a "multiple measures" approach?   YES_X__   NO____   QUALIFIED Y/N ____

Comments:

Direct and indirect assessment products for which data were collected were listed in the 2010 annual report. Direct measures appeared to be tied to the Senior Seminar course and included student portfolio artifacts (2 "best products" relevant to each program goal); Senior Seminar Applied Research Project, Senior Seminar weekly critical issue "nutshells" and students' written portfolio narratives. Indirect measures products included students written portfolio narratives, senior self-reflection essays, and student exit responses in three areas: program evaluation, Senior Seminar Evaluation, and USATs. It is unclear how the how students written portfolio narratives can be both direct and indirect measures of student learning.

The information in the report was provided in list form and- lacked explication. The process for assessment of the products is unclear. For example, although, the portfolio products were reported as one product for assessing goals there was no description as to how the items were assessed (e.g. using descriptive rubric, criterion checklist, etc.). Alignment of products with goals was unclear although the report indicated that the 2 portfolio artifacts were deliberately selected to be relevant to each program goal.

3. ASSESSMENT RESULTS

Were any assessment results reported? YES___ NO____ QUALIFIED Y/N X__
- 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____ QUALIFIED Y/N _X_

Comments:

Only one comment related to assessment results for direct measures listed in the annual report ("Mastery of goals 2 and 3 is slightly weaker revealing some confusion in the meaning of the goals"). An analysis of assessment results was provided indicating that the goals may be "multi-component, ambiguous and redundant."

Assessment results from student self-reflections about "student observations" and "skills and experiences gained" were reported but did not appear to relate to any of the three stated program goals.

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the department presents findings, and, for indicated items, describe findings below. .
__X___ 1 Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience")
_____ 2 Thinking and reasoning – critical thinking (or "be intellectually curious"; analyze, synthesize, evaluate)
_____ 3 Thinking and reasoning – creative thinking (or "be intellectually creative"; explore, discover, engage)
_____ 4 Thinking and reasoning – quantitative reasoning ("apply empirical data…analyze graphical information")
_____ 5 Information literacy ("be able to access and evaluate…for effective, efficient, and ethical use")
___X__ 6 Diversity ("demonstrate understanding of diversity and use that understanding…")
_____ 7 Lifelong learning ("commit themselves to lifelong learning")
_____ 8 Service/citizenship ("share responsibility both for their communities and for the world")

Comments regarding results and the application of results to departmental, institutional and Essential Studies goals:

Assessment results from student self-reflections about "skills and experiences gained" seem related to goals 1 and 6. Students noted improvements in their communication skills over time. They also noted a change in their world view over time ("awareness of cultural diversity, ethnocentrism, etc.")

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported? YES_____ NO____ QUALIFIED Y/N __X_
- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning? YES_____ NO____ QUALIFIED Y/N _X__

Comments:

Information provided in the annual report projected actions that would be taken in the future based upon an analysis of the products for program assessment. These include: rewriting existing goals, consider adding new goals, as well as the following actions:

- Strengthen hands-on course components; retain laboratory methods courses
- Make links between assignments and learning goals (ES and Program Goals) more transparent to students
- Increase opportunities for students to do empirical data collection and analysis
- Require students to do research that applies anthropological methods to global problems
- Encourage or require outside learning experiences

While these actions are designed to improve students' experience and learning, they do not seem to address the student learning goals listed in item 1 above.

According to the Annual Report, an assessment retreat was held in the fall of 2010 and focused on "editing the program mission statement and goals, and adding program goals to all syllabi and eventually extending to course assignments."

SUMMARY

Strengths	*Areas for Improvement*
____ A specific plan for assessment is in place.	____ No specific plan for assessment is in place.
____Student learning goals are well-articulated.	____ Student learning goals are not well-articulated.
____Assessment methods are clearly described.	____ Assessment methods are not clearly described.
____Assessment methods are appropriately selected.	____ Assessment methods are not appropriately selected.
____Assessment methods are well-implemented.	____ Assessment methods are not well-implemented.
_X__Direct and indirect methods are implemented.	____ A single type of assessment methods predominates.
____Results are reported.	____ No results are reported.
____Results are tied to closing the loop.	_X__ Results are not clearly tied to closing the loop.
(Decision-making is tied to evidence.)	(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The Department has an assessment plan which has been modified since the last review and learning goals have been reduced from six to three. Assessment data appears to have been collected and results used to attempt to address what appears to be confusion about goals on the part of the students.

We encourage the Department of Anthropology to update its assessment plan to reflect their 2008 revisions. We support their desire to "unpack" current learning goals and suggest that in the process of doing so they consider to what extent the goals align with institutional and Essential Studies goals.

It may be useful for the Department to review assessment methods to determine to what extent they align with stated- learning goals. For example, do any of the prompts for the Self-Reflection assessment tool allow students to address their perceptions of having met a given learning goal? At present it is difficult to determine whether or how current assessments measure updated goals.

MATERIALS REVIEWED

_X__ Annual report   __X__ Assessment plan (as posted)
_____ Appendices (cited in annual report)   __X__ Previous assessment review
__X__ Other (2009 Annual Report)

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Section 1: _Y___   Section 2: _?__   Section 3: _?__   Section 4: __?___

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 reported
         ?   =   action or progress is apparent; however, evidence is lacking that this is completely and appropriately done