

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2008/2009 Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT: Indian Studies

DATE: 4/12/2011

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Jo-Anne Yearwood/Dexter Perkins

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:

The goals listed in the department's annual report FY2010 states that: The graduate from Indian studies

- 1. Understands variability within and between tribal groups*
- 2. Demonstrates knowledge and understanding of the relationship between the federal and state governments and Indian tribes*
- 3. Has an awareness of social justice issues facing Native Americans and techniques used to address them*
- 4. Recognizes stereotypes, ethnocentrism and racism and acts in culturally appropriate ways to counteract them*
- 5. Locates and evaluates relevant material*
- 6. Communicates in a professional manner orally and in writing*
- 7. Incorporates facts and ideas from Indian history and culture into professional activities*

Indian Studies does not have a current Assessment Plan posted. Information on the Assessment Committee's website indicates that a new plan is in progress.

In addition to the Departmental goals, please also consider UND's Institutional and Essential Studies goals for student learning (shown in alignment within parentheses). Use 'U' (undergraduate) to identify UND/Essential Studies goals which are similar to the referenced departmental goals.

- u 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
 u 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”)
 u 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
 7 Lifelong learning (“commit themselves to lifelong learning”)
 u 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:

The Indian Studies student learning goals are aligned with the University's Institutional and Essential Studies goals for student learning and emphasize both written and oral communication, as well as critical thinking skills. The Essential Studies goals of Diversity and Service are implied when you read the department's learning goals 3, 4 and 7.

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____	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: The report describes the direct and indirect measures the department uses to assess their essential studies courses. However, when they described the ES areas that were focused on for the “one program goal for student learning” that the program concentrated on “this year,” it is unclear which assessment method or methods was used.

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____	NO____	QUALIFIED Y/N __x__
• If so, were the results clear in terms of how they indicate need for improvement?	YES____	NO____	QUALIFIED Y/N __x__
• Were the results tied to goals for student learning?	YES__x__	NO____	QUALIFIED Y/N ____

Comments:

The report indicated that the data showed the department was successful in “teaching students that American Indian cultures are neither monolithic nor static,” They further stated that faculty participated in “interesting discussions” regarding the collected data, but no additional specifics were shared.

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Use ‘U’ (undergraduate) to identify those results which are applicable to institutional/Essential Studies goal achievement. For indicated items, please describe findings in the appropriate section below. .

- _____ 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”)
- _____ 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:

The annual report indicated that the Indian studies program administered an essay question around a “central issue to all Indian Studies students,” enrolled in their ES courses, but no information was shared regarding the data collected based on the responses to that question.

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_____ NO_____ QUALIFIED Y/N __x__

Comments: *The Indian Studies department identified changes that needed to be made based on their findings, but indicated that they had not yet made any progress on the identified changes. Those changes include:*

1. *Developing a yearly interview process with all majors*
2. *Refining the rubric to score direct assessment*
3. *Re-validating all of their Essential Studies courses*

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:

The Indian Studies department is encouraged to complete their updated Assessment Plan as soon as possible and post it on the Assessment Committee website. Further, the department is encouraged to make sure that under each Student Learning goal, specific objectives are listed (none were listed in the annual report).

MATERIALS REVIEWED

- ☒ Annual report
- _____ Appendices (cited in annual report)
- _____ Other (please describe)
- ☒ Assessment plan (as posted)
- ☒ Previous assessment review

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Section 1: __Y__ Section 2: __?__ Section 3: __Y/N__?__ 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 available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done