

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2010 Annual Reports

UNDERGRADUATE PROGRAMS

DEPARTMENT Social Science Major **DATE** 03/25/11

COMMITTEE MEMBER(S) CONDUCTING REVIEW Roxanne Hurley, Fred Remer

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------|-------|-------------------|
| • Were any goals referenced? | YES___ | NO___ | QUALIFIED Y/N ___ |
| • If so, were goals well-articulated? | YES___ | NO___ | QUALIFIED Y/N ___ |
| • Do goals address student learning? | YES___ | NO___ | QUALIFIED Y/N ___ |

Comments:

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.

- ___ 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 departmental goals and alignment of departmental goals with institutional and Essential Studies goals:

2. ASSESSMENT METHODS

- | | | | |
|--|--------|-------|-------------------|
| Were any specific assessment methods referenced? | YES___ | NO___ | QUALIFIED Y/N ___ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES___ | NO___ | QUALIFIED Y/N ___ |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES___ | NO___ | QUALIFIED Y/N ___ |

Comments:

3. ASSESSMENT RESULTS

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

Comments:

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:

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES___	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 ___

Comments:

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:

There is no Assessment Plan developed for this major as there are very few students still using this major since a Bachelor of General Studies was developed (reported by Associate Dean of Arts and Science, Dr. Tom Rand). It is recommended that if this major remains as an option for students in the College of Arts and Sciences an Assessment Plan should be developed.

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: N Section 2: N 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