UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2011 Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT B.A. Political Science and B.S. Public Administration_____ DATE_____4-16-2012

COMMITTEE MEMBER(S) CONDUCTING REVIEW Paul Drechsel and Roxanne Hurley

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:
The Political Science Program and Public Administration Program share the same six goals.

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.
___X__ 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)
___X___ 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…")
___X___ 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: The goals of the department are specific and also integrate the Essential Studies goals.

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_X___   NO____   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: The assessment plan includes both direct and indirect assessment measures.

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_X__   NO____   QUALIFIED Y/N ____
- If so, were the results clear in terms of how they indicate need for improvement?   YES_X_   NO____   QUALIFIED Y/N ____
- Were the results tied to goals for student learning?   YES_X__   NO____   QUALIFIED Y/N ____

Comments: The annual report provides detailed results on the assessment of their strategic plan 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")
__X___ 2 Thinking and reasoning – critical thinking (or "be intellectually curious"; analyze, synthesize, evaluate)
__X____ 3 Thinking and reasoning – creative thinking (or "be intellectually creative"; explore, discover, engage)
__X___ 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…")
__X___ 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 assessment efforts concentrate on critical thinking, oral communication and written communication. The department will continue the current assessment practices in the coming years to build a stronger data set.

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__X_____   NO____   QUALIFIED Y/N ____

Comments:

The department has mandated and reiterated that 70 percent is the acceptable number correct for any content area. This is based on figures tracked since Fall 2004, the department believes that students are attaining the content and are being challenged in these lecture sections. They have provided a detailed report showing the results of their findings and how it relates to essential studies.

SUMMARY

Strengths	*Areas for Improvement*
_X__ A specific plan for assessment is in place.	____ No specific plan for assessment is in place.
_X__Student learning goals are well-articulated.	____ Student learning goals are not well-articulated.
_X__Assessment methods are clearly described.	____ Assessment methods are not clearly described.
_X__Assessment methods are appropriately selected.	____ Assessment methods are not appropriately selected.
_X__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.
_X__Results are reported.	____ No results are reported.
_X__Results are tied to closing the loop.	____ 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 Political Science Department has a well documented assessment program. The goals are clear and contain aspects of the Essential Studies goals.

MATERIALS REVIEWED

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

Reviewer(s):   Name   _Roxanne Hurley_   _____   Paul Drechsel
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Section 1: __Y___   Section 2: __Y___   Section 3: _Y____   Section 4: ___Y__

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

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in __2011_____ Annual Report
GRADUATE PROGRAMS

DEPARTMENT_M. S. Public Administration_____DATE___4/12/2012_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW __Paul Drechsel and Roxanne Hurley_____

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:
The department identifies the same goals for its graduate program as those of the undergraduate program. We didn't find an Assessment Plan for the Graduate Program posted on the website. In the UG Assessment Plan it says that the graduate level has its own assessment plan separate from the undergraduate plan. We think it would be helpful for the graduate program to post their plan.

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___	NO____	QUALIFIED Y/N __X__

Comments:
The Department requires all graduate students to complete an independent study and to pass comprehensive exams. It is not clear how they plan to measure whether graduate students have met the desired learning outcomes. The exit questionnaire is considered be an indirect measure.

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__X_	NO____	QUALIFIED Y/N ___
• Were the results tied to goals for student learning?	YES____	NO____	QUALIFIED Y/N __X_

Comments:
In the reporting period, 14 students took the comprehensive examinations. Four did not pass one or more sections, three later passed; one has yet to try again. It would be helpful to link comprehensive exam section scores to learning goals.

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 Department requires each student who completes the MPA to complete an exit questionnaire about the program. The MPA Advisory board meets yearly to discuss the results and consider any changes to the program. Major curriculum changes in the MPA program have been postponed until the effects of increased enrollments can be assessed.

SUMMARY

Strengths	*Areas for Improvement*
____ A specific plan for assessment is in place.	_X___ 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.
____ 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.	____ 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:

We recommend that the graduate program develops their own Assessment Plan to more clearly articulate the student learning goals at the graduate level.

MATERIALS REVIEWED

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

Reviewer(s):	Name	Roxanne Hurley	Paul Drechsel
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Section 1: ___Y__   Section 2: __?__   Section 3: __?__   Section 4: __?__

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          Y   = yes, this is done appropriately and well
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