DEPARTMENT____<u>Indian Studies</u>_____**DATE**_____<u>4/24/2014</u>_____

PROGRAM(S) COVERED IN REVIEW ___<u>Bachelor of Arts in Indian Studies</u>_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW <u>Shari Nelson, Kevin Buettner, Brett Johnson</u>

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 Assessment Plan 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 government and state governments, and Indian tribes.*
3. *Has an awareness of social justice issues facing American Indians and ways to address them.*
4. *Recognizes stereotypes, ethnocentrisms, and racism, and acts in culturally appropriate ways to counteract them.*
5. *Locates and evaluates relevant materials.*
6. *Communicates in a professional manner orally and in writing.*
7. *Incorporates facts and ideas from American Indian history and culture into professional activities.*
8. *Introduce students to methodology and theory in Indian studies.*

In addition to the program 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 program 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)
_____ 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")
___X___ 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")
___X___ 8 Service/citizenship ("share responsibility both for their communities and for the world")

Comments regarding program goals and alignment with institutional and Essential Studies goals:

The following Essential Studies goals for student learning align with the identified department/program goals.

1. *Communication – Goal #6*
2. *Thinking and reason (Critical Thinking) – Goal #5*
6. *Diversity – Goal #4*
8. *Service/citizenship – Goal #3,4,7*

The assessment plan also states that Lifelong Learning is addressed at the department level. However, based on the information provided, it is unclear where and how this learning goal is addressed.

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:

Indirect assessment *includes the Student Evaluation form, a qualitative instrument that the faculty of the Indian Studies Department developed approximately twelve years ago and has updated periodically. This instrument is administered by tenured faculty in all of their classes at least once every academic year, while untenured and temporary faculty administer it at the end of each semester. The assessment plan indicates that, in the past, the department used the GER questions at the end of the USAT form for direct assessment but the following questions from the Student Evaluation form now serve the same purpose for direct assessment:*

- *Did this course change your thinking? Why or why not?*
- *What general knowledge will you take away from this course?*
- *Did the students engage in this course? Why or why not?*
- *Were the materials used appropriate for the course topic? If not, why not?*
- *Did the instructor present the materials effectively? What could be improved?*
- *Would you recommend the course to a friend? Why or why not?*

Although labeled as direct assessment methods in both the assessment plan and annual report, it should be noted that the above questions are more closely associated with **indirect assessment.**

Direct assessment *(as indicated in the assessment plan) includes two peer interviews conducted during the first and last weeks of the semester. Students interview each other and write a paper on the others' knowledge of the course subject matter. This paper is then reviewed and validated for diversity with a slightly modified Essential Studies diversity rubric. The assessment plan states that, since the course is evaluated for diversity, this is the only goal that is assessed as part of this assessment.*

The annual report also identifies self-narratives in two sections of IS 121 to provide some valuable feedback regarding student learning. In addition to diversity, the peer interviews and self-narratives also indicated changes in critical thinking skills and growth in ability to analyze complex problems.

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:

Assessment results were reported in global terms, not with specific scores or percentages of improvement. For example, it was reported that "Obviously, the success varies from student to student; however, almost every single student improved in the ability to crucially evaluate stereotypical thinking and learned content that will enable them to live better in a diverse society." It is apparent that students are gaining valuable information from these courses, particularly the IS 121 courses, but it would be beneficial to include specific results, such as percentage of increase of knowledge, based on the rubric used for the beginning/end of semester peer interviews. Although this information might be available, without examples of specific results, it is unclear whether they specifically affirm achievement of goals and/or if they indicate need for improvement.

In addition to program goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the program presents findings, and, for indicated items, describe findings below.

_____ 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")

___X___ 6 Diversity ("demonstrate understanding of diversity and use that understanding…")

_____ 7 Lifelong learning ("commit themselves to lifelong learning")

___X___ 8 Service/citizenship ("share responsibility both for their communities and for the world")

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

Because of the global nature of the results reporting, it is difficult to determine to what extent the results are applicable to Essential Studies goals listed in Section 1. For example, although the students write a paper based on their peer interviews, results indicating learning in the area of written and oral communication are not reported.

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 annual report indicates that a total curriculum revision occurred in Fall 2012 and that the curriculum was currently being implemented at the writing of the report. Details of curriculum changes were not made available and more detailed information as to how these changes directly address goals for student learning would be beneficial for future curriculum development and assessment. The annual report also identifies informal conversations between faculty members as the most frequent loop-closing activity. However, changes made as a result of these conversations are not identified.

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.

____ 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 annual report stresses the importance of teaching in the department's mission and it is apparent that the Indian Studies Department is highly committed to its students and their learning. Without detailed results and specific changes made as a result of their assessments, however, it is difficult to determine how the closing the loop activities have impacted long term student learning goals. Additional results and changes as a result of assessment would certainly serve to highlight this department's mission and continued dedication to student learning.

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   Shari K. Nelson   Kevin Buettner   Brett Johnson
                Department   SSC   Nursing   Student Government
                Phone Number   777-0562   777-4509   777-4377
                e-mail   shari.nelson@und.edu   kevin.buettner@und.edu brett.johnson.6@und.edu
        ----

Section 1: __Y___   Section 2: __Q___   Section 3: __Q___   Section 4: __Q___

Coding Key:
    Y   = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing
              that assessment is a cyclical process, i.e., with additional kinds of data to be collected and analyzed in other
              years)
    Q   = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and
              appropriately done
    N   = no, this is not done at all, or it is not done in relationship to student learning
    NA   = no information reported and it's unclear whether it was done

Revision 9/25/13