

	Exceeds Requirements 10 - 12	Meets Requirements 7-9	Partially Meets Requirements 4-6	Does Not Meet Requirements 1-3	Score
<p>Learning Outcomes When students successfully complete the program, what should they know? What should they be able to do? What should they value?</p>	<ul style="list-style-type: none"> All outcomes clearly stated; Compatible with IU South Bend campus goals and mission statements; Measurable; An appropriate range of measures; Cover key/focused components of learning; Reflect multiple levels of learning, primarily higher levels of learning (e.g. Bloom's Taxonomy: synthesis, application, analysis.) 	<ul style="list-style-type: none"> Most are clearly stated; Most are compatible with IU South Bend campus goals and mission statements Most are measurable; An adequate range of measures; Most cover key/focused components of learning; Reflect multiple levels of learning, including higher levels of learning. 	<ul style="list-style-type: none"> Some are clearly stated; Some are compatible with IU South Bend campus goals and mission statements Some are measurable; Too many or too few in number Some cover key/focused components of learning; Some reflect multiple levels of learning, and some may reflect higher levels of learning 	<ul style="list-style-type: none"> Not clearly stated; Not compatible with IU South Bend campus goals and mission statements Not measurable; Inappropriate number to reflect required student learning Do not cover key/focused components of learning; Generally reflect basic knowledge. 	4
<p>Tools and Processes Direct Measures – directly evaluate student work. Examples of direct measure include exams, papers, projects, and computer programs, interactions with a client or musical performances. Indirect Measures – indirectly evaluate student learning and include asking students and alumni how will they thought they learned, tracking their graduate school or job placement rates, and so on.¹ 1.Walvoord, Barbara (2004). Assessment Clear and Simple. San Francisco: Jossey-Bass.</p>	<ul style="list-style-type: none"> Appropriate number of observations; All measure mastery of student learning using multiple methods; Include a wide range of student work samples; Tells you what needs to change and where in the curriculum it must be changed. 	<ul style="list-style-type: none"> Adequate number of observations; Measure student learning; Include student work samples; Measures how closely target is achieved and guides curriculum changes 	<ul style="list-style-type: none"> Some observations; Some measure student learning; Includes some student work samples; Measures how closely target is achieved but may not suggest specific actions for improvement. 	<ul style="list-style-type: none"> Few or no observations; No appropriate methods to measure desired student learning; No student work samples; Does not measure target achievement, does not make necessary curricular changes clear. 	2
<p>Benchmarks/Performance Targets Level of performance students should achieve for selected measures.</p>	<ul style="list-style-type: none"> Well defined and appropriate levels of student learning are identified; Measures how closely target is achieved 	<ul style="list-style-type: none"> Defined and adequate levels of student learning are identified; 	<ul style="list-style-type: none"> Loosely defined or insufficient levels of student learning are identified; 	<ul style="list-style-type: none"> No benchmarks or targets for student learning are identified; 	1
<p>Results and Analysis Information is gathered, summarized and provided to faculty for review, discussion and analysis</p>	<ul style="list-style-type: none"> Clearly developed and well-conceived analysis; Clear findings are reported on all methods Faculty and other relevant stakeholders review and discuss all data 	<ul style="list-style-type: none"> Analyses are provided; Findings are reported on all methods; Faculty review and discuss all data. 	<ul style="list-style-type: none"> Partial analyses are provided; Findings are reported on most methods; Limited review and discussion. 	<ul style="list-style-type: none"> No analysis; Insufficient findings or number of methods used; Limited or no review and discussion. 	2
<p>Actions How do faculty use assessment information to modify and improve their program?</p>	<ul style="list-style-type: none"> A thorough plan is developed with broad-based faculty participation to improve curriculum, assessment planning, and/or student learning outcomes; Actions provide thorough evidence that findings have influenced curricular and co-curricular decision making 	<ul style="list-style-type: none"> A plan to improve is developed with faculty participation; Actions provide evidence that findings have influenced curricular and co-curricular decision making 	<ul style="list-style-type: none"> A plan is with partial faculty participation is developed; Unclear connections between findings and curricular and co-curricular decision making. 	<ul style="list-style-type: none"> No plan has been developed; No evidence-based decision making is discernible. 	2

Comments

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<p>Learning Outcomes When students successfully complete the program, what should they know? What should they be able to do? What should they value?</p>	<ul style="list-style-type: none"> • Goals do reflect multiple levels of learning but aren't stated in a form that can be assessed and measured • Goals need to be more clearly developed and restated so they can be subject to quantification • The committee suggests that the sociology program over the next three years focus on revising and clarifying one or two learning goals, rather than tackling all of them which might become an overwhelming task.
<p>Tools and Processes Direct Measures – directly evaluate student work. Examples of direct measure include exams, papers, projects, and computer programs, interactions with a client or musical performances. Indirect Measures – indirectly evaluate student learning and include asking students and alumni how will they thought they learned, tracking their graduate school or job placement rates, and so on.¹</p>	<ul style="list-style-type: none"> • It is apparent the program is aware of issues with current assessment measures, and the committee encourages the department in continuing to address them. • The link to the rubric in the report was not working, so the committee can't make specific comments on the portfolio evaluation instrument. • Revising the alumni survey, perhaps by breaking the larger components down to address more specific components of the educational goals, might yield more useful data that is practical for curriculum revisions. A list of graduating seniors is available from the CLAS office at the beginning of the semester. This might aid in collecting responses and improving the response rate of the survey. • If the curriculum map were presented in a table, strengths and weaknesses in addressing educational goals might become more apparent. A chart would also be able to illustrate the depth at which each goal is addressed in a course – introduced, reinforced, mastered. • The portfolio management system needs to be improved. All faculty need to participate in the collection of materials so it does not become an onerous burden for a few. OnCourse has a number of easy-to-use features that should allow for collecting and monitoring portfolio items • It is not clear from the report exactly what materials are in the portfolio. Each artifact in the portfolio should relate to specific assessment goals being measured. Artifacts should be consistent across portfolios.
<p>Benchmarks/Performance Targets Level of performance students should achieve for selected measures.</p>	<ul style="list-style-type: none"> • No benchmarks used
<p>Results and Analysis Information is gathered, summarized and provided to faculty for review, discussion and analysis</p>	<ul style="list-style-type: none"> • The results and analysis of assessment information seems to be limited, general and informal • Although a departmental assessment committee provides efficiency for a number of assessment tasks, participation in assessment should be the responsibility of all faculty. • The assessment committee would encourage the program to consider making discussions of assessment information part of regular faculty meetings, (more often than annually,) so that all faculty members can participate and commit to the assessment process
<p>Actions How do faculty use assessment information to modify and improve their program?</p>	<ul style="list-style-type: none"> • Linking course syllabi to learning goals would be an excellent way to ensure that educational goals are being addressed and improve the collection of meaningful artifacts for the portfolio. The assessment committee encourages the department in continuing to explore this. • As part of faculty assessment discussions it would be useful to identify specific action items based on assessment results

- In light of the greater accountability being required of educational institutions, the assessment committee is committed to having documentation of the student learning taking place in our academic departments. We are convinced that students are receiving an excellent education from our colleagues. We also know that our university will be required to provide evidence supporting this claim to our accrediting commission and state funding bodies. Assessment is a crucial, and increasingly necessary, component of the educational process.
- The assessment committee would like to make clear that this is an evaluation of the assessment processes in the Sociology program, not of the program itself. The committee hopes that academic programs can use assessment to highlight excellent and important educational work and identify places where educational goals are not being met. The assessment committee understands that a one-size –fits-all assessment process will not work with the diverse academic programs on campus. Instead, they urge each program to consider precisely what their educational goals are and to identify ways to see whether those goals are being met. The result should be meaningful data that can provide useful input for curriculum revision.
- The assessment committee encourages the faculty of the sociology program to take advantage of the assessment education opportunities on campus. UCET and the assessment committee provide workshops on assessment topics. Individualized consultations are available from Firm Faith Nelson in UCET, and by assessment committee members. There is also a collection of assessment books that can be borrowed.