ASSESSMENT
DATA&FINDINGS
UPPER-DIVISION (Junior) CLUSTER ASSESSMENT

REFLECTION

As a result of both course assessment data and administrative review of capacity of each cluster over several years, a Cluster Redesign process was initiated by the University Studies Council, supported by UNST faculty and staff. The purpose of the redesign is to review each Cluster of SINQ and Jr. Cluster courses to assure coherence of the theme and assure capacity for students to complete their general education requirements.

Faculty workgroups have proposed and implemented two new Clusters in the past academic year. Global Perspectives includes courses from 27 departments and Interpreting the Past was developed to incorporate courses from 21 departments into a coherent offering of Sophomore and upper division Cluster courses. Through this ongoing review, existing Clusters were strengthened through consolidation of courses in Media Studies into the Popular Culture and Freedom, Privacy, & Technology Clusters and Archeology into the Interpreting the Past Cluster. The Media Studies and Archeology Clusters were eliminated through this redesign.

During the Summer Session ’10/11 three additional faculty workgroups focused on building coherence and capacity of the Morality; Knowledge, Rationality & Understanding; Women’s Studies; Sexualities; Healthy People/Healthy Places; and Community Studies Clusters. The proposals from these workgroups will be presented to the University Studies Council, Undergraduate Curriculum Committee, and Faculty Senate in the Fall of 2011. The University Studies Council will review the proposals in Fall of 2011 for implementation in 2012/13. By Fall of 2012, faculty workgroups will have studied and proposed redesign of current Clusters resulting in around 12 robust and coherent Clusters to be fully implemented in 2013/14.

A component for each Cluster is an ongoing assessment plan which will be integrated into the overall UNST annual assessment to provide both Cluster-specific and UNST-wide data for improvements in course learning objectives as well as faculty development. Since the offering of Jr. Cluster courses is based on shared responsibility for General Education between the UNST Program and Departments, the assessment of Jr. Cluster courses has been a challenge. The assessment plans developed by faculty workgroups and approved for implementation by the UNST Council and Faculty Senate will provide a foundation for future assessment and quality improvement efforts in the ‘middle part’ of the UNST curriculum (SINQ and Jr. Cluster courses).