

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Non-Academic Departments on Assessment Activities Reported in 2005-2006 Annual Reports

DEPARTMENT Dean of Students Office DATE April 25, 2007

COMMITTEE MEMBER(S) CONDUCTING REVIEW Ginny Guido, Cheryl Saunders -

1. STUDENT LEARNING GOALS

- Were any goals referenced? YES X NO QUALIFIED Y/N
- If so, were goals well articulated? YES NO QUALIFIED Y/N X
- Do goals address student learning? YES NO QUALIFIED Y/N X

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). For each goal, use a Y (yes), N (no), or ? (qualified y/n or uncertain) to indicate whether this department has a similar or related goal.

- Y 1 Communication ("communicate effectively, both orally and in writing")
- ? 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
- 3 Informed choices ("make informed choices")
- 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
- 5 Lifelong learning ("commit themselves to lifelong learning")
- 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
- Y 7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals: There are eight (8) articulated goals, primarily written to enhance the mission of the Dean of Students office, which is to "provide timely, effective programs to augment and support the academic and personal success of our students and compliment the campus learning environment by providing judicial services, crisis management, advocacy, general advisement, problem solving assistance, referral services, and educational programs that contribute to overall campus safety, civility, and community-building."

Undergraduate and or Graduate, if appropriate:

The reference to determining learning outcomes was reported in the Annual Report and was applicable to undergraduate and graduate students. Although the learning outcomes (goals) were not clearly presented in the statement of goals, the learning goals were recorded in the results or outcomes. For example, in the judicial office hearing training, the results included learning goals such as communications, critical thinking/problem solving.

2. ASSESSMENT METHODS

- Were any specific assessment methods referenced? YES Y NO QUALIFIED Y/N
- If so, were specifically chosen assessment methods appropriately aligned with individual goals? YES Y NO QUALIFIED Y/N
 - Were both direct and indirect assessment methods used as components of a "multiple measures" approach? YES NO N QUALIFIED Y/N

Comments: Multiple activities were included in the report that directly addressed individual goals. These activities did not address student learning outcomes, but were geared at reporting measures such as continuing the parental notification program for students involved in alcohol-related violations and participation on the national task force for Prevention of Violence and Crisis Management on Campus. The one assessment measure that was done was a survey to student judicial hearing officers as part of the assessment of judicial officer training.

Undergraduate and or Graduate, if appropriate:

All student judicial officers were assessed, but the report does not clearly state the details (or give examples) of the training to inform the reader of the specificities of assessment methodology.

3. ASSESSMENT RESULTS

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

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Please indicate with a Y, N, or ? whether results reported are applicable to Institutional or General Education goal achievement. For items with a Y or a ?, please describe findings in the appropriate section below.

- Y__ 1 Communication (“communicate effectively, both orally and in writing”)
- Y__ 2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”)
- Y__ 3 Informed choices (“make informed choices”)
- N___ 4 Understanding across disciplines (“understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences” and “acquire knowledge over a broad spectrum of subject areas”)
- N___ 5 Lifelong learning (“commit themselves to lifelong learning”)
- N___ 6 Cross-cultural appreciation (“develop some familiarity with cultures other than their own”)
- ?___ 7 Service/citizenship (“commit themselves to...the service of others,” and “share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:

Undergraduate and or Graduate, if appropriate: The Dean of Students report was administered to both undergraduate and graduate judicial officers. Results are listed in the Learning Reconsidered, which was not attached to the report. The report did list strengths identified in the survey, which were learning how to initiate conversation, learning what questions to ask and having an outline of a standard conduct hearing.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES_____	NO___	QUALIFIED Y/N __Y__
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES_____	NO___	QUALIFIED Y/N N___

Comments: The report indicated that during the 2006-2007 academic year a common judicial training manual will be developed. This activity will be in conjunction with the Housing Offices.

Undergraduate and or Graduate, if appropriate:

The Dean of Students Office acknowledged changes/improvements based on assessment. The office has implemented a plan to make the appropriate changes to more succinctly assess student learning. According to the Annual Report, the development of the plan will occur in 2006-2007 academic year for implementation in fall 2007. These changes are applicable to both the graduate and undergraduate programs.

SUMMARY

Strengths

Areas for Improvement

- 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.)

- 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:

Decision making appears to be directly tied to the goals and initial results of the survey given to graduate and undergraduate judicial officers. While the majority of the eight goals do not address student learning outcomes, they do appear to be appropriate for this non-departmental unit.

The Dean of Students Office has clear departmental goals along with actions, completion target dates, progress steps, and success indicators to reflect and report assessment outcomes. The departmental goals align with its strategic plan, which is aligns with the goals of the University of North Dakota's Strategic Plan. The department has used its assessment results to modify its training and assessment methodology. In addition, it is engaged in ongoing assessment, development of improved methodology to assess student-learning goals along with the revision of training manuals and other teaching materials to more succinctly influence student learning. The Assessment Plan should reveal the specific assessment activities including clearly identified departmental and student learning goals, the assessment methodology, the results/ outcomes, and the changes/improvements or closing the loop activities.

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Section 1: N___ Section 2: N___ Section 3: ?___ 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