

**UNIVERSITY ASSESSMENT COMMITTEE**

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

**DEPARTMENT** University Learning Center **DATE** November 7, 2006

**COMMITTEE MEMBER(S) CONDUCTING REVIEW** Elizabeth Bjerke and Barbara Combs

**1. STUDENT LEARNING GOALS**

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

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.

- N 1 Communication (“communicate effectively, both orally and in writing”)
- N 2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”)
- N 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”)
- N 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 were a number of goals mentioned in the Annual Report supplement, however none were really articulated in this report. It would be beneficial to see a more complete assessment plan in order to analyze what exactly the goals address. Most seemed to relate to study skills and learning strategies.

The goals did not directly relate to the University goals due to the nature of services offered by the Learning Center.

**Undergraduate and or Graduate, if appropriate:**

The University Learning Center works primarily with undergraduate students, as well as first year provisional admit students.

**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 X 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 bulk of assessment activities done by the University Learning Center were accomplished with the Provisional Admit students in conjunction with a Strengthquest Inventory and in two classes limited to these admit: Effective Study Skills and College Reading.

The report did briefly mention how they hope to assess the actual services offered in the learning center to other students. As well as implementing a new tool 'Learning and Study Strategies Inventory'.

**Undergraduate and or Graduate, if appropriate:**

The University Learning Center works primarily with undergraduate students, as well as first year provisional admit students.

**3. ASSESSMENT RESULTS**

Were any assessment results reported?	YES <u>X</u>	NO ___	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES ___	NO <u>X</u>	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they indicate need for improvement?	YES <u>X</u>	NO ___	QUALIFIED Y/N ___
• Were the results tied to goals for student learning?	YES ___	NO <u>X</u>	QUALIFIED Y/N ___

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.

- N 1 Communication (“communicate effectively, both orally and in writing”)
- N 2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”)
- N 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”)
- N 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:***

The goals did not directly relate to the University goals due to the nature of services offered by the Learning Center.

**Undergraduate and or Graduate, if appropriate:**

The results listed were primarily related to the outcome of provisional admits that completed the university requirements versus those admits that did not complete the requirements.

**4. CLOSING THE LOOP**

Were any actions taken on the basis of assessment results reported?	YES <u>X</u>	NO ___	QUALIFIED Y/N ___
• If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?	YES _____	NO <u>X</u>	QUALIFIED Y/N ___

***Comments:***

Most of the changes addressed for the future based on the assessment results were more procedural. Perhaps with the implementation of the new tools, more information will be available that would allow for change in the actual student learning.

There were some very interesting results posted dealing with the provisional admits and how they were succeeding at the University as in relation to those students who did not fulfill the requirements. This in and of itself speaks highly for the program in place.

**Undergraduate and or Graduate, if appropriate:**

**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:**

It seems the University Learning Center has developed and is implementing an Assessment Plan. However, this report was difficult to write, since only access to the Annual Report information was made available.

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Section 1: Y    Section 2: ?    Section 3: ?    Section 4: ?

**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