UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in 2006-2007 Annual Reports

DEPARTMENT_American Indian Student Services_____DATE_March 31, 2008_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW__ Cassie Gerhardt & Sharlette Seelan _____

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:

Undergraduate: Four learning goals were identified: 1) Successful retention and academic achievement 2) Practical competence to manage own transition and academic affairs 3) Academic workshop knowledge and acquisition of technology skills 4) Humanitarianism

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). Use 'U' (undergraduate) or 'G' (graduate) to identify UND/General Education goals which are similar to the referenced departmental goals.
__U_____ 1 Communication ("communicate effectively, both orally and in writing")
__U_____ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
__U_____ 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")
___U____ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
___U____ 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:

Some of the institutional goals are indirectly referenced in the AISS learning goals

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__**X**___   NO____   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:

Qualitative and quantitative survey is administered to students on their first visit to an AISS advisor and at the end of each academic year. In addition focus groups once per semester with AISS advisors, individual assistance, a living-learning community, orientation programs are some of the assessment methods identified in the annual report.

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__X_   NO____   QUALIFIED Y/N ____
  - If so, were the results clear in terms of how
    they indicate need for improvement?   YES__X__   NO____   QUALIFIED Y/N ____
  - Were the results tied to goals for student
    learning?   YES__X__   NO____   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. Use 'U' (undergraduate) or 'G' (graduate) to identify those results which are applicable to Institutional/General Education goal achievement. For these items, please describe findings in the appropriate section below.

___U____ 1 Communication ("communicate effectively, both orally and in writing")
_____ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
___U____ 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")
___U____ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
___U____ 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 assessment results that were reported focused on the academic achievements and persistence of students involved in the AISS Program. Some results reference any specific student learning outcomes (some results: 83% indicated they improved their communication skills; 100% indicated they had increased their knowledge and understanding of other cultures; 100% indicated they had increased their awareness of their social responsibilities; 82% indicated that because of the contact with AISS they were informed about what was required of them to be successful students).

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 department has indicated that more effort will be placed on increasing attendance at the programs and also has plans to revise the questionnaires to keep responses directly related to student learning.

SUMMARY

Strengths	*Areas for Improvement*

__**X**__ A specific plan for assessment is in place.   ____ No specific plan for assessment is in place.

__**?**__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.

__X__Assessment methods are appropriately selected.   ____ Assessment methods are not appropriately selected.

__X__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.

__X__Results are reported.   ____ No results are reported.

__X__Results are tied to closing the loop.   ____ 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 AISS assessment plan is available at http://www.und.nodak.edu/dept/datacol/assessment/unsecure/vpsos/AISS.pdf The goals are somewhat aligned to the institutional learning goals – some are directly referenced. A number of different methods of assessment are stated. It is apparent that there is an understanding of,/and activities appropriate to student retention and student success, and the department is recognizing areas in which to improve.

Reviewer(s):	Name	_Cassie Gerhardt_	_Sharlette Seelan__
	Department	_Memorial Union – VPSOS__	_Housing -VPFO__
	Phone Number	_777-3667_____	_777-2059_____
	e-mail	cassiegerhartdt@mail.und.edu	sharletteseelan@mail.und.edu

----

Section 1: _Y____   Section 2: _Y____   Section 3: _Y____   Section 4: __Y___

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