

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

**DEPARTMENT**\_\_ University Counseling Center \_\_\_\_\_ **DATE**\_\_ 3-29-08 \_\_\_\_\_

**COMMITTEE MEMBER(S) CONDUCTING REVIEW**\_ Elizabeth Bjerke and Kirsten Dauphinais \_\_\_\_

**1. STUDENT LEARNING GOALS**

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

**Comments:**

*There was no Assessment plan on file for the Counseling Center, however the assessment portion of the annual report was completed. Unfortunately, the annual report sections did not list any specific student learning goals. It did reference a strategic plan goal. Without an assessment plan to reference, it is very difficult to make sense of the annual report.*

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.

- \_\_\_\_\_ 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")
- \_\_\_\_\_ 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:**

*No goals were mentioned.*

**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\_\_\_ NO\_X\_\_\_ QUALIFIED Y/N \_\_\_

**Comments:**

*The annual report displays numerous indicators of assessment techniques. However, due the annual report template the tables are very difficult to understand (no formatting carried over). The Counseling Center uses numerous survey tools to assess student perceptions and screenings. The center also reported the results following numerous outreach events. The center also uses data from a national assessment called the ACHA-NCHA. The center seems to have used this data pretty extensively for analysis and discussion.*

### 3. ASSESSMENT RESULTS

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

**Comments:**

*Without an assessment plan for reference, it was impossible to see if the tools and data matched any learning goals.*

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.

- 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")
- 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:**

**Graduate:**

### 4. CLOSING THE LOOP

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

**Comments:**

*This portion of the annual report was left blank. Although it seems evident that this data is being used to improve the counseling center, they did not list out specific changes in the report.*

**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:**

*The Counseling Center seems to be using numerous techniques in order assure quality in the services they provide to students. However, a well defined assessment plan may make continued utilization of the tools more effective.*

Reviewer(s):	Name	Kirsten Dauphinais	Elizabeth Bjerke
	Department	Law	Aviation
	Phone Number	777-6396	777-3922
	e-mail	<a href="mailto:kdauphinais@law.und.edu">kdauphinais@law.und.edu</a>	<a href="mailto:ebjerke@aero.und.edu">ebjerke@aero.und.edu</a>

Section 1:   N      Section 2:   N      Section 3:   N      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