

UNIVERSITY ASSESSMENT COMMITTEE

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

DEPARTMENT Multicultural Student Services **DATE** March 31, 2008

COMMITTEE MEMBER(S) CONDUCTING REVIEW Sharlette Seelan & Cassie Gerhardt

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 NO X 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). 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:

While the department stated goals, none of the goals were directly related to student learning.

2. ASSESSMENT METHODS

- Were any specific assessment methods referenced? YES NO X 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 did not reference any specific assessment methods.

3. ASSESSMENT RESULTS

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

- 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:

The assessment results that were reported focused on the academic achievements and persistence of students involved in the Peer Mentoring Program. The results included in the annual report did not reference any specific student learning outcomes.

4. CLOSING THE LOOP

- Were any actions taken on the basis of assessment results reported? YES 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

Comments:

The report indicates that efforts were made to improve the Peer Mentoring Program based on student feedback. Again, student learning goals were not referenced.

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 2006 – 2007 Annual Report does not make specific reference to student learning goals or to any clear assessment efforts related to student learning. In addition, the department’s Assessment Plan is not posted on Departmental Assessment Plan Website. As the department looks to revise their assessment plan, they might consider identifying goals related to UND’s General Education/Essential Studies Goals.

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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