

December 9, 2009

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in 2008-09 Annual Reports
NON-ACADEMIC PROGRAMS

DEPARTMENT Disability Services for Students (DSS) DATE Nov. 30, 2009

COMMITTEE MEMBER(S) CONDUCTING REVIEW Fred Remer/Kirsten Dauphinais

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 ___

Comments: *The DSS Assessment Plan lists as their learning outcomes Academic Achievement and Persistence, Interpersonal and Intrapersonal Skills, Knowledge Acquisition and Practical Competence. No supporting information describes these learning outcomes. The learning outcomes were applied to three target groups: student employees, students in the DSS Learning Strategies class, and students registered with DSS.*

In addition to Program goals, please also consider UND's Institutional and Essential Studies goals for student learning (shown in alignment within parentheses). Identify UND/Essential Studies goals which are similar to the referenced program goals.

- X 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
- X 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
- X 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
- ___ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
- ___ 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
- X 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
- X 7 Lifelong learning (“commit themselves to lifelong learning”)
- ___ 8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding departmental goals and alignment of program goals with institutional and Essential Studies goals:

The DSS Assessment Plan correlates each learning outcome with one or more ES goals. Since there is little documentation on the meaning of each learning outcome, it is sometimes not clear how certain ES goals align with a learning outcome. One example is the general education goal of ‘informed choices’ relating to Interpersonal and Intrapersonal Skills. It is not obvious how they relate. Better articulated learning outcomes would clear the confusion.

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 ___ QUALIFIED Y/N X
 - Were both direct and indirect assessment methods used as components of a “multiple measures” approach? YES X NO ___ QUALIFIED Y/N ___

Comments: *Assessment methods included a questionnaire, pre and post-inventory reports, instructor evaluations of students, the process of requesting and managing accommodations and Institutional Research data. Each method was aligned with one or more learning outcomes. It was sometimes difficult to understand the connection between the assessment method and the learning goal due to the lack of clarity of the learning goal. Once again, better articulated learning outcomes would clear the confusion.*

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

Comments: DSS reported results for the three target groups: student employees, students in the DSS Learning Strategies class, and students registered with DSS. Results from a fourth group (students using DSS to arrange or support authorized accommodations) were also reported. Detailed results were reported for two of the four groups and did not explicitly indicate a need for improvement. Summary results were provided for the other two groups. The results were tied to the learning outcomes as outlined in the assessment plan.

In addition to program goals, some assessment results may be applicable to institutional and Essential Studies goals. Please identify those results which are applicable to institutional/Essential Studies goal achievement. For indicated items, please describe findings below. .

- 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
 7 Lifelong learning (“commit themselves to lifelong learning”)
 8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to programmatic, institutional and Essential Studies goals:

The two groups that provided detailed results indicated a ‘positive impact’ on communication skills and ‘problem solving ability’

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <input type="checkbox"/>	Y <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: The assessment results affirmed the success that DSS has had. The assessment results did not indicate a need for improvement. DSS believes that it is meeting its learning outcomes.

SUMMARY**Strengths**

- 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.)

Areas for Improvement

- 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:

December 9, 2009

DSS has an assessment plan in place with learning outcomes that are aligned with UND's ES goals. The learning outcomes are not well articulated as presented in the assessment plan and a better description of each would clarify the connection between the ES goals. Appropriately selected assessment methods use a mix of direct and indirect techniques. Assessment results indicate the program's success, but more detail could be provided. Future reports should provide detailed results for all methods.

MATERIALS REVIEWED

Annual report
 Appendices (cited in annual report)
 Other (please describe)

Assessment plan (as posted)
 Previous assessment review

Reviewer(s):	Name	<u>Fred Remer</u>	_____	_____
	Department	<u>Atmospheric Sciences</u>	_____	_____
	Phone Number	<u>777-4055</u>	_____	_____
	e-mail	<u>rem@aero.und.edu</u>	_____	_____

Section 1: Y N Section 2: Y N Section 3: Y N Section 4: Y 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