

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Non-Academic Units on Assessment Activities Reported in 2011 Annual Reports**  
**NON-ACADEMIC PROGRAMS**

**DEPARTMENT:** American Indian Student Services \_\_\_\_\_ **DATE:** October 13, 2011

**COMMITTEE MEMBER(S) CONDUCTING REVIEW:** Committee of the Whole

**1. STUDENT LEARNING GOALS**

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

**Comments:**

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.

- 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 departmental goals and alignment of program goals with institutional and Essential Studies goals:**

*AISS Goal 2, Practical Competency aligns with UND/Essential Studies Goal 1, Communication.*

*AISS Goal 3, Knowledge and Acquisition of Technology Skills aligns with UND/Essential Studies Goal 5, Information Literacy.*

*AISS Goal 4, Humanitarianism aligns with UND/Essential Studies Goals 6, Diversity and 8 Service/Citizenship.*

**2. ASSESSMENT METHODS**

- Were any specific assessment methods referenced? YES  NO  QUALIFIED Y/N
- If so, were specifically chosen assessment methods appropriately aligned with individual goals? YES  NO  QUALIFIED Y/N
  - Were both direct and indirect assessment methods used as components of a “multiple measures” approach? YES  NO  QUALIFIED Y/N

**Comments:**

Survey items and results appear to align well with AISS goals. *Surveys are used as the primary method; however, given the nature of the program it is clear that indirect measures would predominate. Focus groups were noted in the assessment plan as another method of assessment but no findings related to focus groups were reported.*

*AISS Goal 1 is a program goal and GPAs and credits taken are used as more direct measures for addressing this goal.*

**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

**Comments:**

Indicate no need for improvement

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:**

Findings for each of goals 2, 3, and 4 were reported from survey results. Ranges from 92%-100% were reported providing evidence that student perceptions about meeting each of these goals were very positive.

**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:**

Two actions were suggested in the report but appear to be only loosely based on findings related to goals. The first related to goal one was “increasing attendance at the AISS New and Transfer Student Orientation Program, encouraging more participation in the Student Success Retention Program and providing a variety of workshop opportunities. The second action was the future revision of the survey questionnaire.

**REVISION OF QUESTIONNAIRE (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 method 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 AISS program has developed a solid assessment system that is well-implemented. The prevailing assessment is a student survey which employs terms such as “awareness” and “understanding” that tend to be ambiguous and may make results difficult to interpret. It would be interesting see what students in focus groups might say if asked to speak specifically about how awareness or understanding gets applied in their lives. Use of focus groups was mentioned as a method in the annual report but we did not see findings and so are not sure how and when this method is used.

**MATERIALS REVIEWED**

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

Assessment plan (as posted)  
 Previous assessment review

Reviewer(s):	Name	University Assessment Committee as a Whole	
	Contacts	Barbara Combs	Joan Hawthorne
	Phone Number	701-777-2862	
	e-mail	<a href="mailto:barbara.combs@email.und.edu">barbara.combs@email.und.edu</a>	

---

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