

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in 2010-11 Annual Reports
NON-ACADEMIC PROGRAMS

DEPARTMENT University Counseling Center **DATE** November 5, 2011

COMMITTEE MEMBER(S) CONDUCTING REVIEW Mary K. Askim-Lovseth and Krista Lynn Minnotte

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|------------------------------|--|---|
| • Were any goals referenced? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input checked="" type="checkbox"/> |
| • If so, were goals well articulated? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • Do goals address student learning? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input checked="" type="checkbox"/> |

Comments:

An Assessment Plan is posted for the University Counseling Center (UCC), dated 2008-2009. No specific student learning goals are referenced other than noting a listing of the educational experiences offered in order to increase “behaviors that promote wellness in order to advance academic achievement among students” (UCC Assessment Plan).

*In the Annual Report, five **program** goals are identified. One, enriching student experience, referenced “students learning risk reduction in their alcohol and other drug use.” Another, encourage gathering, was to instill “hope and corrective emotional experiences.” In general, these relate to improving the mental and physical health of students. There appears to be a disconnect between the goals as referenced in the Annual Report and the information contained in the UCC Assessment Plan.*

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:

2. ASSESSMENT METHODS

- | | | | |
|--|---|--|--|
| Were any specific assessment methods referenced? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |

Comments:

Pre and post measures were used for students who participated in intervention programs to mitigate risk behaviors (i.e., alcohol and other drug abuse, suicide, worthlessness, panic/anxiety, lack of concentration and motivation, anger).

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 checked="" type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• Were the results tied to goals for student learning?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input checked="" type="checkbox"/>

Comments:

Pre and post results (percentages) regarding the frequency (“frequently/almost always”) of the thought or behavior were reported; improvement was shown for each of the interventions noted. Results also indicated a significant increase in drug and alcohol knowledge for students attending the Student Chemical Assessment Review Program.

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:

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <input type="checkbox"/>	NO <input checked="" 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:

A screening program for depression/suicide was set up with Student Health Services: but because of the low number of referrals (2), this was discontinued. This action does not relate to previous assessment results.

SUMMARY

<i>Strengths</i>	<i>Areas for Improvement</i>
<input type="checkbox"/> A specific plan for assessment is in place.	<input type="checkbox"/> No specific plan for assessment is in place.
<input type="checkbox"/> Student learning goals are well-articulated.	<input checked="" type="checkbox"/> Student learning goals are not well-articulated.
<input type="checkbox"/> Assessment methods are clearly described.	<input type="checkbox"/> Assessment methods are not clearly described.
<input type="checkbox"/> Assessment methods are appropriately selected.	<input type="checkbox"/> Assessment methods are not appropriately selected.
<input type="checkbox"/> Assessment methods are well-implemented.	<input type="checkbox"/> Assessment methods are not well-implemented.
<input type="checkbox"/> Direct and indirect methods are implemented.	<input type="checkbox"/> A single type of assessment methods predominates.
<input type="checkbox"/> Results are reported.	<input type="checkbox"/> No results are reported.
<input type="checkbox"/> Results are tied to closing the loop. (Decision-making is tied to evidence.)	<input checked="" type="checkbox"/> Results are not clearly tied to closing the loop. (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

There seems to be a disconnect between the Assessment Plan posted and what actually is being done regarding assessment. This includes both the student learning goals and the assessment methods. Better alignment is recommended.

MATERIALS REVIEWED

- | | |
|--|---|
| <input checked="" type="checkbox"/> Annual report | <input checked="" type="checkbox"/> Assessment plan (as posted) |
| <input type="checkbox"/> Appendices (cited in annual report) | <input checked="" type="checkbox"/> Previous assessment review |
| <input type="checkbox"/> Other (please describe) | |

Reviewer(s):	Name	<i>Mary K. Askim-Lovseth</i>	<i>Krista Lynn Minnotte</i>
	Department	<i>Marketing</i>	<i>Sociology</i>
	Phone Number	<i>7-2930</i>	<i>7-4419</i>
	e-mail	<u>maskim@business.und.edu</u>	<u>krista.lynn.minnotte@email.und.edu</u>

Section 1: ?___ Section 2: ?___ Section 3: ?___ 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