

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Non-Academic Units on Assessment Activities Reported in \_2010\_ Annual Reports**  
**NON-ACADEMIC PROGRAMS**

**DEPARTMENT: Multicultural Student Services      DATE: 12-15-2011**

**COMMITTEE MEMBER(S) CONDUCTING REVIEW: Barbara Combs & Odella Fuqua**

**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           NO X      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:**

*The goals that are listed in the annual report are related to recruitment and retention, serving as an advocate, managing the peer mentoring program and faculty mentoring program. It is not clear whether the faculty mentoring program is part of the Peer Mentoring Program or an additional independent program. Although some of the activities described in the report may relate to student learning, (e.g. doing a study hall) there is no direct link stated.*

**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:**

*Focus groups and surveys conducted throughout the spring 2010 semester were noted in the annual report.*

**3. ASSESSMENT RESULTS**

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

**Comments:**

*There were no assessment results listed; however, numbers of student attendance at mandatory meetings, advising sessions with faculty, and study halls were included.*

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...”)
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**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 \_\_\_\_\_ 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:**

*List of activities were reported under each goal but these were not tied to any assessments.*

**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 Department’s Assessment Plan is not posted on the web, and the department will look to developing a current plan once a permanent director is hired. As the department considers a new plan we hope they consider whether it is useful to identify goals for student learning that may also align with Essential Studies Goals.*

**MATERIALS REVIEWED**

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

- Assessment plan (as posted)
- Previous assessment review

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|--------------|--------------|--|-------------------------------------|
| Reviewer(s): | Name         | Barbara Combs  | Odella Fuqua                        |
|              | Department   | College of Educ. & Human Dev.  | Office of VP Finance and Operations |
|              | Phone Number | 777-2862   | 777-4265                            |
|              | e-mail       | <a href="mailto:barbara.combs@email.und.edu">barbara.combs@email.und.edu</a> | odella.fuqua@email.und.edu          |

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Section 1: \_\_?\_\_ Section 2: \_\_?\_\_ Section 3: \_NA\_\_ Section 4: \_NA\_\_

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