

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Non-Academic Units on Assessment Activities Reported in 2012 Annual Reports**  
**NON-ACADEMIC PROGRAMS**

**DEPARTMENT** Disability Services for Students (DSS) **DATE** November 21, 2012

**PROGRAM(S) COVERED IN REVIEW** DSS

**COMMITTEE MEMBER(S) CONDUCTING REVIEW** Jerath / Hawthorne

**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 X NO     QUALIFIED Y/N

*Comments: We noted that you describe two kinds of goals, which makes sense given the kind of program. You are thinking both in terms of student learning (i.e., what students will be able to do as a result of participating in DSS programming) and in terms of programmatic outcome (i.e., if you have a good program, you hope to see GPAs that are on par with GPAs for other students).*

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: There seems to be no connection in particular with the Essential Studies. This is fine looking at the mission. However, we noted that DSS could think in terms of life-long learning as a goal, since it seems likely that students who effectively master the kinds of adaptive strategies provided through DSS are better situated to be effective life-long learners.*

**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 X NO     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: They have good measures appropriate for their goals. Given their goals it makes sense to use indirect rather than direct assessment.*

**3. ASSESSMENT RESULTS**

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

learning? YES  NO  QUALIFIED Y/N

**Comments:** *The DSS students are being retained at a higher rate and are reporting successful use of adaptation strategies for success in the classroom.*

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:**  
*Not applicable.*

**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 DSS say the results are used to improve service delivery and work with students but no examples are provided.*

**SUMMARY**

<i>Strengths</i>	<i>Areas for Improvement</i>
<input checked="" type="checkbox"/> A specific plan for assessment is in place.	<input type="checkbox"/> No specific plan for assessment is in place.
<input checked="" type="checkbox"/> Student learning goals are well-articulated.	<input type="checkbox"/> Student learning goals are not well-articulated.
<input checked="" 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 checked="" 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:**

*It is good to see a current assessment plan posted. We also see that the DSS is clearly engaged in assessment which seems to be supporting the work being done. It would be helpful, however, if a bit more detail about loop-closing were included in future reports – we’d like to see examples that demonstrate how you’re using what you learn.*

**MATERIALS REVIEWED**

- Annual report
- Appendices (cited in annual report)
- Other (please describe)
- Assessment plan (as posted)
- Previous assessment review

Reviewer(s):	Name	<u>Sukhvarsh Jerath</u>	<u>Joan Hawthorne</u>	_____
	Department	<u>Civil Engineering</u>	<u>Assessment and</u>	_____
			<u>Regional Accreditation</u>	_____
	Phone Number	<u>701-777-3564</u>	<u>701-777-4684</u>	_____
	e-mail	<a href="mailto:sukhvarsh.jerath@engr.und.edu">sukhvarsh.jerath@engr.und.edu</a>	<a href="mailto:joan.hawthorne@und.edu">joan.hawthorne@und.edu</a>	_____

Section 1: Y    Section 2: Y    Section 3: Y    Section 4: ?

Coding Key:

- Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected in other years)
- 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

*Revised 10/11/12*