

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in 2011-2012 Annual Reports
NON-ACADEMIC PROGRAMS

DEPARTMENT Student Success Center **DATE** November 1, 2012

PROGRAM(S) COVERED IN REVIEW Student Success Center

COMMITTEE MEMBER(S) CONDUCTING REVIEW University Assessment Committee

1. STUDENT LEARNING GOALS

- Were any goals referenced? YES___ NO_X_ 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: There is no assessment plan posted for the Student Success Center. The annual report does mention that greater emphasis is being placed on student-learning outcomes, however, no details are provided.

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: Since there are no stated student-learning goals at this time, we are unable to determine how Student Success Center goals align with larger institutional and Essential Studies goals. However, it is likely that there will be considerable alignment, but until a plan is posted we are unable to determine what alignment exists.

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___ QUALIFIED Y/N_X_

Comments: The Student Success Center in its annual report describes a number of methods that are used for assessment purposes. Given that no assessment plan is posted, there are no official student-learning goals. Hence, it is unclear how the methods that are used connect to student-learning goals. The Student Success Center definitely incorporates indirect measures, but more detail is needed to determine the types of direct assessment methods that are used. For instance, pre- and post-methods are mentioned, but few details are given, so we do not know whether these methods involve self-reports of student-learning or direct measures of student learning (for example, a quiz meant to measure knowledge of a given subject matter).

3. ASSESSMENT RESULTS

- Were any assessment results reported? YES___ NO___ QUALIFIED Y/N_X_
- 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:

At least some data is being gathered and findings are presented in a general manner (for example, students are reported to be generally pleased with the services they receive), but specific findings are not presented. It would be helpful to see some example findings that those at the Student Success Center find interesting or useful. The general findings that are presented are not directly tied to student-learning goals.

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:

It is likely that a lot of what the Student Success Center does is connected to institutional and Essential Studies goals. We look forward to seeing such connections made with the implementation of specific goals.

4. CLOSING THE LOOP

- Were any actions taken on the basis of assessment results reported? YES_____ NO_X__ QUALIFIED Y/N ___
- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning? YES_____ NO_X__ QUALIFIED Y/N ___

Comments:

It does appear that the Student Success Center is very mindful of closing the loop with their program in general, but at this point they have not articulated how they are doing so for student-learning outcomes. When developing the assessment plan in the future, the aim should be to create linkages between goals, methods, findings, and decisions tied to student learning. We look forward to seeing how the Student Success Center uses their findings to improve student-learning goals.

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.)

- X 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:

Once the Student Success Center creates an assessment plan the other areas of assessment should fall into place. We look forward to seeing the creation of an assessment plan. As the Student Success Center develops their plan we would be glad to serve as a resource if this would be helpful to them.

MATERIALS REVIEWED

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

Assessment plan (as posted)
 Previous assessment review

Reviewer(s):	Name	_____	_____	_____
	Department	_____	_____	_____
	Phone Number	_____	_____	_____
	e-mail	_____	_____	_____

Section 1: N Section 2: ? Section 3: N Section 4: N

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