

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in 2011-12 Annual Reports
NON-ACADEMIC PROGRAMS

DEPARTMENT Women’s Center DATE 11/29/12

PROGRAM(S) COVERED IN REVIEW _____

COMMITTEE MEMBER(S) CONDUCTING REVIEW: **Roxanne Hurley, Shari Nelson, Wayne Barkhouse**

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: The Women’s Center has a posted Assessment Plan for 2012. Student learning goals are identified for students enrolled in IMPACT personal safety classes/workshops and those who participate in programs sponsored by the Women’s Center. Specific learning outcomes are identified.

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 specific learning goals identified by the Women’s Center related to the UND Essential Studies goals are: Cognitive Complexity (critical thinking, effective reasoning), Interpersonal/Intrapersonal Competence (self-appraisal/understanding, ethics and integrity), Humanitarianism (understanding and appreciation of human differences; social responsibility), and Practical Competence (effective communication, living a purposeful life).

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: Assessment methods for the IMPACT class/workshop includes: Pre and Post psychological assessments, questionnaires, and reflective journals completed by enrolled students. Pre-post questionnaires, program evaluations and interviews with participants are referenced for use for the Women’s Center sponsored events.

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: Assessment of student learning results are reported in a very general way in the 2011-12 Annual Report. It is reported that evaluations have been conducted for all outreach efforts during the academic year and that “one of the standouts from each evaluation tells us that students crave more community building; more ways to connect with each other; more ways of getting involved in issues that are bigger than they are”. It is concluded that “students are learning and want to learn more”. Since there are no specific results reported, it is difficult to identify which program/class/workshop is achieving the desired student learning goals. It would be helpful to tie the results to the specific goals for student learning identified in the Assessment Plan and include more specific results/analysis in future reports.

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:

Results reported indicate that students are learning about themselves and about the world that they live in. Students indicate a desire to volunteer to work on issues/programs sponsored by the Women’s Center.

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: Based on student feedback the Women’s Center has identified the need to develop a campus-wide program addressing bystander intervention and to expand the research with regard to student learning through the IMPACT classes. For more clarity, it would be useful to tie what you have learned back to the specific learning goal it addresses.

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.)

