

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in FY2013 Annual Reports
NON-ACADEMIC PROGRAMS

DEPARTMENT Office of International Programs (OIP) DATE November 2013

PROGRAM(S) COVERED IN REVIEW Study Abroad

COMMITTEE MEMBER(S) CONDUCTING REVIEW All committee members

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:

Student learning goals are articulated in the study abroad assessment plan. The goals are mentioned but not described in the FY2013 Annual Report.

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.

- X 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
- X 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”)
- X 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 program goals and alignment with institutional and Essential Studies goals:

The stated goals in the study abroad assessment plan are aligned with three Essential Studies goals: communication, critical thinking, and diversity (articulated as cultural thinking in the study abroad assessment plan).

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:

The study abroad assessment plan references specific assessment methods that align with student learning goals. All are indirect measures of student learning.

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___	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:

No assessment methods were implemented in FY2013. Thus, no assessment results were reported. We note that 1) the Office of International Programs is currently collecting data from current study abroad students and 2) one of the study abroad program’s priorities for next year is to continue to develop learning outcomes and to fully implement the assessment plan. The assessment committee looks forward to seeing results and implementation of the chosen assessment methods.

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: As noted above, no assessment methods were implemented in FY2013. Thus, no results were reported in the FY2013 annual report. We expect that the results will align to the ES goals mentioned in the first part of the review: communication, critical thinking, and diversity. We look forward to seeing the results.

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___	QUALIFIED Y/N ___

Comments:

Although no results were reported, it is evident that you have given some thought to how assessment data might be used once available. We appreciate your forethought regarding “how” and “why” you are collecting data from study abroad students.

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 study abroad assessment plan focuses on determining how students’ study abroad experiences influence student thinking, such as broadening viewpoints and exposing students to global perspectives. Many of these outcomes are clear and measurable, and the sample questions are helpful in demonstrating the potential of this assessment plan to produce data that will be appropriate and useful for your program. It will be interesting to see how you administer the plan and what data are generated. Specifics will be illuminated once data collection is complete, such as noting any actions taken on the basis of assessment results.

You might find that other OIP programs that provide learning opportunities for students, such as international nights and the international student peer mentor program, will benefit from implementing an assessment plan that is similar in structure and design to the study abroad assessment plan. We look forward to seeing these additional program-specific assessment plans in the future.

MATERIALS REVIEWED

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

Reviewer(s):

This review was completed by all University Assessment Committee members. For questions, please contact:

Name	Deborah Worley	_____	_____
Department	Ed Leadership	_____	_____
Phone Number	7-3140	_____	_____
e-mail	deborah.worley@und.edu	_____	_____

Section 1: Y Section 2: Y 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)
- Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available and it’s unclear whether it was done