

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in 2013-14
NON-ACADEMIC PROGRAMS

DEPARTMENT _____ **DATE** November 10, 2014

PROGRAM(S) COVERED IN REVIEW Student Support Services (SSS)

COMMITTEE MEMBER(S) CONDUCTING REVIEW Mary K. Askim-Lovseth, Surojit Gupta, and Jeremiah Enright

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------------|-------------|---------------------|
| • Were any goals referenced? | YES <u>X</u> | NO _____ | QUALIFIED Y/N _____ |
| • If so, were goals well-articulated? | YES _____ | NO <u>X</u> | QUALIFIED Y/N _____ |
| • Do goals address student learning? | YES _____ | NO <u>X</u> | QUALIFIED Y/N _____ |

Comments:

No assessment plan was posted for TRIO-Student Support Services and it was noted on the Annual Report that the program “does not conduct formal assessment of student learning.”

Goals are noted that relate to students’ persistence towards completion of their academic programs (third semester [65%] and six year [55%] measurements), and staying in good academic standing (60%).

General goals included—“By the time students complete their essential studies courses, they should be able to acquire knowledge over a broad spectrum of subject areas” and “As a result of their total University of North Dakota experience, graduates will exhibit a highly developed ability to work as competent professionals in or outside their major field(s) of study.” These two goals are influenced by multiple factors and to a significant degree, the student’s major program, making it difficult to decipher the role of SSS in their achievement.

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”)
- 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:

It is noted that after students complete their essential studies program, “they should be able to develop some familiarity with cultures other than their own.”

2. ASSESSMENT METHODS

- | | | | |
|--|--------------|-------------|------------------------|
| Were any specific assessment methods referenced? | YES <u>X</u> | NO _____ | QUALIFIED Y/N _____ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES _____ | NO _____ | QUALIFIED Y/N <u>X</u> |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES _____ | NO <u>X</u> | QUALIFIED Y/N _____ |

Comments:

The program survey completed by students included inquiry of their “participation in and impact of cultural/academic enrichment activities.” No further information was provided regarding the specifics of the information gathered.

Staff of SSS teaches two courses, Humanities 212, Integrated Cultural Enrichment, and UNIV 125, Introduction to Effective Study Skills. It was noted that “assessment of student learning in these courses is conducted in accordance with the College of Arts and Sciences assessment procedures.” This could be referencing the requirements related to earning grades in the courses or that faculty members in the College do external assessment of students’ artifacts to assess specific learning objectives.

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 results were reported.

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__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:

It was noted that the “survey and self-report information was used by SSS staff to modify programming and make necessary changes to enhance student success” but no specific commentary was provided regarding closing the loop activities.

SUMMARY

Strengths

- 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.)

Areas for Improvement

- 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 ambiguity of the Annual Report, and the fact that Student Support Services submitted the identical Annual Report related to assessment in AY 2013-14 as in the previous two years, might suggest there is no conscientious effort to reflect on their contribution to student learning and how it can be assessed. It is recommended that they seek out Joan Hawthorne or members of the University Assessment Committee for assistance in developing an assessment plan that captures the contribution the Program makes to student learning at the University.

MATERIALS REVIEWED

- Annual assessment report (AY 2013-14)
- Annual report (AYs 2012-13 and 2011-12)
- Assessment plan (as posted)
- Previous assessment review (AYs 2010-11 and 2005-06)
- Other (please describe)

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Section 1: Q Section 2: Q 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, it is unclear whether it was done at all, or it is not done in relationship to student learning

Revised Sept 24, 2014