

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Non-Academic Units on Assessment Activities Reported in 2013-2014**  
**NON-ACADEMIC PROGRAMS**

**DEPARTMENT** *American Indian Student Services*      **DATE** *12/4/2014*

**PROGRAM(S) COVERED IN REVIEW** \_\_\_\_\_

**COMMITTEE MEMBER(S) CONDUCTING REVIEW** *James Casler & Shari Nelson*

**1. STUDENT LEARNING GOALS**

- |                                       |   |                             |   |
|---------------------------------------|---|-----------------------------|---|
| • Were any goals referenced?          | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/>            |
| • If so, were goals well-articulated? | YES <input type="checkbox"/>            | NO <input type="checkbox"/> | QUALIFIED Y/N <input checked="" type="checkbox"/> |
| • Do goals address student learning?  | YES <input type="checkbox"/>            | NO <input type="checkbox"/> | QUALIFIED Y/N <input checked="" type="checkbox"/> |

**Comments:**

*Goals were generally stated as either in administrative terms or in terms of participation, rather than learning outcomes. Where learning goals were addressed, they were not worded in a way which captures the learning to be achieved by students. (Ex. Manage college experience to achieve academic goal success including degree attainment.)*

*Note: The University Assessment Committee reviews assessment plans from a student learning perspective; therefore, rewording the goals to more directly assess student learning would allow AISS to share more of their unit's mission and accomplishments.*

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 program goals and alignment with institutional and Essential Studies goals:**

*Program goals are minimally aligned with institutional and essential studies goals. This may be reasonable considering the goals and scope of AISS services.*

*Communication = Goal #2  
 Information = Goal #3  
 Diversity & Services = Goal #4*

**2. ASSESSMENT METHODS**

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

**Comments:**

*Qualitative and quantitative survey methods, in addition to focus groups, were identified but not described, making it difficult to determine whether methods were direct vs. indirect. An example of questions asked would help audiences to see the alignment between the goals and data collected.*

*Note: The committee acknowledges that it may be difficult to directly assess student learning in a service area such as AISS.*

### 3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input checked="" type="checkbox"/>
• If so, were the results clear in terms of how they indicate need for improvement?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• Were the results tied to goals for student learning?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input checked="" type="checkbox"/>

**Comments:**

*Only percentage participation and percentage change are reported and there is no indication of whether the reported level is good, acceptable, unsatisfactory, etc. The way in which the goals are worded currently makes it difficult to tie results to student learning.*

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:**

*We do not see strong alignment, but this is reasonable given the mission of AISS.*

### 4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input checked="" type="checkbox"/>
• If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input checked="" type="checkbox"/>

**Comments:**

*AISS indicates they hope to make the improvements in the following areas:*

1. *Increase attendance at student programs.*
2. *Continue to encourage students to participate in the Retention Program.*
3. *Increased workshop opportunities at the American Indian Center and other campus locations.*
4. *Make more effort to include campus wide enhancement workshops in the program requirements.*
5. *Continue to provide up-to-date computer programs for student use.*
6. *Continue to provide material during student programming that will increase the appreciation and knowledge of other cultures and of social responsibilities.*
7. *Revise questionnaires to elicit responses more directly related to what the student learned.*

#1-6 related to student satisfaction, opportunities, and appreciation, which are important components of student services programming. However, #7 ties back to observations made in earlier in this review and we look forward to seeing changes made that more closely relate to student learning. We believe that this will provide important pieces to the overall picture of the services provided by AISS.

**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:**

*Although a thorough assessment plan and data collection is apparent, assessment appears to be primarily related to administrative or participatory goals. Student learning goals are embedded into the overall goals but we suggest separating student participation and satisfaction from student learning to better reflect these differences. This would provide opportunity for a stronger alignment between student learning goals, results, and closing the loop. A more thorough discussion of assessment methods would also assist in presenting a clearer picture. For example, samples of focus group and survey questions would be beneficial, as would reporting assessment results more closely linked to student learning.*

*AISS's efforts to promote student success, expand programs across campus, and increase participation in workshops and the retention program is commendable.*

**MATERIALS REVIEWED**

- \_\_\_\_\_ Annual assessment report
- √ Assessment plan (as posted)
- √ Previous assessment review
- \_\_\_\_\_ Other (please describe)

Reviewer(s):	Name	James Casler	Shari Nelson
	Department	Space Studies	Student Success Center
	Phone Number	777-3462	777-0562
	e-mail	<a href="mailto:casler@aero.und.edu">casler@aero.und.edu</a>	<a href="mailto:shari.nelson@und.edu">shari.nelson@und.edu</a>

Section 1: Q Section 2: Q Section 3: Q Section 4: Q

**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

