

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in 2015 (Academic Year)

NON-ACADEMIC PROGRAMS

DEPARTMENT Student Success Center (SSC) **DATE** 11/30/2015

PROGRAM(S) COVERED IN REVIEW Student Success Center (SSC)

COMMITTEE MEMBER(S) CONDUCTING REVIEW Surojit Gupta and Carolyn Ozaki

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 student success center provides programs and services to students to aid in the development and implementation of their educational plans and goals. The center addressed five learning goals related to advising (Goal 1), study skills assistance (Goal 2), student success courses (Goal 3), tutorial services (Goal 4), and programming (Goal 5). The goals are well articulated and referenced.

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:

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 direct assessment methods used, when appropriate? Yes No Qualified Y/N N/A
 - Were indirect assessment methods used, when appropriate? Yes No Qualified Y/N N/A

Comments:

Assessment methods are well articulated for each goal. For learning goals 1,2, 4, and 5 students were asked to complete surveys. For the learning goal 3, students were administered pre/post assessments at the beginning and end of the semester of the following

courses: UNIV 101 (Introduction to University Life), UNIV 125 (Introduction to Effective Study Skills), UNIV 126 (College Reading), and UNIV 127 (Critical Thinking).

3. ASSESSMENT RESULTS

Were any assessment results reported?	<u> x </u>	Yes	<u> </u>	No	<u> </u>	Qualified Y/N
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	<u> x </u>	Yes	<u> </u>	No	<u> </u>	Qualified Y/N
• If so, were the results clear in terms of how they indicate need for improvement?	<u> x </u>	Yes	<u> </u>	No	<u> </u>	Qualified Y/N
• Were the results tied to goals of student learning?	<u> x </u>	Yes	<u> </u>	No	<u> </u>	Qualified Y/N

Comments:

The results for all the learning goals are documented clearly in the report. For learning goal 1, 99% (n=167) during Fall (2014) and 100% (n=145) during Spring (2015) reported that they have gain knowledge in the all the three area listed in goal 1. For learning goal 2, 100% (n=56 (Fall 2014), n=48 (Spring 2015) of the students reported increase in knowledge. Similarly of learning goal 3, each of the student success course showed that learning increases (0.95) from the pre to post assessments. Interestingly, for learning goal.

Results from learning goal 4 were largely positive, during Fall 2014 (n = 49), 33 % strongly agreed, 33% agreed, 6% neutral, 4% disagreed, 0% strongly disagreed, and 24% did not answer. During Spring 2015 (n = 29), 45 % strongly agreed, 24% agreed, 0% neutral, 0% disagreed, 0% strongly disagreed, and 31% did not answer. The results from learning goal 5 were also very positive for both the semesters.

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:

4. CLOSING THE LOOP

Were any actions taken?	<u> x </u>	Yes	<u> </u>	No	<u> </u>	Qualified Y/N
• If so, were they based on assessment results?	<u> x </u>	Yes	<u> </u>	No	<u> </u>	Qualified Y/N
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	<u> x </u>	Yes	<u> </u>	No	<u> </u>	Qualified Y/N

Comments:

SSC is highly commended for the excellent job in monitoring the progress and closing the loop in different learning goals. The center is also in the process of reorganization. The committee is looking forward to the results after the reorganization process.

SUMMARY

Strengths

Areas for Improvement

<input checked="" type="checkbox"/> A specific plan for assessment is in place.	<input type="checkbox"/> No specific plan for assessment is in place.
<input checked="" type="checkbox"/> Student learning goals are well-articulated.	<input type="checkbox"/> Student learning goals are not well-articulated.
<input checked="" type="checkbox"/> Assessment methods are clearly described.	<input type="checkbox"/> Assessment methods are not clearly described.
<input checked="" type="checkbox"/> Assessment methods are appropriately selected.	<input type="checkbox"/> Assessment methods are not appropriately selected.
<input checked="" type="checkbox"/> Assessment methods well-implemented.	<input type="checkbox"/> Assessment methods are not well-implemented.
<input checked="" type="checkbox"/> Direct and indirect methods are implemented, when appropriate.	<input type="checkbox"/> A single type of assessment methods predominates although other methods are equally appropriate.
<input checked="" type="checkbox"/> Results are reported.	<input type="checkbox"/> No results are reported.
<input checked="" type="checkbox"/> Results are tied to closing the loop. (Decision-Making is tied to evidence.)	<input type="checkbox"/> Results are not clearly tied to closing the loop. (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

SSC has done an excellent job. The committee recommends the SSC team to continue their good work.

MATERIALS REVIEWED

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

Reviewers	Name	_____	_____	_____
	Department	_____	_____	_____
	Phone Number	_____	_____	_____
	e-mail	_____	_____	_____

Section 1: Y Section 2: Y Section 3: Y Section 4: Y

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