UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Departments on Assessment Activities Reported in 2005-2006 Annual Reports

DEPARTMENT____McNair Program_____DATE____10/27/06_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW__Joan Hawthorne, Lana Rakow_____

1. STUDENT LEARNING GOALS

- Were any goals referenced? YES____ NO_x__ QUALIFIED Y/N ___
- If so, were goals well articulated? YES____ NO_x__ QUALIFIED Y/N ___
- Do goals address student learning? YES____ NO_x__ QUALIFIED Y/N ___

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). For each goal, use a Y (yes), N (no), or ? (qualified y/n or uncertain) to indicate whether this department has a similar or related goal.
___n___ 1 Communication ("communicate effectively, both orally and in writing")
____n__ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
____n__ 3 Informed choices ("make informed choices")
___n___ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
___n___ 5 Lifelong learning ("commit themselves to lifelong learning")
___n___ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
___n___ 7 Service/citizenship ("commit themselves to…the service of others," and "share responsibility both for their communities and for the world")

Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals: No goals for learning are identified.

Undergraduate and or Graduate, if appropriate: Annual report does not specify.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced? YES___ NO_x QUALIFIED Y/N ____

- If so, were specifically chosen assessment methods appropriately aligned with individual goals? YES____ NO_x__ 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:

Undergraduate and or Graduate, if appropriate: NA

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___x	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they indicate need for improvement?	YES____	NO__x_	QUALIFIED Y/N ___
• Were the results tied to goals for student learning?	YES____	NO__x_	QUALIFIED Y/N ____

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Please indicate with a Y, N, or ? whether results reported are applicable to Institutional or General Education goal achievement. For items with a Y or a ?, please describe findings in the appropriate section below.

_____ 1 Communication ("communicate effectively, both orally and in writing")
_____ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
_____ 3 Informed choices ("make informed choices")
_____ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
_____ 5 Lifelong learning ("commit themselves to lifelong learning")
_____ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
_____ 7 Service/citizenship ("commit themselves to…the service of others," and "share responsibility both for their communities and for the world")

Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:
No results/findings are described.
Undergraduate and or Graduate, if appropriate: NA

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__x_	QUALIFIED Y/N ____

Comments: No assessment plan or work was described.

Undergraduate and or Graduate, if appropriate: NA

SUMMARY

Strengths	*Areas for Improvement*
____ A specific plan for assessment is in place.	__x_ No specific plan for assessment is in place.
____Student learning goals are well-articulated.	____ Student learning goals are not well-articulated.
____Assessment methods are clearly described.	____ Assessment methods are not clearly described.
____Assessment methods are appropriately selected.	____ Assessment methods are not appropriately selected.
____Assessment methods are well-implemented.	____ Assessment methods are not well-implemented.
____Direct and indirect methods are implemented.	____ A single type of assessment methods predominates.
____Results are reported.	__x_ No results are reported.
____Results are tied to closing the loop. (Decision-making is tied to evidence.)	____ Results are not clearly tied to closing the loop. (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The McNair program probably does actually have goals for student learning, since it serves as an interface to connect students with research opportunities within specific departments. They do not currently collect any information, according to their annual report, because they assume that's done by the departments. It might be possible (and useful) for the McNair program to describe program goals (e.g., participating students will gain an understanding of the meaning of research in a specific discipline; participating students will become more informed and critical readers/consumers of research, etc.) and collect indirect assessment data via an end-of-experience survey, if nothing else. Since many departments undoubtedly do not conduct systematic assessment of learning for undergraduate research participants, this kind of data collection would significantly enhance what's currently done and probably be useful for program managers.

Reviewer(s):				
	Name	Joan Hawthore__	Lana Rakow_____	_____
	Department	Provost's Office	Communication_	_____
	Phone Number	_7-4684_____	__7-0675_____	_____
	e-mail	joan_hawthorne@und.nodak.edu	lanarakow@mail.und.nodak.edu	

Section 1: __N___ Section 2: _N____ Section 3: __N___ Section 4: ___N__

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done