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

DEPARTMENT__ STUDENT SUPPORT SERVICES   __DATE_____02/22/07_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW   Jon Jackson, Sharlette Seelan

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES____   NO_**X**__   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES____   NO ___   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.

___?___ 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:

Undergraduate and or Graduate, if appropriate:

N/A

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____   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:

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_ 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.

__ 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 results and the application of results to Departmental, Institutional and General Education Goals:

Undergraduate and or Graduate, if appropriate:
    N/A

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:

Undergraduate and or Graduate, if appropriate:

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.   __X_ Assessment methods are not appropriately selected.
_____Assessment methods are well-implemented.   __X_ 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.   __X_ Results are not clearly tied to closing the loop.
    (Decision-making is tied to evidence.)   (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

I am led to presume that this program and its effectiveness are evaluated in some other way than the type of assessment learning goals used by academic departments. (For instance, my own anecdotal experience with the staff of SSS has been uniformly positive – the impact on student learning critical, and perhaps we need to help them develop measures or tools to document the impact that this program has on the success of the students who utilize it.)

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Section 1: __NA___   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