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

DEPARTMENT_____Women's Center_____DATE_____FY 2006_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW___Lana Rakow and Joan Hawthorne_____

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES__x_   NO____   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES___x_   NO____   QUALIFIED Y/N ___
- Do goals address student learning?   YES___x_   NO____   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")
_____?__ 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: Program goals relate to interpersonal and intrapersonal competence, self esteem, social justice. There seems to be potential to align and incorporate some institutional and general education goals with this program's goals.

Undergraduate and or Graduate, if appropriate:

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?	YES__x__	NO____	QUALIFIED Y/N ____
• If so, were specifically chosen assessment methods appropriately aligned with individual goals?	YES___x__	NO____	QUALIFIED Y/N ____
• Were both direct and indirect assessment methods used as components of a "multiple measures" approach?	YES_____	NO____	QUALIFIED Y/N __x__

Comments: The assessment methods were primarily self-reports by students, yet students' sense of themselves and others is critical to the goals addressed and therefore directly relevant.

Undergraduate and or Graduate, if appropriate:

3. ASSESSMENT RESULTS

Were any assessment results reported?   YES__**x**__   NO____   QUALIFIED Y/N ____
- If so, were the results clear in terms of how
  they specifically affirm achievement of goals?   YES_x___   NO____   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__x__   NO____   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")
___? ___ 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:
Connections between program goals and institutional and general education goals have potential. Making informed choices is one which the program has not identified as a goal but seems to strive for.

Undergraduate and or Graduate, if appropriate:

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment
results reported?   YES_____   NO____   QUALIFIED Y/N __x__
- 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: The program seems to be using the data to make decisions concerning continuation of programming but it isn't clear that changes in the programming will result from the data gathered.

Undergraduate and or Graduate, if appropriate:

SUMMARY

Strengths	*Areas for Improvement*
____ A specific plan for assessment is in place.	__?__ No specific plan for assessment is in place.
__**x**__ Student learning goals are well-articulated.	____ Student learning goals are not well-articulated.
__x__ Assessment methods are clearly described.	____ Assessment methods are not clearly described.
_x___ Assessment methods are appropriately selected.	____ Assessment methods are not appropriately selected.
_x___ Assessment methods are well-implemented.	____ Assessment methods are not well-implemented.
____ Direct and indirect methods are implemented.	__x__ A single type of assessment methods predominates.
__x__ Results are reported.	____ No results are reported.
__x__ Results are tied to closing the loop.	____ 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:

The Women's Center has identified learning goals for its programs and has assessed student learning particularly well for its IMPACT Personal Safety classes, in cooperation with the Department of Psychology. Results are self-reports of feelings of self-efficacy and confidence. Direct measures in any conventional sense are not obtainable because application in a "real life" situation is neither possible nor desirable (e.g. situations of vulnerability or risk).

There is considerable potential for the goals of the Women's Center to more closely complement and be aligned with general education goals and institutional goals (including making informed choices and lifelong learning, for example). If so, the Women's Center would be making an even stronger contribution to student learning.

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Section 1: __Y___   Section 2: ___Y__   Section 3: __Y___   Section 4: ___Y__

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