DEPARTMENT___Women's Center_____DATE _4-20-11_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Ruth Paur and Cassie Gerhardt

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 Women's Center focuses on two specific programs throughout their assessment report: the IMPACT Personal Safety Class/Workshop and the Annual Display of the ND Clothesline Project. In the addition, the assessment report addresses "outreach programs" facilitated by the staff of the Women's Center. Specific learning goals are referenced for each of the programs.

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 departmental goals and alignment of program goals with institutional and Essential Studies goals:

The goals for specific programs addressed were clearly stated and some align with the UND Essential Studies goals. Specifically, the stated learning goal of the IMPACT Personal Safety Class/Workshop is "to increase interpersonal and intrapersonal competence through raising women's self-confidence, self-esteem, and awareness of surroundings".

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 both direct and indirect assessment methods used as components of a "multiple measures" approach?   YES__√__   NO____   QUALIFIED Y/N ____

Comments: Specific assessment methods referenced include: Evaluation forms completed by students enrolled in the IMPACT class/workshop, random sampling of students who participate in the Clothesline Project, pre and post assessment of students enrolled in the IMPACT class/workshop, and journals completed by students enrolled in the IMPACT class/workshop.

3. ASSESSMENT RESULTS

Were any assessment results reported?   YES__√__   NO____   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____   QUALIFIED Y/N __√__

Comments: The report includes research on the worldwide implementation of the IMPACT Personal Safety Classes/Workshops, but limited assessment results are provided specific to UND. The report does indicate that "results from the qualitative analysis indicated that following their participation in the IMPACT program, women reported greater self-efficacy, increased confidence, and an enhanced sense of empowerment", but no specific measures were included.

The report also includes programmatic data for the Annual Display of the ND Clothesline Project. The data provided does not address student learning, but rather addresses satisfaction and program implementation goals (e.g. Would you recommend this display to another student/friend/colleague? and What would you tell a friend about what you saw here today?)

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:
The results provided for the IMPACT Personal Safety Classes/Workshops address student learning, but the inclusion of specific measures would provide a better understanding of the student learning that occurs through participation in the program.

Given that assessment methods are in practice for the Annual Display of the ND Clothesline Project, it may be beneficial to include some questions specific to student learning rather than just questions focused on program implementation and satisfaction.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment
results reported?   YES_____   NO____   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: The need for more trained staff to accommodate the requests for personal safety classes and expansion of the promotional materials were two action items created from the review of the assessment results. The actions address program expansion as a way of providing a learning opportunity for more students, but do not directly address goals for student learning.

SUMMARY

Strengths	*Areas for Improvement*

_√___ A specific plan for assessment is in place.   _____ 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.   _____ No results are reported.

_____ 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:

It is clear that the Women's Center has put thought into developing learning goals and methods for some of their key program initiatives. Attention should be given to ensure that the methods used to collect data address the stated student learning goals. The Assessment Plan currently posted on the Assessment website is titled, "Women's Center Assessment Plan for 2007". Although aspects of this plan align with the assessment information provided in the Annual Report, it appears that the posted assessment plan needs to be updated.

MATERIALS REVIEWED

__√___ Annual report   __√___ Assessment plan (as posted)

_____ Appendices (cited in annual report)   _____ Previous assessment review

_____Other (please describe)

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Section 1: __Y___   Section 2: __Y___   Section 3: __?___   Section 4: __?___

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 reported

? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done