UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in __2012_____ Annual Reports
NON-ACADEMIC PROGRAMS

DEPARTMENT__Dean of Students_____DATE__November 27, 2012_____

PROGRAM(S) COVERED IN REVIEW _____

COMMITTEE MEMBER(S) CONDUCTING REVIEW__Paul Drechsel_____

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 ___

Comments:
An Assessment Plan is posted for the Dean of Students, dated 2011-2012. Five specific student learning goals are referenced with objectives for each of the Student Learning Goals listed. The Annual Report also identified five student learning outcomes associated with the student discipline function of the office. These five learning outcomes are the same as the five learning goals.

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.
__X____ 1 Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience")
__X____ 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")
__X____ 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")
__X____ 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 Dean of Students Office has identified five student learning goals that are referenced and well-articulated. The ES goals of communication, critical thinking and information literacy and service/citizenship are indirectly assessed..

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 plan for Dean of Students provides information about the "Student Voice" software measurement tool which is used to gather assessment data. The Dean of Students relies heavily on indirect assessment, including pre and post surveys.

The annual report does list an assessment metric for each goal, objective and outcome. The assessment plan also lists a timeline and responsible entity for each tool.

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_X___ NO____ QUALIFIED Y/N ____
- Were the results tied to goals for student
  learning? YES____ NO____ QUALIFIED Y/N _X___

Comments:
The Dean of Students 2012 annual report does state that assessment was performed and detailed information was provided. The report indicates that assessment is conducted with students that visit the Dean of Students. Detailed results were reported.

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. .

__X____ 1 Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience")
__X____ 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")
__X____ 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")
__X____ 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:
Overall, the results were used to gain a stronger understanding of what students learn by going through the disciplinary process. Specifically, as it relates to the Dean of Students identified learning outcomes. The reference indicates indirectly that assessment includes communication and diversity, but no specific results for that outcome was provided.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment
results reported? YES__X_____ 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 _X___

Comments:
The report indicates that the assessment results will be used to make changes to the program. Details of the analysis of data are provided but the resulting changes were not provided. A list of priorities for the next year is provided.

SUMMARY

Strengths	*Areas for Improvement*
_X__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.
____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.
____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:
It is evident that the Dean of Students is doing assessment and making changes based on their results. The documentation of the assessment methods, results are very thorough. Documentation of program changes is minimal. Dean of Students has made significant improvements since the 2007 assessment review.

MATERIALS REVIEWED

_X__Annual report   __X__Assessment plan (as posted)
____Appendices (cited in annual report)   __X__Previous assessment review
_X__Other (please describe) Telephone interview with Dr. Powell, Dean of Students, Student Services Officer

Reviewer(s):   Name   Paul Drechsel_____   _____   _____
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Section 1: __Y___   Section 2: _Y____   Section 3: __Y___   Section 4: _?____

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)
     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

Revised 10/11/12