UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in <u>2014-15</u>   (Academic Year)

NON-ACADEMIC PROGRAMS

DEPARTMENT   TRIO   **DATE**   November 17, 2015

PROGRAM(S) COVERED IN REVIEW   McNair

COMMITTEE MEMBER(S) CONDUCTING REVIEW   Joan Hawthorne, Deb Hanson

1. **STUDENT LEARNING GOALS**

• Were any goals referenced?	X	Yes		No		Qualified Y/N
• If so, were goals well-articulated?		Yes		No	X	Qualified Y/N
• Do goals address student learning?	X	Yes		No		Qualified Y/N

Comments:

You have identified two goals for student learning, along with specific components of interest that belong to each. This is a good start on assessment work that we hope will prove meaningful for the program. We note that some of the language you use (e.g., "gain knowledge of") might be made more concrete (e.g., "Students will be able to describe the process of gaining admission to an appropriate graduate program," or "students will be able to write a personal statement that appropriately addresses grad school admissions requirements"). The advantage of the more specific language is that a useful method of assessment becomes immediately obvious – i.e., if they should be able to write that kind of personal statement, then you'd find out whether they indeed can do that by reading samples of personal statement drafts written by students in your program.

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.

<table>
<tr><td>_____</td><td>1.</td><td>Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience")</td></tr>
<tr><td>_____</td><td>2.</td><td>Thinking and reasoning – critical thinking (or "be intellectually curious"; analyze, synthesize, evaluate)</td></tr>
<tr><td>_____</td><td>3.</td><td>Thinking and reasoning – creative thinking (or "be intellectually creative"; explore, discover, engage)</td></tr>
<tr><td>_____</td><td>4.</td><td>Thinking and reasoning – quantitative reasoning ("apply empirical data…analyze graphical information")</td></tr>
<tr><td>_____</td><td>5.</td><td>Information literacy ("be able to access and evaluate…for effective, efficient, and ethical use")</td></tr>
<tr><td>_____</td><td>6.</td><td>Diversity ("demonstrate understanding of diversity and use that understanding…")</td></tr>
<tr><td>_____</td><td>7.</td><td>Lifelong learning ("commit themselves to lifelong learning")</td></tr>
<tr><td>_____</td><td>8.</td><td>Service/citizenship ("share responsibility both for their communities and for the world")</td></tr>
</table>

Comments regarding program goals and alignment with institutional and Essential Studies goals:

The Institutional and Essential Studies goals don't directly align with the mission and purpose of the McNair program and thus are not explicitly addressed in their assessment plan and efforts.

2. **ASSESSMENT METHODS**

Were any specific assessment methods referenced?	X	Yes		No		Qualified Y/N
• If so, were specifically chosen assessment methods appropriately aligned with individual goals?	X	Yes		No		Qualified Y/N

- Were direct assessment methods used, when appropriate? ___ Yes ___ No ___ Qualified Y/N **X** N/A
- Were indirect assessment methods used, when appropriate? **X** Yes ___ No ___ Qualified Y/N ___ N/A

Comments:

Survey data makes perfect sense for a program of your sort, and we see that you are using that approach to gather information regarding the learning outcomes you have identified. We wondered – given your mention of work products like the CV and personal statement – if there's an opportunity to actually collect such documents and review them to see whether students are able to demonstrate their understanding of what those should look like and include, and how their own experiences can be represented in them. If so, that would be a great kind of direct assessment, which would complement the indirect assessment you are already carrying out.

3. ASSESSMENT RESULTS

Were any assessment results reported? **X** Yes ___ No ___ Qualified Y/N

- If so, were the results clear in terms of how they specifically affirm achievement of goals? **X** Yes ___ No ___ Qualified Y/N

- If so, were the results clear in terms of how they indicate need for improvement? **X** Yes ___ No ___ Qualified Y/N

- Were the results tied to goals of student learning? **X** Yes ___ No ___ Qualified Y/N

Comments:

It was great to see that you've begun collecting assessment findings in the ways outlined in your plan, and we can see that the information you're collecting is directly aligned with the learning outcomes you have identified.

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:

Not applicable.

4. CLOSING THE LOOP

Were any actions taken? **X** Yes ___ No ___ Qualified Y/N

- If so, were they based on assessment results? ___ 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

Comments:

You reported on your learning outcomes and your assessments of those outcomes. It appears that the loop-closing you are carrying out is related to additional comments received from your students (perhaps in the same surveys as you're using for assessment – but not directly related to your goals for student learning). Those changes are clearly intended to promote learning, but they don't seem to be directly connected to your assessments of your learning goals.

SUMMARY

Strengths	*Areas for Improvement*

X   A specific plan for assessment is in place.

      Student learning goals are well-articulated.

      Assessment methods are clearly described.

      Assessment methods are appropriately selected.

      Assessment methods well-implemented.

      Direct and indirect methods are implemented, when appropriate.

X   Results are reported.

      Results are tied to closing the loop. (Decision-Making is tied to evidence.)

      No specific plan for assessment is in place.

      Student learning goals are not well-articulated.

      Assessment methods are not clearly described.

      Assessment methods are not appropriately selected.

      Assessment methods are not well-implemented.

      A single type of assessment methods predominates although other methods are equally appropriate.

      No results are reported.

      Results are not clearly tied to closing the loop. (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

It is very clear that you've made a great deal of progress in assessment since the time when members of the University Assessment Committee last reviewed your work. This is obviously an area where you've been doing some real work – and we're pleased to see the results of that in your new plan and most recent assessment report. Don't hesitate to reach out to both the Student Affairs Assessment Committee and Joan Hawthorne, as UND's director of assessment, for any help you may need as you continue your work in this area.

MATERIALS REVIEWED

X   Annual assessment report

X   Assessment plan (as posted)

X   Previous assessment review

      Other (please describe)

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Section 1:   Q   Section 2:   Y   Section 3:   Y   Section 4:   Q

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)

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Q =   qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done

N=   no, it is unclear whether it was done at all, or it is not done in relationship to student learning