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UNIVERSITY ASSESSMENT COMMITTEE

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Feedback to Academic Departments on Assessment Activities Reported in   2015-15   (Academic Year)

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NON-ACADEMIC PROGRAMS

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DEPARTMENT   Women's Center   **DATE**   11/30/15

PROGRAM(S) COVERED IN REVIEW

COMMITTEE MEMBER(S) CONDUCTING REVIEW   Casey Ozaki & Surojit Gupta

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:

The Women's Center assessment plan was most recently updated in the 2013-14 academic year. In this plan they identify four outcomes that they align with UND's general/essential studies goals. These learning outcomes are broadly identified, but would benefit from development into full sentences. Two target groups are identified: Students enrolled in IMPACT classes/workshops Students participating in programs sponsored/co-sponsored by Women's Center. The learning goals and assessment plan have not appear to have changed since 2007 (there are 2012 and 2013 versions on file, but no to little changes were made). The office may want to review and update the plan.

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")
	5.	Information literacy ("be able to access and evaluate…for effective, efficient, and ethical use")
X	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 program goals and alignment with institutional and Essential Studies goals:

The following four learning outcome areas are aligned with multiple areas of the essential studies goals:
  A) Cognitive Complexity (critical thinking, effective reasoning, emotion/cognition integration; reflective thinking)
  B) Interpersonal and Intrapersonal Competence (Realistic self-appraisal and self-understanding; personal attributes such as self-esteem,confidence, ethics and integrity, meaningful relationships; interdependence)
  C) Humanitarianism (understanding and appreciation of human differences; social responsibility)
  D) Practical Competence (effective communication; capacity to manage one's affairs; maintain health and wellness; living a purposeful and satisfying life)

2. **ASSESSMENT METHODS**

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

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

Comments:
Multiple assessment methods were listed to assess the learning outcomes across the two target groups. First, to assess students in the IMPACT classes, pre- and post- psychological instruments (Self-esteem Scale & Empowerment Scale), a questionnaire to assess the rating of their task specific self-efficacy relevant to self-defense, and journaling to measure attitudes and beliefs are employed. Second, students participating in Women's Center programs will be evaluated using pre- and post-questionnaires, program evaluations, and interviews.

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 X 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 of student learning? ___ Yes ___ No X Qualified Y/N

Comments:
There are annual reports for years 2013-2015 that contribute to this review. The 2013 review provided information and data for a Women's Center sponsored event—the ND Clothesline Project. The event was evaluated through a research project with the Social Work Department. Results were reported as survey percentages and qualitative themes. The 2014 and 2015 reports provided less data. The reports described the methods, The type of information collected from assessments, and provided general outcomes (e.g., increased confidence, enhanced sense of empowerment, students endorse fewer overt and subtle forms of sexism, etc.), but did not provide data. Some intent to make changes are evident (e.g., starting an Advisory Board and changing the measures used for the IMPACT class), but not tied to results.

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:
While not directly addressed, most assessments examined their aspects of the office's Interpersonal/Intrapersonal Competence (e.g., self-esteem, confidence, self-understanding) and Humanitarianism goals across the IMPACT course and sponsored/co-sponsored programs. No institutional or Essential Studies goals are directly addressed.

4. CLOSING THE LOOP

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

Comments:

Revised 9/2015

Some changes were indicated (e.g, starting an Advisory Board in the 2013 report and changing the measures used for the IMPACT class in the 2015 report), but it was unclear if they have been implemented. In the 2013 report a proposed 3 changes— Development of a bystander intervention program, increasing the number of IMPACT staff, and the development of a Student Advisory Board. These changes were not tied to assessment results and, while they were tied to goals, they weren't related to learning goals. The changes were not addressed in the 2014 or 2015 reports. In the most recent 2015 report the measures used for the IMPACT class are different than previously reported; it is unclear if they have been implemented or why the change was made. The change was not explicitly tied to previous results or learning goals.

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.
__X__ Assessment methods are clearly described.	_____ Assessment methods are not clearly described.
_____ Assessment methods are appropriately selected.	_____ Assessment methods are not appropriately selected.
_____ Assessment methods well-implemented.	_____ Assessment methods are not well-implemented.
_____ Direct and indirect methods are implemented, when appropriate.	_____ A single type of assessment methods predominates although other methods are equally appropriate.
_____ Results are reported.	_____ No results are reported.
_____ Results are tied to closing the loop. (Decision-Making is tied to evidence.)	__X__ Results are not clearly tied to closing the loop. (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The assessment plan and annual reports are generally well developed and provide significant description about the assessments/measures. The older report provided a lot of data from assessments, 2014 and 2015 reports less detail. In future reports, particularly in review years, data would be useful. In addition, tying any changes or improvements to learning goals and assessment results would bolster their utility.

MATERIALS REVIEWED

__X__ Annual assessment report
__X__ Assessment plan (as posted)
__X__ Previous assessment review
_____ Other (please describe)

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Section 1: __Y__   Section 2: __Q__   Section 3: __Q__   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)
  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