

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Non-Academic Units on Assessment Activities Reported in 2006-2007 Annual Reports

DEPARTMENT Career Services DATE 3/30/08-

COMMITTEE MEMBER(S) CONDUCTING REVIEW Beth Bjerke, Kirsten Dauphinais

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:

Throughout the plan, there is no differentiation between undergraduate and graduate. There is no assessment plan available on-line.

Undergraduate:

Graduate:

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). Use 'U' (undergraduate) or 'G' (graduate) to identify UND/General Education goals which are similar to the referenced departmental goals.

- 1 Communication ("communicate effectively, both orally and in writing")
- 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
- 3 Informed choices ("make informed choices")
- 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")
- 5 Lifelong learning ("commit themselves to lifelong learning")
- 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
- 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:

The Annual Report did not address university assessment goals per se, but several departmental goals coincide with university goals. The plan refers to its co-op placements having learning goals, but didn't say what they are (perhaps they are individualized per placement).

Undergraduate:

Graduate:

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:

Multiple methods are used. Indirect assessment is sought from employers and alumni.

Students and employers are surveyed by the department on their opinions of career fairs and resume writing session.

The department also consults the sophomore satisfaction, graduate student, and alumni outcome surveys for feedback relevant to the unit.

Undergraduate:

Graduate:

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, were the results clear in terms of how they indicate need for improvement?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• Were the results tied to goals for student learning?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>

Comments:

Results include a full set of placement figures, results regarding student use of the office, individual feedback from students about their experiences with the office, suggestions for changes in career fairs, and a note of what percentage of students felt their co-op experience was relevant to their educational program.

Undergraduate:

Graduate:

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. Use 'U' (undergraduate) or 'G' (graduate) to identify those results which are applicable to Institutional/General Education goal achievement. For these items, please describe findings in the appropriate section below.

- 1 Communication ("communicate effectively, both orally and in writing")
- 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
- 3 Informed choices ("make informed choices")
- 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")
- 5 Lifelong learning ("commit themselves to lifelong learning")
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- 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:

Results were more generally related to improvement of career services, rather than necessarily referencing specific learning outcomes.

Undergraduate:

Graduate:

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 office identified that changes were made in response to assessment, for example, changes to walk-in services and a desire to increase utilization of the office

It also identified several areas in which deliberate decisions were made not to make changes upon review of assessment data, for example, continued emphasis on experiential learning and no need to alter on-line services or providers.

Undergraduate:

Graduate:

SUMMARY

Strengths

Areas for Improvement

- 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 are well-implemented.
- Direct and indirect methods are implemented.
- 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.
- 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:

The Career Services Office clearly has well-articulated goals and demonstrated progress toward them, but the promulgation of a departmental assessment plan and closer reference to student learning goals in office planning would be desirable.

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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