

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Non-Academic Units on Assessment Activities Reported in 2008-09 Annual Reports**  
**NON-ACADEMIC PROGRAMS**

**DEPARTMENT** Memorial Union **DATE** January 20, 2011

**COMMITTEE MEMBER(S) CONDUCTING REVIEW** Eric E. Johnson, Barbara Combs, Raina Urton

**1. STUDENT LEARNING GOALS**

- |                                       |                 |                |                          |
|---------------------------------------|-----------------|----------------|--------------------------|
| • Were any goals referenced?          | YES <u>    </u> | NO <u>    </u> | QUALIFIED Y/N <u> X </u> |
| • If so, were goals well articulated? | YES <u>    </u> | NO <u>    </u> | QUALIFIED Y/N <u> X </u> |
| • Do goals address student learning?  | YES <u>    </u> | NO <u>    </u> | QUALIFIED Y/N <u> X </u> |

**Comments:**

The Memorial Union report separates its assessment analysis into two categories: student involvement and student employment.

With regard to Student Involvement, no learning goals have been established for the Student Involvement Office (SIO). The SIO is a new unit, created through a combination of pre-existing units. The Memorial Union reports that the SIO is working on establishing learning goals. There were, however, learning goals for Greek Life, which was one of the units merged to create the SIO.

With regard to Student Employment, the report lists a series of learning outcomes statements for student employees.

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)
- X  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”)
- X  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 annual report demonstrates an alignment of learning goals with some Essential Studies goals.

For Greek Life (subset of Student Involvement):

- communicate effectively/ES 1
- understand cultures, races, and genders different than your own/ES 6
- use critical thinking to solve problems/ES 2

For Student Employment:

- Effectively use communications skills (verbal, written, listening)/ ES 1
- Think critically and creatively/ ES 2 & 3
- Access & use information to make informed choices/solve problems/ ES 5
- Enhance your cultural awareness (value diversity)/ ES 6

**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\_X\_      QUALIFIED Y/N \_\_\_

**Comments:**

- The annual report references multiple assessment activities, including entry surveys of student leaders, exit surveys of student leaders, a focus group, and online surveys. It is difficult to discern to what extent these methods span direct and indirect means. Multiple measures were used; however, with the exception of the use of focus groups all assessments appear to be surveys of student perceptions which is an indirect measure of student learning.  
 Assessments listed for Student Involvement include:
  - Pre Assessment and Exit Assessment of Council Officers and Chapter Presidents
  - Educational Benchmarking (EBI) assessment of the UND Fraternity and Sorority Community
  - ULead Survey & Focus Group
 One assessment, *Student Employee Workplace Survey* was listed for Student Employment.

**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\_\_\_      NO\_\_\_      QUALIFIED Y/N\_X\_
- 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 for student learning?      YES\_X\_      NO\_\_\_      QUALIFIED Y/N \_\_\_

**Comments:**

The discussion of assessment methods referenced specific learning outcome statements and presented some results. For Student Involvement, the results presented from the student-leader interviews (Council Officers and Chapter Presidents) provided some evidence of specific learning outcomes. Otherwise, there appeared to be some disconnect between results and learning goals. For instance, the ULead survey evidences the relative success of the marketing of the program and students’ level of satisfaction with various aspects of it, but this data does not show whether learning outcomes are being achieved. The Educational Benchmarking, Inc. (EBI) survey results seem to assess goals or outcomes, but those outcomes seem to be psychological or sociological in nature rather than being learning outcomes per se. In addition, the report references other results said to be in tabular or graphical format; those results, however, do not appear in the report as delivered by the UND database. For Student Employment, results from the 2010 annual survey of student employees related to the assessment of learning activities were provided.

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:**

For Student Involvement, of the top three responses in pre and post assessments of student leaders only *make informed decisions and choices* seemed to relate indirectly to Essential Studies goals. For Student Employment, five items appear to related directly to Essential Studies goals 1, 2 & 5

There was a clear connection between the results and the category of service/citizenship in the Essential Studies goals. It might be helpful, however, for the Memorial Union to indicate more intentionally what results are connected with programmatic, institutional, and other Essential Studies goals.

**4. CLOSING THE LOOP**

Were any actions taken on the basis of assessment results reported? YES \_\_\_\_\_ NO \_\_\_ QUALIFIED Y/N X

- 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:**

With regard to Student Involvement, the Memorial Union reports that there has been inadequate time for implementing specific changes based on data collected with 2009-2010 assessment. The report states broadly that "the results of the various assessment practices will continue to influence programmatic plans."

With regard to Student Employment, the Memorial Union's report states broadly that "all staff members review and discuss survey data and adjustments are made to the workplace environment and supervisory practices" based on analysis of the data. The report did not, however, provide specific examples.

The report did state that a workshop had been developed for those who supervise student employees to help them "integrate learning for student employees into the workplace culture." It was not clear, however, that this workshop was developed as a result of the assessment process.

**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 Memorial Union's annual report provides evidence of assessment of student learning. It does not, however, clearly establish the full appropriateness or efficacy of that assessment.

In general, it is recommended that the Memorial Union provide a more deliberate explication in its annual report of its chosen student learning goals and the connection between those goals and its assessment activities. Particular recommendations are (1) that the SIO conclude its work on creating learning goals, and (2) that specific instances of loop-closing be described.

We note with admiration that the Memorial Union, despite not being an academic unit per se, has conscientiously set and is pursuing goals for student learning

**MATERIALS REVIEWED**

- Annual report
- Appendices (cited in annual report)
- Other (please describe)
- Assessment plan (as posted)
- Previous assessment review

Reviewer(s):	Name	Eric E. Johnson	Barbara Combs	Raina Urton
	Department	School of Law	Teaching & Learning	Student
	Phone Number	701-777-2264	701-777-2862	raina.urton@und.edu
	e-mail	ejohnson@law.und.edu	barbaracombs@mail.und.nodak.edu	

-----

Section 1: \_?\_\_\_ 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