

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in 2010-2011 Annual Reports
NON-ACADEMIC PROGRAMS

DEPARTMENT HOUSING DATE 12/15/2011

COMMITTEE MEMBER(S) CONDUCTING REVIEW Sukhvarsh Jerath , Joan Hawthorne

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: Goals are identified for student employees and residents.

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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.

- 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 departmental goals and alignment of program goals with institutional and Essential Studies goals:

The following learning outcomes were identified during FY06:

Civic Engagement

Critical thinking, reflective thinking, effective reasoning

Understanding and appreciation of human and cultural differences

Appreciation of social responsibility

Persistence and academic achievement

These learning outcomes relate to the UND’s Essential Studies’ goals of communicating effectively, critical/creative thinking, making informed choices, life long learning, cross-cultural appreciation, and service/citizenship.

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: The assessment methods used are indirect measures of student and live-in student staff learning. Since HOUSING is a nonacademic department, indirect methods are expected to be the norm. The learning outcomes for staff were identified as professionalism, cultural awareness, effective communication, balancing academics and job, and conflict management.

Housing staff organized over 3,000 events/programs (including 1,163 weekend programs) in FY 2011. Survey questionnaires were given to the attendees of the programs and they were used to assess the program outcomes. A learning outcomes rubric was used to measure learning and growth of live-in student staff over the year.

3. ASSESSMENT RESULTS

- Were any assessment results reported? YES 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

- If so, were the results clear in terms of how they indicate need for improvement? YES___ NO___ QUALIFIED Y/N x___
- Were the results tied to goals for student learning? YESx___ NO___ QUALIFIED Y/N ___

Comments: The average percentage of residents reporting that they learned or gained something new from a program they attended was above 85% of all the categories (academic programs, civic programs, community service programs, critical thinking programs, diversity programs, etc.). The Educational Benchmarking (EBI) survey was used in the Spring 2011 to measure learning outcomes of what students learn from their on-campus housing experience. The Live-in Staff learning outcomes were measured using the learning outcomes rubric developed for residence hall staff. The results seem to show that the staff progressed in their learning of the desired outcomes, both in their own and supervisor’s views over the year.

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”)
- ___ 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...”)
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- x 8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to program, institutional and Essential Studies goals:

The participation in the various programs organized by the housing staff is by residents’ choice. Nevertheless, it appears that those who participate believe that the activities provide significant benefit.

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___ QUALIFIED Y/N x___

Comments: There were behavioral problems related to alcohol and drugs. Housing units have worked closely with other campus departments, and parents to solve the problems as described in the annual 201-2011 Housing Report.

SUMMARY

<i>Strengths</i>	<i>Areas for Improvement</i>
<u>x</u> 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.
___ Assessment methods are clearly described.	___ Assessment methods are not clearly described.
<u>x</u> Assessment methods are appropriately selected.	___ Assessment methods are not appropriately selected.
<u>x</u> Assessment methods are well-implemented.	___ Assessment methods are not well-implemented.
___ Direct and indirect methods are implemented.	___ A single type of assessment methods predominates.
<u>x</u> Results are reported.	___ No results are reported.
___ Results are tied to closing the loop. (Decision-making is tied to evidence.)	___ Results are not clearly tied to closing the loop. (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Housing Department is doing a good job of assessing learning outcomes for both residents and student employees. It appears they made progress in their assessment methods and results since the last review in 2008. The assessment committee commends them for their accomplishments.

MATERIALS REVIEWED

- x Annual report
- x Assessment plan (as posted)

Appendices (cited in annual report)
 Other (please describe)

Previous assessment review

Reviewer(s):	Name	Sukhvarsh Jerath	Joan Hawthorne
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Section 1: Y N Section 2: Y N Section 3: Y N Section 4: ? NA

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