

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in FY13 Annual Reports
NON-ACADEMIC PROGRAMS

DEPARTMENT Chester Fritz Library DATE _____

PROGRAM(S) COVERED IN REVIEW _____

COMMITTEE MEMBER(S) CONDUCTING REVIEW: **Deborah Worley, Bradley Myers, Kyle Thorson**

1. STUDENT LEARNING GOALS

- Were any goals referenced? YES X NO _____ QUALIFIED Y/N _____
- If so, were goals well-articulated? YES X NO _____ QUALIFIED Y/N _____
- Do goals address student learning? YES X NO _____ QUALIFIED Y/N _____

Comments: The Library has no independent programs leading to degree or certificate completion, but offers information based instruction within the context of classes offered by other departments or by independent student interaction with the Reference Desk. The Library does have learning goals for students, but they are by necessity circumscribed and must be secondary to the learning goals of the instructors of the courses.

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”)
- 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”)
- _____ 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: Individual interactions with students may cover additional essential study goals, but information literacy would be the only one that could be said to consistently apply. The Assessment Plan specifically defines the Information Literacy goal as “...understanding the type and extent of information available and how to access, evaluate and use information effectively and appropriately.”

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 Library conducted a three question survey in 16 classes in which it offered instruction. It also sampled all interactions at the Reference Desk on five different days spread over a five month period. The sampling was used solely to categorize the nature of the interaction. The specified assessment methods were indirect in nature; they focused on students’ self-assessments of their interactions with CFL staff and resources and whether or not these interactions led to learning. No direct assessment methods were used.

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 X NO ___ QUALIFIED Y/N ___
 - If so, were the results clear in terms of how they indicate need for improvement? YES X NO ___ QUALIFIED Y/N ___
 - Were the results tied to goals for student learning? YES ___ NO ___ QUALIFIED Y/N X ___

Comments: While the results of the survey of class students are tied to learning goals, the information gathered at the Reference Desk was not.

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”)
- 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...”)
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- _____ 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: The majority of students who completed the survey reported that they learned something new about library resources (88.7%), learned how to better use a library resource they already knew about (82.6%), and learned ways to improve their research abilities (88.1%).

4. CLOSING THE LOOP

- Were any actions taken on the basis of assessment results reported? 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: The Library does not report that it is using the class surveys to take any action, but that it is going to implement a new tool in the future, which may led to changes in the future. The Library reports that some changes will be made at the Reference Desk, but those changes do not appear tied to student learning.

SUMMARY

Strengths

- X A specific plan for assessment is in place.
- _____ Student learning goals are well-articulated.
- X Assessment methods are clearly described.
- _____ Assessment methods are appropriately selected.
- _____ Assessment methods are well-implemented.
- _____ Direct and indirect methods are implemented.
- X Results are reported.
- _____ Results are tied to closing the loop.
(Decision-making is tied to evidence.)

Areas for Improvement

- _____ 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.
- X A single type of assessment methods predominates.
- _____ No results are reported.
- X Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Given the limited opportunities for student interaction and the fact that most of the interactions that do occur are singular in nature, the assessment plan and report are appropriate. The Library reports that it is implementing a new tool that may be used in future assessment. It may want to consider a tool that can be used to survey the instructors of the courses that come to library about the quality of student information literacy within the context of that course. The data collected regarding the Reference Desk had minimal if any relationship to student learning. The Library should consider moving that kind of information to another part of the report and developing some other tool to assess the student learning aspects of the Reference Desk.

MATERIALS REVIEWED

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

Assessment plan (as posted)
 Previous assessment review

Reviewer(s):	Name	Bradley Myers	_____	_____
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Section 1: Y Section 2: Y Section 3: Y Section 4: N

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, this is not done at all, or it is not done in relationship to student learning
- NA = no information available and it's unclear whether it was done

Revised 9/25/13