

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in 2012-2013 Annual Report
NON-ACADEMIC PROGRAMS

DEPARTMENT Career Services _____ DATE December 2013

PROGRAM(S) COVERED IN REVIEW _____

COMMITTEE MEMBER(S) CONDUCTING REVIEW Mary Askim-Lovseth and Devon Hansen

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:

In the FY2013 annual report, it was stated that an updated assessment plan was being submitted. The assessment plan that is on the University website is dated 2010-11.

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 program goals and alignment with institutional and Essential Studies goals:

Communication skills are addressed in the assessment plan, but the related goals and objectives are written from the perspective of what the students will be taught rather than what they will be able to do. For example,

To instruct students how to draft a basic resume: where to place their education, experience and skills-set on the resume, etc.

To instruct students how to draft a cover letter, highlight skills/relevant experience. Students are taught the importance of sending a “customized” cover letter based on the position description.

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:

No assessment methods are noted regarding student learning of the communications objectives. The only collection of data relate to the sessions/workshops the students attend, and this is regarding how to improve future presentations.

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

Comments:

No assessment data are provided related to written communication skills of the students regarding their cover letters and resumes. The sessions provided are information based and there is no requirement for the students to submit any artifacts later to show evidence of learning.

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”)
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Comments regarding results and the application of results to programmatic, institutional, and Essential Studies goals:

4. CLOSING THE LOOP

- Were any actions taken on the basis of assessment results reported? YES_____ NO__X_ 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:

With no data regarding student learning, there were no closing the loop activities.

SUMMARY

Strengths

- 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.)

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.
- ___ 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 staff is to be commended for making use of the results they obtain from student surveys regarding the sessions in order to improve delivery. For example, changes to the Career Exploration class included efforts to make the class more interactive by using group exercises and engaging topics for group discussions. They reported improved survey ratings. In the future, students will be asked to complete a one-minute reflection to provide information on what action steps they will take after attending a presentation or meeting with Career Services professionals.

What relates more specifically to student learning is that a rubric will be developed as a way to evaluate resumes before and after Career Services staff reviews them. A priority for Career Services is to create student learning outcomes for all aspects of their program, starting with 3 or 4 of the most utilized services.

Overall, it is recommended to write the student learning goals and objectives from the viewpoint of what the student will know or be able to accomplish and then provide assessment methods, both direct and indirect, that will evaluate the level to which they are accomplished. Currently, they are written from the perspective of what the Career Services staff will do. For example, students will be able to write a cover letter for a targeted job opportunity.

If you would like to converse with someone regarding enhancing the student learning assessment component to the assessment plan of Career Service, Joan Hawthorne, Director of Assessment, or any University Assessment Committee member would be willing to assist.

MATERIALS REVIEWED

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

Assessment plan (as posted)
 Previous assessment review

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Section 1: Q Section 2: N Section 3: N 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