

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

DEPARTMENT Memorial Union DATE December 2013

PROGRAM(S) COVERED IN REVIEW Memorial Union

COMMITTEE MEMBER(S) CONDUCTING REVIEW Joan Hawthorne and Paul Drechsel

### 1. STUDENT LEARNING GOALS

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

**Comments:**

A new assessment plan subdivides student learning goals into concrete measurable outcomes that are clearly tracked within the annual report.

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)  
    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...”)  
    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:**

The Union has found appropriate alignments with institutional outcomes and essential studies goals. The learning outcomes are based on research conducted by the National Association of Colleges and Employers.

### 2. ASSESSMENT METHODS

- |  |                |               |                          |
|--|----------------|---------------|--------------------------|
| Were any specific assessment methods referenced?   | YES <u>X</u>   | NO <u>   </u> | QUALIFIED Y/N <u>   </u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals?        | YES <u>X</u>   | NO <u>   </u> | QUALIFIED Y/N <u>   </u> |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES <u>   </u> | NO <u>X</u>   | QUALIFIED Y/N <u>   </u> |

**Comments:**

Indirect assessments are used, and this makes sense given the context (i.e., student employees rather than students in classes or programs of study). Examples include annual surveys of current student employees, reflective papers of conference attendees, and graduate testimonials (collected via an informal process of surveying alumni). Additionally, staff discussed anecdotal evidence assessment practices, and how student employees connected what they learned from their work experience to their life and career after graduation.

### 3. ASSESSMENT RESULTS

- |  |              |               |                          |
|--|--------------|---------------|--------------------------|
| Were any assessment results reported?  | YES <u>X</u> | NO <u>   </u> | QUALIFIED Y/N <u>   </u> |
| • If so, were the results clear in terms of how they specifically affirm achievement of goals? | YES <u>X</u> | NO <u>   </u> | QUALIFIED Y/N <u>   </u> |
| • 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? YES X\_\_\_ NO\_\_\_ QUALIFIED Y/N \_\_\_

**Comments:**

Annual reports for 2012 and 2013 did not directly address areas of improvement. The 2013 annual report did note goals for 2014. Union staff intends to explore data collected from graduates and assess the value of sending student employees to the ACUI's I-Lead program.

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...”)
- \_\_\_ 7 Lifelong learning (“commit themselves to lifelong learning”)
- \_\_\_ 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:**

Data shows that Union Employees perceive themselves as more aware of Diversity interactions than do to non-Union Employees. That trend (i.e., Union employees perceiving themselves as making greater gains on intended learning outcomes than do their non-Union peers at UND) is the case across most of the outcomes included in the survey.

**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 X\_\_\_ NO\_\_\_ QUALIFIED Y/N \_\_\_

**Comments:**

The Union reports actions taken under the “Exceptional UND” vision that appear to be loop-closing on their assessment activities (e.g., the idea of adding a “capstone” employment experience at the Union to further advance learning outcomes). Continually assessing and improving students’ performance and behavior increases the connection to learning and advances their service to UND.

**SUMMARY**

*Strengths*

*Areas for Improvement*

- |   |  |
|---|--|
| <u>X</u> ___ A specific plan for assessment is in place.                            | ___ No specific plan for assessment is in place.   |
| <u>X</u> ___ Student learning goals are well-articulated.                           | ___ Student learning goals are not well-articulated.   |
| <u>X</u> ___ 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.<br>(Decision-making is tied to evidence.) | ___ Results are not clearly tied to closing the loop.<br>(Decision-making is not directly tied to evidence.) |

**OVERALL SUMMARY AND RECOMMENDATIONS:**

The Memorial Union is doing a very good job of assessing student learning and increasing ways to help students make the connection between accomplishing tasks and achieving learning outcomes.

**MATERIALS REVIEWED**

- X\_\_\_ Annual report (2012 and 2013)
- X\_\_\_ Assessment plan (as posted)

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

  X   Previous assessment review

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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 (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*