UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in 2006-2007 Annual Reports

DEPARTMENT___HOUSING_____   DATE_____080314_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW____Jon Jackson, Joan Hawthorne_____

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES_X___   NO____   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES____   NO____   QUALIFIED Y/N _X_
- Do goals address student learning?   YES____   NO____   QUALIFIED Y/N _X__

Comments:

Undergraduate:
Learning outcome goals were identified during FY06. These included:
civic engagement,
cognitive complexity (critical thinking, reflective thinking, effective reasoning),
humanitarianism (understanding and appreciation of human differences, cultural competency and social responsibility),
persistence, and
academic achievement.

It was the intent that departments within the unit would develop measures to assess or evaluate the effect(s) of programming towards student achieving these goals.

The assumption that student learning takes place during programming put on by the housing office is under review through the development of surveys designed to measure change/impact on student's awareness/behavior. These are ongoing, and given that the housing office reports the delivery of over 1300 programs for residence hall and apartment residents, the task is gigantic (or as our students say: *gi-normous*) in scope. Assessment has begun and will likely continue to show that the programs are affecting student learning, attitudes and even behaviors.

Graduate: not referenced

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). Use 'U' (undergraduate) or 'G' (graduate) to identify UND/General Education goals which are similar to the referenced departmental goals.
_____ 1 Communication ("communicate effectively, both orally and in writing")
___X___ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
___X___ 3 Informed choices ("make informed choices")
_____ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
___X___ 5 Lifelong learning ("commit themselves to lifelong learning")
___X___ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
___X___ 7 Service/citizenship ("commit themselves to…the service of others," and "share responsibility both for their communities and for the world")

Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:

Undergraduate:

The recognition that programming provided by housing for students in the residence halls/apartments can be a venue for achieving institutional learning goals is really, the assumption of a big responsibility. That housing has made these large strides in begin to assess the effects of the myriad programs it provides is to be highly commended.

Graduate:

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?   YES_____   NO_____   QUALIFIED Y/N __X__

- If so, were specifically chosen assessment methods appropriately aligned with individual goals?   YES_____   NO_____   QUALIFIED Y/N _X__
- Were both direct and indirect assessment methods used as components of a "multiple measures" approach?   YES_____   NO_X___ QUALIFIED Y/N _____

Comments:

Undergraduate:
Given that there is SO much programming delivered by Housing to the Residence Halls and apartments, it becomes a significant challenge to articulate which of the activities have what goals. The department is developing and testing a structure where outcomes can be measured from student involvement & learning taking place during events/programs provided by Housing staff. Attendees complete a survey after attending a program in the residence halls/apartments. Each questionnaire was specific to one of four programming guides to match the expected outcomes. More than 950 evaluations were received and the information was compiled by the Walsh complex secretary. This is the first year of tracking results.

Graduate: n/a

3. ASSESSMENT RESULTS

Were any assessment results reported?   YES_____   NO_____   QUALIFIED Y/N __X__

- If so, were the results clear in terms of how they specifically affirm achievement of goals?   YES_____   NO__X_   QUALIFIED Y/N _____
- 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_____   NO__X_   QUALIFIED Y/N _____

Comments:

Undergraduate:
Giving 1300 programs and having 950 responses isn't necessarily a significant response rate, but some examples of comments are given, suggesting strongly that education/learning is occurring ("it's not *taught* but it's *caught.*")

Graduate: n/a

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Use 'U' (undergraduate) or 'G' (graduate) to identify those results which are

applicable to Institutional/General Education goal achievement. For these items, please describe findings in the appropriate section below.

_____ 1 Communication ("communicate effectively, both orally and in writing")
___X___ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
___X___ 3 Informed choices ("make informed choices")
___X___ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
___x___ 5 Lifelong learning ("commit themselves to lifelong learning")
___X___ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
___X___ 7 Service/citizenship ("commit themselves to…the service of others," and "share responsibility both for their communities and for the world")

Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:

Undergraduate:

The annual report notes that this activity is "well-begun" and it appears that continued use of survey instruments will result in further documentation of programming effectiveness/student satisfaction/and learning.

Graduate: n/a

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:

Undergraduate:

As the assessment results are fairly new, and relative to the programming delivered, pretty thin at this point, it must be noted that the process is in place, and truly "well-begun." We would anticipate the fruits of these assessment practices to flower at some point in the next review cycle.

Graduate: n/a

SUMMARY

Strengths	*Areas for Improvement*
__**x**__ 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.
__-__Assessment methods are appropriately selected.	____ Assessment methods are not appropriately selected.
__x__Assessment methods are well-implemented.	____ Assessment methods are not well-implemented.
__x_Direct and indirect methods are implemented.	____ A single type of assessment methods predominates.
__x_Results are reported.	____ No results are reported.
__x_Results are tied to closing the loop.	____ Results are not clearly tied to closing the loop.
(Decision-making is tied to evidence.)	(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

More details about the survey instruments and their use is required to make a closer judgment on the achievement of some of the criteria listed above. There is an assessment plan in place, with opportunity and intent to allow the results from these assessments to further drive programming decisions towards enhancing student participation and change in accordance with the goals listed in sections 1 & 2 above. The department is making great strides to assess the student learning outcomes of an enormous amount of programming it provides. They are to be commended for stepping up bravely to task.

Reviewer(s):
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Section 1: __Y___   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 available
    ?   = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done