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

DEPARTMENT___Memorial Union_____DATE_____080314_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW____Jon Jackson, Nabil Suleiman_____

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____	NO____	QUALIFIED Y/N _X__

Comments:

 Undergraduate/Graduate (not differentiated):

Goals were designed to line up EXACTLY with Institutional and Gen Ed goals — what is NOT clear is the nature and number of targeted students outside of the Greek, Student Activities Committee leadership, Adult Re-entry program, etc., and how, if at all, the average student is targeted /assessed for these goals by the Union programming.

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.
___X___ 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 Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:

 Undergraduate:
Great job adapting the institutional plans – the targeted student audience seems to be (from the Annual Report) limited to the leadership of Greek organizations, student groups, and members of the student work force at the union.

 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_**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:
See notes about affected student populations above. Referenced tools were mostly surveys and interviews.

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____ NO____ QUALIFIED Y/N _**X**__
- Were the results tied to goals for student learning? YES____ NO____ QUALIFIED Y/N _X_

Comments:
A lot of activity conducted to determine the effectiveness of certain leadership activities in the Union. Lots of focus on Greek community, leadership of student organizations, but little in terms of any other activities hosted by, or programmed by the union and its staff.

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")

___ ___ 5 Lifelong learning ("commit themselves to lifelong learning")

___ ___ 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:
There is a wealth of information (not all shared as part of the annual report) that gets at the question of the impact that Memorial Union programming has on students. It seems geared toward a very small subset of the overall student population, however, and there is no mention of how these results translate into the larger campus community.

Undergraduate/Graduate:

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____ QUALIFIED Y/N __X__

Comments:

Given the small targeted population of student leaders/student employees described in this annual report, the descriptions and plans for how programs will change based on the reported assessment results is very well done, and represents thoughtful and thorough attention to meaningful closing of the loop.

Undergraduate/Graduate:

SUMMARY

Strengths	*Areas for Improvement*
__**x**__ A specific plan for assessment is in place.	____ No specific plan for assessment is in place.
__**X**__Student learning goals are well-articulated.	____ Student learning goals are not well-articulated.
__**X**_Assessment methods are clearly described.	____ Assessment methods are not clearly described.
__**X**__Assessment methods are appropriately selected.	____ Assessment methods are not appropriately selected.
__**X**__Assessment methods are well-implemented.	____ Assessment methods are not well-implemented.
___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:

This is a good program. The only concern raised by a review of the annual report is that the results are tied to very small and focused groups of students, representative of a small percentage of the total student use of the Memorial Union facility and its services.

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Section 1: __Y___   Section 2: __Y___   Section 3: __?___   Section 4: __Y___

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