DEPARTMENT___Housing_____DATE____November 6, 2014___

PROGRAM(S) COVERED IN REVIEW ___Housing_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW__Kevin Buettner, Casey Ozaki, Deborah Worley

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_X___   NO____   QUALIFIED Y/N ___

Comments:
Student learning goals are listed for residents and student employees in the 2008 Assessment Plan (the most recent plan posted). For example, goals for residents include: 1) civic engagement; 2) cognitive complexity; 3) persistence and academic achievement; 4) humanitarianism-diversity awareness; and 5) humanitarianism-advocacy. Goals for student employees include: 1) communicate effectively; 2) provide options through critical thinking; and 3) interpersonal skills. As illustrated by these lists, some goals are better articulated than others.

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")
__X_____ 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:
Specific goals for Housing residents and student employees align with Essential Studies goals related to communication ("communicate effectively", "interpersonal skills"), critical thinking ("cognitive complexity", "provide options through critical thinking"), diversity ("humanitarianism-diversity", "humanitarianism-advocacy"), and service/citizenship ("civic engagement").

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____   QUALIFIED Y/N _X___

Comments:
A variety of assessment methods were referenced in the 2008 Assessment Plan including: evaluations of programs and training sessions by attendees and staff, interviews, and surveys (campus-specific and national). The methods appear to be aligned with specific learning goals for residents and staff. Given the nature of the stated objectives, the Assessment Committee applauds the Housing Department for implementing multiple, indirect measures. Furthermore, the Committee recognizes the difficulty in identifying and implementing direct assessment methods, although a balance of direct and indirect methods should be sought if at all possible.

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____ NO__ __ QUALIFIED Y/N _X___
- 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:
Assessment results were reported in the FY2013 annual report (the most recent annual report available; the 2014 assessment update was not available at the time of this review) using several methods of data collection: a national survey, tracking on-campus students' GPAs, evaluations of programs by attendees, and a rubric to determine growth and development for residence hall staff.

Results of a national survey were reported, including percentages of responses to questions about how living on-campus enhanced opportunities to: meet new people, live cooperatively, solve problems, improve interpersonal relationships, improve communication skills, study more effectively, and to respect other races/ethnicities. There was also an overall percentage of residents reported who indicated that living on-campus "enhanced their learning experience". Although some of these results are connected to the learning goals in the Housing department's assessment plan, not all goals are referenced.

The Housing office tracks on-campus residents' GPAs to demonstrate "persistence and academic achievement". To that end, aggregate GPAs for selected residence halls were reported, however no discussion of results indicated a benchmark or other comparison group.

Results were also reported in the form of evaluations of programs that residents attended. Findings indicated that "the average percentage of residents reporting that they learned or gained something new from a program they attended was above 89.45% across all categories (Live Better 87.77%, Learn Better 90.0%, and Be Better 90.64%)." It was noted that these results are not a direct measure of student learning.

Results for student employees centered around the use of a Learning Outcomes Rubric that was "used to measure the learning and growth for residence hall staff. The outcomes measured were professionalism, cultural awareness, effective communication, balancing academics and job, decision making/critical thinking, and conflict management." We noted that, although data were collected on many points, the data collected using the rubrics covers the goals that were referenced in the assessment plan (communicate effectively, provide options through critical thinking, and interpersonal skills). Reported results showed an increase across average scores for employees; no scale, benchmark, or other frame of reference was available for interpreting the results.

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:
As previously indicated, results were reported concerning communication and diversity. Critical thinking was mentioned, specifically, in the results section of the Annual Report but no actual score was reported. No results were reported for the stated goal of service/citizenship ("civic engagement").

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:
Actions taken on the basis of assessment results reported were not addressed in the FY2013 Annual Report.

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.
__X__Assessment methods are clearly described.	____ Assessment methods are not clearly described.
____Assessment methods are appropriately selected.	____ Assessment methods are not appropriately selected.
____Assessment methods are well-implemented.	____ Assessment methods are not well-implemented.
____Direct and indirect methods are implemented.	____ A single type of assessment method predominates.
____Results are reported.	____ No results are reported.
____Results are tied to closing the loop.	__X__ 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:

Housing has an assessment plan on file, but the plan has not been updated since 2008. Nevertheless, the plan includes student learning goals along with appropriate and varied means of assessment. Based on data reported in the last annual report (2012-2013), it is evident that Housing collects substantive assessment-related data. However, there seems to be a mismatch at times between the data that are collected (or at least how the data are reported) and how the data tie in the student learning and stated student learning goals. The Assessment Committee recommends that the 2008 Assessment Plan be revisited to verify that current goals and means of assessment are appropriately aligned with current data collection efforts. It is also noted that Housing has a unique opportunity to support several of UND's key strategic initiatives: enhancing community, encouraging gathering places, and improving the student experience. Some results were reported in the Annual Report related to these initiatives and reviewers of this plan see opportunity to connect these results to student learning goals.
Finally, the Committee recommends that attention be paid to "closing the loop" activities by highlighting how changes take place in Housing as a result of assessment and data collection efforts.

MATERIALS REVIEWED

_____ Annual assessment report
__X___ Annual report (FY2013)
__X___ Assessment plan (as posted) (2008 Assessment Plan – most recent plan posted)
__X___ Previous assessment review (2011)
_____ Other (please describe)

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Section 1: _Y____ Section 2: __Y___ Section 3: __Q___ 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, it is unclear whether it was done at all, or it is not done in relationship to student learning