

## MEMORIAL UNION ASSESSMENT PLAN FOR FY07

The Memorial Union will address assessment activities in two major areas during FY07: student development and student employment.

- The vision for student development is to provide students with involvement opportunities that will enhance their civic leadership skills, organizational leadership skills, and personal growth (life skills). Assessment activities will help ensure that opportunities provided through and supported by the Memorial Union result in learning outcomes that support both the academic mission of the University as well as the institution's Strategic Plan.
- The vision for the student employment effort is to convert a traditional work environment into a learning-outcomes based culture. When successful implementation is achieved, student employees will learn skills beyond the practical aspects of their jobs (learning outcomes) that compare to the skills employers are looking for after graduation. Learning outcomes for employment will also support the academic mission of the University as well as the institution's Strategic Plan.

### STUDENT DEVELOPMENT

The Memorial Union plays a key role in supporting the educational mission of the University by engaging students and providing involvement opportunities in co-curricular activities that contribute to student development. These activities help to enhance civic leadership skills, organizational Leadership skills, and personal growth (life skills). That said, learning occurs in various ways: through committee involvement and organizational membership; performing community service; filling individual leadership roles: participating in/planning of events and activities; attendance at workshops and conferences; and by applying classroom knowledge to practical leadership situations.

During FY07, assessment efforts will continue to explore how coordinators assess the effectiveness of their programs and services to provide learning-based experiences. Coordinators will explore the use of various assessment methods such as surveys, focus groups, pre & post methods, reflection, etc.

Coordinators will also decide when best to conduct assessments (end of the semester; end of school year; end of their term in office; completion of an activity or session).

Alternate assessment methods will also be explored. Based on results of some FY06 assessment activities, new methods of gaining information from students, such as individual interviews may be considered. In some cases, survey instruments have been successful and in some cases, the return rate has been disappointing. Therefore, one goal for FY07 will be to explore alternate methods of data collection, with exploration of best practices of other institutions.

Learning outcomes identified in Learning Reconsidered were tied to each involvement area within the Student Development unit in a mapping exercise conducted during Fall semester of FY05. Another goal for FY07 will be to further integrate learning outcomes into assessment activities. In addition to learning outcomes, the goals of UND's General Education philosophy, the University Mission Statement and the University Strategic plan will be integrated into programs.

FY07 Goals for individual program areas are as follows:

## **ASSOCIATE DIRECTOR**

### **1. Student Learning Goals**

- Learning outcomes for Standing Committees of Student Government were identified using the Learning Reconsidered model.
- The Multicultural Awareness Committee members were assessed using the learning goals listed below.
- Alignment with the Institutional and General Education goals is indicated.

#### **Learning Reconsidered^**

(P) Practical competence

(I) Interpersonal and intrapersonal competence

(CC) Cognitive Complexity

(K) Knowledge acquisition, integration, application

(H) Humanitarianism

(CE) Civic Engagement

**General Education\***

1. Communication
2. Critical/ creative thinking
3. Informed choices
4. Understanding across disciplines
5. Lifelong learning
6. Cross-cultural appreciation
7. Service/citizenship

**Goal**

- Increase self-confidence^
- Develop a balanced lifestyle^
- Effectively manage conflict\*^
- Work effectively under stress^
- Uphold the values of UND^
- Develop meaningful relationships/friendships with others^
- Communicate effectively\*^
- Increase decision making skills\*^
- Interpret evidence, questions, etc.\*^
- Identify the pros and cons of arguments\*^
- Analyze alternative points of view\*^
- Make informed choices and decisions\*^
- Hold peers accountable for their responsibilities & actions ^
- Delegate responsibility to others^
- Work collaboratively with other student organizations ^
- Understand and respect the values and beliefs of others\*^
- Understand cultures, races, and genders different than your own\*^
- Create new initiatives and programs \*^
- Positively impact the UND community\*^
- Interact with University administrators\*^
- Bounce back after disappointment^
- Learn from mistakes and be willing to accept constructive criticism\*^

\*UND Institutional and General Education goals for student learning

^*Learning Reconsidered* student learning outcome

## **2. Assessment Methods**

- A survey instrument with the learning goals listed above was given to members of the Multicultural Awareness Committee. They rated from 1 to 7 to what degree their positions on the committee enhanced that ability. This survey also includes additional essay type questions such as “What did your involvement in MAC provide you that no other involvement has?”

## **3. Assessment Results**

- Results from assessments are currently being received and compiled. Complete results will be reported at the end of this academic year.

## **4. Closing the Loop**

- As information collected from this survey is analyzed, it will be used to inform advising styles and to market the benefits of involvement in this committee

### **Program Assessment**

In addition to assessing student learning outcomes of members, assessment was conducted at a program sponsored by the Multicultural Awareness Committee. The Multicultural Awareness Committee sponsored a campus visit by Tibetan Monks from the Drepung Loseling Monastery. This visit included several lectures presented by the Tibetan Monks at which data was collected on the impact of attending the event and what was learned at the event. This was done through the distribution of a written survey instrument. These lecture were a collaboration between the Multicultural Awareness Committee and the following academic departments: Philosophy and Religion, Integrated Studies and Anthropology.

1. Student Learning Goals: Cross-cultural appreciation (Gen Ed goal); Humanitarianism, Interpersonal and intrapersonal competence (Learning Reconsidered Student Learning Outcome)
2. Assessment methods: Data was collected through the distribution of a written survey instrument distributed at the lectures.
3. Assessment Results: Results will be compiled and summarized and distributed to the Multicultural Awareness Committee, Student

Government and reported in the Annual Report at the end of the academic year.

4. Closing the Loop: Information gained will guide the group in choosing future programs.

## GREEK LIFE

### 1. STUDENT LEARNING GOALS

Learning goals are assessed with three specific cohorts of students in the Greek community: Chapter Presidents, Interfraternity and Panhellenic Council Officers, and students who enroll in the Greek Life New Member Class. The learning goals for chapter presidents and council officers are exactly the same. Students participating in the various experiences complete a pre/post assessment of their experience. Using a seven point scale, students are asked, "To what degree 'do you hope your position/has your position' enhanced your ability to..."

#### Chapter Presidents & Council Officers

- increase self confidence
- develop a balanced lifestyle^
- increase decision making skills^
- communicate effectively\*
- create new initiatives and programs in your area
- understand cultures, races, and genders different than your own\*^
- effectively manage conflict
- use critical thinking to solve problems\*^
- hold peers accountable for their responsibilities & actions
- work effectively under stress
- positively impact the Greek community at UND
- interact with University administrators
- delegate responsibility to others
- work collaboratively with other student organizations that are not part of the Greek community
- uphold the values of the overall Greek community
- develop meaningful relationships/friendships with others^
- understand the importance of diversity in the Greek community
- make informed choices and decisions\*^

### **Greek Life New Member Class**

- self confidence
- balanced lifestyle^
- increase decision making skills^
- communicate effectively\*
- develop leadership skills^
- understand cultures, races, and genders different than your own\*^
- effectively manage conflict
- use critical thinking to solve problems\*^
- hold peers accountable for their responsibilities & actions
- work effectively under stress
- positively impact the Greek community at UND
- understand traditions of fraternities and sororities
- delegate responsibility to others
- clarify values and personal objectives^
- uphold the values of the overall Greek community
- develop meaningful relationships/friendships with others^
- understand the importance of diversity in the Greek community
- make informed choices and decisions\*^
- advance academic skills^
- successfully navigate the University of North Dakota

\*UND Institutional and General Education goals for student learning

^*Learning Reconsidered* student learning outcome

### **EBI Assessment**

The entire Greek community engages in an assessment of student learning through the Educational Benchmarking (EBI) Fraternity/Sorority Assessment.

Specific learning goals addressed in the assessment include:

- establish academic goals^
- organize time to meet responsibilities^
- clarify your values^
- oral communication skills\*^
- written communication skills\*^
- decision making skills^
- problem solving skills
- time management skills

- conflict resolution skills
- organize events
- identify potential career paths
- attitudes regarding diversity\*
- establishing effective social skills
- commitment to community service\*^
- academic success^

\*UND Institutional and General Education goals for student learning

^*Learning Reconsidered* student learning outcome

## 2. ASSESSMENT METHODS

### **Pre/Post Assessment – Council Officers, Chapter Presidents, Greek Life New Member Class Participants**

Pre assessment and exit assessment instruments are facilitated with Interfraternity Council Officers, Panhellenic Council Officers, Chapter Presidents, and students enrolled in the Greek Life New Member Class at the beginning and end of their experiences. The assessment instruments address student learning outcomes included in *Learning Reconsidered* and UND's Institutional and General Education goals. The information collected is compared to data from previously conducted assessments in an effort to assess the impact of student involvement in various fraternity and sorority experiences on student learning. Assessment data is used to improve programs and to provide on-going learning opportunities for student leaders.

### **EBI Assessment**

Every two years the UND Greek community participates in the Educational Benchmarking (EBI) Fraternity/Sorority Assessment (2004 & 2006 to date). Data is collected from members of the Greek community regarding their overall Greek experience, as well as their experience in their individual chapter.

### **Multi-Institutional Study of Leadership**

In spring 2006, the University of North Dakota was one of approximately 54 institutions of higher education that participated in the Multi-Institutional Study of Leadership. This study seeks to examine the current state of college student leadership development as well as the role institutions of higher education play

as a context in which building leadership capacity occurs. Results were received in September 2006 and will be included in the 2006–2007 annual report.

### **Academic & Membership Information**

Information is collected regarding the academic performance and membership numbers of each chapter. This information is collected at the end of each semester and shared with the entire Greek community and various constituents (i.e. chapter officers, chapter advisors, faculty advisors, UND administrators). This assessment measure allows us to identify trends in membership as well as academic performance in order to conduct intentional interventions with chapters in hopes of assisting them in their overall improvement.

### **Community Service & Philanthropy Information**

Data regarding the total number of community service hours and philanthropic dollars donated by the various fraternities and sororities is collected on an annual basis and shared with various constituents of the Greek community. This information is self reported by the chapters and is included with the academic/membership reports. This assessment measure provides some general information on the impact of the work of fraternity and sorority members on the campus and Grand Forks community.

### **Leadership Series & Leadership Programs**

Students attending the various leadership programs coordinated by the staff in the Memorial Union are asked to identify what they learned through their participation in the specific event. While specific learning outcomes have not yet been identified, the qualitative information provided by student participants is being used to establish learning outcomes. UND's institutional and general education goals will be considered in developing the specific learning outcomes.

## **3. ASSESSMENT RESULTS**

Complete assessment results will be reported in the Greek Life 2006–2007 annual report.

### **Pre/Post Assessment (Council Officers, Chapter Presidents, New Member Class Participants)**

- Assessments have been conducted and data needs to be calculated and analyzed.

### **EBI Assessment**

- The assessment was conducted and data has been analyzed and distributed to relevant constituents.

### **Multi-Institutional Study of Leadership**

- The assessment was conducted and data has been analyzed and distributed to relevant constituents.

### **Academic & Membership Information**

- Data will be collected at the end of the fall 2006 and spring 2007 semesters.

### **Community Service & Philanthropy Information**

- Data will be collected and reported at the end of the fall 2006 semester.

### **Leadership Series & Leadership Programs**

- Assessments have been conducted and data needs to be calculated and analyzed.

## **4. CLOSING THE LOOP**

Given that collection of assessment data is in process at this point of the 2006 – 2007 school year, little information has been available to inform practice or to improve programs. As it is available, information will be used to improve program offerings.

## **STUDENT ORGANIZATIONS**

### **Student Learning Goals**

Student learning goals are measured through assessing three distinct groups: Student organization presidents, student organization members, and SAC members. The learning goals below equate directly to the assessment methods.

### **Student Organization Presidents**

- Critical thinking skills\*^

- Problem solving\*^
- Identity development ^
- Motivation
- Career development
- How to demonstrate competency
- Lifelong learning\*^
- Group work skills^
- Understanding and appreciation of human differences\*^
- How to work with others different from self\*^
- Social responsibility\*^
- Mediation
- Sense of civic responsibility\*^
- How to delegate responsibility to others
- Community service\*^
- Team-working skills
- Moral and ethical development
- Effective communication
- Self esteem
- Business writing
- Academic and personal success\*
- How to maintain health and wellness^
- Meaningful relationships
- Ethics and integrity
- Increase self-confidence
- How to hold peers accountable for their decisions
- Ability to prioritize tasks
- Conflict management
- Time management^
- Public speaking
- Goal oriented
- Active listening
- How to positively impact the UND community
- How to maintain a balanced college experience^
- Dependability
- Personal goal setting

#### **Student Organization Members**

- Critical thinking skills\*^

- Problem solving\*^
- Identity development ^
- Motivation
- Career development
- How to demonstrate competency
- Lifelong learning\*^
- Group work skills^
- Understanding and appreciation of human differences\*^
- How to work with others different from self\*^
- Social responsibility\*^
- Mediation
- Sense of civic responsibility\*^
- How to delegate responsibility to others
- Community service\*^
- Team-working skills
- Moral and ethical development
- Effective communication
- Self esteem
- Business writing
- Academic and personal success\*
- How to maintain health and wellness^
- Meaningful relationships
- Ethics and integrity
- Increase self-confidence
- How to hold peers accountable for their decisions
- Ability to prioritize tasks
- Conflict management
- Time management^
- Public speaking
- Goal oriented
- Active listening
- How to positively impact the UND community
- How to maintain a balanced college experience^
- Dependability
- Personal goal setting

## **Student Activities Committee Members**

- Increase self-confidence
- Develop a balanced lifestyle^
- Effectively manage conflict\*^
- Work effectively under stress
- Uphold the values of UND
- Develop meaningful relationships/friendships with others^
- Communicate effectively\*^
- Increase decision making skills\*^
- Interpret evidence, questions, etc.\*^
- Identify the pros and cons of arguments\*^
- Analyze alternative points of view\*^
- Make informed choices and decisions\*^
- Hold peers accountable for their responsibilities & actions
- Delegate responsibility to others
- Work collaboratively with other student organizations
- Understand and respect the values and beliefs of others\*^
- Understand cultures, races, and genders different than your own\*^
- Create new initiatives and programs
- Positively impact the UND community
- Interact with University administrators
- Bounce back after disappointment
- Learn from mistakes and willing to accept constructive criticism\*^

\* Denotes UND Institutional and General Education goals for student learning

^ Denotes Learning Reconsidered student learning outcomes

## **Assessment Methods**

### **Student Organization President Questionnaire**

Presidents of all student organizations are given surveys during the spring semester and are asked to identify what they have learned through their leadership positions. Specifically, they are asked to list three concepts or skills they have developed through their experiences as president. In the second section of the survey, presidents are asked about the learning they expect organization members to experience as a result of student organization involvement. Presidents are requested to mark the top fifteen choices of the

listed thirty-six varied concepts, all related directly to the proposed learning outcomes.

### **Student Organization Member Questionnaire**

Two weeks after the Student Organization President Questionnaire is distributed, the Member Questionnaire is made available to members of all student organization members. Members are directly asked what they are learning as a result of their involvement in student organizations. In the second section of the survey, members are asked to list specific examples of what they have found to be the most rewarding aspect of membership in student organizations.

### **Standing Committee Pre/Post Assessment**

This assessment tool is used to gather data on the effect of student participation on the Student Activities Committee. The pre- and post-assessment tools are nearly identical and aim to identify levels of improvement/enhancement across several constructs of learning. In the first section of the assessment tool, committee members are asked, "To what degree do you hope your position/has your position enhance(d) your ability to..." The second section of the assessment tool asks members to list other skills improved that were not included in the list and provides other questions for reflection on their involvement on the committee.

### **Assessment Results**

#### **Student Organization President Questionnaire**

The survey will be administered during spring semester 2007. Results will be compiled and reported in the Student Organizations 2006-2007 Annual Report.

#### **Student Organization Member Questionnaire**

The survey will be administered during spring semester 2007. Results will be compiled and reported in the Student Organizations 2006-2007 Annual Report.

#### **Standing Committee Pre/Post Assessment**

Pre-assessment data has been collected and will be analyzed and compared to post-assessment data in the Student Organizations 2006-2007 Annual Report.

### Closing the Loop

As assessment is completed and the data is analyzed, results will be considered for possible program improvements or changes to resources offered to students.

## **ADULT RE-ENTRY PROGRAM**

The Stress Eraser Workshop, conducted in conjunction with the UND Counseling Center, was offered with the goal of providing students an opportunity to learn breathing and relaxation techniques. These stress reduction techniques are designed to help the student better cope with the stress related to returning to higher education. Following the presentation the participants were asked to fill out a questionnaire to capture their impressions of the workshop its structure, content, and relative value. The surveys have been filled out and gathered. The data has not been compiled at this point.

The Parliamentary Procedure learning opportunity was offered to the student officers of the A.L.I.F.E. student group. The learning outcome for this session was to provide communication skills for more efficient participation in meetings using parliamentary procedure. Following the DVD presentation each officer completed a questionnaire evaluating the content of the lesson. A brief interview of the participants following the session was conducted to capture impressions of the lessons value for a broader population of nontraditional students. Not all of the student officers have completed the questionnaire at this time.

The learning goals for the Child Care project are to gain skills in listening, asset evaluation and planning strategies to take best advantage of resources for the successful outcome of a project. Post meeting deconstruction sessions are held to compile data and impressions of project status. Mid-project and post project interview of participating students will be used to assess the skills gained from the process. Mid-project interview are scheduled for January.

The Friday gathering will be assessed to determine the relative level of acquisition of communication and networking skills of the participants. To get a good sampling of students' surveys will be available to be filled out at several

Friday gatherings and via e-mail through the LISTSERV. The surveys will be available the first Friday of the new semester the

## **CIVIC LEADERSHIP**

### **Student Learning Goals**

Student learning outcomes were identified using the Learning Reconsidered model. For students who participate in volunteering, serve on student government standing committees, and plan and execute The Big Event, the broad learning outcomes included cognitive complexity (CC), knowledge acquisition, integration and application (K), humanitarianism (H), civic engagement (CE), interpersonal and intrapersonal competence (I), practical competence (P). These outcomes correspond to the General Education Goals of (1) communication, (2) critical/creative thinking, (3) informed choices, (4) Understanding across disciplines, (5) lifelong learning, (6) cross-cultural appreciation, and (7) service/citizenship.

## VOLUNTEERING

Students who participate in volunteering will:

- Engage with others in constructive ways; accept and appreciate other worldviews\*^
- Develop critical thinking skills\*^
- Be open to change^
- Develop reflective thinking skills\*^
- Connect knowledge to ideas\*^
- Apply knowledge to real life situations\*^
- Gain knowledge of diverse cultures\*^
- Commit to lifelong learning\*^
- Relate knowledge to career decisions\*^
- Gain knowledge of humanitarian issues; be aware of cultural and personal differences\*^
- Practice humanitarian skills; trust and respect others; empathize; access culturally appropriate resources\*^
- Value humanitarian states of mind; be committed to cross-cultural communications; value social\*^
- responsibility; be committed to social justice\*^

- Develop a common purpose^
- Develop a civic awareness\*^
- Practice engaged citizenship\*^
- Gain knowledge about themselves; self-confidence; value cultural heritage\*^
- Apply self-knowledge; practice self-efficacy; commitment; discuss cultural differences and issues\*^
- Work with others; practice collaboration; engage across difference; be committed to ethical action\*^
- Develop effective communication skills; practice effective written and oral communication skills\*^
- Serve as a role model^
- Apply problem solving strategies \*^

\*UND Institutional and General Education goals for student learning

^*Learning Reconsidered* student learning outcome

LEADERSHIP SKILLS & TECHNIQUES CLASS – the goals for this class are as follows. Each goal has as outcome each of the Learning Reconsidered Outcomes and General Education Outcomes detailed under Volunteering.

To learn techniques and develop skills in managing self in a group setting.

To learn techniques and develop skills in managing others in a group setting.

To learn techniques and develop skills in managing organizational resources.

STANDING COMMITTEES – the learning outcomes for the standing committees are as follows:

By participating in standing committee membership students will:

- Increase self-confidence^
- Develop a balanced lifestyle^
- Effectively manage conflict\*^
- Work effectively under stress^
- Uphold the values of UND^
- Develop meaningful relationships/friendships with others ^

- Communicate effectively\*^
- Increase decision making skills\*^
- Interpret evidence, questions, etc.\*^
- Identify the pros and cons of arguments\*^
- Analyze alternative points of view\*^
- Make informed choices and decisions\*^
- Hold peers accountable for their responsibilities & actions ^
- Delegate responsibility to others ^
- Work collaboratively with other student organizations ^
- Understand and respect the values and beliefs of others\*^
- Understand cultures, races, and genders different than your own\*^
- Create new initiatives and programs\*^
- Positively impact the UND community \*^
- Interact with University administrators\*^
- Bounce back after disappointment ^
- Learn from mistakes and willing to accept constructive criticism\*^

\*UND Institutional and General Education goals for student learning

^*Learning Reconsidered* student learning outcome

### **Assessment Methods**

VOLUNTEER – a survey instrument was developed and given to pre-admit education students to determine their starting point prior to volunteering. When they complete their volunteer, a follow up survey will be given to determine gains that were made through the experience. The survey covers the goals for each of the learning outcomes identified for volunteering: cognitive complexity, knowledge acquisition and application, humanitarianism, civic engagement, interpersonal/intrapersonal competence and practical competence. The first results for this won't be in until spring semester.

LEADERSHIP SKILLS & TECHNIQUES CLASS – pre and post surveys were given to measure growth in the learning reconsidered learning outcomes. During the semester, short reflective writings were given to help students incorporate the knowledge. Also students were given assignments to synthesize what they had learned. Data is being tabulated.

STANDING COMMITTEES – pre and post surveys were given to new and retiring standing committee members. The results are being compiled to be compared to prior year’s results

### **Assessment Results**

The assessment results are being compiled as the data from this semester is still coming in or in some cases won’t be in until next semester or next year.

### **Closing the Loop**

At the end of the year, the data will be used to make improvements to the program.

### **Performance of program – not student learning but functional goals**

Rachelle Jacobson is doing focus groups about the Volunteer Bridge to learn from students and agencies about how the office and program are performing. To date she has interviewed a few students. She will meet with agencies next semester.

## **STUDENT EMPLOYMENT**

The Memorial Union, as a workplace, provides students learning outcomes and experiences that (1) match what employers look for after graduation, and (2) support the academic mission of the University as well as the institution’s Strategic Plan.

### Learning Outcomes

Through employment at the Memorial Union, students will be better prepared to:

- Communicate effectively, both orally and in writing.
- Think critically and creatively.
- Access & use information to make informed choices.
- Understand how conclusions are reached.

- Acquire knowledge over a broad spectrum of subject areas.
- Enhance your cultural awareness.
- Use technology.
- Use ethics and values in decision-making.
- Use time management skills to prioritize work tasks and meet deadlines..
- Enhance your interpersonal skills as you work as a team with co-workers.
- Enhance your customer service skills through your service to others.
- Demonstrate your understanding of standards and expectations, and use them to manage an efficient and professional work environment.

Assessment strategies for FY07

- Assess (review and evaluate) workplace performance and behavior standards against learning outcomes identified in student employee job descriptions.
- Administer a student employee survey after the May 2007 semester, benchmarking results against previous years (survey asks students to reflect on their employment experience from a learning perspective).
- Conduct focus groups and one-on-one interviews with student employees to review the employment experience from a learning perspective.