Student Affairs Guidelines for Reporting on Reflections on Student Learning or Development Conducted during the 2013 - 2014 Academic Year

The University Assessment Committee has established three yearly due dates (January 1, May 1, or September 1) for reports based on the date of the most recent departmental report. The due date for the Department XXXXX's report is (one of three dates). It will be distributed shortly thereafter for a primary review and you should receive a response in three to four months. (If you want to change to one of the other two due dates, please contact Larry Peterson at larry.r.peterson@ndsu.edu or 231-8824.)

For 2013-14 we are asking Student Affairs departments to report on sustained and meaningful conversations among all staff on the essential learning or student development you expect from the students you serve and the student you employ. How do you expect students to develop and/or what do you expect students to learn and how will you organize and present opportunities for them to learn?

For some departments this may mean altering their current assessment activities as they reflect on their expectations for students. Others may need or want to continue their current assessment activities. We want only a report on your conversations and their results.

Report Guidelines

- Limit your report to 5 pages total, with no additional material.
- Submit your report as a PDF file.

The Two Basic Questions for Your Reflections on Student Learning or Development:

1. Please describe what you expect the students you employ and serve will learn or how they will develop because of their connection with your department.
   - Please list the most important student learning or development you expect to occur in your unit.
   - Please note how the department’s expectations for student learning align with the attached University Learning Outcomes approved by the Faculty Senate on May 6, 2013.
     - We expect many Student Affairs departments will have expectations for student learning or development that align with “Personal and Social Responsibility,” “Communication,” and “Critical Thinking, Creative Thinking, and Problem Solving.”

2. Please describe where and how you provide the learning environment and any support services for the students you employ and serve to learn or develop what you expect.
   - This will include the events, initiatives, and activities students engage in.
   - Please describe how you organize these learning environments and any support services and let students know about them and how they are organized.
     - Students are most likely to learn something if they told in advance what they are expected to learn, why they are expected to learn it, and how opportunities to learn will be structured.
Suggestions for Your Report on Your Reflections About Student Learning or Development:

1. How many meetings did you have and approximately what percentage of the various groups who are responsible for student learning or development participated?
2. How do you involve students in reflective conversations about what you expect students to learn or how you expect them to develop?
3. Why do you expect these particular instances of student learning or development for your students? Why are they the right ones for your department?
4. Are there particular instances of student learning or development with which your students struggle? Are there particular ones with which the staff in your department struggle?

Members of the University Assessment Committee include: Margaret Andersen, Jeffrey Boyer, Kevin Brooks, Ann Clapper, Julie Garden-Robinson, Brenda Hall, Chris McEwen, Andrew Montgomery, Jeremy Penn, Larry Peterson, Scott Pryor, Bruce Rafert, Brandy Randall, William Slanger, Elizabeth Skoy, and Chad Ulven.

Updated: November 13, 2013