

UNIVERSITY ASSESSMENT PLAN

UNIVERSITY PLAN FOR ASSESSMENT OF STUDENT LEARNING AND DEVELOPMENT

May, 2006

Senate University Assessment Committee

University Plan for Assessment OF STUDENT LEARNING AND DEVELOPMENT

I. INTRODUCTION

The University of North Dakota provides a statement of its institutional identity and goals in its Mission Statement. This statement, which was created and adopted through legislative process, includes goals for student learning and development in their most fundamental form. The statement provides:

The University of North Dakota, as a member of the North Dakota University System, serves the state, the country and the world community through teaching, research, creative activities, and service. State-assisted, the University's work depends also on federal, private, and corporate sources. With other research universities, the University shares a distinctive responsibility for the discovery, development, preservation and dissemination of knowledge. Through its sponsorship and encouragement of basic and applied research, scholarship, and creative endeavor, the University contributes to the public well-being.

The University maintains its legislatively-enacted missions in liberal arts, business, education, law, medicine, engineering and mines; and has also developed special missions in nursing, fine arts, aerospace, energy, human resources and international studies. It provides a wide range of challenging academic programs for undergraduate, professional, and graduate students through the doctoral level. The University encourages students to make informed choices, to communicate effectively, to be intellectually curious and creative, to commit themselves to lifelong learning and the service of others, and to share responsibility both for their own communities and for the world. The University promotes cultural diversity among its students, staff, and faculty.

In addition to its on-campus instructional and research programs, the University of North Dakota separately and cooperatively provides extensive continuing education and public service programs for all areas of the state and region.

Thus, the overall goals for student learning and development, as identified by the University's Mission Statement, are:

- making informed choices
- communicating effectively
- being intellectually curious and creative
- committing oneself to lifelong learning
- committing oneself to the service of others, and
- sharing responsibility for one's own community and for the world

As the University provides a wide range of challenging academic programs at various levels (including bachelor's, certificate programs, master's, specialist, professional, and doctoral levels) and within many different areas of specialty (including liberal arts, business, education, law, medicine, engineering and mines, nursing, fine arts, aerospace, energy, human resources, and international studies), each department, college, and program has also formally adopted its own mission statement. Each of those mission statements, in turn, includes more particularized student learning goals that relate back to

the broader goals defined in the University's Mission Statement. In addition, and as an umbrella for the undergraduate programs, the University also provides (in its General Education Statement) student learning goals for its General Education requirements. Those goals correlate to the student learning goals in the University Mission Statement, and are stated as follows:

1. Students will be able to communicate effectively, both orally and in writing.
2. Students will be able to think critically and creatively.
3. Students will be able to make informed choices.
4. Students will understand how conclusions are reached in the natural sciences, the social sciences, and the arts and humanities.
5. Students will acquire knowledge over a broad spectrum of subject areas.
6. Students will develop some familiarity with cultures other than their own.

As an important part of its effort to meet these goals, the University engages in on-going assessment of student learning and development. The assessment evaluates student learning and development on a number of levels, from individual department, college, and program assessment, to broader general education and institutional assessment. This process is reaffirmed by the University's 2005 Strategic Plan, which identifies student learning and development as its first aim, and then expressly requires assessment both on a university-wide level and within each department. The Strategic Plan also calls for a mechanism for redirecting method or strategy when goals are not being achieved.

Faculty guidance and oversight is provided to the Office of Vice President of Academic Affairs in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports, and disseminating assessment results to the University community. The University provides administrative support through the position of the Assistant Provost for University Assessment. Further, each department, college, and program is responsible for developing, implementing, and evaluating their own individual assessment plans. This process becomes part of the annual report of the department, college, or program to the University President and Provost. The Senate University Assessment Committee collects and periodically reviews these individual assessment plans, offering support to the individual departments, colleges, and programs in their ongoing assessment plan development and implementation. In addition, the Committee monitors the broader-based assessment tools used by the University, and regularly evaluates these tools for effectiveness in measuring student learning and development.

A more detailed overview of the assessment process, responsibilities, and levels of assessment is provided in Part II below. Part III provides an overview of the responsibilities of the Senate University Assessment Committee, as well as the institutional assessment tools evaluated by that Committee.

II. OVERVIEW OF ASSESSMENT PROCESS

The following reflects a more detailed description of the overall assessment process at the University of North Dakota. By way of overview, Section A summarizes the entire process, while Sections B, C, and D further elaborate on the process at three more particularized levels – Institution, General Education, and Program, respectively.

A. Overview of Process, Responsibilities, Levels of Assessment

Assessment begins with defining student learning goals and objectives. Once those goals are defined, the process of assessment can be carefully planned. Such planning includes identifying the educational experiences through which the student achieves learning and within which the goals can be assessed, the methods with which to make that assessment, the timeline for data collection, the parties responsible for the data collection, analysis, and reporting, and the anticipated use of the data analysis. Table A below identifies these six essential components of the overall assessment process at the University of North Dakota. Each of those components is further defined by questions to be answered in that stage of the assessment process. Tables B, C, and D then reflect how these six components are defined within the assessment process at the three institutional levels (i.e., Institution, General Education, and Program).

Table A

Student Learning Goals & Objectives <i>What are our program's goals and objectives? What will students be able to think, know, do or feel because of a given educational experience?</i>				
Educational Experiences <i>How will the goals and objectives be met? What program experiences (courses, seminars, research, etc.) help students achieve the desired outcomes?</i>	Assessment Methods <i>What assessment methods will we use to collect data about what our students have learned? What are our criteria for success? How will we know the objectives have been met? What level of performance meets each objective? How will we interpret and evaluate the data?</i>	Timeline <i>When will we collect data? How often?</i>	Responsibilities <i>Who will be responsible for collecting, interpreting and reporting the results?</i>	Use of Results and Process for Documentation & Decision-Making <i>How will the results of assessment be used? Who needs to know the results? How can we convince them that the goals and objectives have been met? How can we improve our program and assessment process?</i>

Table B

<u>Institutional Student Learning Goals</u>					
		1. Informed choices	4. Commitment to lifelong learning		
		2. Communicate effectively	5. Service to others		
		3. Intellectual curiosity, creativity	6. Shared responsibility for communities and world		
Educational Experiences	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation & Decision-Making	
<p>General education (goals 1, 2, 3, 4);</p> <p>Major programs of study in all UND departments (all goals);</p> <p>Residential programming (goals 1, 2, 6);</p> <p>Student Services (all goals);</p> <p>Co-curricular programming (all goals, but especially 5, 6);</p> <p>Extra-curricular programming (all goals).</p>	<p>Direct assessment data compiled by the General Education Committee during re-validation; pilot projects for direct assessment of general education outcomes among seniors (goals 1, 2, 3, 4);</p> <p>Yearly review of 1/3 of departmental annual reports to describe and summarize findings (all goals);</p> <p>Yearly review of Residence Life annual report findings re. learning (goals 1, 2, 6);</p> <p>Yearly review of annual reports from Student Services units like Learning Services, Disability Support Services, the Writing Center, the Wellness Center (all goals);</p> <p>Yearly review of annual reports from co-curricular and extra-curricular units like Center for Community Engagement, Office of Volunteer Services and Programming, International Programs, Cultural</p>	<p>Report from General Education Committee filed in Fall semester and reviewed by Assessment Committee.</p> <p>Direct assessments of general education completed in spring semester, with analysis completed over the summer for submission to the Assessment Committee in Fall.</p> <p>Annual reports filed in October. Academic annual reports reviewed by Assessment Committee in Spring semester. Annual reports from Residential programming, Student Services, extra-curricular units, and co-curricular units reviewed in Fall semester (approximately 33% of unit reports reviewed each year).</p> <p>Surveys done on a rolling basis as per the OIR schedule (attached). Survey outcomes reviewed in early Fall semester by Assessment Committee.</p> <p>Summary and compilation of</p>	<p>General Education Committee responsible for overseeing direct (embedded) assessments of general education and compiling year-end report.</p> <p>Assistant Provost for Assessment of Student Learning responsible for coordinating direct outcomes assessments of general education.</p> <p>Chair of each individual department responsible for direct assessments of program learning goals, including the goals which derive from the university's own goals.</p> <p>Head of each co-curricular, extra-curricular, and student services unit (e.g., Center for Community Engagement, Office of Volunteer Services, International Programs, Cultural Centers) responsible for year-end report.</p> <p>Director of Residence Services responsible for departmental annual report.</p> <p>VP of Student Services responsible for annual report including student learning outcomes from relevant non-academic units.</p>	<p>The Assessment Committee reviews summaries of the various sorts of data to see what the compilation can tell us about student learning outcomes at UND. The committee feeds findings back to all academic and student support units (plus the General Education Committee and University Council), as findings are relevant and trends are noted.</p> <p>The Assessment Committee oversees the assessment process, recommending changes in processes as needed and updating the Institutional Assessment Plan.</p> <p>The Assistant Provost for Assessment of Student Learning receives input directly from the Assessment Committee and forwards/reports to the Provost.</p>	

	Centers/Programs, Memorial Union (especially for goals 5, 6); Surveys administered through OIR to collect student perception data regarding learning goals (see attached chart linking tools with goals; all goals).	outcome findings by Assessment Committee in late Spring, for submission as part of next Fall's report.	Director of OIR responsible for completion of institutional surveys. Assessment committee responsible for overseeing assessment across the individual and feeding information back where it might not otherwise be seen.	
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Table C

<u>General Education Student Learning Goals</u>				
1. Effective oral & written communication		4. Understand how conclusions are reached in the natural sciences, social sciences, and arts and humanities		
2. Think critically and creatively		5. Acquire knowledge over broad spectrum of subject areas		
3. Make informed choices		6. Develop some familiarity with other cultures		
Educational Experiences	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation & Decision-Making
General education courses (all goals). Major department courses (all goals). Extra-curricular, co-curricular, residential life, student services experiences (all goals, especially 1, 2, 3, 6).	General education re-validation data from assessments conducted and analyzed by faculty teaching gen ed courses; submitted to the General Education Committee for each re-validated course (all goals). Review of student-written papers submitted in capstone and senior experience courses across the curriculum (goals 1, 2). Pilots of direct outcomes assessments to be developed for other gen ed goals on a rotating basis (1-2 assessments piloted/year) and,	Re-validation data collected and analyzed for 25% of gen ed courses yearly. Direct outcomes assessments conducted yearly but on a rotating basis, after all assessments are piloted; each goal to be assessed once in three years. Survey data collected, analyzed, and reported yearly but on a rotating basis (see OIR survey schedule for details). Gen Ed Longitudinal Study data collected every semester through study completion (likely in 2006-07).	General Education committee collects, analyzes, reports findings from gen ed revalidation. Assistant Provost for Assessment of Student Learning conducts, reports direct outcomes assessments. OIR staff analyze, report survey data. Gen Ed Longitudinal Study data collected, analyzed, and reported by the study team. Department chairs responsible for completing annual reports; Assessment Committee reviews and culls relevant data.	All findings regarding general education get reported within or to the General Education Committee and reported by them to the University Council, Faculty Senate, Provost's office, and to any other offices or individuals where the findings might be relevant. Gen Ed Committee members report back on their findings to departments during the re-validation process. The Gen Ed Committee also reports back to the Assessment Committee for further review and any additional dissemination or use. Changes in assessment methods or procedures, as needed, are determined by the General Education Committee with input from

	<p>by 2008-09, implemented on a three-year rotation (all goals).</p> <p>Indirect data collected via OIR-conducted surveys (see attached chart linking tools with goals; all goals).</p> <p>General Education Longitudinal Study (indirect data; all goals).</p> <p>Assessments conducted by departments but linked with general education goals, with findings culled from annual reports.</p> <p>Assessments conducted by extra-curricular, co-curricular, residential, and student services units, with findings culled from annual reports.</p> <p>Transcript analysis to match gen ed goals addressed (as documented in course revalidation data) with courses actually taken on a randomly selected sample of graduating students' transcripts.</p>	<p>Departmental annual reports submitted yearly; 1/3 of departmental reports reviewed to cull relevant data each year.</p> <p>Extra-curricular, co-curricular, residential, and student services units annual reports submitted yearly; summary reviewed to cull relevant data each year.</p> <p>Transcript analysis conducted every third year.</p>	<p>Heads of units sponsoring extra-curricular, co-curricular, residential, and student services activities submit annual reports; Assessment Committee reviews and culls relevant data.</p> <p>Assistant Provost for Assessment conducts, reports transcript analysis.</p>	<p>the Assessment Committee.</p>
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Table D

<u>Program Student Learning Goals</u>				
<p>All goals for programs and academic courses of study are determined by faculty within the program and vary from program to program. All programs are expected to fit within and support the institution’s goals, reworded to be consistent with program priorities and mission; in addition, each academic program will have program-specific or profession-specific goals. All program-specific goals are included in the program’s assessment plan and posted on the Assessment Committee website set up for that purpose.</p>				
Educational Experiences	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation & Decision-Making
<p>The general education program is expected to support and feed into the major program, often providing initial exposure to departmental learning goals.</p> <p>The department’s own courses and other academic requirements are the primary source of educational experiences relevant to its own goals.</p> <p>Co-curricular, extra-curricular, student services, and residential activities sometimes feed into certain departmental goals, especially goals that are skill-oriented general goals (e.g., critical thinking) and affective goals (e.g., ethics and professionalism).</p>	<p>Most methods for assessing program-specific learning goals are developed by the department itself and embedded in their academic programs or (in the case of indirect evidence) collected through department-administered surveys/focus groups/etc. For more detail on methods, see each individual department’s plans for assessing student learning on the Assessment Committee’s website.</p> <p>Departments can draw on assessment data collected through institutional sources (e.g., findings regarding general education outcome, findings from OIR surveys, findings from co-curricular, extra-curricular, student services, or residential programs) where relevant.</p>	<p>Departments develop their own timetables for data collection, analysis, and use. See plans for assessment of student learning posted on the Assessment Committee’s website.</p>	<p>Each department’s chair is responsible for overseeing the development of that unit’s plan for assessment of student learning.</p> <p>In many cases, Assessment Committees are selected to carry out that work. (See the plans, posted on the Assessment Committee website, for more detail.)</p> <p>The Assistant Provost for the Assessment of Student Learning is responsible for overseeing the work of departments.</p> <p>The Assessment Committee is responsible for working with the Assistant Provost to oversee the assessment process, including reading, reviewing, and culling relevant information from departmental reports, as described above, and to conduct a review of the departments’ work as a component of the institutional assessment process.</p>	<p>Departments use findings for internal decision-making, as described in plans for assessment of student learning.</p> <p>Decision-making at the college or institutional level may draw on findings from departmental assessments as documented in annual reports or as brought to the attention of relevant committees and administrators, when the findings warrant.</p>

B. Overview of Institutional Assessment

As an accompaniment to Table B above, the following narrative further articulates assessment of student learning at the Institutional level in terms of restating (a) the Institutional student learning goals; (b) the sources of data for assessment of those goals; (c) the analysis and interpretation of the data collected; and (d) the response to that analysis and interpretation. Following this narrative, Chart 1 depicts where the component actors fall within this assessment process, and where the information flows to and from in relation to these actors and within each stage of the assessment process.

Goals:

1. Students will be able to make informed choices.
2. Students are expected to communicate effectively.
3. Students will be intellectually curious and creative.
4. Students will commit themselves to lifelong learning.
5. Students will be engaged in the service of others.
6. Students will share responsibility for their own communities and for the world.

Data Sources:

Data regarding achievement of institutional goals are collected at multiple levels. Four of these goals (1, 2, 3, 4) are closely aligned with general education goals. Data collected by the General Education Committee as part of the revalidation process provide direct evidence of the degree to which these goals are being achieved for students. Additional direct assessment is being conducted on a pilot basis by ad hoc groups of UND faculty, under the leadership of the Assistant Provost for Assessment of Student Learning. To date, studies of critical thinking (related to goal 1 and 3) and written communication (related to goal 2) skills have been completed, and a study of graduates' familiarity with cultures other than their own (related to goal 6) is underway. Those efforts will continue and become more systematized over time, providing information about institutional outcomes by the time of graduation to supplement information about outcomes achieved during general education courses.

Many of UND's institutional goals are held in common with individual programs and departments. In those cases, the goals are assessed at the departmental and/or program level. Regular review of departmental annual reports by the Assessment Committee allows data and findings to be collected and applied at an institutional level. Institutional goals are also similar to those of many units within Student Services (e.g., Learning Services, Disability Support Services, etc.), Student Affairs (e.g., Cultural Centers, Wellness Center, Memorial Union, etc.), Residence Life (residence halls and associated programming), and those for extracurricular activities. Assessment Committee members regularly review reports from all relevant programs to collect and apply data relevant to institutional goals.

Finally, the Office of Institutional Research (OIR) administers a number of surveys, many of which provide indirect evidence relating to achievement of institutional goals. Data from those surveys are analyzed by OIR and reviewed by members of the Assessment Committee to elicit information relevant to institutional goals.

The advantage of this decentralized system of data collection is that it allows us to examine snapshots of student outcome at different points in students' academic careers (e.g., while taking general education courses vs. near the time of graduation) and through various sorts of data, both indirect and direct, collected using a variety of methodologies. In a university offering a wide range of possible majors and a broad range of possible university experiences, it would be an oversimplification to rely too heavily on a single sort of data or a single point of collection. The diversity of tools and methods used by UND gives us a clearer and more useful picture of student learning than would be possible through a more stream-lined approach.

Analysis and Interpretation:

Data for institutional goals that align closely with general education goals will be collected, reviewed, and analyzed by the General Education Committee in conjunction with the revalidation process. That committee has instituted a system for collecting and compiling data from revalidation applications so that data can quickly be analyzed to determine the degree to which various general education goals are addressed in courses and met by students taking those courses. Findings from pilot-scale (and, eventually, from fully implemented) direct assessments of general education outcomes, looking specifically at skills and knowledge of students near the point of graduation, are submitted both to the General Education Committee and the Assessment Committee. Members of the General Education Committee analyze the data for use in program refinements, while Assessment Committee members make recommendations regarding assessment procedures and needs.

Data collected by programs and departments are analyzed, interpreted, and reviewed at the program or department level. Each year, Assessment Committee members compile relevant data taken from a sample of annual reports (33% of reports to be reviewed yearly). These data, often including direct assessment findings, are combined with data culled from reports generated by various offices in Student Services, Student Affairs, and Residence Life. The Assessment Committee reviews and summarizes the cumulative data for applicability to institutional goals

Instruments administered through OIR are analyzed by staff in that office and the analysis summaries are brought to the Assessment Committee for interpretation and review.

The Assessment Committee is responsible for ensuring that all of these data sources continue to be collected as planned, that tools used are appropriate, that reporting mechanisms are adequate for determining student outcomes in relation to institutional goals, and for analyzing and interpreting the accumulated data.

Closing the Loop:

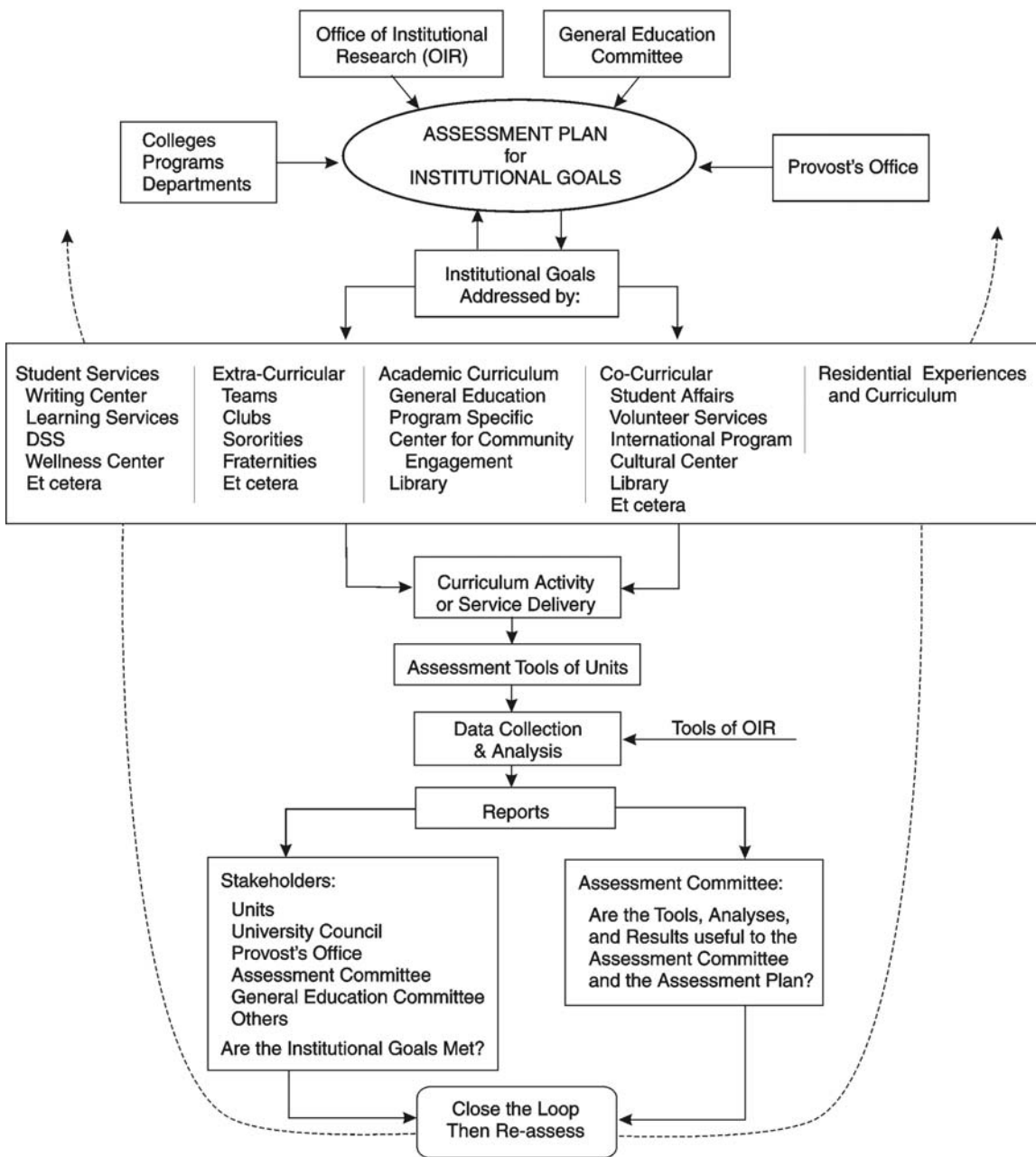
Based on the analysis, review, and interpretation of data as described above, Assessment Committee members recommend any changes needed in institutional assessment procedures as well as forwarding relevant information to stakeholders (e.g., the Provost's Office, the Dean's Council, the University Council, the Curriculum Committee, department chairs, etc.).

In addition, organizations and units collecting, analyzing, and interpreting the various sorts of data (individual departments, the General Education Committee, various international and cultural programs, volunteer and service learning programs) are responsible for closing the loop on their own data within their own programs, reporting within their Annual Reports their assessment efforts, conclusions, and responses, and forwarding analyzed data to other offices on campus as appropriate. Finally, the Assistant Provost for Assessment of Student Learning serves as a member of the Assessment Committee, providing a direct connection for feeding information forward into institutional planning as well as feeding it back to individual campus units.

The Assessment Committee will oversee efforts to periodically review the value of current sources of data, as well as seek out new sources of data. The Committee will also oversee efforts to periodically review the methods used for data collection, analysis, and interpretation, and seek out new and more effective methods for such collection, analysis, and interpretation. Finally, the Committee will oversee efforts to periodically review the methods, and effectiveness, of feeding data analysis back to the appropriate institutional units for decisionmaking.

Chart 1

Assessment of Institutional Goals



C. Overview of General Education Assessment

As an accompaniment to Table C above, the following narrative further articulates assessment of student learning at the General Education level in terms of restating (a) the General Education student learning goals; (b) the sources of data for assessment of those goals; (c) the analysis and interpretation of the data collected; and (d) the response to that analysis and interpretation. Following this narrative, Chart 2 depicts where the component actors fall within this assessment process, and where the information flows to and from in relation to these actors and within each stage of the assessment process.

Goals:

1. Students will be able to communicate effectively, both orally and in writing.
2. Students will be able to think critically and creatively.
3. Students will be able to make informed choices.
4. Students will understand how conclusions are reached in the natural sciences, the social sciences, and the arts and humanities.
5. Students will acquire knowledge over a broad spectrum of subject areas.
6. Students will develop some familiarity with cultures other than their own.

Assessment Methods:

Courses approved for general education credit must be submitted to the General Education Committee for revalidation every four years. As part of the revalidation process, departments are required to provide both direct and indirect assessment evidence regarding the effectiveness of the course in enabling students to make progress toward general education goals. Evidence submitted as part of the revalidation process is reviewed during revalidation, summarized by committee members, and compiled at yearend. This means that the university will have a snapshot of direct evidence of learning related to all general education goals. Furthermore, that evidence is automatically updated on a regular cycle.

In addition to evidence collected through the revalidation process, direct assessments of program outcome have been instituted near the time of student graduation. In Spring 2005, for example, a team of faculty, working in conjunction with the Assistant Provost for Assessment of Student Learning, piloted direct assessment of student outcomes in critical thinking and written communication. In Spring 2006, another faculty team is piloting a direct assessment of familiarity with cultures. This pilot-scale approach to direct assessment of seniors is expected to continue, gradually spreading to include other goals, and eventually cycling so that all general education goals are directly assessed at the senior level, using a “best work” approach to general education assessment as recommended by the Association of American Colleges and Universities.

It is worth noting that the university currently has a task force engaged in revision of the general education program. It is likely that some changes in goals and possibly in requirements will result; it is also the intent of the task force to establish plans for long-term assessment of general education goals. Implementation of any revisions that result could begin as soon as Fall 2008.

Indirect assessment of the general education program has been conducted for six years through the General Education Longitudinal Study (GELS). Yearly data will continue to be collected and reported through at least Spring 2006, with the study discontinuing once few or no student participants remain on campus.

Transcript analysis is an indirect yet highly useful assessment of general education. Regular transcript analysis (conducted every three years, or as needed once new goals are implemented) provides information about the degree to which university graduates are enrolling in courses designed to aid learning related to the various general education goals. Although data from transcript analysis cannot verify that learning has occurred, when combined with general education revalidation data, transcript analysis can show whether (a) an individual student can expect to achieve “coverage” of all the various general education goals by the time of graduation, and (b) whether such coverage can be shown by departments/faculty to result in student learning related to the general education goals.

Other sources of data regarding student learning related to general education goals can be collected from the annual reports of academic departments and campus offices like those in Student Services (e.g., Learning Services, Disability Support Services, etc.), Student Affairs (e.g., Cultural Centers, Wellness Center, Memorial Union, etc.), Residence Life (residence halls and associated programming), and units responsible for extracurricular activities. Finally, surveys administered by the Office of Institutional Research provide indirect evidence regarding many of the general education goals.

Collecting data from these varied sources and at these varied times in a student’s academic career will provide a comprehensive picture of students’ achievement of general education goals.

Analysis and Interpretation:

Revalidation data are collected by individual faculty teaching general education courses, and analyzed and interpreted by those faculty in conjunction with other faculty within their home departments. Once submitted to the General Education Committee, evidence is collected and compiled into a comprehensive summary of goal achievement.

Committee members analyze the information collected at the end of each revalidation cycle.

Data collected through piloted outcomes assessment, normally conducted with students near the time of graduation, are analyzed and interpreted by the faculty team conducting the assessment. Findings and the data to support the findings are submitted to members of the Assessment Committee and the General Education Committee for further review and interpretation, as well as for consolidation into overall review of the general education program.

The GELS team collects data yearly and analyzes collected data at the end of the year. In addition, they engage in periodic review of the entire body of data collected. Findings are interpreted by team members and forwarded to the General Education Committee. Transcript analysis data is analyzed by the Assistant Provost and reported back to members of the General Education Committee and the Assessment Committee.

Data collected by individual departments and by various Student Services, Student Affairs, and Residence Life offices are analyzed, interpreted, and reported by faculty and staff within those organizations. Findings relevant to general education are culled by members of the Assessment Committee, or forwarded to the General Education Committee for further interpretation and possible use by the organization collecting the data. Relevant data collected from OIR surveys are similarly analyzed by OIR, interpreted by the Assessment Committee, and forwarded to the General Education Committee for further study as the data appear to be relevant.

Closing the Loop:

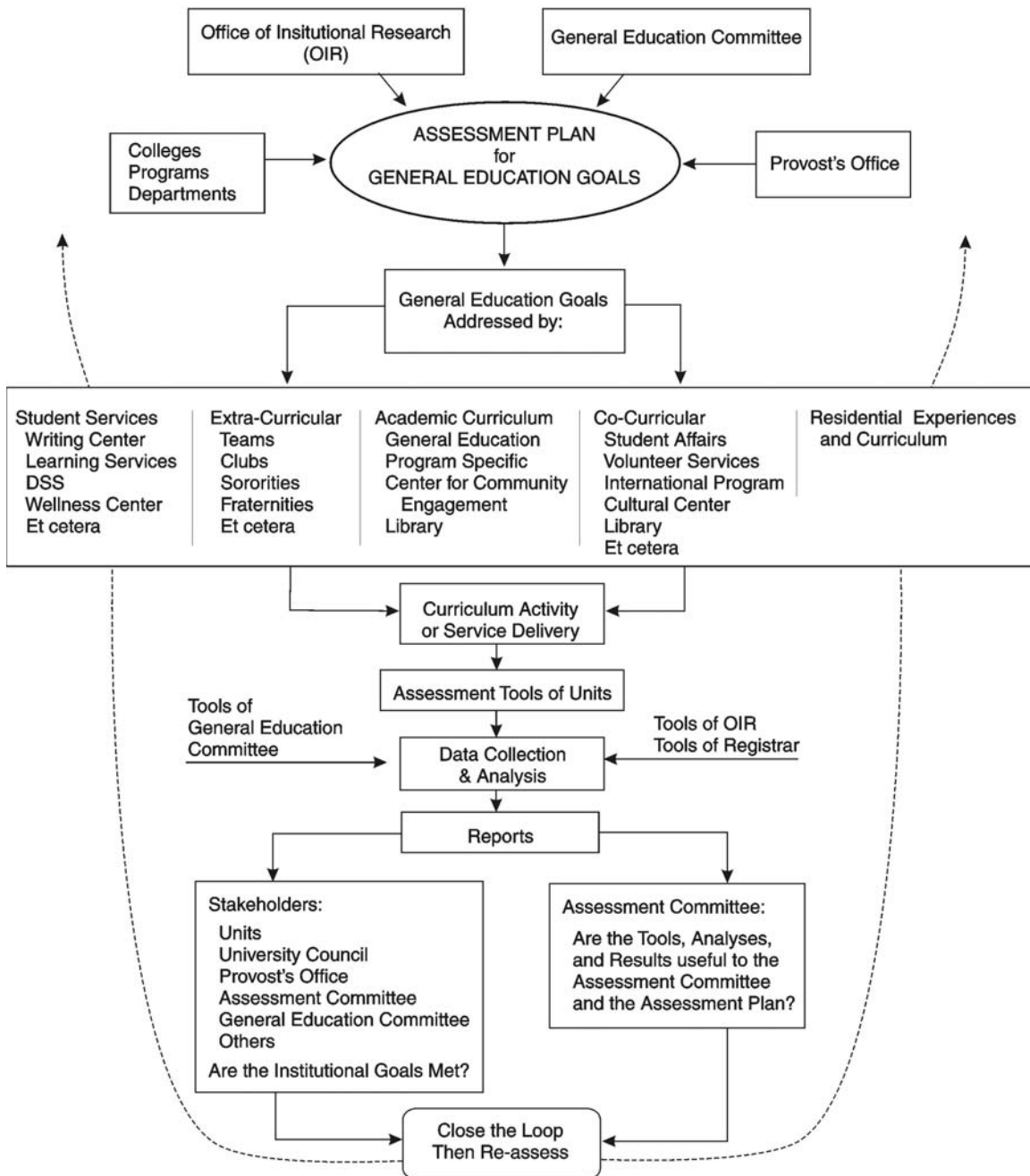
All findings relevant to general education are reviewed by the members of the General Education Committee. As needed, findings are reported back for discussion at larger campus forums or forwarded on to the Provost's Office, Council of the Deans, University Council, department chairs, or other appropriate audiences. The Assistant Provost for Assessment of Student Learning serves as a liaison to both the Assessment Committee and the General Education Committee, ensuring that sharing of findings among committees and across the larger campus takes place as appropriate.

The underlying organizations and units collecting, analyzing, and interpreting the various sorts of data (individual departments, various international and cultural programs, volunteer and service learning programs) are responsible for closing the loop on their own data within their own programs, reporting within their Annual Reports their assessment efforts, conclusions, and responses, and forwarding analyzed data to other offices on campus as appropriate.

The Assessment Committee will oversee efforts to periodically review the value of current sources of data, as well as seek out new sources of data. The Committee will also oversee efforts to periodically review the methods used for data collection, analysis, and interpretation, and seek out new and more effective methods for such collection, analysis, and interpretation. Finally, the Committee will oversee efforts to periodically review the methods, and effectiveness, of feeding data analysis back to the appropriate institutional units for decisionmaking.

Chart 2

Assessment of General Education Goals



D. Overview of Program Assessment

As part of an education at UND, students will develop proficiency in an academic or professional field(s) as well as developing more general skills, competencies, interests, and knowledge. Responsibility for the assessment of program-specific goals lies with the individual department, with the support of the assessment committee and the Provost's office. Some of a department's goals are expected to align with institutional and general education goals, although others will be unique to the department. The Assessment Committee will review assessment plans and annual reports from all programs on campus in order to provide feedback regarding opportunities for improving the plans, strengthening the reports, and/or using the data. As part of that review, assessment goals and outcome data, as described in the programs' annual reports, will be collected as a sample from a subset of departments and that sample of program outcomes will be summarized in committee minutes as part of the review of institutional assessment effectiveness.

As an accompaniment to Table D above, further information about program-specific student learning goals, sources of data for assessment of those goals, analysis and interpretation of the data collected, and response to that analysis and interpretation is provided below. Chart 3 depicts where the component actors fall within this assessment process, and where the information flows to and from in relation to these actors and within each stage of the assessment process.

Goals:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage (<http://www.und.nodak.edu/dept/datacol/assessment/index.htm>).

Assessment Methods:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage (<http://www.und.nodak.edu/dept/datacol/assessment/index.htm>).

Analysis and Interpretation:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage (<http://www.und.nodak.edu/dept/datacol/assessment/index.htm>).

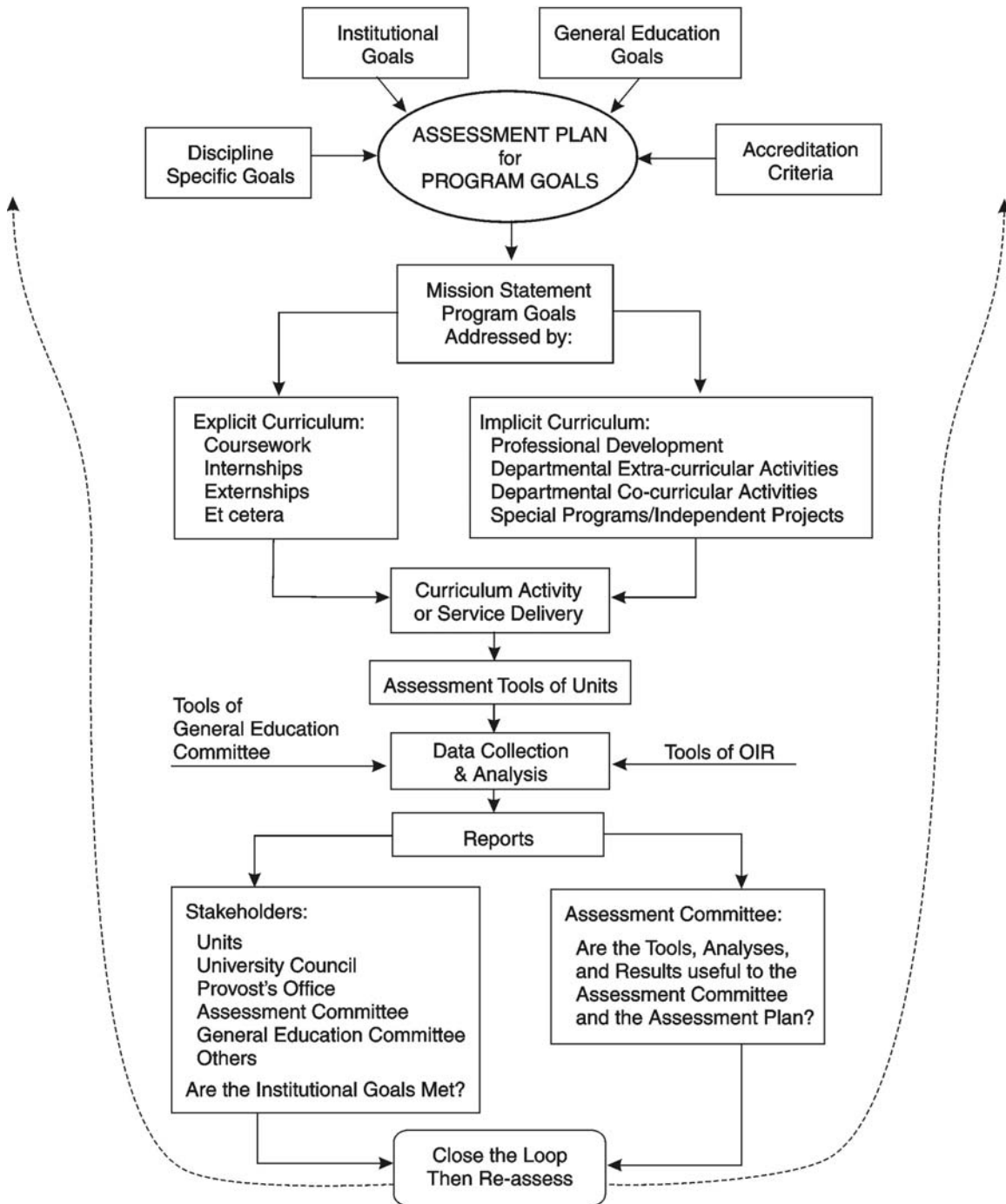
Closing the Loop:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage (<http://www.und.nodak.edu/dept/datacol/assessment/index.htm>).

Departmental annual reports, including assessment data, also feed into the Assessment Committee's overall process of looking at institutional outcomes and institutional assessment effectiveness.

Chart 3

Assessment of Program Goals



III. OVERVIEW OF SENATE UNIVERSITY ASSESSMENT COMMITTEE RESPONSIBILITIES

The following three tables provide an overview of the responsibilities of, and institutional assessment tools evaluated by, the Senate University Assessment Committee. More specifically, Table E sets out the annual schedule of the Committee's responsibilities, Table F identifies the institutional assessment tools used by the University and the schedule of data collection for each tool, and Table G identifies how each of these tools assesses student achievement of the Institutional and General Education student learning goals. In addition to the surveys listed in Table G, the Office of Institutional Research administers instruments designed to provide other kinds of information for monitoring and improving departments, programs, and services offered by UND. The Committee reviews these on occasion to determine any potential applicability to student learning and development. In addition, the Committee occasionally reviews other externally produced instruments (e.g., commercially available standardized exams) for possible inclusion in the university's assessment plan. Based on regular review of current assessment tools and occasional review of alternative methods and tools, the Committee updates the University Plan for Assessment and offers recommendations for possible changes in assessment tools and use of commercial instruments.

Table E
Assessment Committee Annual Schedule of Responsibilities
Draft

	August	September	October	November	December	January	February	March	April	May
Responsibilities Denoted by Senate										
Review University Assessment Plan		X								
Evaluate University Assessment Plan										X
Make Recommendations Regarding Assessment									X	
Annual Report to the Senate			X							
Maintain Committee Website	X	X	X	X	X	X	X	X	X	X
Responsibilities Denoted by Assessment Plan										
Review 1/3 of Department Plans						X	X	X		
Review of Residence Life Annual Report			X							
Review of Co-Curricular Reports			X							
Review of SOS Annual Report			X							
Review of OIR Surveys				X	X	X				
Exploration of additional assessment tools									X	

Table F
Projected Schedule of Institutional Assessment Tool Use
Draft

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
OIR Surveys Analysis									
ACE-CIRP	X		X			X			X
Sophomore Satisfaction			X			X			X
ACE-Senior			X			X			X
Graduating Seniors		X			X			X	
Placement	X	X	X	X	X	X	X	X	X
GER Student Evaluations	X	X	X	X	X	X	X	X	X
GER Longitudinal Study	X	X	X	X	X	X	X	X	X
Alumni	X		X		X		X		X
First Year Experience			X				X		
Faculty Survey			X						
NSSE		X		X		X		X	
Environmental Assessment Survey	X		X		X		X		X
Departmental Assessment Plan Review									
John D. Odegard School of Aerospace Sciences (4)	X			X			X		
School of Engineering and Mines (5)	X			X			X		
College of Business and Public Administration (8)	X			X			X		
College of Arts and Sciences (22)			X			X			X
College of Education and Human Development (6)		X			X			X	
College of Nursing (2)		X			X			X	
School of Law		X			X			X	
School of Medicine (13)		X			X			X	

Table G
Correlation Between Institutional Assessment Tools and Student Learning and Development Goals
Draft

Goals	Assessment	ACE-CIRP Freshman	ACE-CIRP Seniors	NSSE	FSSE	Sophomore Satisfaction	Graduating Students	SSI	ACT Alumni Outcomes	ACT Non- Returning	GER Student Evaluations	GER Longitudinal Placement	
Institutional Goals													
Students will be able to make informed decisions		X*	X	X	-	X	X	-	X	-	X	X	-
Students are expected to communicate effectively		X*	X	X	-	X	X	-	X	-	X	X	-
Students will be intellectually curious and creative		X*	X	X	-	X	X	-	X	-	X	X	-
Students will commit themselves to lifelong learning.		X*	-	X	-	X	X	-	X	-	X	X	-
Students will be engaged in the service of others.		X*	-	X	-	X	X	-		-	X	X	-
Students will share responsibility for their own communities and the world.		X*	X	X	-	X	X	-	X	-	X	X	-
General Education Goals													
Students will be able to communicate effectively, both orally and in writing.		X*	X	X	-	X	X	-	X	-	X	X	-
Students will be able to think critically and creatively.		X*	X	X	-	X	X	-	X	-	X	X	-
Students will be able to make informed choices.		X*	X	X	-	X	X	-	X	-	X	X	-
Students will understand how conclusions are reached in the natural sciences, the social sciences, and the arts and humanities.		X*	X	X	-	X	X	-	X	-	X	X	-
Students will acquire knowledge over a broad spectrum of subject areas.		X*	X	X	-	-	X	-	X	-	X	X	-
Students will develop some familiarity with cultures other than their own.		X*	X	-	-	X	X	-	X	-	X	X	-

X* - Since this survey is used with new freshman prior to starting their education at UND, these results could be used as a baseline for further development.