Division of Continuing Education
FY 07 Assessment Plan

DCE Mission: The Division of Continuing Education promotes lifelong learning, economic development, and offers quality educational opportunities, programming, and services by extending the resources of the University.

Department/Office/Program Area: **All Areas and Programs**

Student Learning Goals and Objectives:
To help students, clients, and participants complete admission and registration for individual courses, workshops, events, or full degree programs. Students, clients and participants will be able to make informed decisions and have the necessary forms and information to complete the process. They will know what is expected of them and what they are will be responsible for, including polices and procedures.

Educational Experiences:
- Promotional materials and web site information will be kept up to date and current, including all policies, procedures, course listings, etc.
- Best practices and input from many individuals will be given to design of all informational material to ensure completeness, accuracy, and ease of navigation and readability.
- Customer service will continue to be a focus and part of the value statements of this
- Division.
- To serve as the liaison between UND administrative offices and the student to assist the student at a distance and provide one stop service whenever possible.

Assessment Methods:
- A Level One (Kirkpatrick Model) survey is administered at the end of each course to assess the admission, website navigation, registration, customer service and payment process. The results of the course surveys are tabulated and used to improve the process and customer service for the customers.
- Unsolicited feedback is received from participants via e-mail, telephone conversations, face-to-face, etc. This information is discussed and improvements are made to information and any appropriate area.

Timeline:
- Course surveys are tabulated at request of the coordinator. This ensures adequate number of responses for meaningful review. Due to varying completion dates and session end dates, time frames will vary from program and event.
- Feedback from customers is ongoing.

Responsibilities:

- All Divisional employees are responsible for reporting any customer feedback and initiating appropriate action.
- The Education Technology Application Administrator and each coordinator/director are responsible for the tabulation of survey results.

Use of Results and Process for Documentation and Decision-Making:

- Feedback is used to make changes immediately, when appropriate, or at the next revision date.
- Survey information is used to improve programming, navigation, and information on a continual basis or when revision allows.

RESULTS:

Department/Office/Program Area: **Course Design Matrix**

Student Learning Goals and Objectives:
Courses developed by the Division are run through the course design process using a course design matrix. The matrix identifies the learning objectives for each unit/lesson in the course; identifies the material presented to cover the learning objective, including readings, instructor notes, interactions, resources, etc.; and identifies the assessments/assignments used to determine if the learning objective has been meet. This matrix is offered to any course administered by the Division as a tool for the content expert to use in designing their course materials.

Educational Experiences:
The matrix will ensure that courses meet the quality and completeness that the Division and the customer are expecting. Also the matrix is a tool for the instructor when designing the course and the course content.

Assessment Methods:

- The completion of the matrix is the main source of documentation. The matrix serves as a Level Two assessment in the Kirkpatrick Model. The matrix is a working document that follows the course through the design process. It is the road map.
- Before the course is launched, a wrap-up meeting is held with the content expert to discuss the design process and gather suggested improvements.

- A Level One (Kirkpatrick Model) survey is administered at the end of each course to request the customer's perspective
- Unsolicited feedback is received from participants via e-mail, telephone conversations, face-to-face, etc. This information is discussed and improvements are made to information and any appropriate area.

Timeline:

- When the course is up for revision, the matrix will be reviewed with the instructor along with survey information, feedback from the instructor and program administrator, and other data to determine what changes should be made in the matrix for the next version of the course.
- Course surveys are tabulated at request of the coordinator. This ensures adequate number of responses for meaningful review. Due to varying completion dates and session end dates, time frames will vary from program and event.
- Feedback from customers is ongoing.

Responsibilities:

- The instructional designer is responsible for going through the matrix with the content expert. The matrix is either filled in by the content expert or the instructional designer as the course design progresses. The coordinator will review the matrix as well as any other approving party. For example, the chair of the department is responsible for the review of the matrix to determine compliance within the department's assessment plan.
- All Divisional employees are responsible for reporting any customer feedback and initiating appropriate action.
- The Education Technology Application Administrator and each coordinator/director are responsible for the tabulation of survey results.

Use of Results and Process for Documentation and Decision-Making:

- When the course is up for revision, the matrix will be reviewed with the instructor along with survey information, feedback from the instructor and program administrator, and other data to determine what changes should be made in the matrix for the next version of the course. The final matrix is stored in the course file with the design team.
- Comments from the instructor's wrap-up meeting are placed in the file and used at the time of course revision.
- Feedback is used to make changes immediately when appropriate or at next revision date.
- Survey information is used to improve programming, navigation and information on a continual basis or when revision allows.

RESULTS:

Department/Office/Program Area: **All programs and areas**

Student Learning Goals and Objectives:
Provide support to our customer during the process of completing their course, workshop, event or degree program. Where possible, gather information about the learning outcomes of the event or course.

Educational Experiences:
By providing technical support, administrative support, instructional support, and one-stop services, we will increase the success of our customers in completion of their professional development activity.

Assessment Methods:

- A Level One and/or Level Two (Kirkpatrick Model) survey is administered at the end of each course to request the customer's perspective.
- Where applicable, completion rates are calculated and used as a tool to support evaluation.
- When possible, face-to-face discussion sessions are held with students and faculty to gather information about all aspects of the learning experience, including content, presentation, customer service, support, etc.
- Unsolicited feedback is received from participants via e-mail, telephone conversations, face-to-face, etc. This information is discussed and improvements are made to information and any appropriate area.
- Upon the request of specific clients, Level Three (Kirkpatrick Model) evaluations are conducted six to nine months after the completion of a course, workshop, training event, or degree program. The purpose of such assessments is to determine and document the amount of new knowledge and/or skills that have been implemented at the worksite, as a result of the training provided by the Division.

Timeline:

- Course surveys are tabulated at request of the coordinator. This ensures adequate number of responses for meaningful review. Due to varying completion dates and session end dates, time frames will vary from program and event.
- Feedback from customers is ongoing.
- Completion rates are calculated on an annual basis.
- Discussion groups are held when cohorts of students are present on campus and discussion groups with faculty during annual training sessions.

Responsibilities:

- All Divisional employees are responsible for reporting any customer feedback and initiating appropriate action.
- The Education Technology Application Administrator and each coordinator/director are responsible for the tabulation of survey results.
- Level Three evaluations take place six to nine months after completion of the training event.
- The IT team is responsible for assisting programs in calculating completion rate information.

Use of Results and Process for Documentation and Decision-Making:

- Feedback is used to make changes immediately, when appropriate, or at the next revision date.
- Completion rates are reviewed and used to assist in making improvements.
- Survey information is used to improve programming, navigation, course content, and information on a continual basis or when revision allows.

RESULTS:

Department/Office/Program Area: **All programs and areas**

Student Learning Goals and Objectives:
Where possible, technology will be used to gather supporting information for student learning outcomes.

Educational Experiences:
Using Blackboard, Flash interactive exercises, knowledge checks, graphics, audio, video and other technology learning aids to emphasis important points in course materials or confusing areas of content. DCE wants to improve where these elements have enhanced learning and revise them where improvements can be identified.

Assessment Methods:

- DCE is looking at tools and ways to track student use and engagement with these technology elements to determine their value and benefit.
- Web Trends is one technology tool that will be piloted to gather certain information about student use. As time and training allow, these tools may give us very valuable assessment information but we have limited experience to date.

Timeline:

- Web Trends was purchased. We are continuing to refine our assessments of this data. Revision to the DCE website may require review of this goal.
- As time and tools are identified, technology will be used to support any assessment efforts.

Responsibilities:
The IT team and course design team are positioned the best to be responsible and offer leadership in this area. They will need the assistance of coordinators/directors and in some cases content experts.

Use of Results and Process for Documentation and Decision-Making:
We have review the result and are discussing how with data should impact our strategic goals and assessment plan. This is a work in progress and we will continue to explore this area and how it will change our practices.

RESULTS:

Department/Office/Program Area: **All programs and areas with student workers**

Student Learning Goals and Objectives:
Where student workers are employed in the Division, they will be orientated similar to staff.

Educational Experiences:
In the past the Division has not employed many student workers. With the growth of the division, we are now up to twenty student employees in various programs across the division. DCE has done an excellent job informally of communicating, mentoring and assessing these students; however, there has never been any formal process developed and consistently administered across the division. We would like to improve in this area.

Assessment Methods:
- DCE will establish some global expectations for any area supervising a student worker. These expectations will include job descriptions, learning outcomes expected, orientation materials, etc.
- DCE will gather documentation using these forms or written assessment to improve the student worker experience at DCE.

Timeline:
- A task force will be created to look at what guidelines should be established to start this new initiative.

- Suggested standard procedures will be recommended to the Dean's cabinet for implementation.
- Informational meetings will be held with current student worker supervisors' and current student workers.

Responsibilities:
The Coordinator of the University Within the University program has the most experience with student workers and designing this type of program. There are other key individuals in the Division who have attended training session held on campus by the Memorial Union on their model.

Use of Results and Process for Documentation and Decision-Making:
This will be our first year. This year will be to get the process and procedures in place and train key personnel. There will be no results to review until next year.

RESULTS:

University of North Dakota
Television Center Assessment Plan, 2006 - 2007

Mission
The University of North Dakota Television Center is a division of UND Continuing Education. The mission is to promote student development, offer quality production services, and provide programming that reflects the university's mission and values.

Student Development
The Television Center provides internships for students interested in television production and graphic design. Students may participate in *Studio One*, a live television news and information show, or the Channel 3/17 Graphic Internship, which is designed to provide practical experience through the development of television graphics for UND television channels.

Studio One:
Studio One is a live television show produced by the University of North Dakota's Television Center. The program, which debuted in the spring of 1987, is a one-hour broadcast similar to NBC's *Today* or ABC's *Good Morning America*. Students produce news, weather, sports and entertainment segments, and interview guests ranging from local people to national and international celebrities.

Approximately 2.5 million people can watch *Studio One.* The program is telecast live on

Thursday afternoon's during the fall and spring semesters on Grand Forks Cable Channel 3 and UND Cable Channel 17, Residence Life Cinema. It is repeated several times during the week in the following North Dakota cities: Grand Forks, Fargo, Minot, Bismarck, and Mandan. Minnesota viewers can also tune in. In addition to East Grand Forks, *Studio One* is distributed to more than 80 communities in the Twin Cities region by the Metro Cable Network. Prairie Public Television, North Dakota's Public Television Network, also carries *Studio One*, which telecasts the program in Winnipeg, Manatoba. Outside the region, a number of communities in the Denver metro area can tune through a community access television network.

Studio One provides opportunities for students from the University of North Dakota to gain practical experience in the communication industry. Students deal with every facet of creating a live television show by working in teams. Four teams create the show: News, Programming, Production and Marketing.

Several assessment tools are used to evaluate student performance and examine the learning experience they receive through *Studio One*. These tools are:

- Evaluation forms – used after initial orientation and training sessions. Students respond to a Likert scale to rate each element of the orientation sessions. Data is compiled and reviewed annually by staff members and orientation sessions are modified based on data.

- Midterm paper – used to allow students to assess their own learning experience at *Studio One*. The paper also allows students to make suggestions for improving the learning experience. Papers are read by all staff members of the Studio One management team. Data is compiled by the Studio One Executive Director and presented to Television Center staff members annually at a strategic planning session for the *Studio One* project. The project is modified annually based on data.

- Team meetings – used to provide specific feedback to students about their performance. Team meetings are conducted weekly. Critique sessions are held as a routine part of the agenda. Staff leaders provide both positive and constructive feedback and challenge students to improve.

- Individual meetings – used to assist students as they are working on assignments. Staff members meet individually to review scripts, press releases and finished products before they are telecast, published or placed on the Studio One Web site.

- Board of Director meetings – used as a way to integrate team feedback across various teams that comprise *Studio One*. Staff leaders and student leaders attend this weekly meeting. Assessment is conducted according to three categories:

    - <u>Fundamental elements</u> – those elements that are essential to the creation of the weekly show (hardware and software works, deadlines are met, students attend meetings, etc.).

    - <u>Quality control elements</u> – a set of industry standards that govern quality (shot composition, balanced reporting, AP style press releases, broadcast writing style for scripts, sequencing of stories, etc).

- Aesthetic elements – quality control items that are not governed by a set of industry standards but are a subjective analysis of content, technical elements and contextual elements (debates about the color of a graphic, the positioning of a story, etc).

Information from each meeting is posted on Blackboard, an electronic Web tool which allows students to have access to information at any time from any connected location.

- End of semester evaluation forms – used to allow students to evaluate each staff member. (a Likert scale is used). Data from evaluation forms is provided to each staff member after grades have been submitted. Data is also discussed during annual performance reviews with staff members.

Channel 3/17 Graphic Internship:
Student interns are responsible for the development and design of the graphic images on the Channel 3 and 17 electronic billboards. Channel 3 serves as the local education and government channel for the Grand Forks region. Channel 17 is a premiere movie channel that is distributed to UND residence halls. This internship program was developed in cooperation with the UND Department of Technology. It serves students who are following a graphic design track offered through the Department of Technology.

Several assessment tools are used to evaluate student performance and examine the learning experience they receive through this program. These tools are:

- Evaluation forms – developed by the Department of Technology, these forms are used approximately one month after initial training sessions. A Television Center staff member responds to various items on a Likert scale. The same evaluation form is used at the end of the semester to track progress. Data is compiled and reviewed annually by staff members. Data is provided to student interns in a one-on-one meeting between a Television Center staff member and the student.

- Individual meetings – used to assist students as they are working on assignments. A staff member meets individually to review design work, message composition and programming before items are telecast.

- Client feedback – some users of the Channels 3 and 17 billboard will send e-mails that compliment or criticize design work. These e-mails are shown to students and discussed by staff members.

- End of semester evaluation forms – used to allow students to evaluate each staff member. (a Likert scale is used). Data from evaluation forms is provided to each staff member after grades have been submitted.

Production Services

The Television Center provides television production services to campus departments and organizations. Hourly rates are charged for services. The following services are offered: producing and directing (for television, stage and ceremonies and special events) studio production, remote production, post-production, narration services, script development and web design.

Several assessment tools are used to evaluate client projects. These tools are:

- Client evaluation form – developed by the Television Center, these forms are sent to a client upon completion of a project. Clients respond to various items on a Likert scale. Data is compiled and reviewed by staff members.
- Individual meetings – used to assist clients as projects are “in-progress.” TV Center staff members meet regularly with clients to receive input on script development and post production. Projects are not considered “finished” until a client is satisfied with the final product.

- Client feedback – clients regularly provide feedback during individual meetings, through e-mail and phone conversations. Data is used to modify projects, if necessary.