

Enrollment Management Unit

Assessment Plan

January 2007

ADMISSIONS OFFICE

Programs and Services

The Office of Admissions provides programs and services designed to meet and respond to the individual needs of the student and university population. Admission policies and procedures must be stated clearly and be easily obtainable by individuals seeking admission.

Assessment of these objectives will occur through observation and direct interaction with faculty, staff, students, and families. Conversation with and suggestions from these constituents as well as university administration will be cause for re-evaluation of current processes and procedures. Several established surveys will provide feedback related to current operations within the department. Appropriate changes will be implemented based on survey responses.

Admission Criteria

The Office of Admissions is responsible for implementing admission criteria that accurately represents the mission, goals, and purposes of the institution.

Assessment of these criteria will consist of regular review with appropriate individuals and University Senate committees within the institution. Institutional admission criteria should be consistent with the nature and mission of the institution. .

Human Resources

The Office of Admissions must be adequately staffed to accomplish its mission and goals. Continuing professional development opportunities and evaluation of office practices is essential.

Assessment occurs through semi-monthly staff meetings and annual performance reviews.

Financial Resources

The Office of Admissions must have adequate funding. Priorities must be determined within the context of the institutional mission and goals. The budget must be properly prepared, defined, and continually monitored.

Assessment of the changing monetary needs will occur on an ongoing basis. This assessment will be the responsibility of the Director with assistance from administration within the departmental unit and division. As staffing needs, technology, and workload change, assessment of financial resources will be critical.

Overall Assessment

The Office of Admissions must regularly conduct systematic qualitative and quantitative evaluations to determine whether institutional and departmental goals are being met. Several quantitative methods exist including the Cooperative Institutional Research Program local questions and student satisfaction surveys. Qualitative evaluation occurs through general observation, interaction, and questioning of constituents. Qualitative data must be derived from within the department as well as from students and other affected factions. Results of these evaluations must be used in revising and improving service, policies, procedures, and in recognizing staff performance.

CAREER SERVICES

Career Exploration Class

Outcome- Students become familiar with and begin the self assessment and career exploration process. Students explore their interests and values, gather occupational information, and get the resources and information necessary to work toward their career decision.

Assessment- Students do testing (Self Directed Search, Strong Interest Inventory, and Myers-Briggs Type Indicator), written assignments and participate in class discussion to learn more about themselves and career options. Students are invited to meet individually with the instructors to discuss their career interests and help focus students on their career direction. Students are given a survey at end of class asking them about class assignments and what they learned from the class. We also use the University of North Dakota instructor evaluation form.

Possible changes based on assessment- At the end of each class, instructors and Director of Career Services go over and review student survey results and UND instructor evaluation form to determine changes that may be needed in the class based on student feedback and learning.

Career Walk-In Center

Outcome- Students have the opportunity to learn about themselves and their career interests utilizing on-line career assessment software (Career Lift-off) as well as center resources.

Assessment- Students visit with Center workers to do an intake form, do the on-line career assessment, get a printout from the on-line career assessment of career fields/jobs about which they could do more research, receive a list of career resources, and receive additional assistance or referrals to career specialists to do further self evaluation and career exploration. We will begin working on a survey to get feedback from students who use the Career Walk-In Center.

Possible changes based on assessment- We periodically evaluate students utilizing the center to compare to previous years' numbers. If numbers are down we make a greater outreach and marketing effort to try to increase student users. Center workers and Director of Career Services meet at the end of the semester to discuss center activities and make possible changes in the center's process. A follow-up letter is sent to students who used the center inviting them to utilize additional career resources.

Fall Career Fair, Spring Career Fairs, Networking and Practice Interview Days, North Dakota Job Fair for Educators, and Professional Dress and Etiquette Luncheon

Outcome- Students and employers come in contact to network about careers, jobs, and experiential opportunities.

Assessment- We survey students and employers who participate in the career fairs and related events to determine satisfaction and suggestions for enhancing future fairs/events.

Possible changes based on assessment- Events Coordinator and Director of Career Services review survey results to determine if any adjustments need to be made to the fairs or other events and their formats.

Sessions on Resume Writing, Cover Letter Writing, Interviewing, and Job Search

Outcome- Students learn about resume writing, cover letter writing, interviewing, and job search.

Assessment- Students are given surveys to note the quality and usefulness of the session as well as what new things they learned from the session.

Possible changes from assessment - Surveys are compiled and returned to presenter. The presenter reviews the survey compilation to determine if changes are needed in the session and to see if students are learning about the topic covered.

Career Assistance and Information for Walk-in Traffic

Outcome- Students satisfied with visit to Career Services and assistance/service provided.

Assessment- We track students who walk-in and/or have appointments. We review results of the Sophomore Satisfaction Survey, Graduating Student Satisfaction Survey, and Alumni Outcomes Survey, which are conducted by the UND Office of Institutional Research. In addition, we review the results of the Graduate Placement Study done collaboratively by Career Services and the UND Office of Institutional Research.

Possible changes based on assessment- We are constantly tracking the students who walk-in and/or have appointments. We want to see increased numbers. If the student numbers appear to be down, we review our marketing processes and make changes to increase our student users. We review the survey results for individual comments about Career Services and determine if we

can make changes to respond to the individual ideas. We review percentage of students who utilize our services from the Graduate Placement Study to watch for consistent and improved numbers of student users as well as overall success of students working/continuing education after graduation. We review the Alumni Outcomes Survey to make sure graduate satisfaction with career assistance is above national norms. We adjust our services as well as our marketing and outreach efforts to address our desired increase in users and user satisfaction.

Cooperative Education

Outcome- Students get experience related to their academic major for academic credit and pay in cooperation with their academic department coordinators and employer.

Assessment- Students are given the opportunity to complete Co-op learning objectives. Employers and students are given the opportunity to do mid semester and end of semester evaluations. Students are given the opportunity to do a survey at the end of the Co-op experience. These tools, if utilized by students and departments, are provided to the academic coordinators to assess the student's Co-op experience. We review the yearly Placement Survey to determine if there is a consistent percentage of students who utilize the program. We look at the survey for a positive correlation between those who do cooperative education/intern experiences and job success of graduates.

Possible changes based on assessment- We review and adjust our process based on student and faculty feedback.

Job Search Assistance and Placement Follow-up

Outcome- Students get jobs or continue education after graduation.

Assessment- In cooperation with Institutional Research we conduct a yearly placement study. We review the study to look at data on students who are working and/or attending additional education. We look at numbers of students (self reported) who are working in a job directly related or somewhat related to their academic study. We provide a report to the University administration with the survey results to assist in UND's overall planning process.

Possible changes based on assessment- We review the study results to determine changes to our office's services by looking at success of our students/alumni and the number of students who utilized our services.

On-line Student/Employer Registration, Job Listings and On-campus Interviewing System

Outcome- Students and employers are provided an on-line ability to access and share jobs, post and review resumes, sign-up for and post possible on-campus interviews for Co-op/intern/full-time jobs.

Assessment- We run periodic printouts of student and employer usage of the on-line system.

Possible change based on assessment- We regularly look at the vendors of on-line systems to determine if we are utilizing the best system for our students. We receive informal one-on-one feedback from students and employers, which could lead to changes in our on-line system and processes.

ENROLLMENT SERVICES

Mission of UND Enrollment Services

“Enrollment Services recruits new students to the University of North Dakota by providing a knowledgeable point of contact, personal touch, and the needed information and direction that relates to the student’s higher education plan with the end goal of optimizing and stabilizing enrollment to achieve the desired number and mix of students appropriate to the University’s mission.”

Enrollment Services must conduct regular and systematic qualitative and quantitative evaluations of program quality to determine the degree that the mission is being accomplished. Enrollment Services leadership seeks to ensure that the measures are sufficiently broad, objective and comprehensive.

Measures assessed will include responses from students, counselors and families related to various Enrollment Services initiated activities. The findings will be used to revise and improve programs and services to all constituencies.

Campus Visit Evaluation

The campus visit is a critical activity for all Enrollment Services programming. As such, an assessment of the effectiveness of this program is very important. The Campus Visit Evaluation Card asks guests to rate their satisfaction with items related to:

Overall visit satisfaction
Campus Tour, Facilities, Housing, General Campus Appearance
Interaction with Enrollment Services Staff
Interaction with UND Faculty
Student likelihood of enrollment as a result of campus visit

In addition, students are encouraged to provide individual comments and suggestions that would allow for a more successful campus visit experience. Compiled results will be reviewed regularly by Enrollment Services staff.

These cards are provided to all guests when they arrive and a personal invitation to complete the card is provided by Enrollment Services Representatives. The cards will be collected by mail (postage paid) or in a drop box in the front office area. In addition, to encourage broader participation, evaluation cards will be included with the campus visit thank-you letters and staff

will also encourage a web-form for the evaluations. In the regular follow-up process, students will also receive an email invitation to complete the online evaluation.

On and Off-Campus Programming Evaluations

Upon completing any on or off campus event such as Open Houses, MEA/NDEA, Summer Send-Offs, Getting Started (family program), Outreaches and College Fairs, Enrollment Services conducts an individual evaluation of the event. The intent of this discussion is to address concerns and make plans for improvement of future such activities. In addition, the Department conducts Annual Planning Days that serve as an assessment opportunity to creatively address shortcomings of programs and identify alternative and improved initiatives. Families who attend Getting Started are invited to participate in a survey that provides useful data which will be used to better understand the factors that motivate college choice decisions and overall institutional satisfaction among family members of UND's new college students.

Welcome Weekend

Welcome Weekend is the culmination of UND's new student orientation that occurs prior to students beginning classes. It is during this weekend that intense efforts are made to convey important information related to support networks, etc. that will help students be more successful at UND.

Given the importance of the message, it is critical that an evaluation occur to identify if students are learning the things we intend them to learn. To accomplish this, a pre-test and a post-test measure will be implemented. The sample of students will be asked questions before the weekend and then they will be asked the same questions after the weekend is over to determine if they gleaned the desired knowledge.

Website Assessment

The UND recruitment website (go.und.edu) is critical to recruiting success. To ensure that the content and design remain relevant to our primary markets, external vendors and focus groups will be employed. The outcome of this evaluation will be the measure for future web initiatives.

Assessment of Data

The wealth of data found within the Enrollments Services Prospective Student Network (ESPSN) database allows Enrollments Services to track the effectiveness of the sundry of recruiting efforts employed. Some data are collected by tracking the traffic on unique website landing sites that are created specifically to measure the individual responses to a particular recruiting effort. Data for all initiatives include but are not limited to the following:

- Success of student search efforts (purchase of names and response rate)
- Special publication tracking (postcards, etc)
- Phone call efforts and evaluation of data collected by callers
- Campus visitation trend data (5-year trend comparison)

Conversion rates of prospects to applicants
Yield of applicants to enrolled
Trend data for top-feeder high schools
Trend data for electronic ACT submissions

Mathematical Modeling of Data

In addition to the valuable methods of evaluating summary data, a number of highly sophisticated mathematical models are utilized to provide a statistically sound mathematical framework for decisions. One such model considers size and geographic composition of the application pool. These data are then considered in a linear regression analysis that provides accurate prediction of future term enrollment of freshmen. A second model uses logistical regression analysis to predict the individual enrollment likelihood of students based on their geographic location and individual student behavior. For this model, the various ways a student contacts UND are considered differently (web versus phone call or college fair) are used to predict the probability of enrollment. Beyond this student level data, the logistical model also considers the census level data for the student's particular five digit zip code.

Non-Enrolling Admitted Student Questionnaire

This web survey is sent to all students who were admitted but did not enroll. The purpose of this evaluation is to identify helpful trends to better understand students who were at one point very interested in the University but changed their mind. This assessment asks students what other schools they were looking at to indicate where they actually attended. They are also asked to rank (poor – excellent) academic excellence, availability of majors, quality of on-campus housing, surroundings (neighborhood, town/city), attractiveness of campus, cost, faculty commitment to teaching undergraduates, ease of course registration, timeliness of financial aid award estimates, distance from home, personal attention to students, quality of social life and access to cultural opportunities. Findings will provide annual guidance to the overall marketing and promotion enterprise at the University.

Market Research

(Survey of Prospective Students, Current Students and Faculty/Staff Members)

This survey will provide leadership with a better understating of overall image, competitive environment and factors that motive students to attend the University. The research is designed to determine UND's primary competitors, uncover specific factors and characteristics that influence prospect's enrollment decisions and leverage insights that will help craft effective marketing messages to maximize enrollment success.

Staff Evaluation

Staff are evaluated to determine the effectiveness of services they provide to students and their families, and their contribution to the achievement of departmental and institutional goals. These evaluations occur annually for all employees and the determination of salary increases require that such evaluations are completed. The assessment of staff is taken very seriously by

Enrollment Services and all documentation must receive final approval from the Associate Vice President for Enrollment Management.

STUDENT ACADEMIC SERVICES

An assessment of student learning is incorporated within the programs and services provided through the office of Student Academic Services. Goals for each area have been identified and carry with them a plan to acknowledge and improve student learning.

Academic Advising

Student Academic Services assesses academic advisement based on the goals of academic advising as structured specifically for the undecided student population.

Goals of Academic Advising

Within the undecided advising relationship, the student learning outcomes are as follows:

1. Understand general education – communicate the components, and features of general education, and how these courses fit into a student’s overall curriculum.
2. Understand major requirements – help students explore career and major opportunities and course requirements related to a given field of study.
3. Recognize the campus resources – help students identify and utilize campus resources when necessary and appropriate.
4. Develop relationships – create an environment in which a professional relationship is formed between the student and advisor.
5. Understand university policies and procedures – advisor communicates policies and procedures so students are able to make informed decisions.
6. Navigate Campus Connection – develop the tools and communication appropriate to help students successfully navigate the web registration system.

Several times throughout the semester, undecided students are asked to complete an evaluation that addresses the academic advising goals and experiences they encountered as a student within Student Academic Services. The evaluation addresses experiences pertaining to scheduling an appointment, check-in on the day of the appointment, the actual advising appointment, the student’s overall satisfaction with Student Academic Services along with the goals of academic advising as addressed above. Periodic examination of the evaluations allows for changes and reaffirmations to occur based on the service provided to students.

In addition, an exit evaluation is sent to students upon declaration of a major. The exit evaluation asks a student to respond to statements that address the key components that we hope students have learned throughout their time with Student Academic Services – the goals of academic advising. Through feedback from the exit evaluations, the message and delivery of information to students can be adjusted as appropriate.

Another method of determining quality service is through the one-on-one interaction the students and advisors have with one another. Through these conversations, individual adjustments are made based on particular student needs.

These assessment techniques will continue to be part of the evaluative structure of Student Academic Services into the future.

Intro to University Life

This first year seminar course builds in student learning outcomes and objectives that are addressed with the students on the first day of class and outlined in the course syllabus.

Goals of the Intro to University Life course

Upon successful completion of the Intro to University Life course, students will be able to:

1. Understand issues related to the transition to college.
2. Apply academic success strategies.
3. Identify campus services.
4. Accept responsibility for his or her college success.
5. Participate in the campus community.
6. Demonstrate an understanding of diversity and differences.
7. Demonstrate personal growth.
8. Appreciate higher education.

Several assessment pieces have been implemented to ascertain whether students are successfully meeting the outlined goals of the course. A pre- and post-semester assessment has been developed to gather information pertaining to active student learning.

In addition to the pre- and post-semester assessment, a mid-term evaluation is conducted in which students are asked for candid feedback identifying the most meaningful and least meaningful components of the course at that given point. The feedback collected is shared with each individual instructor to target any specific areas pertaining to a particular section of the course. Based on the mid-semester assessment feedback, adjustments can also be made overall to the course to meet the needs of the students enrolled in the class prior to the end of the semester.

At the end of the semester, along with the post-semester assessment, the general University evaluation form is used to gather additional feedback from the students. Through the general student evaluations, adjustments can be made when necessary to the content and structure of the course to promote the achievement of the desired student learning outcomes. This multiple assessment and evaluation process will continue in the future.

Transfer Student Getting Started

Transfer Student Getting Started was developed to serve and prepare incoming transfer students as they enter the University for the fall semester.

Transfer Student Getting Started Goals

1. Create an environment welcoming and supportive – student feels comfortable on campus throughout the duration of the program.
2. Provide information useful/helpful in the transition to the university – program presentations meet the needs of the transfer student population.

3. Provide quality academic advisement – student feels comfortable with course selection after visiting with an academic advisor from his/her academic field of study.
4. Navigate Campus Connection – develop the tools and communication appropriate to help students successfully navigate the web registration system.
5. Answer questions specific to the transfer student – provide an avenue for transfer students to ask questions about their particular situation.

An evaluation is given to student participants to assess the effectiveness of information and service provided in each of the areas as described within the goals of the program. In addition, an evaluation is given to faculty and staff who provide services during the program to gather feedback from their perspective. A debriefing also occurs at the conclusion of the program, bringing in key individuals who plan and facilitate the program. Based on the feedback from each of the populations evaluated, and the comments gathered at the debriefing, adjustments are made to improve the program when needed and necessary. The intent is to continue to assess, evaluate, and debrief the program using the structure as described.

Freshman Getting Started

Freshman Getting Started helps students and families prepare for a smooth transition into the university environment. Goals have been established for both the students and the families who participate in the program.

Freshman Getting Started Goals

Student Goals

1. Create an environment welcoming and supportive – student feels comfortable on campus throughout the duration of the program.
2. Provide information useful/helpful in the transition to the university – program presentations meet the needs of the freshman students.
3. Provide quality academic advisement – student feels comfortable with course selection after visiting with an academic advisor.
4. Navigate Campus Connection – develop the tools and communication appropriate to help students successfully navigate the web registration system.
5. Answer questions specific to freshman student population – provide an avenue for freshman students to ask questions.

Family Goals

1. Create a welcoming and supportive environment – a partnership between the family and institution begins to form and is cultivated to continue throughout the students' educational experience.
2. Provide information useful/helpful to families– program presentations meet the needs of the family; family can then in turn serve as a resource to their student.
3. Answer questions specific to families – provide an avenue for families to ask questions particular to the needs of their student.

Student Academic Services relies on the comments and feedback provided by students and families who attend the Freshman Getting Started program. To gather the comments and feedback, an evaluation targeted to students and another evaluation targeted to families has been created and is used to address the program goals. In addition, an evaluation is completed by

faculty and staff who provide services during Getting Started to gather feedback from the perspective of the program staff.

A debriefing also occurs at the conclusion of the program, bringing in key individuals connected to the planning and implementation of the program to discuss the specific components. Based on the feedback from each of the populations evaluated, and the comments gathered at the debriefing, adjustments are made to improve the program when needed and necessary.

Transformations to the structure of the program have taken place every year to respond to the needs and desires of the students and families based on the feedback gathered. The intent is to continue this process of collecting feedback and adjusting the program accordingly and when appropriate.

Keep Going

This program is structured to refresh and renew the academic advising information first year and transfer students should know as they move from their first to second semester of enrollment at the University. Practical, general information pertaining to web registration, General Education Requirements, and reading the catalog and time schedule of classes, etc. is provided.

Keep Going Goals

1. Create a supportive and relaxed environment – provide an avenue for current students to ask questions.
2. Describe student and academic advisor roles – outline rights and responsibilities in the academic advising process.
3. Provide an overview of general education requirements – briefly communicate the components and features of general education and how these courses fit into a student's overall curriculum.
4. Provide an overview of the course catalog and time schedule of classes – briefly communicate the components of these documents.
5. Navigate Campus Connection – develop the tools and communication appropriate to help students successfully navigate the web system.

An evaluation is given to all participants to assess the learning that takes place in the Keep Going sessions. Based on the feedback gathered, the process of information dissemination, and the type of information delivered is adjusted to more accurately address the needs of the students.

It is the plan of the Keep Going program to continue to evaluate the students similar to the process as described.

STUDENT FINANCIAL AID

Mission and Goals

The primary mission of Student Financial Aid is to provide need-based financial assistance to students who would otherwise be unable to attend the University of North Dakota and non-need

based honor scholarships to academically talented students to encourage their enrollment at UND.

The goals of the Student Financial Aid Office are: to provide information on student financial aid appropriate to each of the office's constituencies; to help students seek, obtain and make the best use of all financial resources available; to provide the administrative and managerial leadership required to operate an efficient office and to ensure compliance with office, university, state and federal policies and regulations; and to develop and conduct research programs that will contribute to the solution of problems and the advancement of knowledge in the field of financial aid.

Financial Aid Information Sessions

Financial Aid Information Sessions are presented periodically throughout the year. Sessions are incorporated into Welcome Weekend, Fall Open House, Spring Orientation, Spring Open House, Transfer Getting Started and Freshman Getting Started. An evaluation of the effectiveness of these sessions is conducted as part of the over-all evaluations of the programs themselves and necessary changes are made based on the outcomes of the evaluations.

Two Financial Aid Information Sessions are presented in February each year. A presentation evaluation is incorporated into these two stand-alone Financial Aid Information Sessions as well as to the various presentations that are given to special populations throughout the year. Necessary changes are made based on the outcomes of the evaluations.

High School Counselor's Workshop

A High School Counselor's Workshop is presented in November each year. Participants in the High School Counselor's Workshop are asked to complete an evaluation of the programs. Necessary changes are made based on the outcomes of the evaluations.

Student Financial Aid Office Website

A complete restructuring and upgrade of the website is in the process of completion. New sections were added as well as regroupings of information as a result of an assessment of best practices and survey of other Financial Aid Office websites.

The effectiveness of the website for UND students will continue to be evaluated using site "hits" data and one-to-one discussion with students as they visit the Student Financial Aid Office.

Scholarship Programs

The Scholarship Committee evaluates and discusses the effectiveness of the scholarship programs and determines what, if any, changes need to be made to better align the programs with the University's Strategic Plan. This evaluation is based on data collected through the admission/recruitment process and the scholarship award process.

General Student Financial Aid Office Services to Students

Staff are encouraged to participate in professional development opportunities as well as periodic in-house training programs. Assessment of staff occurs through weekly staff meetings and annual performance reviews.

Assessment will occur through observation and direct interaction with faculty, staff, students, and families. The results of the Sophomore Satisfaction Survey, Graduating Student Satisfaction Survey, and other institutional student surveys which are conducted by the UND Office of Institutional Research are also reviewed to assess general student satisfaction with the services provided by the Student Financial Aid Office.

TRIO PROGRAMS

Educational Opportunity Center

Student Assessment:

Undergraduate, Graduate, Certificate, or Professional student assessment is not done by the EOC Program. Because EOC generally works with people not yet enrolled in college, this section does not apply. The exception is the Composition 110 course offered to program participants and credited by the UND English Department. Assessment of students in that class is done in accordance with the philosophy and practice of the English Department at UND.

Program Assessment:

EOC has clearly defined and measurable objectives, approved by the Department of Education. The program maintains a database of participant information, including eligibility criteria and all activities related to program objectives. The database is analyzed at midyear and year-end to assess achievement of objectives. Results of this analysis are sent annually to the Department of Education in a performance report. Each spring the program solicits written feedback about program services from high schools and community agencies served. In addition, participants of the program are regularly queried regarding quality and value of workshops and other services. This information is used by program staff to assess services and modify as necessary.

McNair Program

Student Assessment:

The McNair Program does not specifically assess individual student performance. The assessments are rather of program performance, based on a plan of management by objectives. This plan includes the process and outcome objectives stated in the grant, and activities which are measured annually by both formative and summative measures, and reported in the annual U.S. Department of Education Performance Report. The statistics documented by the program in order to complete the federal performance report are: grade point average, graduation, application to graduate school, attendance at program events, low-income and first-generation college status, ethnicity, progress toward doctoral degree, completion of doctoral degree, and other areas stipulated in the grant.

Program Assessment:

Formative evaluations are done periodically throughout the project year during bi-monthly staff meetings and monthly administrator meetings, while examining programming and budget reports and also by examination of participant response to random surveys given concerning project activities. These are done in order to make either appropriate project changes or changes in regard to the action plan of a particular McNair participant. Summative program evaluations are completed at the end of the project year. These evaluations document the outcome of each project objective. Some examples of summative evaluations used are: student questionnaire disseminated by the McNair Assistant Director/Advisor which solicits input regarding services; and an evaluation form filled out by faculty mentors at the end of each summer and academic year. Additionally, an annual external evaluation including review of program documentation and student/staff surveys may be done to summarize the success determinants results along with an overall program evaluation which results in objective recommendations for future programming.

Student Support Services

Student Assessment:

Student Support Services does not conduct assessment of student learning but the program does maintain a data base that includes the following information that is recorded for all participants (300 UND undergraduate students): grade point averages, financial aid awarded, contacts with staff including academic advising, personal counseling, financial aid counseling, career planning, cultural/academic enrichment, tutorial assistance, graduate school counseling. This information is analyzed annually for a performance report that is described under other assessment and evaluation activities. The program receives a mid-term progress report and records end of academic year grade point averages for students in the program.

Program Assessment:

Accomplishment of Strategic Goals

Student Support Services has established objectives, services, and activities related to the mission statement as designated by the Department of Education. The program maintains a database to document participant eligibility, services and activities provided to meet objectives and other required information. This information is analyzed for a mid-year report, and for an end of year annual federal performance report. Student Support Services meets goals and objectives of the program related to retention, graduation, grade point averages required to remain in good academic standing, and administrative requirements.

Other Assessment and Evaluation Activities

The program conducts an end of year program survey which solicits input from students concerning programming offered during the preceding year. The program has established objectives related to the mission of statement as designated by the Department of Education. Student Support Services meets required standards related to administrative requirements,

student persistence toward completion of academic programs, academic performance levels required to stay in good academic standing, and student persistence toward graduation. Student Support Services staff also completes a CAS Standards self-study process (Council for the Advancement of Standards) once during the grant cycle.

Talent Search Program

Student Assessment:

The University of North Dakota Talent Search Program does not provide services to UND students, so there is no student assessment done with that population. The program serves 1,000 high school students in targeted public schools, grades 6-12.

Program Assessment:

The program implements an evaluation plan using benchmarks to monitor progress toward meeting objectives and implement measures to assess the impact of services on participants in all areas supporting the purpose of Talent Search Programs, as listed in the program objectives: promotion to next grade level, high school graduation, postsecondary enrollment, college ready participants completion of financial aid, and completion of college enrollment application. Data obtained from the participants and target schools concerning each student in these areas, as well as documentation of their eligibility to participate in the program are maintained in both electronic and hard copy files. This data is analyzed to submit aggregate information regarding student progress toward program objectives and submitted in the annual Department of Education Performance Report and in an Annual Report required by the University. The program also is required by federal regulations to keep accurate financial records, documentation concerning various programming such as public relations campaigns in target communities, and identification and selection of students. These records are reviewed periodically to ascertain programmatic modification needed. Both internal and external program reviews are completed during the grant cycle, as well as a self study by Talent Search staff, using TRIO CAS Standards, will yield input from various sources regarding general program evaluation.

Upward Bound Program

Student Assessment:

The UND Upward Bound Program serves high schools students from targeted public schools in North Dakota and Minnesota. The only manner of UND student assessment done through program operations is that which is done in conjunction with UND college credit courses taken during a six week summer program by Upward Bound seniors who graduated from high school the previous spring. Those student assessments are completed by the Bridge Instructors, who are UND faculty members from the Geography and English Departments who follow the procedures of their respective UND departments (as these courses are credited through the UND departments).

Program Assessment:

The UND Upward Bound Program serves high school students grades 9-12. Many forms of program assessment occur in conjunction with the grant evaluation plan. Participant surveys are conducted regarding activities during both the academic year and summer programs; summer activities such as evening camps; and in an overall evaluation of the summer program. These surveys are reviewed by the program staff and used to incorporate new methods of service delivery or modify current methods, to increase service effectiveness. The summer program entails academic coursework which is presented to grade 9-11 participants and weekly tests are given to the participants to assess academic growth. Results of those assessments are reviewed by the staff and used to modify coursework to best assist in student learning. All the coursework is based on North Dakota standards for high school curriculum. During the summer program, university and community personnel serve as supervisors to Upward Bound participants during a work study experience, and those supervisors also complete a survey regarding this process. Target school personnel complete an annual survey regarding the program services which is also used by staff to modify or strengthen the program. The program also conducts a yearly external general evaluation of program operations, and once during the grant cycle a general internal evaluation. Annually, the program assesses program progress toward grant objectives by analyzing data concerning student retention in the program, progress in their target school, progress toward passing state mandated tests, and other areas stipulated by federal regulations and submit that aggregate data in the federal performance report.

UNIVERSITY LEARNING CENTER

Programs: Academic Courses, Tutoring, and Outreach

Mission Statement:

The mission of the University Learning Center is to provide all UND students with necessary skills and tools to enhance their learning experience at the University of North Dakota (UND). The University learning Center (ULC) is committed to teaching skills and strategies to help students become active and independent learners and to achieve academic success.

Assessment Goals

Goal 1: Provide a comprehensive learning assistance program as defined by the CAS Standards for Higher Education and other benchmark standards.

Objective 1.1: Provide instruction and services for the basic study skills, critical thinking, reading, problem solving, tutoring, adjunct instructional programs, and supplemental instruction.

Outcome—University Learning Center will provide academic support through its services and instruction.

Assessment—Conduct self-study of services using comparative analysis along with the CAS Self-Assessment Guide and/or National Association for Developmental Education (NADE), and College Reading and Learning Association (CRLA) standards

Timeline—Ongoing

Responsibility—ULC Director, Learning Specialist, Tutor Coordinator

Objective 1.2: Promote an understanding of the learning needs of the student population.

Outcome—University Learning Center will collaborate and partner with faculty concerning academic assistance along with tutoring services and with other campus entities including student groups and underrepresented student populations relevant to the aforementioned issues.

Assessment—Available data from Institutional Research, student government surveys, needs assessments, student satisfaction surveys, faculty surveys

Timeline—Ongoing

Responsibility—ULC Director

Goal 2: Provide a quality curriculum with a solid foundation of study to prepare students for rich, full productive lives.

Academic Courses:

Objective 2.1: Assess and re vamp, if necessary, current courses offered by the ULC to include the General Education goals such as informed choices, writing, communication (oral and writing), and cross-cultural appreciation (diversity).

Outcome—Students will demonstrate knowledge of study skills including time management, test-taking skills, self-efficacy skills, and students will integrate principles into mainstream academic courses.

Assessment—In-class activities, case studies, exams, student evaluations, multiple choice survey instruments with open-ended questions and program reviews.

Timeline—May, 2008

Responsibility—ULC Director, Learning Specialist

Objective 2.2: Develop and implement a "Get on Track", 4-week seminar for students with academic deficiencies and/or on academic probation.

Outcome—Students will demonstrate understanding of study skills including time management, test-taking skills, self-efficacy skills, and students will integrate principles into mainstream academic courses.

Assessment—Student evaluations, multiple choice survey instruments with open-ended questions, and program review.

Timeline—May, 2008

Responsibility—ULC Director, Learning Specialist

Objective 2.3: Develop and Implement Structure of Intellect Class/Seminar for At-Risk Students.

Outcome—At-Risk students will develop an understanding of their learning styles and appropriate learning strategies and will exhibit knowledge through group interactions, class assignments, etc.

Assessment—Reflection Papers, quizzes/tests, evaluations

Timeline—May, 2008

Responsibility—ULC Director, Learning Specialist

Objective 2.4: Conduct self-study assessment of all ULC courses offered to evaluate curricula including learning goals.

Outcome—The ULC will expand current course offerings and course delivery methods to include online and traditional delivery methods along with revamping courses, as deemed necessary.

Assessment—Student evaluations, conduct formative evaluation using quantitative and qualitative methodology including a random sampling of current and past students.

Timeline—Ongoing

Responsibility—ULC Director, Learning Specialists, Graduate Teaching Assistants (GTAs)

Tutorial Services:

Objective 2.5: Provide tutoring program services efficiently to as many students possible and maintain and/or increase the number of students using the Drop-In Tutoring Program, Supplemental Instruction (SI), Peer Led Tutoring Program, and other ULC services.

Outcome—Students with varying different levels of academic achievement and excellence at UND will use the ULC.

Assessment—AccuTrack, Surveys, Tutor evaluations, CRLA standards, National Tutoring Association (NTA) standards

Timeline—Ongoing

Responsibility—Tutor Coordinator, ULC Director

Outcome—Over 50% students will be satisfied with the ULC tutoring services.

Assessment—AccuTrack, Surveys, Tutor evaluations

Timeline—Ongoing

Responsibility—Tutor Coordinator, ULC Director

Outcome—Students will receive higher grades in subjects for which they seek and utilize the Drop-In Tutoring Program.

Assessment—AccuTrack, Surveys, Institutional Research data

Timeline—Ongoing

Responsibility—ULC Director, Tutor Coordinator

Goal 3: Increase an awareness of the University Learning Center and better meet the needs of the university community along with service to the off-campus communities.

Outreach:

Objective 3.1: Revise and expand ULC's presentations, workshops, and off-campus seminars.

Outcome—ULC's presentations, workshops, seminars will be more interactive and innovative.

Assessment—Participants evaluations, self-study data, surveys,

Timeline—Ongoing

Responsibility—ULC Director, Learning Specialist

Objective 3.2: Develop and implement collaborative Teacher Test Prep (Praxis I) Program at Tribal Colleges in North Dakota

Outcome—Teacher Education students attending Tribal Colleges will take Test Prep class and receive a passing score.

Assessment—Class quizzes, pre-tests and post-tests, student evaluations, college evaluations, Praxis I Test Scores

Timeline—June, 2008

Responsibility—ULC, Tribal Colleges, Teacher Education, American Indian Student Services (AISS), Indian Studies

Objective 3.3: Develop a partnership with K-12 schools for the purpose of preparation for college readiness.

Outcome—Students will participate in programs such Learning Fairs, presentations, and other activities that will give them a study skills and problem solving knowledge base.

Assessment—Group interaction, evaluations, quizzes, participant feedback

Timeline—Ongoing

Responsibility—ULC Director, GF Public Schools, TRIO Programs, Enrollment Management

Objective 3.4: Develop a partnership with Tribal Colleges for the purpose of preparation for transfer readiness.

Outcome—Students will participate in Learning Fairs, presentations, and other activities and gain an understanding of additional information on study skills and critical thinking strategies pertinent to the educational experience at UND.

Assessment—Group interaction, evaluations, multiple choice survey/quiz instrument, participant feedback

Timeline—June, 2008

Responsibility—ULC Director, Enrollment Management, AISS