

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 University of North Dakota Mission Statement is:

Our mission is to provide transformative learning, discovery and community engagement opportunities for developing tomorrow's leaders.

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

1. making informed choices,
2. communicating effectively,
3. being intellectually curious and creative,
4. committing oneself to lifelong learning,
5. committing oneself to the service of others, and
6. 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 certificate programs and bachelor, master, 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 is also expected to formally adopt its own mission statement. Each of those mission statements, in turn, includes more focused 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 student learning goals for its Essential Studies (ES) program (the general education program at UND). Addressed within a cross-disciplinary framework, these goals, stated below, correlate with the student learning goals found in the University Mission Statement:

1. **Critical Inquiry & Analysis:** Inquiry is a systematic process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
2. **Quantitative Reasoning:** Quantitative Reasoning is competency and comfort in working with numerical data, using it to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and to create and clearly communicate sophisticated arguments supported by quantitative evidence, such as by using words, tables, graphs, mathematical equations, etc., as appropriate.

3. **Written Communication:** Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing text, data, and images.
4. **Oral Communication:** Oral communication involves a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
5. **Information Literacy:** Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.
6. **Intercultural Knowledge & Skills:** Intercultural knowledge and skills foster the capacity to meaningfully engage with the perspectives of people whose cultures and identities are different from one's own. To meaningfully engage with others' perspectives, one must be aware of how those perspectives are shaped by larger social structures, by issues of contemporary importance, and by issues that arise in global society.

As an important part of its effort to meet these goals, the University engages in ongoing assessment of student learning and development. Assessment activities are used to examine 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 was reaffirmed by the University's 2017 "One UND" Strategic Plan, which identified providing "a strong undergraduate liberal arts foundation" as the first goal. Each goal was assigned to a team, with the expectation that team members would develop specific action items and metrics to ensure goal achievement. One key metric for goal one is the assessment of learning related to UND's Essential Studies learning outcomes, with that assessment occurring both internally (through UND faculty) and externally (through an AAC&U project).

Faculty guidance and oversight is provided to the Office of the Vice President of Academic Affairs and Provost (VPAA/Provost) 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 Director of Assessment. Further, each academic department, college, and program is responsible for developing, implementing, and evaluating its own individual assessment plan. This process is monitored through the annual assessment report of the department, college, or program to the University President and Provost. The Senate University Assessment Committee (UAC) 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 more broadly-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 levels – Institution, Essential Studies, 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 five 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 components are defined within the assessment process at the three institutional levels (i.e., Institution, Essential Studies, 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>				
<p>Educational Experiences</p> <p><i>How will the goals and objectives be met? What program experiences (courses, seminars, research, etc.) help students achieve the desired outcomes?</i></p>	<p>Assessment Methods</p> <p><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></p>	<p>Timeline</p> <p><i>When will we collect data? How often?</i></p>	<p>Responsibilities</p> <p><i>Who will be responsible for collecting, interpreting, and reporting the results?</i></p>	<p>Use of Results and Process for Documentation & Decision-Making</p> <p><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></p>

Table B

<u>Institutional Student Learning and Development Goals</u>				
1. Informed choices 2. Communicate effectively 3. Intellectual curiosity, creativity			4. Commitment to lifelong learning 5. Service to others 6. Shared responsibility for communities and world	
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results & Process for Documentation & Decision-Making
Essential Studies Course Work and Assessment Week scoring sessions (Goals 1, 2, 3, and 6)	Direct assessment of Essential Studies outcomes among seniors during Assessment Week	Report from Essential Studies Committee filed in Fall Semester and reviewed by Assessment Committee. Direct assessments of Essential Studies via analysis of work products generated by students in ES capstone classes and scored by faculty from across campus. Findings reviewed by the Assessment Committee.	Director of Assessment and Director of Essential Studies, in conjunction with the Essential Studies Committee, are responsible for coordinating analysis of direct outcomes assessments of Essential Studies goals.	The Assessment Committee reviews summaries of the various sorts of data to see what the compilation can tell about student learning outcomes at UND. The Committee feeds findings back to all academic and student support units (plus the Essential Studies Committee), as findings are relevant and trends are noted. The Assessment Committee oversees the assessment process, recommending changes in processes as needed and updating the Institutional Assessment Plan. The Director of Assessment receives input directly from the Assessment Committee and forwards/reports to the Provost.
Curricular: Major programs of study in all UND academic departments (All Goals)	Yearly review of one third of departmental annual reports to describe and summarize findings.	Assessment reports filed in October. One third of the academic annual reports reviewed by Assessment Committee in Spring Semester.	Chair of each individual department responsible for direct assessments of student learning goals, including the goals which derive from the Institutional Goals.	
Co-Curricular: Academic & Student support services programs with student learning missions (All Goals)	Yearly review of one third of annual reports from relevant programs (See Table F for a listing of departments subject to review).	Assessment reports from student services/co-curricular programs reviewed in Fall Semester (approximately one-third of unit reports reviewed each year).	Directors and/or Department Heads of each student service/co-curricular unit responsible for annual assessment reporting.	
Office of University Analytics & Planning (UAP) (All Goals)	Surveys administered to collect student perception data regarding learning goals (click title for chart linking tools with goals).			
<i>UAC Reviews of the above.</i>	<i>Summary and compilation of outcome findings by UAC in late Spring.</i>	Surveys done on a rolling basis as per the Office of University Analytics & Planning (UAP) schedule (attached). Survey outcomes reviewed by the UAC during Fall semesters.	Director of the Office of University Analytics & Planning (UAP) responsible for delivery and analysis of institutional surveys.	
		<i>Summary and compilation of outcome findings by UAC in late Spring.</i>	<i>UAC oversees assessment across the departments and units and feeds information to departments and units where it might not otherwise be seen.</i>	

Table C

Essential Studies: Student Learning and Development Goals				
1. Critical Inquiry & Analysis 2. Quantitative Reasoning 3. Written Communication		4. Oral Communication 5. Information Literacy 6. Intercultural Knowledge & Skills		
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results and Process for Documentation & Decision-Making
Essential Studies (ES) Assessment Week and scoring sessions	Collect student work generated (during Assessment Week) in response to performance tasks aligned with ES outcomes.	Direct outcomes assessment reviews conducted yearly, with each goal addressed on a rotating basis.	Director of Essential Studies and Director of Assessment collect and report on outcomes of scoring sessions with work products generated by students enrolled in ES capstones.	All findings regarding Essential Studies are reported within or to the ES Committee and reported by them to the ES faculty, University Senate, Director of ES, Provost's office, and any other offices or individuals where the findings might be relevant. ES Committee members report back on their findings to departments during the re-validation process. The ES Committee also reports back to the UAC for further review and any additional dissemination or use.
Office of University Analytics & Planning (UAP) (all goals)	Indirect data collected via UAP-conducted surveys (see attached chart linking tools with goals; all goals).	Surveys done on a rolling basis as per the UAP schedule (attached). Survey outcomes reviewed by the UAC during Fall semester.	UAP staff disseminates surveys, and analyzes and reports survey data.	Changes in assessment methods or procedures, as needed, are determined by the ES Committee with input from the ES Director, the Director of Assessment, and the UAC. From within the Essential Studies office student programs of study can be analyzed, the ES director can track which goals are actually being addressed and can view how many "hits" students have on various goals.
AAC&U VALUE Institute	Using samples from the ES Assessment Week process, obtain nationally-normed scores on learning outcomes that correspond to the ES Program's goals and/or are of interest to the ES Program	Yearly, matched to the ES Assessment Week cycle of learning goal data collection and analysis	Director of ES and Director of Assessment	

Table D

Program Student Learning Development Goals				
<p>All goals for programs and academic courses of study are determined by faculty and staff 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 University Assessment Committee (UAC) website set up for that purpose.</p>				
Educational Experiences	Assessment Methods	Timelines	Responsibilities	Use of Results and Process for Documentation & Decision-Making
<p>The Essential Studies (ES) program is expected to support and connect to the student's major program of study, often providing initial learning related to departmental intended learning outcomes.</p>	<p>Most methods for assessing program-specific learning goals are developed by the departments and embedded in their academic programs or (in the case of indirect evidence) collected through department-administered surveys, focus groups, et cetera. For more detail on methods, see each individual department's plans for assessing student learning on the UAC website.</p>	<p>Departments develop their own timetables for data collection, analysis, and use. See plans for assessment of student learning posted on the UAC website.</p>	<p>Each program/department chair is responsible for overseeing the development of that unit's plan for the assessment of student learning and development.</p> <p>In many cases, department-level assessment committees are assigned to carry out that work. (See the plans, posted on the UAC website, for more detail.)</p> <p>The Director of Assessment is responsible for overseeing the work of departments.</p> <p>The UAC is responsible for working with the Director of Assessment to oversee the assessment process, including reading, reviewing, and culling relevant information from departmental reports, as</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>
<p>The program's or department's courses and other academic requirements are the primary source of educational experiences relevant to its own goals.</p>	<p>Departments can draw on assessment data collected through institutional sources (e.g., findings</p>			
<p>Student services and co-curricular programs sometimes support learning related to departmental goals, especially goals that are skill-oriented (e.g., critical thinking) and affective goals (e.g., ethics and professionalism).</p>	<p>regarding ES outcomes, findings from the Office of Institutional Research & Effectiveness [OIRE] surveys, findings from student services and/or co-curricular experiences) where relevant.</p>		<p>described above, and to conduct reviews of the departments' work as a component of the institutional assessment process.</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 by further delineating (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.

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, and 6) are closely aligned with Essential Studies goals. Direct assessment occurs through campus-wide scoring sessions conducted using student-generated materials collected during Assessment Week; these work products are generated and scoring sessions occur under the leadership of the Director of Assessment and the Director of Essential Studies. A second scoring process occurring through the Association of American Colleges and Universities (AAC&U) provides additional information. This nationally normed scoring process affirms the UND scoring as well as providing additional direct assessment information. Those efforts provide information about institutional outcomes demonstrated near the time of graduation, thus capturing findings for both students who start their college studies at UND and transfer students.

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 some goals identified by units which promote student learning but do not offer course and degrees, (e.g., those within units providing services to students, including Residence Services; the Writing Center; the International Center; the Chester Fritz Library- see Table F for a complete listing). Assessment Committee members regularly review reports from all relevant programs to collect and apply data relevant to institutional goals.

Finally, the Office of University Analytics & Planning (UAP) administers a number of surveys, many of which provide indirect evidence relating to achievement of institutional goals. Data from those surveys are analyzed and reported by UAP.

The advantage of this decentralized system of data collection is that it provides snapshots of student outcomes at different points in students' academic careers 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 a clearer and more useful picture of student learning than would be possible through a more streamlined approach.

Analysis and Interpretation:

Data for institutional goals that align closely with Essential Studies goals will be collected, reviewed, and analyzed by the Essential Studies Director with support from the Director of Assessment. Findings are submitted both to the Essential Studies Committee and the Assessment Committee. Outcomes assessment for the Essential Studies goals occurs using work products generated by senior students from across campus during an annual Assessment Week, with scoring occurring during finals week and a report available soon thereafter.

Findings from the AAC&U scoring are considered (when they become available) in relation to the internal scoring. Members of the Essential Studies 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 non-degree-granting programs which promote student learning (housed within either Student Affairs or Academic Affairs). The Assessment Committee reviews and summarizes the cumulative data for applicability to institutional goals.

Instruments administered through University Analytics & Planning (UAP) are analyzed by staff in that office and/or staff from offices requesting assistance with their surveys. The reports produced by UAP staff are reviewed by the Director of University Analytics & Planning prior to dissemination.

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. The Committee also forwards relevant information to stakeholders (e.g., the Provost's Office, the Academic Cabinet, the University Senate, the Curriculum Committee, the Essential Studies Director, department chairs).

In addition, organizations and units collecting, analyzing, and interpreting the various sorts of data (individual departments, the Essential Studies Committee, etc.) are responsible for closing the loop on their own data within their own programs; reporting assessment efforts, conclusions, and responses within their Annual Assessment Reports; and forwarding analyzed data to other offices on campus as appropriate. Finally, the Director of Assessment 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 oversees efforts to periodically review the value of current sources of data as well as seek out new sources of data. The Committee also oversees efforts to

periodically review the methods used for data collection, analysis, and interpretation, and seeks out new and more effective methods for such collection, analysis, and interpretation.

Finally, the Committee oversees efforts to periodically review the methods and effectiveness of feeding data analysis back to the appropriate institutional units for decision-making.

Assessment information summarized in departmental annual reports, along with findings from the Assessment Committee's reviews of those reports, is available for examination during program review. Through the program review process, use of data is discussed and any necessary decisions, including those related to budget, are considered in view of the information presented.

C. Overview of Essential Studies Assessment

As an accompaniment to Table C, the following narrative further articulates assessment of student learning at the Essential Studies level through delineating (a) the Essential Studies 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.

Goals:

1. **Critical Inquiry & Analysis:** Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
2. **Quantitative Reasoning:** Quantitative Reasoning is competency and comfort in working with numerical data, using it to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and to create and clearly communicate sophisticated arguments supported by quantitative evidence, such as by using words, tables, graphs, mathematical equations, etc., as appropriate.
3. **Written Communication:** Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing text, data, and images.
4. **Oral Communication:** Oral communication involves a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
5. **Information Literacy:** Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.
6. **Intercultural Knowledge & Skills:** Intercultural knowledge and skills foster the capacity to meaningfully engage with the perspectives of people whose cultures and identities are different from one's own. To meaningfully engage with others' perspectives, one must be aware of how those perspectives are shaped by larger social structures, by issues of contemporary importance, and by issues that arise in global society.

Assessment Methods:

Essential Studies learning goal outcomes assessment occurs through an Assessment Week process that addresses all ES goals on a rotating basis. Students enrolled in ES capstones (and thus, nearing the time of graduation) produce work in response to tasks that emphasize the learning outcome to be assessed that year. Those work products are scored by faculty volunteers, typically during finals week, and results are available for discussion and loop-closing by the beginning of the next semester. This strategy is designed to ensure the broadest possible student participation in the assessment process. It is also rooted in the principle of faculty ownership of the curriculum, since the definitions of ES goals, the rubrics that operationalize those goals, and the performance tasks that are used to assess them are all faculty developed and approved. Finally, faculty themselves conduct the scoring and carry out analysis during a debriefing session.

A second scoring of a sample of the work products collected for assessment week occurs through a national project overseen by AAC&U – the VALUE Institute. This scoring provides a double-check on the internal scoring and a second source of direct assessment data for the program.

Finally, ES staff run periodic reports demonstrating the numbers of courses validated to address each of the ES learning outcomes. They are also able to track the number of courses addressing an ES outcome taken by a typical student. These reports provide an indirect measure of program effectiveness, ensuring that an adequate number of courses are available and experienced by students.

Other sources of data regarding student learning related to Essential Studies goals include findings documented in annual reports of academic departments and other co-curricular and academic and student support services (i.e., Student Affairs departments including, e.g., the Student Success Center, Disability Services for Students, and Residence Services, and Academic Affairs departments including the Writing Center, the International Center, and the Chester Fritz Library). Finally, surveys administered by the University Analytics & Planning (UAP) provide indirect evidence regarding many of the Essential Studies goals.

Collecting data from these varied sources, and at these varied times in a student's academic career, provides a comprehensive picture of students' achievement of the Essential Studies goals.

Analysis and Interpretation:

Scores from student work produced during Assessment Week in response to performance tasks (an outcomes assessment measure) are analyzed and interpreted in debriefing sessions by faculty teams working under the oversight of the Essential Studies Director and the Director of Assessment. Findings and the data to support the findings are submitted to members of the Assessment Committee and the Essential Studies Committee for further review and interpretation as well as for consolidation into overall review of the Essential Studies program.

Scores from AAC&U are analyzed in comparison to the internally-generated assessment results. Reports indicating adequacy of courses addressing the various ES learning outcomes are also considered in relation to internally-generated assessments with the aim of analyzing

any role that course availability may play in learning outcomes.

Data collected by individual departments and by departments and programs providing student services that promote learning are analyzed, interpreted, and reported by faculty and staff within those organizations. Relevant data collected from UAP surveys are similarly analyzed and interpreted by UAP.

Closing the Loop:

All findings relevant to Essential Studies are forwarded to the Director of Essential Studies, and, from that office are consolidated into reports for use by members of the Essential Studies Committee and other stakeholders across campus. As needed, findings are reported back for discussion at larger campus forums, including meetings of the ES faculty, or forwarded to the Provost's Office, Academic Cabinet, University Council, department chairs, or other appropriate audiences. The Director of Assessment and the Director of Essential Studies serve on both the Assessment Committee and the Essential Studies Committee, ensuring that sharing of findings among committees and across the larger campus takes place as appropriate.

The underlying organizations, departments, and units collecting, analyzing, and interpreting the various sorts of data 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 oversees efforts to periodically review the value of current sources of data as well as seeking out new sources of data. The Committee also oversees 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 oversees efforts to periodically review the methods and effectiveness of feeding data analysis back to the appropriate institutional units for decision making.

As part of an education at UND, students develop proficiency in an academic or professional field(s) as well as developing more general skills, competencies, interests, and knowledge. This is expected to occur for programs at all levels, including certificates (undergraduate and graduate) and degrees (undergraduate, graduate, law, and medicine). 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 program's goals are expected to align with institutional and Essential Studies' goals, although others will be unique to the department. The Assessment Committee reviews assessment plans and annual assessment 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 the culmination of that review, the Director of Assessment has a meeting with faculty from each reviewed program to return a print copy of the review and discuss findings as well as possible areas for improvement. Deans also receive copies of the program reviews.

As an accompaniment to Table D, 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

Goals:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage (<http://und.edu/university-senate/assessment/dept-asmt-plans.cfm>).

Assessment Methods:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage.

Analysis and Interpretation:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage.

Closing the Loop:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Assessment Committee homepage. Departmental annual reports, including assessment data, also feed into the Assessment Committee’s overall process of looking at institutional outcomes and institutional assessment effectiveness.

III. OVERVIEW OF SENATE UNIVERSITY ASSESSMENT COMMITTEE RESPONSIBILITIES

The Senate University Assessment Committee's purpose is to “*provide faculty guidance and oversight 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*” (<http://und.edu/university-senate/assessment/dept-asmt-plans.cfm>).

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 Essential Studies student learning goals. In addition to the surveys listed in Table G, the Office of University Analytics & Planning (UAP) 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 Assessment Plan. Based on regular review of current assessment tools and occasional review of alternative methods and tools, the Committee updates the University Assessment Plan and offers recommendations for possible changes in assessment tools and use of commercial instruments.

Table E
Assessment Committee Annual Schedule of Responsibilities

	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 Curricular Department Assessment Plans & Annual Reports						X	X	X		
Review of Assessment Plans and Annual Reports from 1/3 of Academic Affairs programs with missions supporting student learning (Co-Curricular departments)			X	X	X					
Review of Assessment Plans and Annual Reports from 1/3 of Student Affairs programs with missions supporting student learning (Co-Curricular departments)			X	X	X					
Exploration of Additional Assessment Tools									X	

Table F
Projected Schedule of Institutional Assessment Tool Use
Organized by Expected Review Date

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
UAP Surveys and Analyses						
ECAR Survey	X			X		
FSSE				X		
NSSE	X			X		X
Outcomes/Employment (annual survey reviewed every 4 years)			X			
Curricular Departments: Assessment Reviews						
John D. Odegard School of Aerospace Sciences				X		
College of Engineering and Mines				X		
College of Business and Public Administration				X		
College of Arts and Sciences			X			X
College of Education and Human Development	X				X	
College of Nursing & Professional Disciplines	X				X	
School of Law			X			X
School of Medicine & Health Sciences	X				X	
School of Graduate Studies	X				X	

Co-Curricular Departments: Assessment Reviews						
<i>Table F, continued</i> Projected Schedule of Institutional Assessment Tool Use	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Career Services			X			X
Chester Fritz Library			X			X
Disability Services for Students	X				X	
Wellness & Health Promotion			X			X
Housing				X		
International Programs			X			X
McNair Program (TRIO)	X				X	
Memorial Union			X			X
Office of Student Rights & Responsibilities	New				X	
Student Diversity & Inclusion				X		
Student Involvement & Parent Programs			X			X
Student Support Services (TRIO)				X		
Writing Center	X				X	