Results of the NCA Visit

April 28-29, 2008
Purpose of the NCA Visit

Review the progress of UNK in assessment planning and procedures that were outlined in the feedback report from the 2004 NCA visit.
Areas Demonstrating Acceptable Progress in Assessment

- Infrastructure
- Sustainability
- Faculty commitment
- Recognition of exemplary assessment
- Distance program assessment
- Graduate program assessment
- Writing intensive assessment
Areas Requiring Continued Attention: Sustainability

To ensure sustainability, refine the process:

• Evaluate assessment activities to determine which offer the most valuable information for increasing student learning
• Review and revise learning objectives, methods and measures to provide useful evidence of student learning
• Provide incentives for faculty with assessment responsibilities—release time or compensation
• Streamline the process and focus on student learning
Areas Requiring Continued Attention: Cultural Diversity

- Determine where the CD program should be assessed
- Refine/define the assessment process within that context
- Address duplication with GS objectives/requirements
Areas Requiring Continued Attention: WI

- Determine where responsibility for assessing campus-wide WI should be placed
- Refine/define the assessment process within that context
- Address duplication of GS objectives/requirements
- Develop appropriate rubrics (not scales) to assess writing
Areas Requiring Further Attention: General Studies

- Establish a clear definition and understanding of the GS program level learning outcomes that is shared by all faculty and students
- Standardize methods of measuring and interpreting GS learning outcomes to help determine whether students are achieving at an acceptable level
- A unified and integrated GS program of study is needed with a core set of learning outcomes that are established before the new GS program is created
NCA Comments on GS

“As it currently stands, there does not appear to be a clear, shared definition nor understanding of the learning outcomes for the General Studies program. Each department that is teaching courses in General Studies is assessing their interpretation of the outcomes in their own way, using their own instruments. As such, it is impossible to determine whether UNK students are achieving at an acceptable level when the level shifts from course to course, program to program.”
In Conclusion

We have made huge advances since 2004 in our student learning outcomes assessment; however, NCA will require a report on progress in GS in April, 2011 by then GS will need to:

– Make changes in assessment to standardize the approach to measuring GS learning outcomes

– Determine where CD assessment needs to occur

– Establish a unified and integrated GS program with clear, widely shared understanding of its learning objectives and standardized methods of measuring and interpreting GS learning outcomes.
Commission Follow-up

- Report due from GS in April, 2011 on the General Studies program at UNK. It must:
  - provide evidence that departments and the GS program are measuring standardized GS learning outcomes and making curricular adjustments that take those outcomes into account.
  - demonstrate that departments and the GS program have made the required changes in the GS program to provide campus-wide agreement on learning outcomes and the assessment of those outcomes.
Key Issues to be Addressed

• Establish a limited number of measurable GS objectives understood by faculty, students and administrators
• Establish standard/appropriate methods of measuring those GS objectives across campus
• Demonstrate a change in focus from measurement/data analysis to improving student learning through assessment