

Assessment Council Minutes

Spring 2019

Contents

January 13, 2019	2
February 11, 2019	7
March 18, 2019	9
May 13, 2019	14

April Meeting Cancelled

Assessment Council Meeting Agenda January 14, 2019, 2:00-3:00

University Center, Spruce A & B

Members:

Kim Black, Assessment, Council Chair

Talia Carroll, Campus Community and Climate

Sarah Chase, Human Resources

Brian Dauenhauer, College of Natural and Health Sciences

Donna Goodwin, College of Performing and Visual Arts Allison Grant, Assessment

Brian Johnson, College of Education and Behavioral Sciences (Sabbatical)

Heng-Yu Ku, College of Education and Behavioral Sciences

Jay Lightfoot, Monfort College of Business

Chris Marston, College of Humanities and Social Sciences

Lyda McCartin, University Libraries, Senior Faculty Assessment Fellow

Julie Sexton, Assessment

Eugene Sheehan, Academic Affairs Leadership Team

Stephanie Torrez, Student Success

Jacqueline Villegas, EMSA

Renee Welch, Student Engagement

Stephanie Wiegand, Faculty Senate

Tara Wood, College of Humanities and Social Sciences

Vacant – Graduate Council

1. Announcements

- Resignation of Mary Evans (Graduate Council) due to teaching conflict
- Stephanie Wiegand is on sabbatical spring semester
- Teaching and Assessment Symposium March 26

2. Discussion Items

- Assessment Mini-Grants
 - Call for reviewers – Donna volunteered as back up. Any faculty willing to serve should contact Kim ASAP
 - Reviewed FY20 call for proposals – decided to keep priority points for ILO focus. Kim will request permission from successful applicants to post their proposals as example

3. Work Session for Committees – broke into committees for remainder of meeting time



Assessment Project Mini-Grants 2019 Call for Proposals

The University Assessment Council invites applications for assessment project mini-grants. These grants are available for **faculty and staff** to support assessment projects that promote improvements in teaching, learning, program delivery, and curricular enhancements. Up to ten grants of \$1500 will be awarded. The total number of grants funded is contingent on the final FY 2020 university budget.

Assessment mini-grant proposals should address one or more of the following areas:

1. Program-Level Assessment – Examples of possible projects include but are not limited to:
 - Engaging students in assessment planning
 - Assessment of co-curricular learning and development experiences
 - Organizing faculty or staff development specific to assessment in the discipline or program (developing/revising a program assessment plan and curriculum map, creating shared rubrics for assessing program-level learning outcomes, etc.)
 - Involving adjunct or teaching assistants in assessment
2. Course-Level Assessment – Examples of possible projects include but are not limited to:
 - Revising course content and/or activities to align with course and/or program learning outcomes
 - Developing or revising assessment methods used across multiple courses or activities (course-embedded assignments, exams, portfolios, etc.)
 - Incorporating learning theory into course design and delivery
 - Developing or revising and testing assignments for assessing learning
3. Assessment Methods – Examples of possible projects include but are not limited to:
 - Developing or refining rubrics for assessing learning
 - Evaluating reliability and validity of multiple-choice tests
 - Designing or revising surveys used for indirect assessments of student learning
 - Conducting focus groups with students and/or other stakeholders

While all assessment-related proposals will be considered, additional points will be offered to proposals that meet the following priorities:

1. Focus on [Institutional Learning Outcomes](#) – Examples of possible projects include but are not limited to:
 - Developing, revising, and/or testing current program-level assessment methods to incorporate the institutional learning outcomes
 - Revising or developing curricular or co-curricular learning opportunities aligned to the institutional learning outcomes
 - Revising course assignments to explicitly address the institutional learning outcomes
2. Proposals from new applicants who have not previously received an assessment mini-grant

Information about previously funded projects is available here: [Past Assessment Mini-Grant Projects](#) (scroll down to the section on Assessment Mini-Grants).

Eligibility Requirements

- Faculty and staff on contract during FY 2020 (July 1, 2019-June 30, 2020).
- Academic, student affairs, and student academic success departments or programs that have student learning or development as part of the program mission
- Individuals or teams of two or more people may apply. Students may participate as team members; however, a faculty or staff member must serve as the PI for the project.
- Applicants may submit only one application on which the individual will serve as the PI. There are no restrictions on the number of applications on which an individual may be listed as a team member. The PI must be an active participant in the assessment project.

Award Requirements

Successful applicants will be required to complete the following activities at the conclusion of the project:

- Submit a brief (no more than 3 pages) report describing the project, its outcomes, and how the results were or will be used. Due to the Office of Assessment by July 1, 2020.
- Give a poster presentation about the project at the 2020 UNC Teaching and Assessment Symposium. Presentations can discuss in-progress or completed projects. An abstract request will be sent in early spring 2020.

Allowable Costs

The grant may be used to fund any expense allowable under UNC fiscal policy. Please note that costs associated with official functions and/or travel must meet current UNC policies for these expenses. Examples to consider include the following:

- Assessment books, resources, or instruments
- Assessment planning retreat(s)
- External consulting from disciplinary experts in assessment
- Hourly student employment to assist with data collection and/or analysis
- Faculty/staff development resources

The award of funds is a contract between the applicant and the university. All funds must be expended by the end of Fiscal Year 2020 (June 30, 2020). Deviations from the proposed use of funds must be approved by the Director of Assessment in advance of the change.

Proposal Process and Deadlines

Provide a written proposal that includes the following:

Cover Page

- Applicant or team leader's name, title, and contact information
- Applicant's department or program
- Name, title, and department or program of other team members if applicable
- Project title
- Signatures: Applicant/team leader, Chair or Director, Dean (electronic signatures okay)

Narrative (10 page limit)

The narrative should address the following:

1. The purpose of the project and its goals (be sure to explicitly describe how the project addresses one or more of the three assessment areas described above (program assessment, course assessment, assessment methods). **6 points**
2. Description of the project including the specific tasks and activities that will be completed along with a timeline for completion. **12 points**

3. Description of a plan for sharing and using the results. **6 points**
4. A budget and budget narrative that explains why the expenses described in the budget are necessary and appropriate for completing the project. Describe any additional funds that will support the project if applicable. **6 points**

Sample Budget

Description	Amount
10 copies of book <i>Assessing Academic Programs</i> (10 @ \$25.00/copy)	\$250
Hourly work study for student to collect and organize assessment documents (\$11 x 20 hrs)	\$220
Honoraria and travel expenses to bring disciplinary assessment expert for full-day workshop	\$1000
Total	\$1470

Priority Points

5. Focus on institutional learning outcomes that is clearly tied to the project purpose and activities described in the proposal. **3 priority points**
6. New applicants – proposals from new applicants will receive **2 priority points**.

See rubric at the end of this document for more details about the scoring criteria.

Proposals should be submitted by March 1, 2019, for priority review. Proposals submitted after that date will be considered until all funds have been awarded.

Proposals may be submitted in hard copy to Kim Black, Director of Assessment, Carter 4008, Campus Box 9, via fax at (970) 351-1880, or scanned and emailed to kim.black@unco.edu. Contact Kim Black at 970-351-1102 or kim.black@unco.edu for additional information.

Assessment Mini-Grant Scoring Rubric

Assessment question or topic	Proposal does not address an assessment question or topic related to curriculum, pedagogy, learning, or program delivery.	Proposal addresses an assessment question or topic related to curriculum, pedagogy, learning, or program delivery but has limited potential for leading to improved practice or student outcomes.	Proposal addresses an assessment question or topic related to curriculum, pedagogy, learning, or program delivery, and has the potential for significant impact on improving practice or student outcomes.
Project description	Proposal does not provide a clear description of the project.	Proposal provides a description of the project but lacks details.	Proposal provides a detailed description of the project.
Purpose and goals	Project is not intended to improve curriculum, pedagogy, learning, or program delivery.	Project may contribute to improving curriculum, pedagogy, learning, or program delivery, but improvement is not the primary purpose.	Project's primary purpose is to improve curriculum, pedagogy, learning, or program delivery.
Description of tasks and activities	Proposal does not provide an adequate description of tasks and activities to be completed.	Proposal provides a description about tasks and activities but has some gaps.	Proposal provides a detailed description of the tasks and activities to be completed.
Quality of tasks and activities	Tasks and activities are not well-aligned to the purposes and goals of the project.	Tasks and activities are adequately aligned to the purposes and goals of the project.	Tasks and activities are well-aligned to the purposes and goals of the project.
Timeline	The timeline is not appropriate to ensure completion of the project within the funding period.	The timeline is likely to be completed within the funding period.	The timeline is well-designed to ensure the project is completed within the funding period.
Sharing results	No plan for sharing results is provided.	A plan for sharing results is provided but is vague.	A detailed plan for sharing results is provided.
Using results	Limited or no information is provided about how results will be used.	Proposal indicates results will be used but does not provide details.	Proposal describes in detail how the results will be used.
Budget	Budget request is not appropriate to the project's purpose and goals.	Budget request is adequately aligned to the project's purpose and goals.	Budget request is well-aligned to the project's purpose and goals.
Budget narrative	Budget narrative does not provide a sufficient rationale for how funds will be spent.	Budget narrative provides a rationale for how some funds will be spent but lacks some detail.	Budget narrative provides a clear rationale for how all funds will be spent.
Priority 1: Institutional Learning Outcomes	Proposal references the institutional learning outcomes but they are not a focus of the project goals and/or the planned tasks and activities.	Project discusses the institutional learning outcomes as a project goal, but the planned tasks and activities are not sufficient to accomplishing the stated goals related to the ILOs.	Proposal identifies the institutional learning outcomes in its purposes and goals AND the tasks and activities are well-aligned to accomplishing the stated goals related to the ILOs.

Assessment Council Meeting Agenda

February 11, 2019, 2:00-3:00

University Center, Spruce A & B

Members:

Kim Black, Assessment, Council Chair

Talia Carroll, Campus Community and Climate

Sarah Chase, Human Resources

Brian Dauenhauer, College of Natural and Health Sciences

Donna Goodwin, College of Performing and Visual Arts

Allison Grant, Assessment

Brian Johnson, College of Education and Behavioral Sciences (Sabbatical)

Heng-Yu Ku, College of Education and Behavioral Sciences

Jay Lightfoot, Monfort College of Business

Chris Marston, College of Humanities and Social Sciences

Lyda McCartin, University Libraries, Senior Faculty Assessment Fellow

Julie Sexton, Assessment

Eugene Sheehan, Academic Affairs Leadership Team

Stephanie Torrez, Student Success

Jacqueline Villegas, EMSA

Renee Welch, Student Engagement

Stephanie Wiegand, Faculty Senate (Sabbatical)

Tara Wood, College of Humanities and Social Sciences

Vacant – Graduate Council

1. January Minutes approved.
2. Announcements
 - Teaching and Assessment Symposium March 26
 - Assessment Mini-Grant announcement – encourage proposals on ILOs and possibly using Canvas
 - Allison reported on work with History and IMT using Canvas for program assessment
 - Would we need a rubric for ILOs or could there be a different approach (Yes/**No**)?
 - Spring assessment professional development offerings – Julie
 - Julie provided handout and encouraged people to share
 - CETL workshops announcements not going out to everyone. Need to check on EMMA system.
 - New Provost announced – Mark Anderson
3. Work Session for Committees
4. Call to the Good of the Order – No additional announcements

Email/Emma Invitation for All Staff and Faculty

Overall Title: Program-Level Assessment Workshop Series for Student Services

Overall Description

The Program-Level Assessment Workshop Series for Student Services aims to strengthen student learning outcomes assessment within student services, student affairs, and co-curricular units and programs. There will be 3, three-hour workshops during which participants will develop and/or revise assessment plans aligned with best practices. Although it is not required, we encourage you to attend all three workshops to get the most value. Also, it can be helpful to attend with another person from your unit/program so that you can work on the workshop content as a team. Attend all three workshops to receive a certificate for your professional portfolio.

Sign up required. Please RSVP [<https://tinyurl.com/Assess-Workshops-Student-Serv>] by March 22.

WORKSHOP 1: ASSESSMENT PLANS AND STUDENT LEARNING OUTCOMES

Details: Thursday, March 28, 1 to 4 p.m.

Description: In this workshop, participants will learn about the elements of an assessment plan, get resources on developing and revising mission statements, and develop or revise student learning outcomes.

WORKSHOP 2: ALIGNING LEARNING OUTCOMES WITH PROGRAM ACTIVITIES

Details: Tuesday, April 23, 1 to 4 p.m.

Description: In this workshop, participants will develop a plan (called a curriculum map or learning opportunity map) that aligns their learning outcomes with their unit/program activities. They will explore ways to use their learning outcomes and curriculum map to make decisions about programming in their units.

WORKSHOP 3: DEVELOPING METHODS TO ASSESS LEARNING OUTCOMES

Details: Thursday, June 27, 1 to 4 p.m.

Description: In this workshop, participants will learn about best practices related to the type of information they can collect to assess their student learning outcomes. They will develop new and/or revise existing methods to assess their student learning outcomes.

Questions? Contact Julie Sexton, Assistant Director of Assessment, julie.sexton@unco.edu.

End Banner: Office of Assessment

Assessment Council Meeting Minutes
March 18, 2019, 2:00-3:00
University Center, Spruce A & B

Members: (highlight indicates members present)

Kim Black, Assessment, Council Chair
Talia Carroll, Campus Community and Climate
Sarah Chase, Human Resources
Brian Dauenhauer, College of Natural and Health Sciences
Donna Goodwin, College of Performing and Visual Arts
Allison Grant, Assessment
Brian Johnson, College of Education and Behavioral Sciences (Sabbatical)
Heng-Yu Ku, College of Education and Behavioral Sciences
Jay Lightfoot, Monfort College of Business
Chris Marston, College of Humanities and Social Sciences
Lyda McCartin, University Libraries, Senior Faculty Assessment Fellow
Julie Sexton, Assessment
Eugene Sheehan, Academic Affairs Leadership Team
Stephanie Torrez, Student Success
Jacqueline Villegas, EMSA
Renee Welch, Student Engagement
Stephanie Wiegand, Faculty Senate (Sabbatical)
Tara Wood, College of Humanities and Social Sciences
Vacant – Graduate Council

1. February Minutes - approved
2. Announcements
 - Teaching and Assessment Symposium March 26 – deadline for reserving seat at lunch March 18
 - Student Services Assessment workshop series – 12 people registered
 - CORAC Assessment Conference April 19, Pueblo Community College
 - Assessment Council service AY2019-2020 – send Kim email if you will be stepping down
3. Reports and Updates
 - Assessment Policy Committee (see draft)
 - Does not take place of Guiding Principles
 - Discuss in full next meeting April 8
 - ILO Mapping Committee
 - Collected additional data and looking at which ILOs are being taught and assessed and also at differences between academic and student services
 - Working on recommendations.
 - Developing data displays color coded – prelim academic more professional, student services more wellness
 - ILO Survey Data Committee
 - Doing a lot of mapping right now – too much data, trying to pare down. Finding the most items on ILO 1 (a lot coming from the NSSE) and ILO 5. Challenges because of different survey populations. How do you present it? Need to narrow to a smaller number of surveys. What is the best in each ILO?
4. Call to the Good of the Order

- April 8 meeting
 - Make sure projectors are available
 - Send written feedback to Kim on policy by April 1.
- Provost Anderson would like to join us April or May.
- Huron presentation to PLC tomorrow – how do we leverage work we do and make student learning a piece of this plan?

Draft Assessment Policy

Purpose of Assessment

Assessment, as the term is defined at the University of Northern Colorado (UNC), is an iterative process used by faculty and staff to support teaching, learning, and program delivery. The process is rooted in inquiry about what and how well students are learning. Assessment of student learning is guided by [UNC's mission](#) (including UNC's vision, values, purposes, and goals) and the missions of individual programs. Accrediting bodies recognize assessment as an essential responsibility of faculty, staff, and administrators for demonstrating commitment to educational opportunity and improvement. While documentation of assessment activities and results is important and necessary, assessment of student learning is most effective when it focuses on meaningful issues, produces data that can be used for making decisions about program improvements, and is manageable and sustainable based on available human and financial resources.

Policy

Assessment at UNC is decentralized. Faculty are responsible for the assessment of curricular programs, including academic degree programs, the Liberal Arts Core, Life of the Mind, and other academic offerings. Co-curricular programs, including those in Academic Affairs and Student Affairs, whose missions include student learning and development are included in this policy. Professional staff in these units are responsible for the assessment of their programs. As required by the Higher Learning Commission's Criteria for Accreditation, curricular and co-curricular programs must clearly state goals for student learning, implement effective processes for assessing student learning, and use assessment results to improve student learning. To support the assessment of UNC's Institutional Learning Outcomes, programs must show how their learning outcomes align with the university's learning outcomes. All curricular and co-curricular programs covered by this policy must

1. Articulate and communicate the program's student learning outcomes on program websites, including identifying program learning outcomes that support one or more of the university's institutional learning outcomes;
2. Develop and maintain [curriculum or learning opportunity maps](#) to ensure students have sufficient opportunities to attain and demonstrate these learning outcomes by aligning them to program requirements;
3. Maintain a current assessment plan for assessing student learning outcomes using direct assessment methods;
4. Review assessment results on regular basis, using these results to make program improvements where warranted; and
5. Document program assessment activities and results annually and through comprehensive program review.

Responsibilities:

Faculty and Staff Requirements

Faculty and staff from programs covered by this policy are expected to participate in assessment of learning in the following ways:

- Contribute to the development and ongoing implementation of their program's [assessment plan](#);
- Assist with collecting and interpreting assessment data as required by the program's assessment plan;

- Participate in comprehensive program reviews, including annual documentation of assessment activities and results.
- Implement curricular and/or co-curricular improvements agreed upon within the program.

Program Requirements

All programs covered by this policy must maintain an assessment plan and an appropriate structure for implementing the plan. The structure should, at a minimum, include participation from all program faculty and staff in the development of learning outcomes, the program's assessment plan, and the review of assessment data. The unit leader or designee is responsible for annual documentation of the program's assessment activities, including decisions based on assessment data. The unit leader or designee is also responsible for ensuring that comprehensive program reviews are completed and submitted in a timely manner.

Administration Requirements

The goal of student learning outcomes assessment is program improvement. For assessment to be effective, faculty and staff must be encouraged to identify program weaknesses as well as strengths. Administrators must not use assessment results punitively; rather, results indicating program challenges should be viewed as an opportunity for improvement. Administrators, including deans, assistant vice presidents, vice presidents, and the provost, are expected to ensure that programs in their respective areas are engaged with assessment and that their assessment activities are reviewed and recognized in comprehensive program review processes. Administration is also responsible for providing sufficient resources for assessment activities, including professional development, financial support, technology, and mechanisms for sharing assessment data.

Related Policies and Procedures

Higher Learning Commission (HLC) Criteria for Accreditation (all programs)

- 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
 3. The institution uses the information gained from assessment to improve student learning.
 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Council for the Advancement of Standards (co-curricular programs)

Part 2: Program

- The program identifies relevant and desirable student learning and development outcomes.
- The program engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- The program uses evidence to create strategies for improvement of programs.

Part 4: Assessment

- The program develops an ongoing cycle of assessment plans, processes, and activities.
- The program interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.

UNC Board Policy

2-3-107(2) The Liberal Arts Council (LAC)

- Powers and Duties of the LAC: (c)(II) – To develop and maintain data on the Core.
- Powers and Duties of the LAC: (c)(VII) – To develop and implement a program for assessing the Core.

Academic Program Proposal Process – UNCOA-005

Undergraduate and Graduate Curriculum Worksheets

- List 3-5 program-level student learning outcomes that students will attain by the time they graduate. These learning outcomes should align with the program purpose.

Curriculum Review Procedures and Documentation Requirements – UNCOA-007

Page 2, Item 2

- The HLC requires that institutions offer a demonstrably high quality education in which instruction includes clear learning objectives and assessment plans.

Guidelines for Academic Program Review

Program Review Guidelines for Accredited Programs

Guidelines for Student Services Program Review

Assessment Council Meeting Minutes
May 13, 2019, 2:00-3:00
University Center, Spruce A & B

Members:

Kim Black, Assessment, Council Chair
Talia Carroll, Equity and Inclusion
Sarah Chase, Human Resources
Brian Dauenhauer, College of Natural and Health Sciences
Donna Goodwin, College of Performing and Visual Arts
Allison Grant, Assessment
Brian Johnson, College of Education and Behavioral Sciences (Sabbatical)
Heng-Yu Ku, College of Education and Behavioral Sciences
Jay Lightfoot, Monfort College of Business
Chris Marston, College of Humanities and Social Sciences
Lyda McCartin, University Libraries, Senior Faculty Assessment Fellow
Julie Sexton, Assessment
Eugene Sheehan, Academic Affairs Leadership Team
Stephanie Torrez, Student Success
Jacqueline Villegas, Student Affairs
Renee Welch, Student Engagement
Stephanie Wiegand, Faculty Senate (Sabbatical)
Tara Wood, College of Humanities and Social Sciences
Vacant – Graduate Council

Guests

Darren Ilett
Mark Anderson

1. Welcome and Introduction of Provost Mark Anderson
2. Approval of March Minutes
3. Announcements
 - Mini-Grant Recipients announced at Teaching and Assessment Symposium – 9 projects funded
4. Reports and Updates
 - ILO Mapping Committee (15 minutes)
 - Julie and Brian presented (see attached report)
 - Brian acknowledged Julie's work
 - One interesting finding was that the ILOs taught by academic and student affairs programs were complementary, suggesting that
 - ILO Survey Data Committee (15 minutes)
 - Allison presented (see attached report)
 - Identified over 350 survey items
 - Pared down to 67 items from 7 surveys that could be used (9-17 items per ILO)
 - Weaknesses – Fewer items for Grad Student outcomes – but Grad School is willing to modify their surveys to tap into these. ILO 5 is a weakness – healthy behaviors.
 - Rec survey and National Health assessment limited response rate. Possible need for additional survey.

- Recommendations – current offices retain control of their surveys
 - Adopt Kansas State University model for reporting and tracking outcomes
5. Dialogue with Provost Anderson
- Discussed the following topics
 - Support for engaging with assessment in units with limited staff – Assessment Office working with Student Affairs on assessment workshop series.
 - Provost noted importance of assessing ILOs for accreditation, but also emphasized that the assessment needs to be meaningful and not pro forma. We should be focused on how we can get better at what we do. With limited resources, assessment is critical for demonstrating the effectiveness of what we are doing.
 - Kim emphasized the importance of having a consistent message from senior leadership regarding the value of assessment.
 - Provost noted that UNC has probably the most robust assessment program of any institution he has been at. Part of the culture here.
 - Requested support for connecting the work of assessment to the SESS?
6. Call to the Good of the Order – No additional announcements

**Extent to Which Institutional Learning Outcomes are Taught and Assessed Across the
University
Draft Executive Summary
Spring 2019**

Assessment Council, Institutional Learning Outcomes Mapping Committee
Brian Dauenhauer, Jay Lightfoot, Julie Sexton, Eugene Sheehan, Renee Welch, Tara Wood

Contents

Background Information	1
Committee Charge	1
Data Collection	1
Data Participants	2
Findings for Extent to which ILOs are Taught and Assessed	3
Recommendations for Collecting Data to Assess ILOs	4
Additional Recommendations for Teaching and Assessing ILOs	4
Tables	6

Background Information

Committee Charge

The UNC Assessment Council was charged with developing institutional learning outcomes (ILOs) and developing and overseeing assessment of the ILOs. The ILO Mapping Committee was created as part of that charge. The committee was charged with 1) creating and implementing an initial process to determine the extent to which the ILOs are taught and assessed at UNC, 2) analyzing and summarizing the data from that process, 3) developing recommendations for how UNC might begin collecting assessment results from units whose learning outcomes align to the ILOs, and 4) developing a report to be shared with the larger campus community.

Data Collection

In Spring 2018 and Fall 2018, a survey was distributed through the Office of Assessment to all 82 academic or student service programs/departments that participate in program review. The survey was sent to the faculty and staff members who served as primary contacts for program review in their respective programs/departments. Each representative was encouraged to work with the rest of the faculty and staff members in their program/department to complete the survey.

Note, the term *student services* is used in this report to refer to programs that are co-curricular, student services, and/or student affairs.

Data Participants

The survey was sent to 82 programs/departments. 29 academic and 20 student services units completed the survey for a 60% response rate. 33 programs/departments did not respond. The list of programs and departments that responded are in table below.

Table 1. List of programs and units that completed the survey.

College/Unit ¹	Program/Department	Academic or Student Services ²
College of Education and Behavioral Sciences	1. Applied Psychology and Counselor Education	Academic
	2. American Sign Language and Interpreting Studies	Academic
	3. Cumbres Program	Student Services
	4. Educational Leadership and Policy Studies	Academic
	5. Elementary Education	Academic
	6. School Psychology	Academic
	7. MA, Teaching: Elementary Education Licensure Program	Academic
	8. Applied Statistics and Research Methods	Academic
College of Humanities and Social Sciences	9. Anthropology	Academic
	10. Department of History	Academic
	11. Economics department	Academic
	12. Gender Studies	Academic
	13. Philosophy	Academic
	14. Sociology	Academic
	15. Hispanic Studies	Academic
	16. School of Communication	Academic
	17. Criminology and Criminal Justice	Academic
College of Natural and Health Sciences	18. Community Health	Academic
	19. Physics and Astronomy	Academic
	20. Gerontology	Academic
	21. Human Services Program	Academic
	22. Rehabilitation Counseling and Sciences	Academic
	23. Nursing	Academic
	24. Audiology and Speech Language Sciences	Academic
	25. Sport and Exercise Sciences	Academic
College of Performing and Visual Arts	26. School of Music	Academic
	27. Theatre Arts and Dance	Academic
Monfort College of Business	28. Department of Accounting and Computer Information Systems	Academic
	29. Management Department	Academic
	30. Marketing	Academic
Dean of Students	31. Career Services	Student Services
	32. Community Standards and Conflict Resolution/Student Outreach and Support, Bear Pantry	Student Services
Enrollment Management	33. Admissions	Student Services
	34. Campus Recreation Center	Student Services
	35. Dining Services	Student Services
	36. EMSA	Student Services
	37. Housing and Residential Education	Student Services
Student Success	38. Center for Human Enrichment/TRIO Student Support Services and Academic Bridge Program	Student Services
	39. Major Exploration & Academic Probation	Student Services

College/Unit ¹	Program/Department	Academic or Student Services ²
University College	40. New Student Orientation	Student Services
	41. Student-Athlete Academic Success Center	Student Services
	42. Tutorial Services	Student Services
	43. McNair Scholars Program	Student Services
	44. Honors Program	Student Services
Campus, Community and Climate	45. Marcus Garvey Cultural Center	Student Services
	46. Asian/Pacific American Student Services	Student Services
	47. Stryker Institute	Student Services
	48. Center for Women's and Gender Equity	Student Services
Provost's Office	49. International Education	Student Services

¹ College and Unit names were provided by the program and departments at the time that they completed the survey in Spring and Fall 2018. College and units that included student services programs were in the process of being reorganized and/or renamed; therefore, the names provided at the time that the survey was completed may not reflect current names.

² The term student services is used here to refer to programs that are co-curricular, student services, and student affairs.

Findings for Extent to which ILOs are Taught and Assessed

Taught

1. Across academic and student service units, some ILOs are taught in a few courses/activities and some are taught in many courses/activities.

Assessed

2. Across academic and student service units, some ILOs are assessed in almost no courses/activities, some are assessed in a few courses/activities, and some are assessed in many courses/activities.
3. Assessment of the ILOs is less frequently occurring than teaching them.
4. Assessment of the ILOs is less frequently occurring in student service units than in academic units.

Potential Student Experiences with ILOs

5. The most frequently taught ILO categories in academic units are the least frequently taught ILO categories in student services units. Similarly, the most frequently taught ILO categories in academic units are the least frequently taught ILO categories in student service units. Academic and student service units provide different, but *complementary* opportunities for students to learn the ILOs. This may suggest that students have the opportunity for learning about the ILOs across their in- and out- of class experiences.
6. The most frequently assessed ILO categories in academic units are the least frequently assessed ILO categories in student services units. Similarly, the most frequently assessed ILO categories in academic units are the least frequently assessed ILO categories in student services units. Academic and student services units provide different, but *complementary* opportunities for students to be assessed related the ILOs. This may suggest that students have the opportunity for assessment about the ILOs across their in- and out- of class experiences.
7. The general mapping results show that teaching and assessment of the ILOs are occurring across academic and student services. Additionally, the general mapping results suggest that the distribution of where the ILOs are taught and assessed across academic and student

services is complementary. While those results are useful in understanding general trends in the extent to which the ILOs are taught and assessed, those results do not represent if students will actually encounter the ILOs as they navigate through their individual university experiences. The actual ILOs encountered by students is dependent on student choices: their choice of major and their choice of participation in optional student services programming. Without more institutional guidance and structure, it is possible for students to navigate their UNC experience and miss some ILOs.

Recommendations for Collecting Data to Assess ILOs

1. Develop a targeted plan for assessing the ILOs. As part of this planning, establish a timeline for data collection and consider collection frequency. This includes exploring how existing learning management systems (Canvas, LiveText) can assist with the process.
2. Analyze existing institutional data that addresses the ILOs and identify which ILOs are not sufficiently addressed through those data. Those ILOs could serve as the initial ILOs to assess through academic and student service units.
3. Identify academic and student service units that are ready for a detailed mapping to help us determine which ILOs are ready to assess with data. Identify the resources to support programs engaging in this work. The resources could include expertise to guide the work and set a timeline, connections with members of the Assessment Council, financial resources to support the work, and IT support for data collection and mapping. Conduct an analysis of how the process worked and create an action plan to expand this work to more programs.
 - a. Elements of detailed mapping
 - 1) Identify extent to which ILOs are taught and assessed in all courses and other learning experiences
 - 2) Identify which courses specifically teach the ILOs
 - 3) Identify assignments that assess the ILOs
 - 4) Collect preliminary data from the assignments and evaluate student learning for the ILOs
 - b. Our recommendations for determining if a program is ready for detailed mapping include:
 - 1) History of engagement in assessment practices
 - 2) Willingness to engage in this work at the program-level
4. Integrate ILO assessment into existing processes such as program review.
5. Develop a dissemination plan for results for this report and future reports.

Additional Recommendations for Teaching and Assessing ILOs

1. Build awareness. Continue to build awareness across campus about the importance and responsibility of teaching and assessing the ILOs. The ILOs were announced to the campus right before the data collection for this report occurred. Therefore, this report reflects the extent to which programs were teaching and assessing the ILOs before having the opportunity to adjust their programming to accommodate the new ILOs.
2. Comprehensive Plan. Create a plan to ensure that all students have experiences in and out of the class to develop the ILOs. It is possible that students can navigate their university path and not get exposure to several ILOs. We recommend the university create a comprehensive plan to ensure that students will get exposure to all ILOs no matter which path a student

chooses across their academic and student services experiences. This could include adding a Badging System to guide and document student experiences to ensure students encounter all ILOs.

3. Determine learning benchmarks or targets. Ideally, students leave UNC achieving some level of knowledge and skill related to the ILOs. Currently, there are no learning benchmarks or targets for the ILOs. Without those benchmarks or targets, we will be unable to determine to what extent we are successful as an institution in reaching those ILOs.
4. Include the LAC in the mapping dataset. The LAC represents a program of study for UNC students. Ideally, through the LAC, students gain important knowledge and skills related to the ILOs. In the current report, the LAC program is not represented. Develop a plan to incorporate the LAC program into the mapping to understand how it contributes to the ILOs.
5. Build support for student services units to assess student learning related to the ILOs. Students engage in significant ways with student services units and those units contribute meaningfully to student learning. To increase assessment within student services units, we recommend that student services units make this one of their priorities. Coupled with making it a priority, student services should develop expectations for assessment in student services units and provide support for that work.

Tables

Table 2. Mean scores for the extent to which each ILO is taught and assessed. The scores were color-coded based on the following: scores >1.3 = blue (taught/assessed across many courses / activities), Between 0.9 and 1.3 = orange (taught/assessed across some courses/activities), <0.9 = red (not at all or very minimally taught/assessed).

ILO Category	Specific ILO		All Programs		Academic		Student Services	
			Teach	Assess	Teach	Assess	Teach	Assess
1. Mastering Foundational Skills	1A	Describe how knowledge is discovered in various fields of study.	1.5	1.2	1.8	1.4	1.1	0.7
	1B	Apply critical thinking to analyze, integrate, and evaluate information.	1.8	1.4	1.9	1.7	1.7	1.1
	1C	Apply ethical principles to evaluate and make decisions.	1.4	0.9	1.4	1.1	1.3	0.6
	1D	Make informed decisions using numeric and scientific information.	1.1	0.8	1.4	1.1	0.7	0.4
	1E	Express ideas through multiple media and modes of communication.	1.4	1.1	1.4	1.3	1.5	0.8
2. Strengthening Interactions with Others	2A	Develop the capacity to understand and interact effectively with others whose identities, beliefs, behaviors, and values differ from their own.	1.6	1.1	1.6	1.3	1.8	1.0
	2B	Demonstrate teamwork skills that enable collaboration.	1.5	1	1.6	1.2	1.3	0.8
	2C	Develop and sustain mutually beneficial relationships.	1.4	0.9	1.3	0.8	1.6	0.9
	2D	Demonstrate the capacity to engage in civic, social, and political responsibilities.	1.2	0.8	1.3	1	1.2	0.6
3. Connecting Ideas and Experiences	3A	Apply multidisciplinary perspectives to gain new insights into issues and concepts.	1.3	0.8	1.4	1	1.1	0.5
	3B	Describe issues from diverse cultural, socioeconomic, geographic, and global perspectives.	1.5	1	1.6	1.3	1.4	0.6
	3C	Evaluate the social, economic, political, and environmental consequences of individual and group actions.	1.2	0.8	1.2	1	1.4	0.6
	3D	Connect experiences in and out of the classroom.	1.6	1.1	1.7	1.3	1.5	0.8
4. Developing Professional Competence	4A	Use the tools, terminology, and methods related to their program of study.	1.6	1.4	2.0	1.8	0.9	0.6
	4B	Apply the standards and practices of their major program of study.	1.6	1.4	2.0	1.8	0.9	0.6
5. Engaging in Healthy Behaviors	5A	Describe factors that impact the health and wellness of individuals and their communities.	1.3	0.8	1.2	0.8	1.4	0.7
	5B	Reflect critically on their own personal growth.	1.5	1.2	1.4	1.1	1.6	1.3
	5C	Demonstrate practices that promote health and well-being.	1.2	0.9	1.0	0.8	1.4	0.8

Table 3. Rank of mean frequency that each ILO category is taught for academic and student service units. A rank of 1 is most frequent and a rank of 5 is least frequent. Yellow cells highlight the two most frequently taught categories in academic units. Blue cells highlight the two most frequently taught categories in student service units.

ILO Category	Rank	
	Academic	Student Services
1. Foundational Skills	2	4
2. Interactions with Others	4	1
3. Connecting Ideas	3	3
4. Professional Competence	1	5
5. Healthy Behaviors	5	2

Table 4. Rank of mean frequency that each ILO category is assessed for academic and student service units. A rank of 1 is most frequent and a rank of 5 is least frequent. Yellow cells highlight the two most frequently assessed categories in academic units. Blue cells highlight the two most frequently assessed categories in student service units.

ILO Category	Rank	
	Academic	Student Services
1. Foundational Skills	2	3
2. Interactions with Others	4	2
3. Connecting Ideas	3	4
4. Professional Competence	1	5
5. Healthy Behaviors	5	1

Table 5. The table shows the extent to which two academic programs and two student services programs report teaching and assessing the ILOs. Major = an academic major program. Minor = a minor program that a student could combine with their major. Student Service Unit 1 and 2 = two possible student services programs in which a student might engage. The units had three response options: Not at all (scored 0, in red cells), In some courses/activities (scored 1, in orange cells), and In many courses/activities (scored 2, in blue cells). Using the responses reported by the programs, mean scores were calculated within each program at the bottom of each column. The mean scores at the end of the columns were also color-coded based on the following: <0.9 = red (not at all or very minimally taught/assessed), Between 0.9 and 1.3 = orange (taught/assessed across some courses/activities), scores >1.3 = blue (taught/assessed across many courses/activities).

ILO	Teach				Assess			
	Program				Program			
	Major	Minor	Student Service Unit 1	Student Service Unit 2	Major	Minor	Student Service Unit 1	Student Service Unit 2
ILO 1A	2	2	0	1	2	2	0	1
ILO 1B	2	2	1	2	2	2	0	1
ILO 1C	1	1	0	1	0	1	0	0
ILO 1D	0	1	0	1	0	1	0	0
ILO 1E	1	2	1	1	1	2	1	0
ILO 2A	1	1	1	2	0	1	0	1
ILO 2B	1	2	0	1	0	0	0	1
ILO 2C	0	2	1	2	0	0	1	1
ILO 2D	1	1	0	0	0	0	0	0
ILO 3A	1	2	0	1	1	0	0	1
ILO 3B	2	2	1	1	2	1	0	1
ILO 3C	2	2	0	1	2	2	0	0
ILO 3D	1	2	1	1	0	1	1	1
ILO 4A	2	2	1	2	2	2	1	1
ILO 4B	2	2	1	2	2	2	1	1
ILO 5A	0	2	1	0	0	1	0	0
ILO 5B	1	1	1	1	1	1	1	1
ILO 5C	0	1	1	0	0	1	0	0
mean	1.1	1.7	0.6	1.1	0.8	1.1	0.3	0.6

Item Review and Identification

The ILO Survey Committee (ISC) started their work by reviewing the 350 survey items that had been identified as aligning with at least one of the 5 broader ILOs. These 350 items were identified from 7 surveys that had been reviewed during the fall semester of 2018. Initially the ISC pulled data for a large proportion of the 350 items, however, it quickly became clear that the sheer number of items and corresponding data points would be difficult to manage and would muddy our efforts to understand ILO achievement at UNC. Thus, the ISC worked to narrow down the initial list of 350 items. The ISC identified 67 items to monitor in order to inform our understanding of UNC students' attainment of ILOs. The final 67 survey items were pulled from seven surveys with different populations studied, administration schedules, and offices/individuals responsible for collecting and maintaining those data. A summary of the surveys from which the 67 items were pulled is provided in the table 1.

Table 1 Survey Characteristics

Survey name	Population surveyed	Frequency of data collection	Office responsible for survey
National College Health Assessment	Undergraduate and graduate students	Annual	Peer Education and Advocacy Services (Grace Turner)
National Survey of Student Engagement	Undergraduate students (first years and seniors)	Annual	Office of Assessment (Allison Grant)
Benchworks Resident Assessment	Students living on campus (~70% first year students)	Every 2-3 years	Housing & Residential Education (Michael Klitzke)
Recreation Survey*	Recreation center users	Biennial	Campus Recreation (Chris Cobb)
Grad Exit Survey	Graduate Students	Every semester	Graduate School (Sonja Rizzolo)
Grad Quality of Life Survey	Graduate Students	Annual	Graduate School (Sonja Rizzolo)
Faculty Survey	Faculty	Every 3 years	Office of Assessment (Allison Grant)

*Note: The Recreation Survey may be discontinued and/or replaced with a homegrown survey. This would have implications for the assessment of ILO5 (Engaging in Healthy Behaviors).

For each ILO, between 9 and 17 survey items were identified. Table 2 outlines the number of unique items that were identified from each survey for the purposes of ILO monitoring and reporting.

Table 2 Number of Unique Items, By Survey and ILO, for Assessment of Institutional Learning Outcomes

	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5
National College Health Assessment					4
National Survey of Student Engagement	9	6	6	3	2
Benchworks					
Resident Assessment		1			4
Recreation Survey*					5
Grad Exit Survey				1	
Grad Quality of Life Survey		2	1	1	
Faculty Survey	8	5	5	4	
Total Items	17	14	12	9	15

Weaknesses Identified & Potential Solutions

In the process of reviewing the selected survey items, and the corresponding data, weaknesses and/or missing data points were identified. One such weakness is tracking ILOs among graduate students. Notably, some of the surveys identified by UNC for ILO tracking are specifically geared towards undergraduate students (e.g., the resident assessment survey and NSSE). Thus, graduate student data is more limited. One potential solution for this is to ask the Graduate School to amend their surveys to include more items that tap into institutional learning outcomes.

Another weakness the ISC identified is the assessment of ILO 5 via existing survey items. Many of the existing survey items did not align particularly well with the learning outcome. Importantly, data for ILO 5 will be further limited if the recreation center survey is discontinued as this survey accounts for 1/3 of the items identified for measuring ILO 5 experiences. ISC members recommend conducting a brief (annual or biennial) survey of graduate and undergraduate students that would focus on ILO 5 outcomes. This survey could also serve as an opportunity to gather feedback on satisfaction and/or sense of belonging among all students.

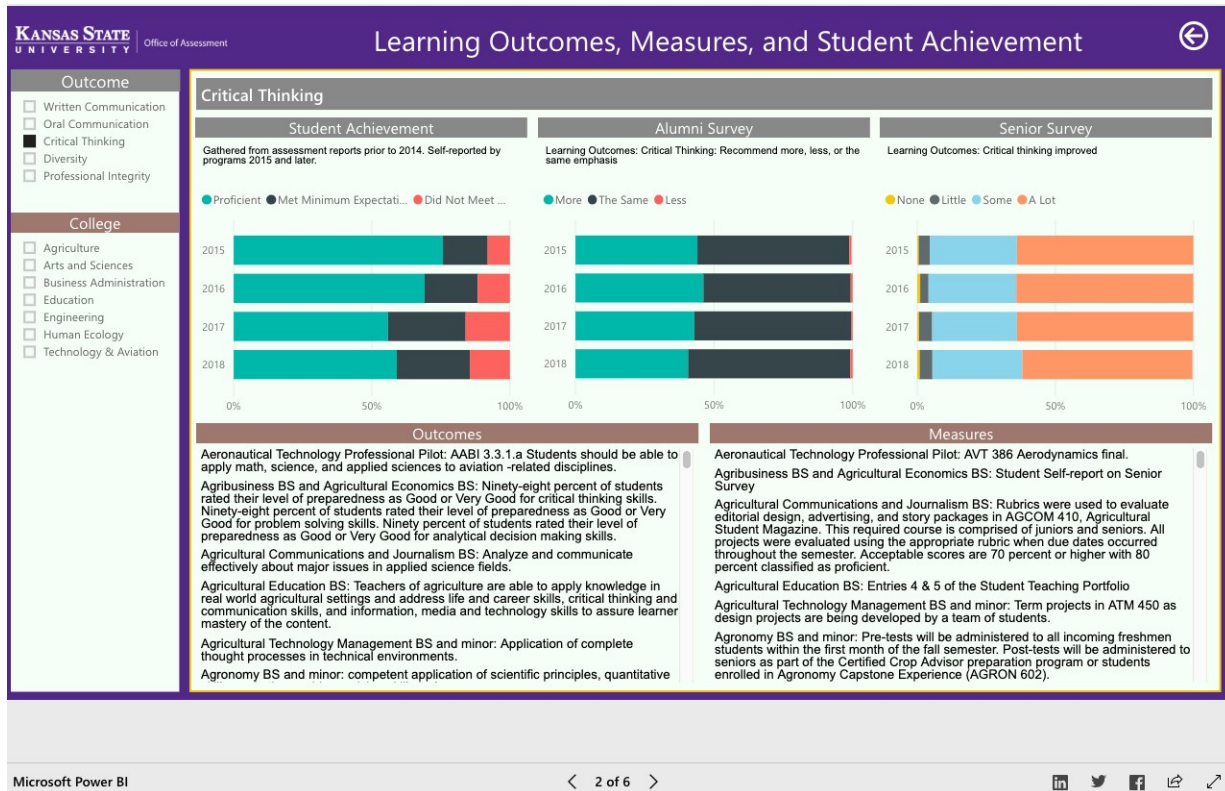
Summaries of the existing data, in the form of descriptive statistics and frequencies, for each survey item by ILO are outlined in the appendix. UNC is currently participating in the NSSE for the first time, so data summaries for those survey items are not included in this report.

Recommendations for Data Collection and Sharing

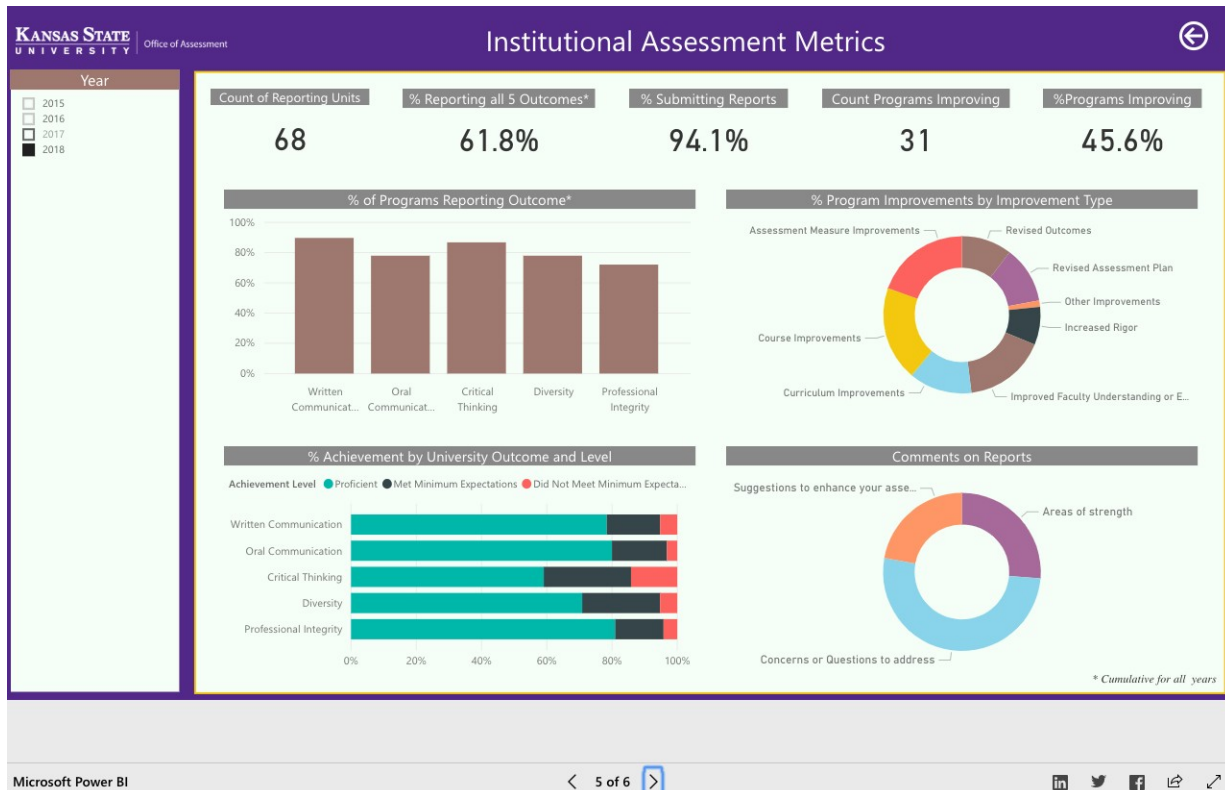
The ISC recommends the offices currently in charge of each of the identified surveys continue to be responsible for those surveys and the corresponding data. Each office and corresponding employee was able to respond to requests for data in a timely and transparent fashion. Further, those offices should maintain control of their surveys because the data collected is most relevant to the work done within those offices and transferring ownership of their surveys/data would lead to unnecessary delays in the accessibility and use of the data.

The ISC recommends utilizing Power BI dashboards to track and share ILO data with the campus community. Power BI is a business analytics software program that enables users to create interactive visualizations (via web-based dashboards) to convey data in a more engaging manner. Many universities use Power BI and/or comparable tools (e.g., Tableau) to share data via interactive dashboards. The Office of Assessment at Kansas State University has created an exemplary [Power BI dashboard](#) for conveying ILO achievement via both survey items and individual program assessment data. The ISC recommends UNC follow Kansas State University's lead in creating such a dashboard. Several screenshots are included in the following pages to highlight some of the ways in which Kansas State University uses Power BI to effectively convey learning outcomes data.

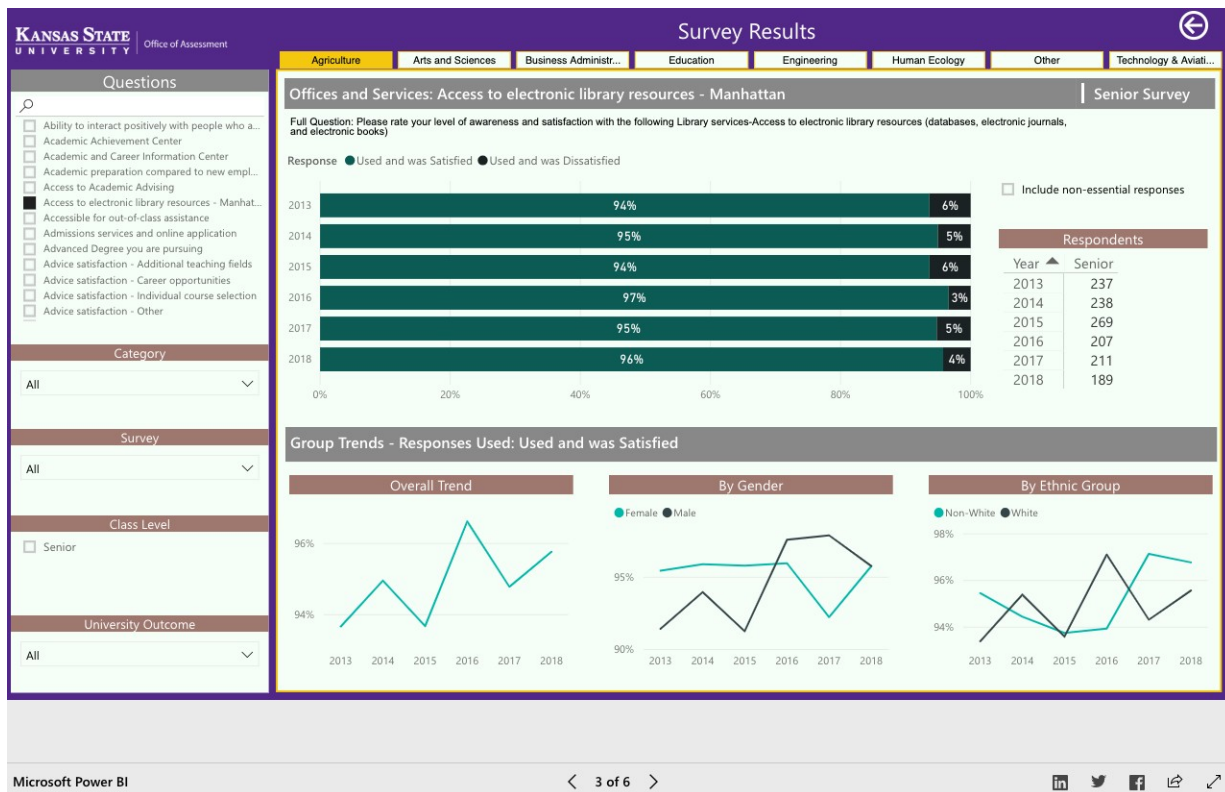
The following screenshot demonstrates how Kansas State University provides an overview of learning outcomes achievement that can be disaggregated by the outcome (e.g., written communication) and/or college (e.g., Agriculture). Measures of learning outcomes achievement are provided in three graphs that represent data provided to the Office of Assessment by individual programs, their alumni survey, and their senior survey (from left to right, respectively).



The following screenshot shows how Kansas State University portrays the extent to which learning outcomes are measured/reported by programs, the achievement of learning outcomes at the institution-level, and the extent to which (and how) programs are engaging in program improvements.



The following screenshot shows how Kansas State University makes individual survey item data available. Filters are available on the left to focus in on individual survey items, the categories under which the survey items may fall (e.g., high impact practices or advising), the survey from which the data are gathered, class level of students completing the survey, and/or learning outcome categories. Tabs at the top of the dashboard enable the end user to filter responses by college. When applicable, the three graphs at the bottom of the screenshot show trends in survey data, overall, as well as by gender and racial/ethnic background.



Appendix

1a Describe how knowledge is discovered in various fields of study.

Survey	Item prompt	what does the data show	Are results consistent across surveys (explain, when possible, if not)	rating scale description
Faculty survey item (MNDHAB08)	In your interactions with undergrads, how often in the past year did you encourage them to: Look up scientific research articles and resources	Ave score = 2.36, 39.7% responded frequently, 21% responded occasionally, 12.9 % responded not at all; 60.7% responded occasionally or frequently		1 - not at all, 2 - occasionally, 3 - frequently
NSSE item	Formatting a new idea or understanding from various pieces of information	no data yet		

1b Apply critical thinking to analyze, integrate, and evaluate information.

Faculty survey item (CRSASSIGN02)	How frequently in the courses you taught in the past year have you given at least one assignment that required students to: Describe how different perspectives would affect the interpretation of a question or issue in your discipline	Ave score = 2.48, 43.6% responded frequently, 25.9% responded occasionally, 6.7% responded not at all; 69.5% responded occasionally or frequently		1 - not at all, 2 - occasionally, 3 - frequently
NSSE item	Examine strengths and weaknesses about your own views on a topic	no data yet		
NSSE item	Apply facts, theories, or methods to practical problems or new situations	no data yet		

1c Apply ethical principles to evaluate and make decisions.

Faculty survey item (CRSASSIGN03)	How frequently in the courses you taught in the past year have you given at least one assignment that required students to: Discuss the ethical principles or moral implications of a course of action	Ave score = 2.38, 39.3% responded frequently, 26.6% responded occasionally, 10.4% responded not at all; 65.9% responded occasionally or frequently	1 - not at all, 2 - occasionally, 3 - frequently
NSSE item	Developing or clarifying a personal code of values and ethics	no data yet	
1d Make informed decisions using numeric and scientific information.			
Faculty survey item (CRASSIGN04)	How frequently in the courses you taught in the past year have you given at least one assignment that required students to: Apply mathematical concepts and computational thinking	Ave score = 1.89 20.6% responded frequently, 27% responded occasionally, 28.6% responded not at all; 47% responded occasionally or frequently	1 - not at all, 2 - occasionally, 3 - frequently
NSSE item	Apply facts, theories, or methods to practical problems or new situations	no data yet	
NSSE item	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	no data yet	
NSSE item	analyzing numerical and statistical information	no data yet	
NSSE item	Evaluated what others have concluded from numerical information	no data yet	
1e Express ideas through multiple media and modes of communication.			
Faculty survey item (CRASSIGN01)	How frequently in the courses you taught in the past year have you given at least one assignment that required students to: Write in the specific style of your discipline	Ave score = 2.66, 55.2% responded frequently, 15.7% responded occasionally, 5% responded not at all; 70.9% responded occasionally or frequently	1 - not at all, 2 - occasionally, 3 - frequently

Faculty survey item (METHOD08)	In how many courses do you teach do you use the following: reflective writing and journaling	Ave score: 2.21, 12.9% responded all, 14.1% responded most, 23.6% responded some, 24.5% responded none	1 - none, 2 - some, 3 - most, 4 - all
Faculty survey item (METHOD16)	In how many courses do you teach do you use the following: student presentations	Ave score = 2.90, 24% responded all, 23.3% responded most, 20.3% responded some, 5.5% responded none; 95.5% responded some, most, or all Ave score = 1.91, 18.5% responded frequently, 29.8% responded occasionally, 25.4% responded not at all; 48.3% responded occasionally or frequently	1 - none, 2 - some, 3 - most, 4 - all
Faculty survey item (CRESTECH04)	How frequently do you incorporate the following forms of technology in your courses: online discussion boards	no data yet	1 - not at all, 2 - occasionally, 3 - frequently
NSSE item	writing clearly and effectively	no data yet	
NSSE item	speaking clearly and effectively	no data yet	

2a Develop the capacity to understand and interact effectively with others whose identities, beliefs, behaviors, and values differ from their own.

Survey	Item prompt	what does the data show	Are results consistent across surveys (explain, when possible, if not)	rating scale description
Faculty item METHOD13	In how many of the courses you teach do you use readings on racial and ethnic issues	ave score = 2.7, 21.7% do this in all courses, 39.9% do this in most or all courses	A similar percentage of faculty members report using readings on race/ethnicity or women/gender issues.	1 - none, 2 - some, 3 - most, 4 - all
Faculty item METHOD14	In how many of the courses you teach do you use readings on women or gender issues	ave score = 2.09, 16.9% do this in all courses, 31.7% do this in most or all courses	Contrasting this with satisfaction among grad students on opportunities to	1 - none, 2 - some, 3 - most, 4 - all

Grad Quality of Life item 59B(d)	rate satisfaction with opportunities offered at UNC to acquire cross-disciplinary and cross-cultural communication skills how much has your experience at UNC contributed to your knowledge, skills, and personal development in the following areas: understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	ave score = 3.69, 23.1% are very satisfied, 59.9 are satisfied or very satisfied	acquire cross-disciplinary/cultural communication skills is kind of difficult to do because it's a bit of an apples and oranges kind of thing	1 - very dissatisfied, 2 - dissatisfied, 3 - ok, 4 - satisfied, 5 - very satisfied
NSSE item 82		no data yet		

2b Demonstrate teamwork skills that enable collaboration.

Faculty item METHOD02	In how many of the courses that you teach do you use cooperative learning (small groups)	ave score = 3.35, 61.3% do this in all courses, 78% do this in most or all courses	We have > 75% satisfaction or reported practice (in most or all classes) when it comes to grad students' and faculty's reflections on teamwork opportunities	1 - none, 2 - some, 3 - most, 4 - all 1 - very dissatisfied, 2 - dissatisfied, 3 - ok, 4 - satisfied, 5 - very satisfied
Grad Quality of Life item 59B(e)	rate satisfaction with opportunities offered at UNC to acquire teamwork skills during the current school year, about how often have you worked with other students on course projects or assignments	ave score = 4.03, 33.7% are very satisfied, 76.3% are satisfied or very satisfied		
NSSE item 8		no data yet		

2c Develop and sustain mutually beneficial relationships.

housing item 94	To what extent has living in on-campus housing enhanced your ability to improve interpersonal relationships during the current school year, about how often have you tried to better understand someone else's views by imagining how an issue looks from their perspective	59.1% selected 6 or higher, 89.8% selected moderately (4) or higher	It seems there are more opportunities for growth in interpersonal relationships among individuals living in on-campus housing compared to graduate students' support in	1 - not at all, 4 - moderately, 7 - extremely
NSSE item 14		no data yet		

Faculty item GRADACT03	In the past year, to what extent have you helped graduate students access professional networks	ave score = 3.03, 16.1% do this to a very large extent, 37.2% do this to a large or very large extent	accessing professional networks. This would make sense, though, given the number of hours spent in these settings and thus opportunities for exposure to peers (whether professional or not)	1 - not at all, 2 - to a small extent, 3 - to some extent, 4 - to a large extent, 5 - to a very large extent
2d Demonstrate the capacity to engage in civic, social and political responsibilities.				

Faculty item ACT01	In the past three years, have you advised students involved in service/volunteer work during the current school year, about how often have you connected your learning to societal problems or issues	53.1% said yes		1 - no, 2 - yes
NSSE item 11	about how many hours do you spend in a typical 7-day week doing community service or volunteer work	no data yet		
NSSE item 70	how much has your experience at UNC contributed to your knowledge, skills, and personal development in the following areas:	no data yet	Apples and oranges	
NSSE item 84	being an informed and active citizen	no data yet		
Faculty item METHOD14	In how many of the courses you teach do you use readings on women or gender issues	ave score = 2.09, 16.9% do this in all courses, 31.7% do this in most or all courses		1 - none, 2 - some, 3 - most, 4 - all

3a Apply multidisciplinary perspectives to gain new insights into issues and concepts.				
			Are results consistent across surveys (explain,	
Survey	Item prompt	what does the data show		rating scale description

			when possible, if not)	
Faculty survey item (CRSASSIGN02)	Describe how different perspectives would affect the interpretation of a question or issue in your discipline	57.3% faculty responded they have "Frequently" given one assignment where students are required to describe how different perspectives would affect the interpretation of a question or issue in their discipline. Only 8.8% faculty responded they do not give assignments in this manner. N=330 responses with 2.48 mean	57.3% (or more than half) of UNC's courses provide students to describe and think about how different perspectives would affect the interpretation of a question or issue their chosen program of study.	3=Frequently 2=Occasionally 1=Not at All
NSSE item	Forming a new idea or understanding from various pieces of information	no data yet		
NSSE item	Connected ideas from your courses to your prior experiences and knowledge	no data yet		
3b Describe issues from diverse cultural, socioeconomic, geographic, and global perspectives.				
NSSE item	Connected your learning to societal problems or issues	no data yet		
NSSE item	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	no data yet		

NSSE item	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	no data yet		
3c Evaluate the social, economic, political, and environmental consequences of individual and group actions.				
Faculty survey item (CRSASSIGN02)	Describe how different perspectives would affect the interpretation of a question or issue in your discipline	57.3% faculty responded they have "Frequently" given one assignment where students are required to describe how different perspectives would affect the interpretation of a question or issue in their discipline. Only 8.8% faculty responded they do not give assignments in this manner. N=330 responses with 2.48 mean	Discussing topics of ethics, morals, and different perspectives is important to our faculty to teach in the class with at least 50% classes do so.	3=Frequently2=Occasionally1=Not at All
Faculty survey item (CRSASSIGN03)	Discuss the ethical or moral implications of a course of action	A little over 50% of faculty discuss the ethical or moral implications of a course of action in their classroom with students. Students are able to have discussions in the classroom setting about moral and ethical implications. Nearly 14% of faculty do not discuss ethical or moral implications of a course of action in their classroom. N=330, mean 2.38		3=Frequently 2=Occasionally 1=Not at All

NSSE item	Connected your learning to societal problems or issues	no data yet	
3d Connect experiences in and out of the classroom.			
Faculty survey item (GRADACT03)	helped graduate students access professional networks	37% of faculty, in a large or very large extent, have helped graduate students access professional networks, whereas another 30% have to some extent. N=274, mean 3.03	5=To a Very Large Extent4=To a Large Extent3=To Some Extent2=To a Small Extent1=Not at All
Faculty survey item (GRADACT04)	Presented with graduate students at conferences	22.5% of faculty, from large to very large extent, have presented with graduate students at conferences. Another 13.7% of faculty have some extent effort to present with graduate students at conferences. N 217, mean 2.14	5=To a Very Large Extent4=To a Large Extent3=To Some Extent2=To a Small Extent1=Not at All
Grad quality of life survey item	How many times have you published a scholarly work, including an accepted manuscript with a faculty member?	Nearly 90% of graduate students have published at least one scholarly work and/or accepted manuscript with a faculty member. N – 896	self-reported number
Faculty survey item (GRADACT06)	Included graduate students in research grant writing	19.3% of faculty made, some extent to very large, to include graduate students in research grant writing. N=274, mean 1.62	5=To a Very Large Extent4=To a Large Extent3=To Some Extent2=To a Small Extent1=Not at All
NSSE item	Participate in an internship, co-op, field experience, student	no data yet	

teaching, or clinical
placement

4a Use the tools, terminology, and methods related to their program of study.

Survey	Item prompt	what does the data show	Are results consistent across surveys (explain, when possible, if not)	rating scale description
Faculty survey item (CRSASSIGN01)	Write in the specific style or format of your discipline	Ave score = 2.66, 72.6% responded frequently, 93.3% responded occasionally or frequently		1 - not at all, 2 - occasionally, 3 - frequently 1- strongly disagree, 2- disagree somewhat, 3- agree somewhat, 4 strongly agree 1- strongly disagree, 2- disagree somewhat, 3- agree somewhat, 4 strongly agree
Faculty survey item (FACROLE03)	Prepare students for graduate or advanced education	Ave score = 3.56, 95.5% agree somewhat or strongly, 61.2% agree strongly		1- strongly disagree, 2- disagree somewhat, 3- agree somewhat, 4 strongly agree
Faculty survey item (FACROLE02)	Prepare students for the employment after college	Ave score = 3.76 out of 4, 78.7% agree strongly, 98.4% agree somewhat or strongly		1- strongly disagree, 2- disagree somewhat, 3- agree somewhat, 4 strongly agree
Grad exit survey item	My program did require a thesis/capstone/dissertation as a requirement for graduation Plan to work with a faculty member on a research project before graduating	Yes = 59.3%, No=40.7%		1 -yes, 2-no
NSSE item		no data yet		

NSSE item	Plan to complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) before graduating	no data yet	
4b Apply the standards and practices of their major or program of study.			
Faculty survey item (CRSASSIGN01)	Write in the specific style or format of your discipline	Ave score = 2.66, 72.6% responded frequently, 93.3% responded occasionally or frequently	1 - not at all, 2 - occasionally, 3 - frequently 1- strongly disagree, 2- disagree somewhat, 3- agree somewhat, 4 strongly agree
Faculty survey item (FACROLE02)	Prepare students for employment after college	Ave score = 3.76 out of 4, 78.7% agree strongly, 98.4% agree somewhat or strongly	1- strongly disagree, 2- disagree somewhat, 3- agree somewhat, 4 strongly agree
Faculty survey item (FACROLE03)	Prepare students for graduate or advanced education	Ave score = 3.56, 95.5% agree somewhat or strongly, 61.2% agree strongly	1- strongly disagree, 2- disagree somewhat, 3- agree somewhat, 4 strongly agree
Grad exit survey item	My program did require a thesis/capstone/dissertation as a requirement for graduation	Yes = 59.3%, No=40.7%	1 -yes, 2-no
Grad quality of life item	How many times have you published a scholarly work, including an accepted manuscript with a faculty member?	89.7% responded 0, 8.6% responded 1 or 2, 1.2% responded 4 or more.	1 - 0, 2 - 1, 3 - 2, 4 -3, 5 - 4 or more

NSSE item	Plan to participate in an internship, co-op, field experience, student teaching, or clinical placement before graduating	no data yet
-----------	--	-------------

5a Describe factors that impact the health and wellness of individuals and their communities.

Survey	Item prompt	what does the data show	Are results consistent across surveys (explain, when possible, if not)	rating scale description
NSSE item	about how many hours do you spend in a typical 7-day week doing community service or volunteer work	no data yet No average score was provided so I need to calculate the following information myself. 10.6% responding 1 or 2, 23.4% responding 3, 4, or 5, 58% responding 6 or 7, and 8.2% responding not applicable.		1 = Strongly disagree, 4 = Neutral, 7 = Strongly agree, 99 = Not applicable
Resident Assessment item	as a result of your on-campus housing experience, you better understand the negative consequences of alcohol use	No average score was provided so I need to calculate the following information myself. 9.1% responding 1 or 2, 23.5% responding 3, 4, or 5, 58.8% responding 6 or 7, and 8.5% responding not applicable.	The data may not be consistent because it depends on who filled out the survey (freshman, undergraduate students, graduate students, etc.)	1 = Strongly disagree, 4 = Neutral, 7 = Strongly agree, 99 = Not applicable
Resident Assessment item	as a result of your on-campus housing experience, you better understand the negative consequences of drug use			
Rec ctr survey item	Because of my participation in fitness program(s) at this institution, I know that health/fitness activities improve health	Ave score = 6.23. 1.7% responding 1 or 2, 19.6% responding 3, 4, or 5, and 78.7% responding 6 or 7.		1 = Strongly disagree, 4 = Neutral, 7 = Strongly agree

Rec ctr survey item	Because of my participation in fitness program(s) at this institution, I can identify health/fitness goals	No such data showing on the ctr survey data file.		1 = Strongly disagree, 4 = Neutral, 7 = Strongly agree
Rec ctr survey item	Because of my participation in fitness program(s) at this institution, I can plan a health/fitness program to meet those goals	Ave score = 5.62. 3.7% responding 1 or 2, 33.6% responding 3, 4, or 5, and 62.7% responding 6 or 7. Ave score = 5.75. 3.1% responding 1 or 2, 31% responding 3, 4, or 5, and 65.9% responding 6 or 7.		1 = Strongly disagree, 4 = Neutral, 7 = Strongly agree
Rec ctr survey item	Because of my participation in fitness program(s) at this institution, I can identify my health/fitness weaknesses	However, the data file survey item stated "...fitness strengths and weaknesses" together. Ave score = 5.75. However, the data file survey item stated "...fitness strengths and weaknesses" together. (see above).		1 = Strongly disagree, 4 = Neutral, 7 = Strongly agree
Rec ctr survey item	Because of my participation in fitness program(s) at this institution, I can identify my health/fitness strengths	(see above).		1 = Strongly disagree, 4 = Neutral, 7 = Strongly agree
5b Reflect critically on their own personal growth.				
Resident Assessment item	as a result of your on-campus housing experience, you are better able to balance your social, work and academic commitments	No average score was provided so I need to calculate the following information myself. 5.1% responding 1 or 2, 37.8% responding 3, 4, or 5, 54.5% responding 6 or 7, and 2.6% responding not applicable.	The data looks consistent.	1 = Strongly disagree, 4 = Neutral, 7 = Strongly agree, 99 = Not applicable
Resident Assessment item	as a result of your on-campus housing experience, you are better able to live a healthy life	No average score was provided so I need to calculate the following information myself. 12.6% responding 1 or 2, 42% responding 3, 4, or 5, 43.4% responding 6 or 7, and 2% responding not applicable.		1 = Strongly disagree, 4 = Neutral, 7 = Strongly agree, 99 = Not applicable

5c Demonstrate practices that promote health and well-being.

NCHA item	use birth control to prevent pregnancy	1. Oral sex - Ave score = 2.49. 2. Vaginal intercourse - Ave score = 3.57. 3. Anal intercourse - Ave score = 1.43. No % was provided.		1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Most of Time, 5 = Always (Not sure my assumptions for these ratings are correct)
NCHA item	On how many of the past 7 days did you do moderate-intensity cardio or aerobic exercise?	Ave score = 3.83 (days). No % was provided.		0 days, 1 day, 2 days, 3 days, 4 days, 5 days, 6 days, 7 days
NCHA item	On how many of the past 7 days did you do vigorous-intensity cardio or aerobic exercise?	Ave score = 3.15 (days). No % was provided.	The data may not be consistent because the scale units (numerical numbers versus days) are different.	0 days, 1 day, 2 days, 3 days, 4 days, 5 days, 6 days, 7 days
NCHA item	On how many of the past 7 days did you do 8-10 strength training exercises?	Ave score = 3.04 (days). No % was provided.		0 days, 1 day, 2 days, 3 days, 4 days, 5 days, 6 days, 7 days
NSSE item	about how many hours do you spend in a typical 7-day week doing community service or volunteer work	no data yet		
NSSE item	about how many hours do you spend in a typical 7-day week relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	no data yet		