Annual Reporting Guidelines

INITIAL/CONTACT PAGE

Fiscal Year: (will come up automatically)

Vice President: (will come up automatically – or can select from drop down)

College/Unit: (person can select from drop down)

Dept Head: ________________

Contact Name: ________________

Contact Phone: ________________

Contact e-mail: __________________

ORGANIZATION

A narrative explaining your unit’s organization and how it fits into the University organization; i.e. your internal and external reporting structure.

MISSION OF THE UNIT

State your mission, if applicable. What is/are your primary function/s?

PERFORMANCE OF THE UNIT – description and evaluation

Briefly summarize this year’s significant developments and performance. Depending on the function of your unit, include such things as departmental accreditations, curriculum/program development, external advisory groups, licenses held, audits performed, research funding, grants and contracts, and memberships. You might also include the adequacies, or lack of, human resources, technology, fiscal, and/or physical resources.

ACCOMPLISHMENTS – Within this reporting year, list the significant accomplishments of the unit.
CHALLENGES – Within this reporting year, list the significant challenges of the unit.

PRIORITIES FOR NEXT YEAR – List the top three priorities of the unit for the next fiscal year, the rationale for these priorities, the effort necessary to achieve, and the likelihood for success.

ASSESSMENT OF STUDENT LEARNING

If your department is

- an academic program, please address all of the questions below for each of the degree and certificate programs housed in your department;
- a program which includes online students, please indicate any information that addresses learning outcomes for online students in comparison with those taking courses in other modes;
- a non-academic program, answer for your programs generally.

Please remember that you are writing for readers who are outside of your department/discipline.

1. Look at the assessment plan(s) posted for programs housed in your department.
   Click here to view assessment plans
   - Check if this is the most current plan,
   - or- submit here to send updated plan,
   - or- other comment

NOTE: You can either paste your answers in the boxes under the individual questions
or paste one document with responses to questions 2 through 5 in box 6.

For undergraduate programs or for programs in non-academic departments:

2. For which goals (of those listed in your plan) was assessment information collected this year?

3. Which assessment methods did you use to collect information this year?

4. Please provide some of your results from the methods that were used this year. (You don’t need to paste in large amounts of data, but provide examples or a summary of results/findings that were interesting or useful.)
5. Has your department made use of this assessment information to inform changes? Think about changes in individual courses, curriculum, assessment methods, departmental planning. Have you made use of assessment information collected in previous years to inform changes that are underway as of this year? To find out if changes made in a previous year “worked”? If so, please describe any or all of these “loop-closing” activities.

6. Overall response to questions 2 through 5 (enter only if you did not separate out questions 2 through 5).

For certificate programs:

2. For which goals (of those listed in your plan) was assessment information collected this year?

3. Which assessment methods did you use to collect information this year?

4. Please provide some of your results from the methods that were used this year. (You don’t need to paste in large amounts of data, but provide examples or a summary of results/findings that were interesting or useful.)

5. Has your department made use of this assessment information to inform changes? Think about changes in individual courses, curriculum, assessment methods, departmental planning. Have you made use of assessment information collected in previous years to inform changes that are underway as of this year? To find out if changes made in a previous year “worked”? If so, please describe any or all of these “loop-closing” activities.

6. Overall response to questions 2 through 5 (enter only if you did not separate out questions 2 through 5).

For law, medicine, and graduate degree programs:

2. For which goals (of those listed in your plan) was assessment information collected this year?

3. Which assessment methods did you use to collect information this year?
4. Please provide some of your results from the methods that were used this year. (You don’t need to paste in large amounts of data, but provide examples or a summary of results/findings that were interesting or useful.)

5. Has your department made use of this assessment information to inform changes? Think about changes in individual courses, curriculum, assessment methods, departmental planning. Have you made use of assessment information collected in previous years to inform changes that are underway as of this year? To find out if changes made in a previous year “worked”? If so, please describe any or all of these “loop-closing” activities.

6. Overall response to questions 2 through 5 (enter only if you did not separate out questions 2 through 5).

ASSessment of UNd Priorities

For each of the sections, assess how your unit contributed to furthering the UNd Priorities. Which goals have been accomplished, what progress on others, what has yet to be accomplished?

Enriching student learning experience

An Exceptional UND strives to maximize the learning experience of each student. An outstanding education founded on the liberal arts remains the strongest and most flexible preparation for a lifetime of professional success, personal development, interaction in a rapidly changing, globalized society, and access to a broad array of graduate and professional programs. An Exceptional UND will provide an academic environment that is challenging, rewarding, and full of great resources and opportunities.

You might include such things as: scholarly and creative activity, engaging first-year undergraduate experiences, advising efforts, internships, student awards, retention efforts, student research initiatives, student employment opportunities, financial support/scholarships, student performance and/or licensure data, recruitment activities.

Facilitating collaboration

An Exceptional UND promotes innovative and productive collaboration among academic programs and disciplines, faculty, staff, and students, and in teaching, research, and extracurricular activities.
You might include such things as: partnerships and collaborations with other departments, strengthened research infrastructure through cutting-edge technologies, enhanced staff support and expertise, expanded electronic resources, collaboration on new programs/activities, student and staff involvements in cross-disciplinary initiatives.

**Encouraging gathering**

*An Exceptional UND values personal interaction as the very life of the university experience.*  As members of a learning community, we thrive by gathering and sharing, by challenging and exploring, by supporting and understanding. *An Exceptional UND grows as we build enthusiasm and a sense of belonging.*

You might include such things as: sponsored campus events, encouragement of university gathering and involvement, shared university experiences.

**Enhancing the quality of life of faculty and staff**

*An Exceptional UND can only be as “exceptional” as its people.*  The University and the Grand Cities are widely recognized for being safe, family friendly, and committed to health and wellness. *An Exceptional UND continually invests in its most important asset-its people-by providing opportunities for career development, promoting a healthy work-life balance, and maintaining an environment of openness and appreciation.*

You might include such things as: career development opportunities, advancement programs, innovative health-and-wellness initiatives, recruitment/development/retention of diverse faculty, staff, and administration.

**Expanding the presence and impact of the university beyond the campus**

*An Exceptional UND and its hosts are vital partners.*  Throughout the Grand Cities and the Red River corridor, the University and its people contribute to a vibrant quality of life and, in turn, thrive on the energy and resources of community members. *This “town-gown” relationship is a special one with great economic, social, and cultural opportunities for everyone.*

You might include such things as: community service, development, and partnerships, cultural and diverse experiences.