Department: Office of Extended Learning

MISSION: At Extended Learning, we strive to:

- enhance exceptional UND through innovative service delivery.
- enrich student experiences through quality educational face-to-face, hybrid and online educational offerings.
- facilitate collaboration by bringing together UND and the community featuring lifelong learning events.

VISION: Providing quality education and innovative services to lifelong learners.

Programs: The Office of Extended Learning has both credit and non-credit programming. Enroll anytime, non-term based courses is the credit program and will be reported first.

Enroll Anytime, Non-Term Based Courses. The University offers over 75 enroll anytime, non-term based courses (formally called Correspondence Study courses) and are offered either online or paper-based. The Office of Extended Learning works with faculty members to develop enroll anytime courses of which the Academic Departments and Deans approve. Faculty members are paid separately for their work on enroll anytime courses.

Assessment Methods:

- Registration process and course logistics – approximately one month following registration, a survey is distributed asking about registration and whether or not all students questions have been answered.
- Student assessment of teaching – after each course is complete, students will be asked to complete an online Student Assessment of Teaching tool which is similar to the on-ground University Student Assessment of Teaching. Results are shared with the faculty member teaching the course along with staff within OEL. The results are used to make modifications to the course.
- Grades, completion, drop/withdrawal - For enroll anytime, non-term based courses, student grades, completion within 9 months with no extension, and drop/withdrawal rates are all direct evidence of student assessment. This data will be reviewed each year and shared with faculty member, Department Chair and Dean.

For non-credit, the following programs or services are offered:

- Professional Development for Educators (900 level, transcripted credit)
- Osher Lifelong Learning Institute
• Personal and Professional Development
• Conference Services
• Summer Programs and Events

**Professional Development for Educators (PDE).** UND provides professional development credit (900 level) for teachers and administrators for the preK-12 school system. PDE works closely with the College of Education and Human Development for approvals of all 900 level credit. Professional development credit is provided for face-to-face workshops/conference/events, online term short courses, online anytime courses, study groups/book studies, cumulative credit (PRISM) options, and multi-campus approval of educational events. The 900 level credit is separate on the UND student’s transcript and identified as professional development credit.

**Assessment Methods:**

- Third party vendor evaluation – PDE receives copies of each educator evaluation who has taken a third-party vendor course. These are reviewed quarterly and if concerns arise, these are discussed with the vendor and changes are requested.
- End of course evaluation – at course completion, an evaluation is distributed to the student asking for feedback on whether or not learning objectives were met.

**Osher Lifelong Learning Institute.** OLLI@UND provides learning opportunities for individuals 50 years of age or better. OLLI has received a $1 million endowment from The Bernard Osher Foundation. OLLI@UND provides learning opportunities for individuals in the Greater Grand Forks and Bismarck areas. OLLI’s philosophy is “an active mind creates a sense of mental, physical and social well-being.” OLLI is a vibrant learning community of adults 50 years and better who want to continue a lifetime of learning with programs rich in content, shared interests and life experiences. OLLI members come together for the love of learning. Currently, OLLI@UND (Bismarck and Grand Forks) has over 540 active members.

**Assessment Methods:**

- Member feedback – OLLI members provide their feedback directly to the OLLI Coordinator at various times through email, phone calls and letters. This is an unstructured way and does not include all OLLI members attending learning events.
- Advisory leadership council meetings – OLLI leadership council volunteer members in Bismarck and Grand Forks provide feedback to administration through two meetings each year (March and October).
- Learning event evaluation – OLLI members provide feedback after each learning event whether it is a course, one-time lecture, one-day trip, multiple-day trip, or other learning activity.
- Open forums – open forums are scheduled when something new may be initiated to obtain feedback from OLLI members. The forums do not have a scheduled timeframe but occur as needed. The information is used to make changes as necessary.
**Personal and Professional Development.** There are two primary areas included under PPD – Career and Personal Development Courses and Certificate Programs.

*Career and Personal Development Courses.* UND offers online personal development courses through Gatlin and Ed2Go. These courses are offered to individuals who are looking for specific skills that do not lead to a certificate or career licensure credit

*Certificate Programs.* UND offers CEU-based certificate or licensure programs such as dietary managers, real estate, Microsoft certification, Six Sigma and many more. More and more people are changing careers, would like to add to their current credentials or need professional training. These programs are referred to as Certification/Licensure – Exam Prep on the website as they are preparing students for a comprehensive exam once content has been completed. Some certificates are UND developed and others are third-party vendor developed.

Assessment Methods:
- National exam rates – for Certificate Programs requiring a national certifying exam, test results are tracked for the UND program versus the national pass rates. This information is shared with the Program Coordinator, Advisory Board Members, and Directors of OEL. Modifications are made to the curriculum based on individual modules passed or failed. The pass rates are shared with Advisory Board Members, OEL Directors and UND Provost’s Office.
- Advisory board member meetings – Nutrition and Foodservice Professionals advisory board members meet at least once a year to review curriculum, national exam rates, comments from students to enhance the overall program.
- End of course evaluations – at the end of the course completion, an evaluation is distributed to the student asking for feedback on whether or not learning objectives were met, course logistics, and more.

**Conference Services.** Services provided by Conference Services include comprehensive event planning and management services such as: pre-event planning, budget development, financial services, website and marketing, presenter arrangements, continuing education credit applications, facility arrangements, secure online registration, on-site registration, onsite coordination, AV equipment, post-event analysis and evaluation. Conference Services also offers specialized webinars for organizations using state-of-the-art equipment.

Assessment Methods:
- Client evaluation form – these forms are sent to a client upon completion of a conference. Clients respond to various items on a Likert scale. Data is compiled and reviewed by staff members.
- Individual meetings – used to assist clients as conference planning is “in-progress.” Conference staff meet regularly with clients to receive input on conference logistics.
Office of Extended Learning 2014 Assessment Plan

- Client feedback – clients regularly provide feedback during individual meetings, through e-mail and phone conversations. Data is used to modify planning as necessary.

**Summer Programs & Events.** UND offers multiple summer programs and events that connect UND to the Greater Grand Forks community. Camps and courses bring in hundreds of kids onto the UND campus each year, in addition to adults for specialized topics. Topics include: aerospace camp, aircraft accident investigation course, Alice animation camp, MATLAB mathematics and engineering camp, asbestos certification course, conflict resolution seminar, Girls State, athletic youth camps, summer reading camp, foreign language camps, art camp, etc. In addition, there are mini-grant funds available to assist in getting new camps/events started on the UND campus.

**Assessment Methods:**

- Final report - Recipients of mini-grant funds will write a final report which includes number of participants, budget figures, summary of activities, etc.
- Camp evaluation form - OEL takes registrations for summer programs and events. For those programs who utilize OEL services for registration, a survey is sent asking for feedback on the registration process. In addition, campers or parents are asked if a camps met the learning objectives established.

**Overall Assessment Methods.** The Office of Extended Learning understands that both indirect and direct assessment methods are valuable.

**Indirect Assessment.** Students will share perceptions of their learning experience after each educational activity is complete through an assessment tool (Student Assessment of Teaching, conference survey, workshop survey, course survey, etc.). The Coordinator of each program area will summarize the results and review the findings. If a concern arises, the Coordinator will discuss the concern with the Directors. The results of all assessments are provided to the Assistant Director, Associate Director and Director for review. Modifications are made as needed.

**Direct Assessment.** As shown, direct assessment will differ from program to program. For enroll anytime, non-term based courses, student grades, completion within 9 months with no extension, and drop/withdrawal are all direct evidence of student assessment. In the Professional Development for Educators workshops or courses, an instructor of record and/or facilitator may observe teachers in their classroom as they implement their new learning strategies. This assessment is considered part of their grade (S/U or letter grade). Coordinators will also participate in OEL sponsored learning activities to identify whether students are learning and engaged in the learning process. This is tracked through student body language and students asking questions related to the material being presented. Coordinators will report back to the Directors once the learning activity is complete.
**Use of Results and Process for Decision Making.** Results of enroll anytime, non-term courses are reviewed each semester. The results are shared with the faculty member. All non-credit survey results are reviewed following the event by each program coordinator. The results are summarized for each event and shared with the Director, Associate Director and Assistant Director. The Directors review the results and work closely with the Coordinator to identify ways to improve the program. The results are also shared with the faculty member, workshop leader, or individual who is leading the educational activity. National exam rates are tracked for the non-credit certificate courses and modifications to the curriculum are made if specific sections have low pass rates.
Division of Continuing Education
FY 10 Assessment Plan and Report

**DCE Mission:** We extend UND’s resources by providing innovative learning opportunities and services to positively impact lives.

The DCE assessment committee did not meet as a separate committee in FY10, but members did present assessment information and initiate discussion in regularly scheduled DCE meetings of the Roundtable, Unit Leads, and Academic Coordination groups.

**Department/Office/Program Area: All Areas and Programs**

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**Student Learning Goals and Objectives:**
To help students, clients, and participants complete admission and registration for individual courses, workshops, events, or full degree programs. Students, clients and participants will be able to make informed decisions and have the necessary forms and information to complete the process. They will know what is expected of them and what they are will be responsible for, including polices and procedures.

**Educational Experiences:**
- Promotional materials and web site information will be kept up to date and current, including all policies, procedures, course listings, etc.
- Best practices and input from many individuals will be given to design of all informational material to ensure completeness, accuracy, and ease of navigation and readability.
- Customer service will continue to be a focus and part of the value statements of this Division.
- To serve as the liaison between UND administrative offices and the student to assist the student at a distance and provide one stop service whenever possible.

**Assessment Methods:**
- A Level One (Kirkpatrick Model) survey is administered at the beginning and/or end of each course or event to assess the admission, website navigation, registration, customer service and payment process. The results of the course surveys are tabulated and used to improve the process and customer service for the customers.
- Unsolicited feedback is received from participants via e-mail, chat, telephone conversations, face-to-face, etc. This information is discussed and improvements are made to information and any appropriate area.
Timeline:
- Course surveys are tabulated on a schedule that’s determined by the coordinator. This ensures adequate number of responses for meaningful review. Due to varying completion dates and session end dates, time frames will vary from program and event.
- Feedback from customers is ongoing.

Responsibilities:
- All Divisional employees are responsible for reporting any customer feedback and initiating appropriate action.
- DCE IT Services and/or each coordinator/director are responsible for the tabulation of survey results.

Use of Results and Process for Documentation and Decision-Making:
- Feedback is used to make changes immediately, when appropriate, or at the next revision date.
- Survey information is used to improve programming, navigation, and information on a continual basis or when revision allows.

RESULTS:
Regular updates have been made to the Web site based on student comments and surveys. Our Web site has a customer focus, multiple ways for students to search for courses of interest, a one-stop shopping cart, and fewer clicks to find and enroll in courses.

Where possible, prospective and current student forms and processes have been consolidated and coordinated to eliminate confusion for students enrolling in different course formats, i.e. credit and non-credit.

Department/Office/Program Area: Course Design Matrix

Student Learning Goals and Objectives:
Online courses developed by the Division follow a course design process based on a course design matrix. The matrix identifies the learning objectives for each unit/lesson in the course; identifies the material presented to cover the learning objective, including readings, instructor notes, interactions, resources, etc.; and identifies the assessments/assignments used to determine if the learning objective has been meet. This matrix is also offered to faculty or content experts of any course administered by the Division as a tool to design and align their course materials.

Educational Experiences:
The matrix will ensure that courses meet the quality and completeness that the Division and the
customer are expecting. The matrix is a tool for instructors and instructional designers to discuss and document educational attributes of the course and content.

Assessment Methods:
- The completion of the matrix is the main source of documentation. The matrix serves as a Level Two assessment in the Kirkpatrick Model. The matrix is a working document that follows the course through the design process. It is the road map.
- Before the course is launched, a wrap-up meeting is held with the faculty or content expert to discuss the design process and gather suggested improvements.
- A Level One (Kirkpatrick Model) survey is administered at the end of each course to request the customer’s perspective.
- Unsolicited feedback is received from participants via e-mail, chat, telephone conversations, face-to-face, etc. This information is discussed and improvements are made to information and any appropriate area.

Timeline:
- When the course is up for revision, the matrix is reviewed with the instructor, along with survey information, feedback from the instructor and program administrator, and other data to determine what changes should be made for the next version of the course.
- Course surveys are tabulated at request of the coordinator. This ensures adequate number of responses for meaningful review. Due to varying completion dates and session end dates, time frames will vary from program and event.
- Feedback from customers is ongoing.

Responsibilities:
- The faculty or content expert is responsible for completing the matrix, with input from the instructional designer.
- All Divisional employees are responsible for reporting any customer feedback and initiating appropriate action.
- DCE IT Services and/or each coordinator/director are responsible for the tabulation of survey results.

Use of Results and Process for Documentation and Decision-Making:
- When the course is up for revision, the matrix is reviewed with the instructor along with survey information, feedback from the instructor and program administrator, and other data to determine what changes should be made in the matrix for the next version of the course.
- Feedback is used to make changes immediately when appropriate or at next revision date.
- Survey information is used to improve programming, navigation and information on a continual basis or when revision allows.
RESULTS:

As the matrix documents the quality of the educational attributes of the course, it is reviewed and updated with course changes due to instructor and student feedback.

When a new course is planned, instructional designers collect matrices from similar courses for development discussions with the new instructor. Following this process speeds development time and maintains a consistency of quality design.

Department/Office/Program Area: All programs and areas

Student Learning Goals and Objectives:
Provide support to our customer during the process of completing their course, workshop, event or degree program. Where possible, gather information about the learning outcomes of the event or course.

Educational Experiences:
By providing technical support, administrative support, instructional support, and one-stop services, we will increase the success of our customers in completion of their professional development activity.

Assessment Methods:

- A Level One and/or Level Two (Kirkpatrick Model) survey is administered at the end of each course to request the customer’s perspective.
- Where applicable, completion rates are calculated and used as a tool to support evaluation.
- When possible, face-to-face discussion sessions are held with students and faculty to gather information about all aspects of the learning experience, including content, presentation, customer service, support, etc.
- Unsolicited feedback is received from participants via e-mail, chat, telephone conversations, face-to-face, etc. This information is discussed and improvements are made to information and any appropriate area.
- Upon the request of specific clients, Level Three (Kirkpatrick Model) evaluations are conducted six to nine months after the completion of a course, workshop, training event, or degree program. The purpose of such assessments is to determine and document the amount of new knowledge and/or skills that have been implemented at the worksite, as a result of the training provided by the Division.
Timeline:

- Course surveys are tabulated at request of the coordinator. This ensures adequate number of responses for meaningful review. Due to varying completion dates and session end dates, time frames will vary from program and event.
- Feedback from customers is ongoing.
- Completion rates are calculated upon request of the coordinator.
- Discussion groups are held when cohorts of students are present on campus and discussion groups with faculty during annual training sessions.

Responsibilities:

- All Divisional employees are responsible for reporting any customer feedback and initiating appropriate action.
- DCE IT Services and/or each coordinator/director are responsible for the tabulation of survey results.
- Level Three evaluations take place six to nine months after completion of the training event.
- Data Reporting is responsible for assisting programs in calculating completion rate information.

Use of Results and Process for Documentation and Decision-Making:

- Feedback is used to make changes immediately, when appropriate, or at the next revision date.
- Survey information is used to improve programming, navigation, course content, and information on a continual basis or when revision allows.

RESULTS:

Students who complete the Certificate course offerings of Dietary Managers sit for a national exam, and we receive results of our students’ achievement and standings. We use these results to review and improve these courses. Historically, our students have the highest pass rates compared to other schools offering similar programming.

Although DCE semester-based online courses contain an online format of the UND Student Assessment of Teaching Survey, the results go to faculty and are not applicable to our services. We have up to 3 surveys within other courses, to evaluate the services we provide, however, and will review our methods of gathering this information for uniformity across the Division. The group will look at using a tool other than Survey Monkey for consistency in reporting and dissemination across the Continuing Education units.

DCE expanded LivePerson Web-based support for current and prospective students, staff and faculty. LivePerson allows tracking of issues, contains a knowledge base of remedies and canned answers, and facilitates a goal of 24-hour resolution of issues. DCE continually reviews and improves the proctored exam process based on student and faculty feedback on responsiveness and ease of use. Proctored exam hours at the Chester Fritz Library were expanded to later hours.
in the evenings. LivePerson is used to track issue resolution and forecasting of additional staffing requirements. Updates on student issues and resolutions are regular agenda items at Academic Coordination meetings.

**Department/Office/Program Area:** All programs and areas

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**Student Learning Goals and Objectives:**
Where possible, technology will be used to gather supporting information for student learning outcomes.

**Educational Experiences:**
We will apply technology to gather information on student use of learning aids that emphasize important points in course materials, reduce confusing areas of content, and invite student interaction with the material, each other, and faculty. DCE wants to improve where these elements have enhanced learning and revise them where improvements can be identified.

**Assessment Methods:**
- UND is using Blackboard tracking systems, student surveys, and LivePerson data to track student use and engagement with these technology elements to determine their value and benefit.

**Timeline:**
- As time and tools are identified, additional technology will continue to be used to support any assessment efforts.

**Responsibilities:**
DCE IT Services and the Center for Instructional & Learning Technologies (CILT) teams are positioned the best to be responsible and offer leadership in this area. They will need the assistance of coordinators/directors and in some cases content experts.

**Use of Results and Process for Documentation and Decision-Making:**
Each year we review the results and discuss how data should impact our strategic goals and assessment plan. This is a work in progress and we will continue to explore this area and how it will change our practices.

**RESULTS:**
DCE will continue to partner with CILT to utilize technology resources to provide services, such as Smarthinking 24/7 online tutoring, Citrix remote software access, Adobe Connect for virtual classrooms, and ConnectEd for automated communication with students. Tutorials on interactive communication components are reviewed and updated in the Blackboard Faculty Resource site.
University of North Dakota
Television Center Assessment Report, 2010 - 2011

Mission
The University of North Dakota Television Center is a division of UND Continuing Education. The mission is to promote student development, offer quality production services, and provide programming that reflects the university’s mission and values.

Student Development
The Television Center provides internships for students interested in television production and graphic design. Students may participate in Studio One, a live television news and information show, or the Channel 3/17 Graphic Internship, which is designed to provide practical experience through the development of television graphics for UND television channels.

Studio One:

*Studio One* is a live television show produced by the University of North Dakota’s Television Center. The program, which debuted in the spring of 1987, is a one-hour broadcast similar to NBC’s *Today* or ABC’s *Good Morning America*. Students produce news, weather, sports and entertainment segments, and interview guests ranging from local people to national and international celebrities.

Approximately 4.5 million people can watch *Studio One*. The program is telecast live on Thursday afternoon’s during the fall and spring semesters on Grand Forks Cable Channel 3 and UND Cable Channel 17, Residence Life Cinema. It is repeated several times during the week in the following North Dakota cities: Grand Forks, Fargo, Minot, Jamestown, Bismarck, and Mandan. Minnesota viewers can also tune in. In addition to East Grand Forks, *Studio One* is distributed to more than 80 communities in the Twin Cities region by the Metro Cable Network. Prairie Public Television, North Dakota’s Public Television Network, also carries *Studio One*, which telecasts the program in Winnipeg, Manitoba. Outside the region, a number of communities in the Denver metro area and Colorado Springs can tune in through a community access television network.

*Studio One* provides opportunities for students from the University of North Dakota to gain practical experience in the business of television production and television leadership. Students deal with every facet of creating a live television show by working in teams. Four teams create the show: News, Programming, Production and Marketing.

Several assessment tools are used to evaluate student performance and examine the learning experience they receive through *Studio One*. These tools are:

- Evaluation forms – used after initial orientation and training sessions. Students respond to
a Likert scale to rate each element of the orientation sessions. Data is compiled and
reviewed annually by staff members and orientation sessions are modified based on data.

- Midterm paper – used to allow students to assess their own learning experience at Studio
One. The paper also allows students to make suggestions for improving the learning
experience. Papers are read by all staff members of the Studio One management team.
Data is compiled by the Studio One Executive Director and presented to Television
Center staff members annually at a strategic planning session for the Studio One project.
The project is modified annually based on data.

- Team meetings – used to provide specific feedback to students about their performance.
Team meetings are conducted weekly. Critique sessions are held as a routine part of the
agenda. Staff leaders provide both positive and constructive feedback and challenge
students to improve. Goals for learning are established at each weekly meeting.

- Individual meetings – used to assist students as they are working on assignments. Staff
members meet individually to review scripts, press releases and finished products before
they are telecast, published or placed on the Studio One Web site. Goals are established
and assessed at each meeting.

- Board of Director meetings – used as a way to integrate team feedback across various
teams that make up Studio One. Staff leaders and student leaders attend this weekly
meeting. Assessment is conducted according to three categories:
  
  - **Fundamental elements** – those elements that are essential to the creation of the
    weekly show (hardware and software works, deadlines are met, students attend
    meetings, etc.).
  
  - **Quality control elements** – a set of industry standards that govern quality (shot
    composition, balanced reporting, AP style press releases, broadcast writing style
    for scripts, sequencing of stories, etc).
  
  - **Aesthetic elements** – quality control items that are not governed by a set of
    industry standards but are a subjective analysis of content, technical elements and
    contextual elements (debates about the color of a graphic, the positioning of a
    story, etc).

  Information from each meeting is posted on Blackboard, an electronic Web tool which
  allows students to have access to information.

- End of semester evaluation forms – used to allow students to evaluate each staff member.
  (a Likert scale is used). Data from evaluation forms is provided to each staff member after
  grades have been submitted. Data is also discussed during annual performance reviews
  with staff members.
Channel 3/17 Graphic Internship:
Student interns are responsible for the development and design of the graphic images on the Channel 3 and 17 electronic billboards. Channel 3 serves as the local education and government channel for the Grand Forks region. Channel 17 is a premiere movie channel that is distributed to UND residence halls. This internship program was developed in cooperation with the UND Department of Technology. It serves students who are following a graphic design track offered through the Department of Technology.

Several assessment tools are used to evaluate student performance and examine the learning experience they receive through this program. These tools are:

- Evaluation forms – developed by the Department of Technology, these forms are used approximately one month after initial training sessions. A Television Center staff member responds to various items on a Likert scale. The same evaluation form is used at the end of the semester to track progress. Data is compiled and reviewed annually by staff members. Data is provided to student interns in a one-on-one meeting between a Television Center staff member and the student.

- Individual meetings – used to assist students as they are working on assignments. A staff member meets individually to review design work, message composition and programming before items are telecast.

- Client feedback – some users of the Channels 3 and 17 billboard will send e-mails that compliment or criticize design work. These e-mails are shown to students and discussed by staff members.

- End of semester evaluation forms – used to allow students to evaluate each staff member. (a Likert scale is used). Data from evaluation forms is provided to each staff member after grades have been submitted.

Production Services
The Television Center provides television production services to campus departments and organizations. Hourly rates are charged for services. The following services are offered: producing and directing (for television, stage and ceremonies and special events) studio production, remote production, post-production, narration services, script development and web design.

Several assessment tools are used to evaluate client projects. These tools are:

- Client evaluation form – developed by the Television Center, these forms are sent to a client upon completion of a project. Clients respond to various items on a Likert scale. Data is compiled and reviewed by staff members.
• Individual meetings – used to assist clients as projects are “in-progress.” TV Center staff members meet regularly with clients to receive input on script development and post production. Projects are not considered “finished” until a client is satisfied with the final product.

• Client feedback – clients regularly provide feedback during individual meetings, through e-mail and phone conversations. Data is used to modify projects, if necessary.