

**ASSESSMENTS BY GROUP, PURPOSE, CONTENT, AND ADMINISTRATION  
Academic Year 2011-2012**

<b>Purpose (Why)</b>	<b>Content (What)</b>	<b>Administration (When)</b>	<b>Administration (How)</b>
<b>FIRST YEAR</b>			
University Liberal Learning Curriculum Assessment- (Baseline)	1 or 2 of the following: <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Scientific Reasoning</li> <li>• Quantitative Reasoning</li> <li>• Information Literacy</li> <li>• Written Communication</li> <li>• Oral Communication</li> <li>• Areas of Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome Week (check Passport Assignments)</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly paper/pencil; some online</li> <li>• Each student is randomly assigned to 1 or 2 of the assessments based on the last 2 digits of his/her CNU ID</li> </ul>
Entering Expectations	Varies according to specific questions by faculty & staff about students' expectations about college work and life	<ul style="list-style-type: none"> <li>• Welcome Week (check Passport Assignments)</li> </ul>	<ul style="list-style-type: none"> <li>• Paper survey</li> <li>• Combined with liberal learning curriculum assessment</li> </ul>
College Transitions	Taps students' perceptions about transition to meet academic demands and adjustment to co-curricular/social life at CNU	<ul style="list-style-type: none"> <li>• 8<sup>th</sup> week in fall</li> <li>• others (spring term)</li> </ul>	<ul style="list-style-type: none"> <li>• Websurvey but some paper; less than 30 minutes to complete per survey</li> </ul>
Advising Assessment	Gains student's viewpoint of the advising process	<ul style="list-style-type: none"> <li>• Spring term only</li> <li>• After spring break</li> </ul>	<ul style="list-style-type: none"> <li>• Websurvey</li> </ul>
Individual Development and Educational Assessment (IDEA)	Evaluation of instruction in classes	<ul style="list-style-type: none"> <li>• Each term (2 weeks before finals; mostly online starting Fall 2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly online in Fall 2011, however some completed in class either electronically or by paper</li> </ul>
Engagement and Satisfaction	Themes vary according to specific questions by faculty & staff about students' experiences	<ul style="list-style-type: none"> <li>• Spring (around midterm)</li> </ul>	<ul style="list-style-type: none"> <li>• Websurvey</li> </ul>
<b>SECOND YEAR</b>			
IDEA (Course Evaluations)	Evaluation of instruction in classes	<ul style="list-style-type: none"> <li>• Each term (2 weeks before finals; mostly online starting Fall 2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly online in Fall 2011)</li> </ul>

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<b>Purpose (Why)</b>	<b>Content (What)</b>	<b>Administration (When)</b>	<b>Administration (How)</b>
<b>THIRD YEAR</b>			
University Liberal Learning Curriculum Assessment- <i>(Progress Benchmark comparison with Baseline)</i>	1 or 2 of the following: <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Scientific Reasoning</li> <li>• Quantitative Reasoning</li> <li>• Information Literacy</li> <li>• Written Communication</li> <li>• Oral Communication</li> <li>• Areas of Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately after Spring Break</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly paper/pencil; some online</li> <li>• Same assessment taken as first year student</li> </ul>
Engagement and Satisfaction	Themes vary according to specific questions by faculty & staff about students' experiences	<ul style="list-style-type: none"> <li>• Immediately after Spring Break</li> </ul>	<ul style="list-style-type: none"> <li>• Paper survey</li> <li>• Combined with liberal learning curriculum assessment</li> </ul>
IDEA (Course Evaluations)	Evaluation of instruction in classes	<ul style="list-style-type: none"> <li>• Each term (2 weeks before finals; mostly online starting Fall 2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Each term (2 weeks before finals; mostly online in Fall 2011)</li> </ul>
<b>FOURTH YEAR</b>			
Graduate Exit Survey (GES)	Plans for graduate education or employment, types of CNU experiences	<ul style="list-style-type: none"> <li>• April to May</li> </ul>	<ul style="list-style-type: none"> <li>• Web survey</li> </ul>
Assessment in Major	Project, performance, recital, major research paper, comprehensive exam	<ul style="list-style-type: none"> <li>• As determined by program</li> </ul>	<ul style="list-style-type: none"> <li>• As determined by program</li> </ul>
IDEA (Course Evaluations)	Evaluation of instruction in classes	<ul style="list-style-type: none"> <li>• Each term (2 weeks before finals; mostly online starting Fall 2011)</li> </ul>	<ul style="list-style-type: none"> <li>• Each term (2 weeks before finals; mostly online in Fall 2011)</li> </ul>
Engagement and Satisfaction	Themes vary according to specific questions by faculty & staff about students' experiences	<ul style="list-style-type: none"> <li>• Spring (around midterm)</li> </ul>	<ul style="list-style-type: none"> <li>• Websurvey</li> </ul>

