



BEMIDJI
STATE UNIVERSITY

GUIDELINES:

Five-Year Academic Program Assessment, Planning, and Review Cycle

Fall 2010

Contents

Five Year Academic Program Planning and Review Cycle	3
I. THE FIVE-YEAR ACADEMIC PROGRAM PLANNING AND REVIEW OVERVIEW .	6
A. Purpose of the Assessment, Planning, and Review Process.....	7
B. Goals of the Program Assessment Planning and Review Process	7
C. Academic Program Planning and Review Cycle Timeline	8
Timeline Summary	10
II. Academic Year 1 Activities	11
A. Five-Year Department and Assessment Plan (New Cycle)	11
Assessment Requirements.....	14
3. Suggested Assessment Strategies.....	14
4. Funding for Assessment Activities	15
5. Direct, Indirect, & Non- Measures of Student Learning	15
III. Academic Year 2: Activities	17
IV. Academic Year 3	17
IV Academic Year 4	17
VI. Academic Year 5: Self Study, Consultant Visit and Report.....	17
A. Self-Study Report.....	18
B. Suggested Final Year Timetable	19
C. Selecting and Scheduling an External Consultant.....	20
D. Program Performance Portfolio for External Consultant’s Visit.....	20
E. Site Visit Interviews	21
F. Issues to Be Addressed by the Consultant	21
G. Distribution of the Consultant Report:.....	22
H. Approval of the Consultant Report, Feedback and Payment:.....	22
APPENDIX A: Committee Charges	23
Appendix B: Academic Planning and Assessment Flowchart.....	24
APPENDIX C: Dimensions of Student Learning Chart.....	25
APPENDIX D: Departmental/Program Assessment Budget	29
Appendix E: External Consultant’s Questionnaire	30

Five Year Academic Program Planning and Review Cycle

Task Tracking Form

Department/Program: _____

Cycle Year 1: _____ to Cycle Year 5: _____

Task	Date Submitted	Date Approved
-------------	-----------------------	----------------------

Year 1

5-Year Plan & Assessment Plan (Due March 1)	_____	_____
--	-------	-------

Year 2

Assessment plan update, findings action plan, status plan (Due April 1 st)	_____	_____
--	-------	-------

Year 3

Assessment plan update, findings action plan, status plan (Due April 1 st)	_____	_____
--	-------	-------

Year 4

Assessment plan update, findings action plan, status plan (Due April 1 st)	_____	_____
--	-------	-------

Year 5

Self-Study Report (Draft in December- Due February 1)	_____	_____
Consultant Visit	_____	_____
Consultant Report	_____	_____

FOREWORD

These guidelines are presented chronologically, beginning with the first year of the five year academic program planning cycle. Each stage of the cycle represents an academic year: for example, Fall 2010 - Spring 2011. Users can use the tracking form on the inside of the front cover to monitor their progress through each five year cycle.

These guidelines are periodically revised to conform to new policies and procedures regarding academic program planning and assessment. This document was revised substantially in 2010 to meet the expectations of the Higher Learning Commission for a more focused and systematic assessment process, and to reflect the use of TaskStream for managing the assessment data.

NEED ASSISTANCE IN USING THESE GUIDELINES IN YOUR DEPARTMENTAL PROGRAM REVIEWS AND ASSESSMENT PLANS?

RESOURCES:

ASSESSMENT COORDINATORS:

Carol Nielsen (#2753) cnielsen@bemidjistate.edu

Randy Westhoff (#2831) rwesthoff@bemidjistate.edu

ASSESSMENT COORDINATOR CHARGE:

Duties and Responsibilities/Expectations:

Meet with the chair of each department/program regularly each semester.

Provide assistance at each level of progress in the assessment process.

Consult with visiting evaluator of each department/program participating in the 5-year review process (during the visit).

Maintain a record/log of departmental progress. Submit report to the Dean each semester.

Attend assessment conferences.

Share conference information/expertise learned with the other assessment coordinators.

Meet regularly with the Assessment Committee.

Terms: 3 credits release time for the faculty member accepting the assignment of duty.

*Coordinator duties are considered an alternative assignment to teaching.

Written report of activities to the Dean at the conclusion of each semester (Jan. & May).

ASSESSMENT COMMITTEE MEMBERS:

Patrick Guilfoile, Associate Vice President for Academic Affairs (Convener)

Robert Griggs, Associate Vice President for Extended Learning and Library

Joan Poor, College of Arts and Sciences, Dean

James Maxwell, College of Business, Technology and Communications, Dean

Patricia Rogers, College of Health Sciences and Human Ecology, and School of Graduate Studies

Carol Nielsen, Assessment Coordinator

Randy Westhoff, Assessment Coordinator

Assessment Coordinator

Assessment Coordinator

Liberal Education Coordinator

Douglas Olney, Director of Institutional Research and Effectiveness

I. THE FIVE-YEAR ACADEMIC PROGRAM PLANNING AND REVIEW OVERVIEW

The five-year academic program planning and review cycle is a continuous, integrated process of decision-making at the departmental/program level linking program improvement and change with planning and assessment of student learning. The planning process is informed by ongoing assessments of student learning, the development of a self-study report, and a review by an external consultant. This process promotes modifications to occur within and between programs and departments based on qualitative and quantitative evaluative factors. Thus, the five year academic program planning and review process is a significant building block in the planning process adopted by the campus community in 2000.

Academic program reviews take the form of a quality audit and consist of the following elements: 1) a program self-study report (including assessment report), 2) a program performance portfolio, 3) an external reviewer site visit and report, 4) work with an advisory board, if applicable and 5) Five-Year Department Plan (new or revised due in the spring of the following year – Year 1 of a new cycle).

Programs which are officially accredited by professional program accrediting agencies are the following:

- Accounting and Business: International Assembly for Collegiate Business Education (IACBE)
- Chemistry: American Chemical Society (ACS)
- Music: National Association of Schools of Music (NASM)
- Nursing: Commission on Collegiate Nursing Education (CCNE)
- Social Work: Council on Social Work Education (CSWE)
- Technological Studies: The Association of Technology Management and Applied Engineering (ATMAE) (some programs)

Departments holding current accreditation may coordinate their program reviews and accreditation activities with their re-accreditation cycle. Data needs to be in a form so that it can be aggregated for University-wide reporting. If your program is not listed specifically listed above, and you think it should be, please contact your dean.

In collaboration with the Deans, the Vice President for Academic Affairs schedules program reviews for all academic programs on a five-year recurring interval. The schedule is updated

annually and distributed to all academic departments. Departments and programs invite external consultants to campus to meet with faculty, students, staff, administrators and others after the completion of the department/ program self-study report. Following this site visit and after the consultant's report has been received, departments/programs develop a plan that details departmental goals. Next, they develop a plan to assess student learning outcomes, and action on those outcomes, which will take place over the next five years.

The assessment of student learning constitutes one foundation upon which decisions about programmatic direction are based. Each year, programs review and potentially revise their assessment plan, list their assessment findings, and describe actions taken and current status of their assessment program, in order to ensure that the assessment process occurs on a regular basis.

The Assessment Committee develops and oversees the five year planning procedures and summarizes the results of assessment and five-year review materials looking for trends in assessment results. The committee communicates findings to the Vice President for Academic Affairs and the Gaps and Trends Committee each spring. The composition and charge of the Assessment Committee is in Appendix A.

A. Purpose of the Assessment, Planning, and Review Process

The primary purpose of assessment is to improve student learning. This is done through a systematic, continuous process of data collection, review, and action. Through this assessment process, we generate information that is of value in internal program-level decision-making, as well external constituents, such as the Higher Learning Commission.

The planning and review process for programs and departments is integrated with assessment to demonstrate program effectiveness and integration with college and university planning initiatives, including the Master Academic Plan, the University Assessment Plan, and the University Strategic Plan.

B. Goals of the Program Assessment Planning and Review Process

Program review goals are three-fold, incorporating the needs of the department/program, the university, and constituencies outside of the university.

1. Internal to the Department/Program

- to monitor and enhance the quality of the learning experience
- to assist the department in decision making and planning
- to maintain high quality academic programs
- to promote excellence in teaching
- to promote excellence in research and scholarship
- to promote excellence in service to the University and society
- to provide accountability.

2. Internal to the University

- to monitor and enhance the quality of the learning experience
- to provide internal accountability
- to assist University decision-making and planning
- to inform students about program quality.

3. External to the University

- to inform prospective students, parents, prospective employees, and employers about program quality
- to provide appropriate performance measures and standards in all areas of academic activity to provide external accountability to regional and professional accrediting bodies, MnSCU, and the state and federal governments.

C. Academic Program Planning and Review Cycle Timeline

The timeline for a typical five-year review and planning cycle, beginning with the year immediately following the external consultant visit, is as follows:

Academic Year 1: Create new Five-Year Department/Program Plan including a new Department/Program Assessment Plan; begin implementing Five-Year Department Plan and assessment data collection:

- Review Consultant's Final Report from previous year (year 5)
- Submit Five-Year Department and Assessment Plans (New Cycle): Due March 1
- Begin Collecting Assessment Data and Implementing Five-Year Department Plan

Academic Year 2: Continue implementing Five-year Department/Program Plan and collecting and analyzing assessment data:

- Implement Five-Year Plan
- Collect and analyze data
- Update assessment plan (as needed)
- Report on findings
- Report on the assessment action plan and status

Academic Year 3: Continue implementing Five-year Department/Program Plan and collecting and analyzing assessment data:

- Implement Five-Year Plan
- Collect and analyze data
- Update assessment plan (as needed)
- Report on findings
- Report on the assessment action plan and status

Academic Year 4: Continue implementing Five-year Department/Program Plan and collecting and analyzing assessment data:

- Implement Five-Year Plan
- Collect and analyze data
- Update assessment plan (as needed)
- Report on findings
- Report on the assessment action plan and status

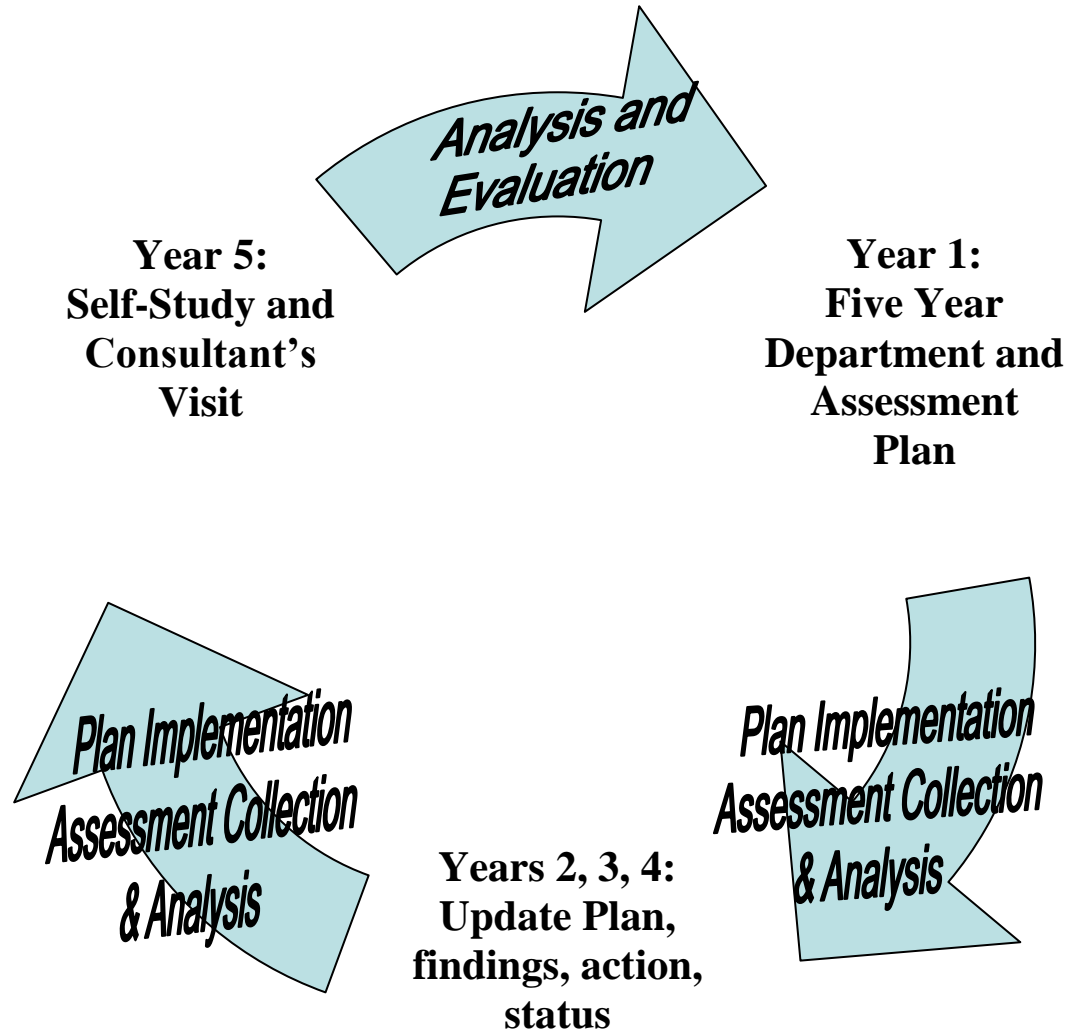
Academic Year 5:

- Develop Assessment and Self-Study Report. Draft in December: Final Due February 1
- Compile Program Performance Portfolio
- Select external consultant. Arrange contract once Self-Study has been approved.
- Create Program Performance Portfolio.
- Conduct external consultant site visit. Consultant Site Visit: March/April
- Distribute consultant's report.
- Return to Year 1 step in the flow chart. Begin work on Five-Year Department/Program Plan and Assessment Plan (New Cycle) in response to self-study and consultant's visit.

Timeline Summary

Annually: Collect and analyze assessment data; submit Annual Assessment Plan update, findings, action plan, and status report; continue implementing the Five-Year Department Plan.

Every five years: Prepare Self-Study; select external consultant; conduct site visit; prepare new Five-Year Department Plan.



II. Academic Year 1 Activities

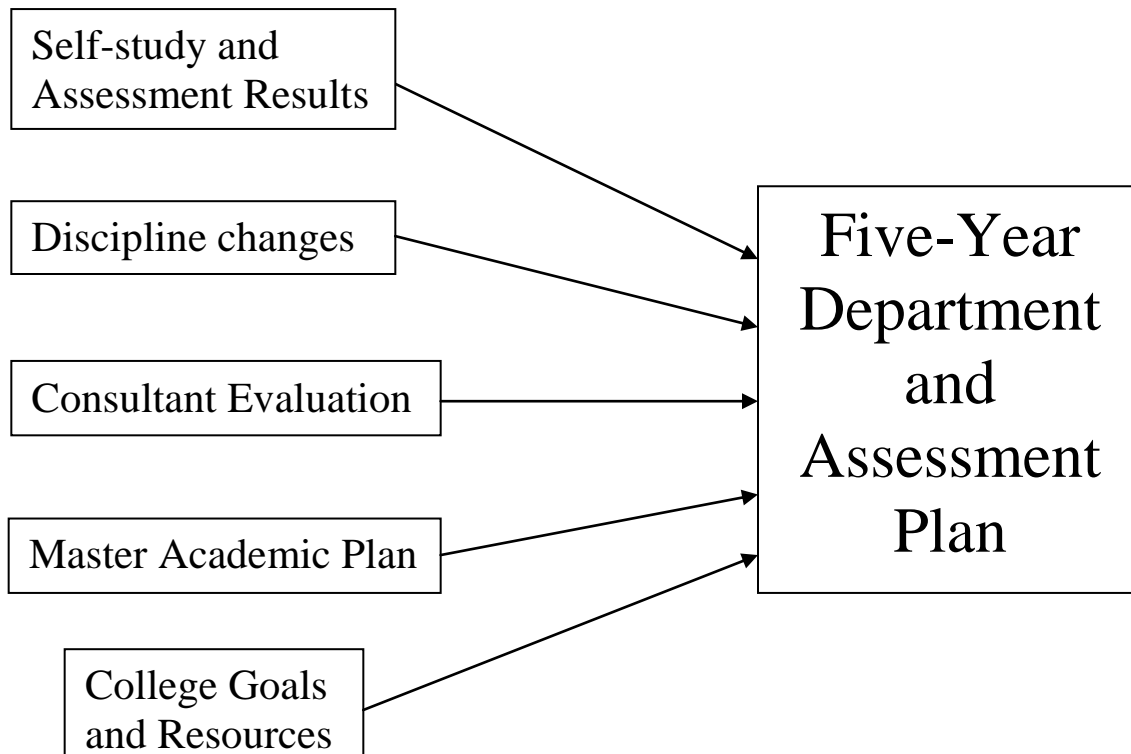
1. The Department/Program Reviews Self-study and Consultant's Final Report from previous year (year 5).
2. The Chair/Program Coordinator Meets with Assessment Coordinator and, if the department offers a distance learning degree program, the CEL Assessment Coordinator.
3. The Department/Program prepares and submits Five-Year Department and Assessment Plan (New Cycle) to Assessment Coordinator: Due March 1.
4. Assessment Coordinator assists with revisions and sends Plan to Dean.
5. Dean reviews and approves consultant report in consultation with Chair.
6. Dean notifies department of Self-study Report approval.
7. VP notifies Department Chairs of 5-year Department and Assessment Plan approval.
8. The Department/program begins collecting data and Implementing Five-Year Department and Assessment Plan.

A. Five-Year Department and Assessment Plan (New Cycle)

Due Date: March 1

Multiple factors influence academic department planning, including assessment results, changes in the academic discipline, materials compiled in the self-study, external consultant's comments, available resources, institutional directions identified in the Master Academic Plan, and goals of each College.

1. Five-Year Department and Assessment Plan Graphic



2. Five-Year Department and Assessment Plan Format

A template for the Department Plan and Assessment Plan is available in TaskStream.

The Five Year Plan document contains the following questions:

Introduction: Which program or programs you are reporting on in this document?

1.1 College/Program or Departmental Goals

Which college goals is the program/department addressing? What strategies or activities are planned to address these goals?

1.2.A. Changes based on data from student learning outcomes

1.2B Other Program Changes

1.3 Advisory boards or other sources of external input

1.4 Frequency of Advisory Group Meetings (if applicable)

2.0 Effective curriculum management.

What curricular strategies is the department planning to put in place to maintain reasonable faculty workloads and timely student progress through the program? Insert a link or attach a document listing your two or four year course rotation schedule, showing how you plan to teach the curriculum with existing faculty.

3.1 Student Satisfaction

Describe plans to evaluate student satisfaction with the program or department, including satisfaction with student advising. Examples of student satisfaction assessments include course and program evaluations, exit or alumni surveys, and/or program-level data from the NSSE or Noel-Levitz surveys.

3.2 Graduation and Retention Rates and Student Placement

Review data on graduation rates, retention rates, and placement at Reports (<http://reports.bemidjistate.edu>) Based on this data, describe plans to increase graduation rates, retention rates and placement of graduates in professional schools and/or employment opportunities including specific plans related to Native American and other underrepresented student groups.

4.1 New Initiatives

Describe new programming or other initiatives to be undertaken by department/program, which are not described above.

4.2. Other information

Include other information not addressed in the previous questions.

Assessment Plan

The assessment plan template is part of the TaskStream system. It requires that you have developed a mission statement and student learning outcomes for your program prior to developing the plan. For each student learning outcome, your program will be asked enter the following information into TaskStream:

Measure(s):

Program Level:

Details/Description of the measures used:

Acceptable target (optional)

Ideal target (optional)

Implementation plan (timeline)

Key Responsible Personnel:

Supporting Documents (optional)

Curriculum Map

Another key piece of the Assessment plan is a curriculum map. The curriculum map provides a graphical representation of where (and, briefly, how) each outcome is addressed in the curriculum. This is also part of the TaskStream assessment system. An example would be the following:

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
1100	I	I		I	
2100	A		P	Q	P
3100		A	S	A	S

Legend:

I -Introduced P- Practiced R- Reinforced A- Assessed Q- Practiced and Assessed S- Reinforced and Assessed

We also need departments/programs to explain how their outcomes relate to the University-wide Dimensions of Student Learning (See Appendix 3). An example would be the following

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Dimension 1A	A		A		
Dimension 1B		A		A	P
Dimension 2	A				A
Dimension 3		S	A	Q	

Legend:

I -Introduced P- Practiced R- Reinforced A- Assessed Q- Practiced and Assessed S- Reinforced and Assessed

Assessment Requirements

- a. All assessment plans must include “direct” assessment (see below for an explanation of “direct”, “indirect” and “non-measure” methods of assessment).
- b. Direct assessment should be included for Liberal Education courses and graduate courses and/or programs.
- c. Direct assessment should be included for Center for Extended Learning programs.
- d. Indirect assessments may also be used.
- e. Contact your Assessment Coordinator for assistance.

3. Suggested Assessment Strategies

Listed below are suggested strategies for assessing student learning. Identify the assessment strategies for each Student Learning Outcome selected in the Five-Year Department and Assessment Plan. Also include a description of how you intend to collect the data, your timeline, anticipated number of students assessed, and include any forms the department/program will use to compile the information such as rating scales, rubrics, and other behavioral observation coding forms.

- Evaluations by Practicum Advisors or Supervisors
- Exit Interviews
- Examples of student performance collected as class assignments
- Pre / Post Tests
- Focus Groups
- Portfolios
- Behavioral Observations
- Oral Exams
- Classroom Research Simulation
- Survey of Students and/or Graduates
- Capstone Experience
- Employer Survey
- Standardized Tests

Sample Assessment Timeline

Academic Year	Assessment Project
2010-2011	Assessment of Learning Outcomes 1 and 2
2011-2012	Assessment of Learning Outcomes 1, 3, 4
2012-2013	Assessment of Learning Outcomes 2, 5
2013-2014	Assessment of Learning Outcomes 1,2
2014-2015	Assessment of Learning Outcomes 1, 3, 4

4. Funding for Assessment Activities

Departments and programs with approved assessment plans are encouraged to apply for funds to be used in the implementation of their assessment plans. Up to \$1000 for each department/program is available from the Office of the Vice President for Academic Affairs to defray the costs of direct measures of assessing student learning and development during each 5-year review cycle. Departments that offer off-campus degree programs in addition to on-campus programs may apply for additional funds up to \$1000 for the direct assessment of student learning outcomes in these additional programs. Direct measures of student learning have been defined by The Higher Learning Commission's Associate Director, Cecilia Lopez (see next section).

Departments and programs requesting funds for assessment should prepare a detailed budget of assessment expenses including the name and cost of the assessment instrument to be used (if standardized) and an estimate of the number of students to be assessed (see [Appendix D](#)). A statement of how these costs will be used to meet the goals of their approved assessment plan in terms of the program's student learning outcomes must also be attached if the request is not submitted with the Five-Year Department and Assessment Plan.

A request for funding using the Department/Program Assessment Budget Form in [Appendix D](#) should be submitted to the Assessment Coordinator who will bring the request forward to the Assessment Committee which will review the request and provide a recommendation for funding to the Vice President for Academic Affairs.

5. Direct, Indirect, & Non- Measures of Student Learning

The following information is condensed from a report by Cecilia L. Lopez, Associate Director of our accreditation institution, The Higher Learning Commission:

Direct measures of student learning are understood to include but are not limited to:

- the capstone experience
- portfolio assessment
- standardized tests (e.g., Major Field Achievement Test [MFAT] in cognate areas, or, for General Education: the Test of Critical Thinking Ability; the Academic Profile; or the Watson-Glaser Critical Thinking Appraisal)
- performance on national licensure, certification or profession exams (e.g., Professional Assessment Examination for Beginning Teachers [MTLE])
- locally developed tests
- essay questions blind scored by faculty across the department, division, school, or college
- qualitative internal and external juried review of comprehensive senior projects
- externally reviewed exhibitions and performances in the arts
- external evaluation of performance during internships based on stated program objectives

Indirect measures of student learning, if used alone, are inadequate measures of student learning. However, some of these sources, when used to supplement direct measures, provide information that may enrich or illuminate aspects of what the direct measures tell us about students' academic achievement.

- alumni, employer, and student surveys
- exit interviews with graduating seniors and focus groups
- graduate follow-up studies
- retention and transfer studies
- length of time to degree
- SAT scores
- graduation rates and transfer rates
- job placement data

Non-Measures of student learning can provide valuable information to a department or program as a part of its self-study, but they are not considered as “measures of student learning.”

- questionnaires asking students if their personal goals for the course or major or program have been met
- program evaluation reports which collect data on the quality of curriculum and other aspects of a program, including:
 - instruments designed for specialized program review such as the Michigan Program Review of Occupational Education (PROE)
 - curriculum review reports
 - evaluation reports of individual programs submitted by program-specific and specialized accrediting agencies, visiting committees, or committees of external peer experts

Non-Measures of student learning also include information gathered not for assessment but for specific administrative purposes, such as:

- faculty publications and recognition
- the kinds of courses or majors students select, including course enrollments and course profiles
- faculty/student ratios
- the percentage of students who study abroad;
- enrollment trends
- the percentage of students who graduate with the baccalaureate in five years
- the diversity of the student body
- grades and GPAs

III. Academic Year 2: Activities

Continue implementing Five-year Department Plan and collecting and beginning to analyze assessment data:

- Continue Implementing Five-Year Department Plan
- Data Collection and Analysis
- Updating assessment plan (as needed)
- Reporting on findings using TaskStream
- Reporting on the assessment action plan and status

IV. Academic Year 3

Continue implementing Five-year Department Plan and collecting and beginning to analyze assessment data:

- Continue Implementing Five-Year Department Plan
- Data Collection and Analysis
- Updating assessment plan (as needed)
- Reporting on findings
- Reporting on the assessment action plan and status

IV Academic Year 4

Continue implementing Five-year Department Plan and collecting and beginning to analyze assessment data:

- Continue Implementing Five-Year Department Plan
- Data Collection and Analysis
- Updating assessment plan (as needed)
- Reporting on findings
- Reporting on the assessment action plan and status

VI. Academic Year 5: Self Study, Consultant Visit and Report

- Develop Assessment and Self-Study Report. Draft in December: Final Due February 1
- Compile Program Performance Portfolio
- Select external consultant. Arrange contract once Self-Study has been approved.
- Create Program Performance Portfolio.
- Conduct external consultant site visit. Consultant Site Visit: March/April
- Distribute consultant's report.
- Begin work on Five-Year Department Plan (New Cycle) in response to self-study and consultant's visit.
- Return to Year 1 step in the flow chart. Begin Developing New Five-Year Department and Assessment Plan

A. Self-Study Report

Self-Study Report Due Date: Draft- December: Final-February 1 of Year 5

Departmental/Program Self-Study document information (will be entered in TaskStream):

Programs Being Reported

Please include a list of programs that are included in this self-study document.

Introduction

1.1 Departmental History

Provide a brief history of the department, including a summary of major changes to program offerings.

1.2 Department/program mission and vision

Please enter your department's mission and vision statement below.

1.2B Other Program Changes

Describe recent and planned changes, aside from those based on assessment of student learning outcomes (which are addressed below). Include changes based on the self-study process and other factors. (Attach reviewer comments from the last self-study report and any departmental response as a link.)

1.3 Relationship of Student Learning Outcomes to University and Departmental Missions

1.4A Advisory Boards

During this past five-year period, did the department have an advisory board?

1.4B Input from Advisory Boards or other external groups

If the department/program had an advisory board please describe the advisory board including its charge, provide a membership list, and indicate what decisions were affected by input from the advisory board.

1.5 Labor Market Information

The System Office requires programs to include information about the labor market, if preparation for an occupation or profession is a stated purpose of the program.

1.6 Labor market information

If you answered "Yes" to the previous question, please include labor market information.

Sources of this information would include the Bureau of Labor Statistics (<http://www.bls.gov/oco/>) and the Minnesota Department of Employment and Economic Development (<http://www.positivelyminnesota.com>), employer surveys, or other appropriate information. Attach any relevant electronic documents to your self-study.

2.1 Summary of Assessment Findings

Based on the past five years of departmental or program assessment data of student learning outcomes, provide a summary of the key findings. Note: This is a key part of this report, critical for both internal review, and for evaluation by our accrediting body.

2.2 Changes Based on Assessment Data

Provide a clear summary of changes that have occurred in response to the assessment data and other information during the past five year self-study period. Include a description of the assessment data or other information that led to those changes. Note: This is a key element the report, critical for both internal review, and review by our accrediting body.

3.1 Effective Curriculum Management

Describe how the program/department managed its curriculum in a way that minimized the use of adjunct and overload, and allowed students to progress in a timely manner. Based on the enrollment data from the past five years found at Reports (<http://reports.bemidjistate.edu>) describe how the department used course rotation and other strategies to eliminate the need to offer very low-enrollment courses (i.e. courses with fewer than 10 students). Please attach the enrollment document to your self-study report.

4.1 Student Satisfaction

What evidence has the department collected that shows student satisfaction with the program/department, including satisfaction with departmental advising?

4.2 Graduation Rates and Student Placement

What does the data from Reports (<http://reports.bemidjistate.edu>) from the past five years indicate about changes the program has made in attempts to affect retention rates, graduation rates, and student placement in professional schools or employment opportunities? Your response should include specific information about Native American and other underrepresented students. Please attach the retention and graduation report to your self-study document

5.1 New Program Opportunities

Describe any possible new program opportunities based on assessment data and/or departmental evaluation of changes in industry, society and their disciplines

5.2 Other information not included above

B. Suggested Final Year Timetable

- **April** of year preceding review: Notify departments/programs of the forthcoming review;
- **November**: Arrange for external consultant visit; contract once self-study report has been approved
- **December**: First draft of department/program self-study report due to College Assessment Coordinator and to the Dean, and to the Center for Extended Learning (if applicable);
- **January**: review self-study draft comments and edits;

- **February 1:** Final self-study report completed; distributed to the College Assessment Coordinator, the Dean, the Vice President for Academic Affairs, the Office of Research and Assessment, the Center for Extended Learning (if applicable), and the department's/program's external consultant.
- **March/April:** Preparation of department/program performance portfolio in support of self-study report; external consultant site visit;
- **May:** External consultant final report due;
- **October** following review year: Five-year Department and Assessment Plan (New Cycle) submitted to College Assessment Coordinator and the Center for Extended Learning (if applicable);
- **November:** Dean meets with department/program to comment on Five-Year Department and Assessment Plan.
- **Responses** to reports will normally occur within 30 days.

C. Selecting and Scheduling an External Consultant

The academic department/program is responsible for identifying and forwarding a list of two to three potential external department/program review consultants to the Dean.

Departments/programs are urged to identify consultants with previous experience in program evaluation and program assessment; professional associations and societies may be sources for consultants with such expertise. Other characteristics of the consultant are important include whether the consultant has a terminal degree and whether the consultant is from out-of-state or out-of-the-MnSCU-system. Without a compelling justification, it is unlikely the same consultant would be approved for two consecutive reviews. The Dean, in consultation with the department, recommends a consultant to the Vice President for Academic Affairs for approval. Copies of the requests and approval by the Dean and the Vice President for Academic Affairs should be sent to the appropriate Assessment Coordinator.

Once approved, the consultant visit is coordinated by the Dean, in cooperation with the department/program. Funds available for consultant visits and reports range from \$1,500 - \$2,500 and are expected to cover all travel and other expenses.

NOTE: Contracts for consultants must be filled out and signed **BEFORE** the consultant comes to campus. Consult your Dean's office for assistance in getting the proper consultant forms and getting them correctly filled out and filed.

D. Program Performance Portfolio for External Consultant's Visit

The department/program is responsible for assembling documentation and assessment results in support of its self-study report. Materials such as course syllabi, texts, laboratory manuals, and other course-related items should be available in a central location for review. In addition, examples of student work such as tests, projects, writing assignments and research should be available to the consultant. This is similar to "patterns of evidence" required by the Higher Learning Commission. Every effort should be made to demonstrate student success. Examples of faculty scholarly work should also be available.

E. Site Visit Interviews

The consultant should conduct interviews with the following individuals or groups:

- Department chair
- Faculty members of the department/program; including program coordinators for degree programs offered through the Center for Extended Learning
- Undergraduate and graduate (if appropriate) students of the department/program
- Dean of the college
- Vice President for Academic Affairs
- Center for Extended Learning Administration (if applicable)
- Assessment Coordinator
- Members of the department/program advisory board (if applicable)
- Staff in the unit or department
- Others from the University community who have some association with the department/program

F. Issues to Be Addressed by the Consultant

The external consultant should be viewed as an outside quality auditor whose main responsibility is to assess the quality of the program. The consultant review should provide written recommendations for maintaining and improving the quality of the program. Issues to be addressed include, but are not limited to, the following:

- the extent to which intended student learning outcomes are being met
- the extent to which program student learning outcomes meet disciplinary standards or expectations
- the extent to which the department has made use of assessment data for program improvement
- improvements since the last 5-year review
- strengths and weaknesses of the department/program faculty
- strengths and weaknesses of the department/program's research and scholarly activity
- student satisfaction with the department/program
- staffing levels and workloads
- adequacy of supporting services
- effectiveness of the department/program in meeting University mission and vision

Further areas for consideration specific to the program may be identified by the department and Dean. All reviewers must complete the External Consultant's Questionnaire located in Appendix E.

G. Distribution of the Consultant Report:

Consultant’s Final Report Due: May of Academic Year Five

Copies of the external consultant’s report, including the reviewer questionnaire, shall be provided to the department chair, who takes responsibility for distribution of copies to the following individuals, groups, and offices:

<i>Consultant’s Report Submitted to</i>	<i>Date</i>
Department/program faculty	_____
College Assessment Coordinator	_____
Dean	_____
Center for Extended Learning (if applicable)	_____
Vice President for Academic Affairs	_____

H. Approval of the Consultant Report, Feedback and Payment:

- The consultant’s report is reviewed by the Dean and the Chair. The Dean may request input from the Assessment Committee (Appendix B).
- If the report is not approved, the College Dean sends a letter to the consultant that describes the concerns and requests an appropriate revision. A copy of the letter is sent to the Department Chair.
- If the report is approved, the College Dean sends a letter of appreciation to the consultant and instructs Academic Affairs to issue a check to the consultant for his or her services. A copy of the letter is sent to the Department Chair.

APPENDIX A: Committee Charges

Academic Assessment Committee

Charge

- Approve assessment plans
- Recommend on assessment funding requests
- Review five-year plans for connections to assessment results and recommend to VPAA
- Provide summary of assessment findings to University Gaps and Trends

Assessment Committee annually

- Provides summary of what is learned from assessment results
- Provides summary of what changes are moving forward
- Summarizes major findings and statement about modifications implemented to address deficiencies
- Summarizes findings from assessment results of learning outcomes

Membership

- Deans (chair on rotating basis)
- Assessment Coordinators including Liberal Education coordinator
- VPAA – ex-officio

Reports to

- Academic Vice President

Frequency of meetings

- Monthly

Gaps and Trends Committee

Charge

- Review annual summary assessment reports from across campus and evaluate results (academic assessment committee, student development committee, etc.)
- Review NSSE and other institutional survey results (provided by institutional research)
- Evaluate results annually. Report key findings and trends to faculty senate, student senate, administration, and assessment committees
- Revise University Assessment Plan

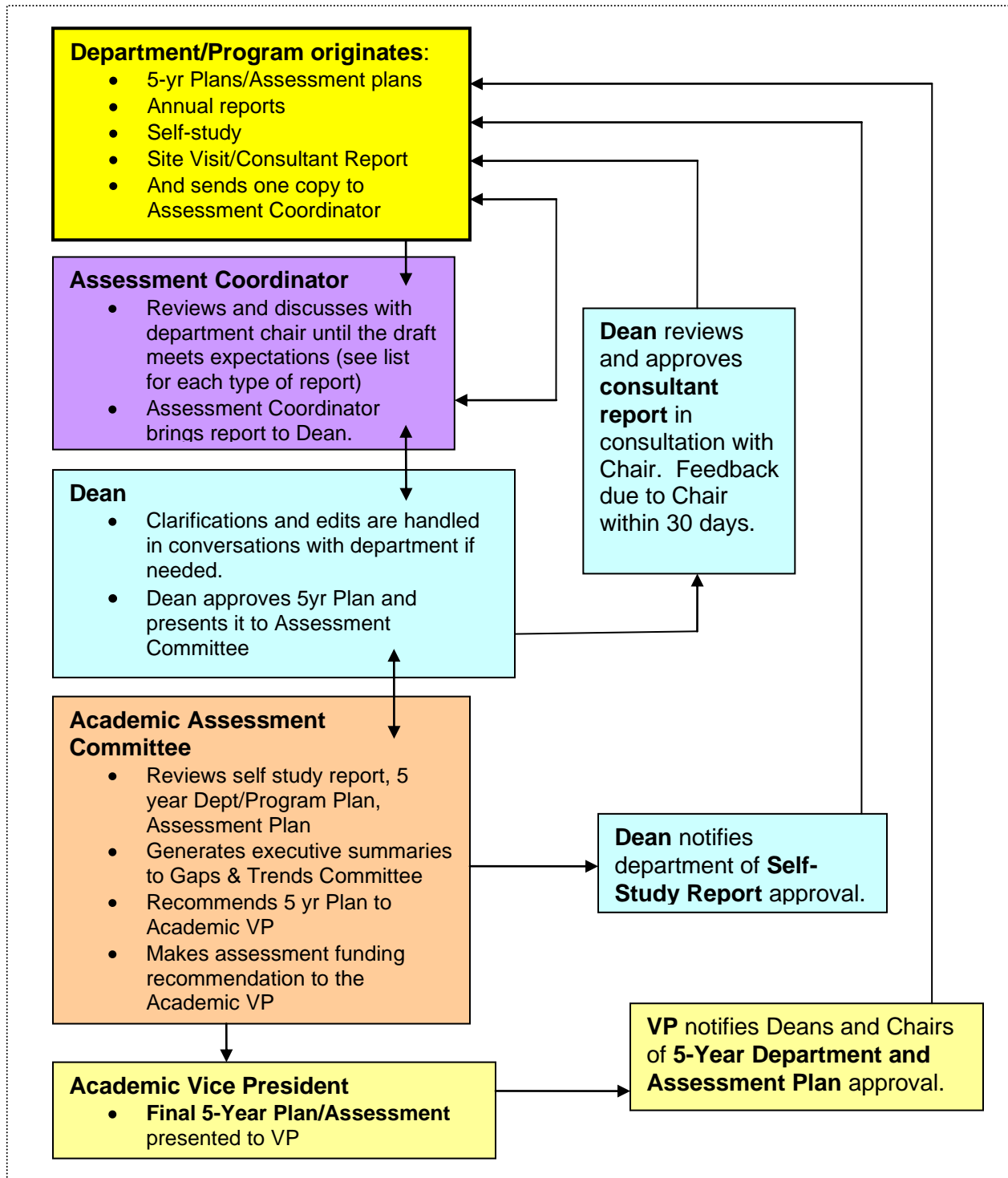
Membership

- Liberal Education representative
- Academic Assessment Coordinator representative
- Graduate council representative
- Student Development and Enrollment representatives
- Student representative
- Director of Institutional Research
- VPs (VPAA chairs; VP for SDEM in his/her absence)
- Dean representative

Frequency of meetings

- Each semester
- More frequently based upon work to be accomplished (for example, when University Assessment Plan needs to be revised)

Appendix B: Academic Planning and Assessment Flowchart



APPENDIX C: Dimensions of Student Learning Chart

DIMENSION 1: Intellectual Development

Directions: For both outcome A and B under Dimension 1 write an assessment question, develop student learning objectives and identify appropriate assessment strategies from the list below.

Dimension 1.	Intellectual Development
Outcome A.	<p style="text-align: center;">Higher Order Thinking <i>Use critical thinking and appropriate frameworks for inquiry.</i></p>
Outcome B.	<p style="text-align: center;">Knowledge, Values and Abilities Related to the Arts, Humanities, Sciences & Specialized Fields of Study <i>Understand concepts, ideas and theories from various disciplines and integrate knowledge, values and abilities associated with specialized field of study.</i></p>

Outcome A. Higher Order Thinking <i>—Use critical thinking and appropriate frameworks for inquiry.</i>
<p>Sample Student Learning Objectives</p>
<p>1. Analytical Thinking --draw reasonable inferences from observation and logical premises. --discern structure, pattern, and organization using frameworks from various disciplines and forms of inquiry. --identify and analyze problems win a variety of situations, both independently and cooperatively with others and from a multiplicity of perspectives.</p> <p>2. Evaluative Thinking --identify assumptions and limitations to problem-solving. --critically evaluate ideas and interpretations held by oneself and others.</p> <p>3. Scientific and Quantitative Reasoning --demonstrate the basic understanding of the scientific method of inquiry. --identify the assumptions and appropriate application of the scientific method of inquiry. --perform computations and solve problems through the use of mathematical logic. --use numerical data to support positions or interpretations.</p> <p>4. Creative Thinking --identify problems, perceive associations, and construct interpretations which may be unique. --reflect on assumptions and contemplate alternative ways of thinking. --use one’s intellectual abilities to formulate original ideas, works, and/or other forms of endeavor.</p>

APPENDIX C: Dimensions of Student Learning Chart

Dimension 1: Intellectual Development continued

<p style="text-align: center;">Outcome B. Knowledge, Values and Abilities Related to the Arts, Humanities, Sciences & Specialized Fields of Study <i>—Understand concepts, ideas, and theories from various disciplines and integrate knowledge, values, and abilities associated with a specialized field of study.</i></p>
<p>Sample Student Learning Objectives</p> <ol style="list-style-type: none">1. Demonstrate understanding about dimensions of human behavior and development within social contexts.2. Describe structures, functions, and relationships concerning aspects of the natural, technological, and social environments.3. Discuss historical and contemporary institutions, movements, ideas, people and values which influence our world.4. Recognize the formal elements and aesthetic qualities of the literary, performing, and visual arts.5. Recognize global dimensions of historical and contemporary issues and topics.6. Attain in-depth knowledge, values, and abilities.

<p style="text-align: center;"><i>Suggested Assessment Strategies for Dimensions 1, 2, and 3.</i></p>
<p style="text-align: center;"><i>Evaluation by practicum advisor Exit interviews Pre/post tests Focus Groups Portfolios Behavioral observation Oral exams Classroom research simulation Survey of students and/or graduates Capstone experience Employer survey Standardized tests</i></p>

DIMENSION 2: Understanding of Self and Relating to Others

Directions: Select EITHER Dimension 2 OR Dimension 3, then choose at least one student learning outcome (A, B, C or D). Write an assessment question, develop student learning objectives and identify appropriate assessment strategies from the list below.

Outcome A. Values <i>—Examine, evaluate, and express values.</i>
Sample Student Learning Objectives
<ol style="list-style-type: none">1. Examine one’s own values and apply these values in decision-making.2. Understand assumptions and meanings associated with values expressed in discourse and in disciplines.3. Recognize ethical dilemmas and make informed judgments in situations demanding ethical decisions.

Outcome B. Communication <i>—Present ideas clearly.</i>
Sample Student Learning Objectives
<ol style="list-style-type: none">1. Demonstrate proficiency in writing and speaking the English language.2. Communicate in scholarly manner expected within a discipline.3. Recognize the importance of acquiring proficiency in another language.4. Select and Present written and oral ideas with diverse individuals and groups.5. Employ effective interpersonal and group skills.

Outcome C. Human Diversity <i>—Recognize the experiences and contributions of diverse groups and cultures.</i>
Sample Student Learning Objectives
<ol style="list-style-type: none">1. Seek knowledge, experiences, and understanding of traditions and values of diverse groups and cultures.2. Analyze one’s attitudes, behaviors, concepts and beliefs toward others.3. Demonstrate an understanding of the dynamics of relationships within and between groups.

Outcome D. Self Development <i>—Demonstrate awareness of concepts, knowledge, and actions which promote one’s well-being.</i>
Sample Student Learning Objectives
<ol style="list-style-type: none">1. Pursue discovery of one’s talents, interests, and personal uniqueness.2. Promote one’s physical, emotional, and social well-being, and potential as a person.3. Identify structures, functions, interpretations, and patterns of human development.4. Develop abilities and skills which support lifelong learning.

Dimension 3: Participation in an Emerging Global Society

Directions: Select EITHER Dimension 2 OR Dimension 3, then choose at least one student learning outcome (A or B). Write an assessment question, develop student learning objectives and identify appropriate assessment strategies from the list below.

<p>Outcome A. Readiness for Career <i>—Demonstrate knowledge, ethics, and abilities as they relate to one’s specialization and career choice.</i></p>
<p>Sample Student Learning Objectives</p> <ol style="list-style-type: none"> 1. Demonstrate capacities to accommodate and respond to change. 2. Work collaboratively in solving problems. 3. Develop goals and make career plans. 4. Demonstrate knowledge of ethical standards and responsibilities related to one’s specialization. 5. Employ technology relevant to one’s specialization and career.

<p>Outcome B. Responsible Citizenship <i>—Participate as a contributing member of a changing global society.</i></p>
<p>Sample Student Learning Objectives</p> <ol style="list-style-type: none"> 1. Exhibit empathy, thoughtfulness, compassion, respect, civility, and cooperation. 2. Thoughtfully exercise the rights and the responsibilities of citizenship. 3. Recognize one’s role and responsibilities as a global citizen. 4. Contribute to the broader community through activities such as community service, citizen participation, and social action.

<p>Suggested Assessment Strategies for Dimensions 1, 2, and 3</p>
<p>Evaluation by practicum advisor Exit interviews Pre/post tests Focus Groups Portfolios Behavioral observation Oral exams Classroom research simulation Survey of students and/or graduates Capstone experience Employer survey Standardized tests</p>

APPENDIX D: Departmental/Program Assessment Request for Funding

Salaries and Wages*

Student Workers _____

External Consultants _____
(focus group facilitators, juried reviewers, etc.)

Cost of Assessment Instruments and Tests

Standardized Tests

Name of test: _____

\$ per test cost _____

Number of students _____

Total Cost _____

Additional Testing Costs _____

Locally Developed Tests (training and support) _____

Incentives and Fees for other direct measures

\$ Per student _____

Number of students _____

Total Cost _____

Incentives _____

Supplies and Services

(e.g., printing, copying, postage, room rental) _____

***Please note: Faculty compensation not permitted. There is a maximum of \$1000 available for the 5-year review cycle.**

Appendix E: External Consultant's Questionnaire

External Reviewers Name: _____

Department/Program: _____ Date _____

Note to Reviewers: Each of the following questions requires both a nominal response and a narrative justification of that response.

1. To what degree has the department or program clearly articulated its student learning outcomes for majors/minors in its self-study document?

HIGH

MEDIUM

LOW

NONE

Reviewer's comments:

2. To what extent do the student learning outcomes meet disciplinary standards or expectations?

HIGH

MEDIUM

LOW

NONE

Reviewer's comments:

3. To what extent has the department or program provided data that indicates whether student have met the intended student learning outcomes?

HIGH

MEDIUM

LOW

NONE

Reviewer's comments:

4. To what extent has the department or program used the information from assessment to improve student learning? Please note any exceptional examples in the reviewers comments.

HIGH MEDIUM LOW NONE

Reviewer's comments:

5. To what degree has the department or program demonstrated that satisfactory achievement of research, scholarship, or creative activities appropriate to its discipline(s) is occurring?

HIGH MEDIUM LOW NONE

Reviewer's comments:

6. Does the department or program meet generally accepted standards for its discipline?

YES NO

Reviewer's comments:

7. At what level would you estimate the quality of teaching in this department or program if compared to teaching in other similar departments or programs?

ABOVE STANDARD MEETS STANDARD BELOW STANDARD

Reviewer's comments:

8. At what level would you estimate the quality of advising in this department or program if compared to advising in other similar departments or programs?

ABOVE STANDARD MEETS STANDARD BELOW STANDARD

Reviewer's comments:

9. Compared to faculty from similar departments or programs in other universities, how would you rate the faculty in this department/program on the following items?

a. Attainment of terminal degrees

ABOVE STANDARD MEETS STANDARD BELOW STANDARD

b. Pursuance of research, scholarly and/or creative activities

ABOVE STANDARD MEETS STANDARD BELOW STANDARD

c. Contribution to student growth and understanding

ABOVE STANDARD MEETS STANDARD BELOW STANDARD

d. Contribution to liberal education

ABOVE STANDARD MEETS STANDARD BELOW STANDARD

e. Contribution to university service/community service

ABOVE STANDARD MEETS STANDARD BELOW STANDARD

Reviewer's comments:

10. Compared to students who pursue degrees from similar departments or programs in other comparable universities, how would you rate the students in this department or program on the following items?

a. Disciplinary knowledge

ABOVE STANDARD MEETS STANDARD BELOW STANDARD

b. General academic knowledge

ABOVE STANDARD MEETS STANDARD BELOW STANDARD

Reviewer's comments:

11). Based on data provided in the self-study related to the program student learning outcomes and Dimensions of Student Learning selected by the department or program for assessment, how highly would you rate this department or program compared to similar departments or programs in the discipline on its student learning outcomes?

ABOVE STANDARD

MEETS STANDARD

BELOW STANDARD

Reviewer's comments:

Narrative Template for Bemidji State University Program/Department Self-Study Review

Reviewer's Name _____

Program/Department being reviewed _____ Date: _____

Please answer the following questions in your narrative response. Please be sure that your answers reflect due consideration of the current financial circumstances of the University.

1. What improvements in the department or program have been made since the last review?
2. Please comment on the program's courses, majors, and minors. How do they compare with programs at similar institutions?"
3. How could the department or program manage its curriculum in a way that maximizes available resources, while at the same time maintaining or improving quality? What actions over the next five years would be required to accomplish that improvement given current and anticipated levels of resources? Please be as specific as possible by commenting on library resources, equipment, pedagogy, staffing, and faculty workload.
4. If appropriate, please comment on the nature and quality of departmental or program offerings of internships, student teaching, or other workplace experiences that are part of the curriculum.
5. If appropriate, please comment on the nature and quality of departmental or program offerings in extended learning formats.
6. Please comment on the evidence of student satisfaction in the self-study, including evidence of student satisfaction with departmental advising.
7. Please comment on the data about student graduation rates, and student placement data in the self-study.
8. Do you have additional comments about the program's faculty not covered in the questions in the other section of the review?
9. If appropriate, please comment on the adequacy of any program or departmental advisory boards.
10. If appropriate, please comment on the new program opportunities that may be available to this program. Please consider changes in industry, society, and relevant discipline(s).
11. Overall, how would you describe the effectiveness of the department or program in meeting the University mission and vision?
12. Please provide a list of strengths and weaknesses of the program, and specific recommendations for improvement.