



## **GUIDELINES:**

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

**Fall 2008**

# Five Year Academic Program Planning and Review Cycle

## Task Tracking Form

Department/Program: \_\_\_\_\_

Cycle Year 1: \_\_\_\_\_ to Cycle Year 5: \_\_\_\_\_

<b>Task</b>	<b>Date Submitted</b>	<b>Date Approved</b>
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### Year 1

5-Year Plan & Assessment Plan (Due March 1)	_____	_____
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### Year 3

Mid-cycle Review (Due March 1)	_____	_____
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### Year 5

Self-Study Report (Due February 1)	_____	_____
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Consultant Visit	_____	_____
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Consultant Report	_____	_____
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## 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 2009 - Spring 2010. 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. To assist users of the previous guidelines (last revision in April 2006), the following lists the most substantial changes in the five year department/program planning process reflected in this revision and the rationale for these modifications:

1. In Year 1 departments and programs will submit only one planning document which is due March 1. This change consolidates the five year department plan and the assessment plans into one document which increases efficiency, promotes the integration of planning and assessment, and allows for more time for planning in Year 1.
2. An Academic Assessment Committee has been convened (see Appendix A for composition and charge and Appendix B for Academic Planning and Assessment Flowchart) to oversee the academic planning and assessment process. This committee will assume the duties (performed previously by the Academic Affairs Planning Committee) of reviewing Five-Year Department and Assessment Plans, making recommendations regarding funding for assessment activities to the Provost/Vice President for Academic Affairs, and annually summarizing academic assessment outcomes and submitting them to the Gaps and Trends Committee.
3. Several documents have been added to these guidelines to assist with the preparation and approval of program planning documents and to assure we are closing the loop of planning, monitoring, and program improvement:
  - a. Academic Planning and Assessment Flowchart
  - b. Assessment Coordinator duties
  - c. Assessment Committee Constituents and Charge
  - d. Template for tracking assessment outcomes.

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

## RESOURCES:

### ASSESSMENT COORDINATOR CHARGE:

#### Duties and Responsibilities/Expectations:

Meet with the chair of each department regularly each semester.  
Provide assistance at each level of progress in the assessment process.  
Consult with visiting evaluator of each department 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).

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**Elizabeth Dunn, College of Arts and Sciences, Interim Dean**

**Robert Griggs, Associate Vice President for Extended Learning and Library**

**Patrick Guilfoile, Associate Dean of College of Arts and Sciences**

**Carol Nielsen (convener), College of Business, Technology and Communication, Interim Dean**

**Debra Peterson, Liberal Education Coordinator**

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

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<b>Master Academic Plan (MAP)</b> . . . . .	Enclosed

MAP Appendices:

- Vision and Mission Statements
- Assessment at Bemidji State University
- Strategic Planning
- Promise and Signature Themes
- Evaluation of Opportunities and Challenges

# 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 Fall of the following year – Year 1 of a new cycle). Programs which are officially accredited by professional program accrediting agencies are the following:

Accreditation Board for Engineering and Technology (ABET)

American Chemical Society (ACS)

Commission on Collegiate Nursing Education (CCNE)

Council on Social Work Education (CSWE)

International Assembly for Collegiate Business Education (IACBE)

National Association of Industrial Technology (NAIT)

National Association of Schools of Music (NASM)

Departments holding current accreditation may coordinate their program reviews and accreditation activities with their re-accreditation by submitting a 1-2 page document that maps the relationship between the University MAP and the program accreditation materials. If your program is not listed specifically, contact your dean.

In collaboration with the Deans, the Provost/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 that will take place over the next five years.

The assessment of student learning constitutes one foundation upon which decisions about programmatic direction are based. Midway through the five year period, departments/programs submit a mid-cycle review report detailing assessment activities and any modification of planned assessment activities.

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 Provost/ 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 Planning and Review Process**

The purpose of academic program planning and review is for each program to examine its curriculum to

1. Assure that the activities are consistent with the mission of the University.
2. Contribute to the initiatives outlined in the University's Strategic Plan, Master Academic Plan, and Assessment Plan.

Academic program reviews demonstrate how the university achieves and maintains excellence in teaching, learning, scholarship, and service activities and that its undergraduate and graduate programs are of the highest quality.

The purposes of the planning and assessment process are to:

1. Demonstrate that your program is high quality.
2. Demonstrate that your program's curriculum matches available resources.
3. Show how your program has used, and intends to use assessments of student learning toward further improvement.

## **B. Goals of the Program 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 assist the department in decision making and planning
- to maintain high quality academic programs
- to monitor and promote the quality of the learning experience
- 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 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, 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 Plan including a new 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 Plan and collecting and beginning to analyze assessment data:

- Continue Implementing Five-Year Department Plan
- Data Collection and Analysis

**Academic Year 3:** Continue implementing the Five-Year Department Plan. Compile and analyze assessment data and submit Mid-Cycle Report:

- Continue Implementing Five-Year Department Plan
- Data Analysis and Compilation
- Mid-Cycle Report: Due March 1
- Submit report to Assessment Coordinator

**Academic Year 4:** Continue implementing the Five-Year Department Plan. Begin preparation of self-study. Continue to collect, analyze, and compile assessment data:

- Continue Implementing Five-Year Department Plan
- Begin Self-Study Report
- Assessment Data Collection, Analysis and Compilation

**Academic Year 5:** Select external consultant and arrange contract. Develop Assessment and Self-Study Report. Create Program Performance Portfolio. Conduct external consultant site visit. 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.

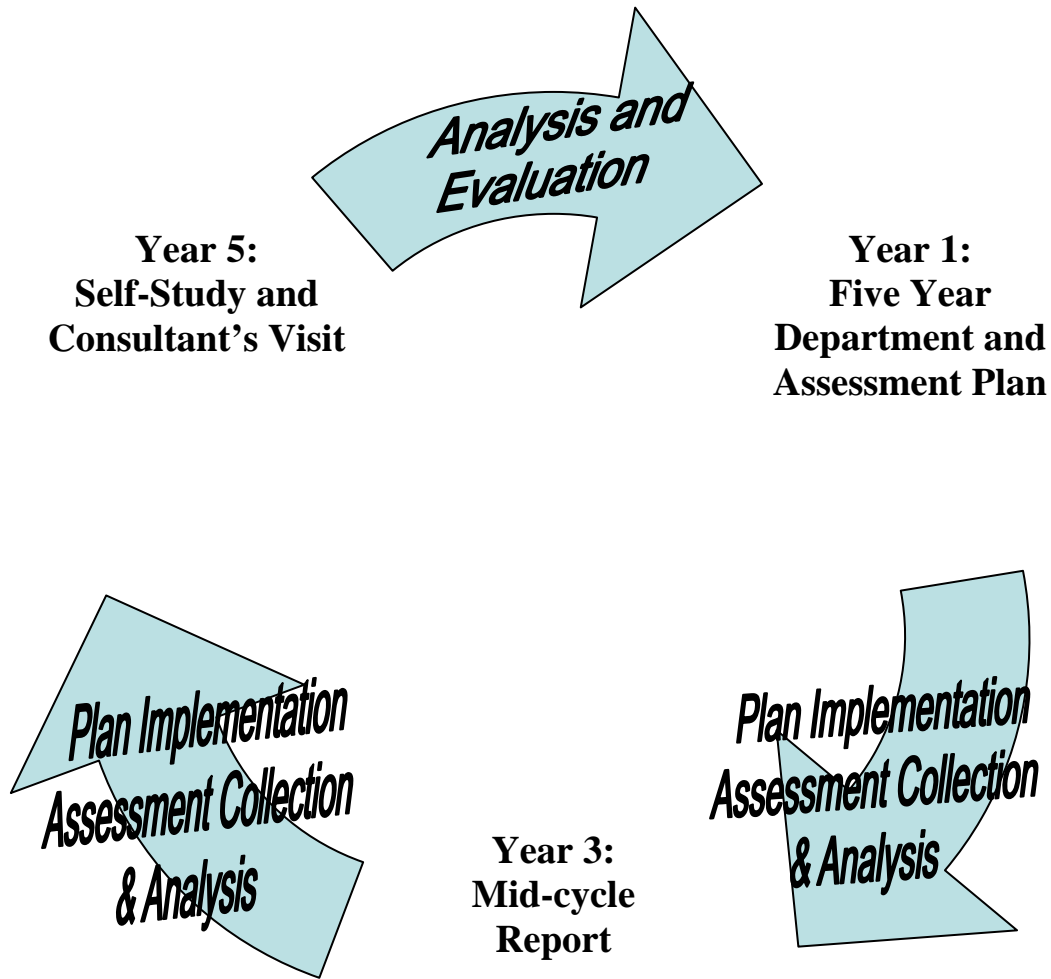
- Program Assessment and Self-Study Report: Due February 1.
- Consultant Site Visit: March/April
- Data Collection, Analysis and Implementation
- Begin Developing New Five-Year Department Plan

## **Timeline Summary**

**Annually:** Collect and analyze assessment data; submit Annual Activity and Update Report (if required by Dean); continue implementing the Five-Year Department Plan.

**Mid-point in five-year cycle:** Submit Mid-cycle Progress Report by March 1.

**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 and mid-cycle 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.

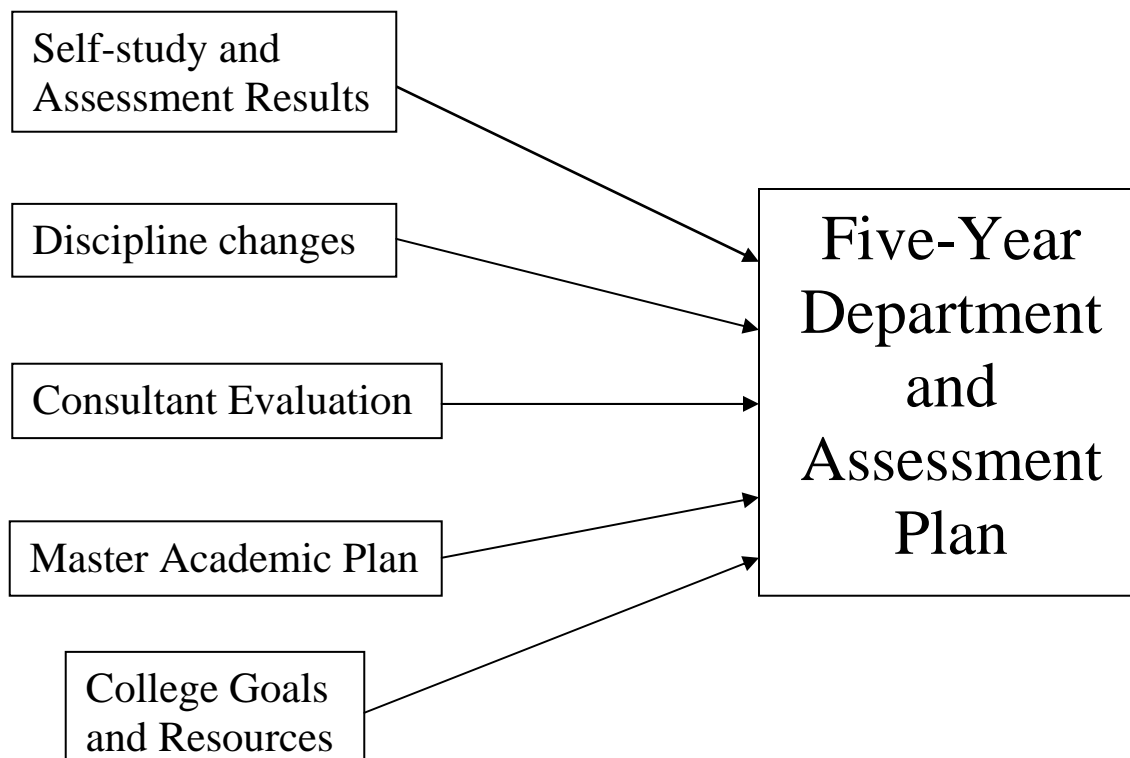
## A. Five-Year Department and Assessment Plan (New Cycle)

***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

The Five-Year Department and Assessment Plan documents curricular modifications and new initiatives the department/program intends to make over the next five year period. Multiple factors influence academic department planning, including assessment results, self-study findings, changes in the academic discipline, consultant review comments, available resources, institutional directions identified in the Master Academic Plan, and goals of each College.



## **2. Five-Year Department and Assessment Plan Format**

The following nine areas provide the outline for the five-year department review and assessment plan. Faculty may choose to include additional sections. Sections from the Master Academic Plan (MAP) must be included in the plan indicated by the corresponding MAP number (e.g. MAP 3A).

### **1. Introduction**

- 1.1. State department/program changes based on the recommendations from the “Self-Study” process. (Attach reviewer comments and any departmental response in an appendix at the end of the document.)
- 1.2. Describe briefly significant planned changes. Include changes based on what has been learned from the assessment of student learning outcomes.
- 1.3. Describe changes to the department/program mission or purpose, its goals, and/or objectives. Identify changes based on what has been learned from the assessment of student learning outcomes.
- 1.4. Describe relationship to other academic units.

### **2. Assessment**

- 2.1. Identify questions department/program wants answered through assessment activities. (See “Student Learning Outcomes” section below. Assessment plans must include both Dimension 1 Outcomes and at least one Outcome from Dimension 2 or Dimension 3.)
- 2.2. Describe planned assessment activities. (n.b. Direct measures of student learning must be included. See section of “Suggested Assessment Strategies” below. Direct measures are required for all degree programs offered through the Center for Extended Learning.)
- 2.3. Identify sources of data to be used. Departments with Graduate Programs and/or significant contributions towards Liberal Education must assess student learning in these areas.
- 2.4. Describe the assessment timeline.
- 2.5. Include budget requests for assessment activities that include direct measures of student learning. (See Section 5 below for information.)

### **3. Curriculum**

- 3.1. Describe planned changes to the curriculum based on the recommendation from the “Self-Study” process.
- 3.2. Describe changes to the curriculum based on what has been learned from the department’s/program’s previous assessment activities.
- 3.3. Describe plans for assessing teaching effectiveness. Include department/program assessment plan.
- 3.4. Describe plans to enhance interdisciplinary/complementary nature of program offerings, including international/multicultural understanding, civic engagement, environmental stewardship, and experiential learning. See MAP 1A, p.5; 1B, p. 6; 3A, p. 11; 4C, p. 14.

#### **4. Students**

- 4.1. Describe department/program commitment to student learning, based on assessment data, and on commitment to excellence in teaching.
- 4.2. Describe department/program enrollment objectives.
- 4.3. Describe department/program plans to ensure student satisfaction and appropriate timeliness of students' program completion.
- 4.4. Describe plans to increase graduation rates and placement of graduates in professional schools and/or employment opportunities. See MAP 1C, p.6.
- 4.5. Describe plans to enhance effective academic advising and timely availability of course offerings.
- 4.6. Describe plans to support student recruitment through the department and the Admissions Office. Plans should reflect support for transfer students and the development of positive relationships with two-year programs as appropriate as well as support for positive relationships with alumni, university publication and marketing personnel. See MAP 6E. p. 20.
- 4.7. Describe plans to enhance student retention through appropriate, positive interactions with faculty, programmatic club and organization advisors. See MAP 6F, 21.
- 4.8. Describe department/program goals to recruit, retain, and graduate Native American, minority, and underrepresented students as appropriate. See MAP 4A, p. 13.
- 4.9. Describe plans to increase professional, community-related, and/or capstone experiences for students. See MAP 3A, p.11.

#### **5. Faculty and Faculty Development**

- 5.1. Describe plans to develop/sustain faculty qualifications.
- 5.2. Describe plans to support faculty development.
- 5.3. Describe plans to support faculty scholarship, including community-based scholarship. See MAP 2F, p.9.
- 5.4. Describe plans for faculty staffing, including anticipated vacancies, new positions, or staffing reductions. See MAP 2A, p.7; 6A, p. 17, including maintaining reasonable workloads and appropriate faculty/student ratios. See MAP 2E, p. 9.
- 5.5. Describe plans to support college and university diversity hiring goals. See MAP 4B, p. 14.

#### **6. Center for Extended Learning and Graduate Program(s)**, if appropriate

- 6.1. Describe changes to CEL offerings, including online offerings, and articulated programs. See MAP 6B, p. 19.
- 6.2. Describe changes in graduate program and/or offerings to support university's goal 7-10% increase in numbers. See MAP 6C, p. 20.
- 6.3. Describe planned summer offerings to support university's goals of 7-10% increase in student numbers, enhanced institutional image, and students' timely graduation. See MAP 6D, p. 20.

## **7. Service**

- 7.1. Describe department/program service plans that contribute to the mission and planning priorities, including, as appropriate: service to the campus, communities in the region, and the state through cultural outreach and intellectual programming, professional or community-related capstone experience, or promotion of volunteerism and service learning. See MAP 3A, p. 11.
- 7.2. Describe plans to provide students with opportunities to learn about, engage in, and reflect on multicultural and international perspectives.

## **8. Resources**

- 8.1. Describe planned changes to physical facilities and/or assigned space. Consider funding sources, e.g., repair and betterment funds, college/department fund-raising. Describe any plans to improve current space utilization.
- 8.2. Evidence of the adequacy of physical facilities and space assigned to the department/program.
- 8.3. Describe department plans to support sponsored research and/or grants, and ways in which these funds would support changes listed above. See MAP 2C, p. 8.
- 8.4. Evidence that the department/program is provided adequate operating budgets for supplies, equipment, and technology and library resources.
- 8.5. Description of resource limitations to department/program growth.
- 8.6. Evidence of activities related to college fundraising efforts and priorities (i.e. endowed chairs, equipment bequests, and fundraising campaigns).

## **9. New Initiatives**

- 9.1. Describe new programming or other initiatives to be undertaken by department/program. See MAP 6A, p. 17.
- 9.2. Include details for staffing, curriculum, assessment, students, etc., in appropriate earlier sections above.

## **10. Consultant Report**

- 10.1. Attach this report to the 5 Year Plan.

## **11. Other information not mentioned above.**

## **B. ASSESSMENT MATERIALS**

### **1. Dimensions of Student Learning**

Dimensions of Student Learning are categories of student skills, abilities and knowledge that students are expected to achieve by graduation. Each Dimension has two or more possible Outcomes; each Outcome in turn can be narrowed to specific student learning objectives, examples of which are provided for illustration. Five-Year Department and Assessment Plans must address both of the Outcomes for Dimension 1 (Higher Order Thinking and some aspect relevant to the specific discipline) and must address at least one Outcome for either Dimension 2 or Dimension 3. The Dimensions, Outcomes, and examples of objectives, and suggested assessment strategies are presented in columns for easier visualization in [Appendix C](#). Following the descriptions of Dimensions, Outcomes, and sample student learning objectives is a list of suggested assessment strategies.

#### **Dimension 1: Intellectual Development**

Identify at least one assessment question that is pertinent to your department/program in Outcomes A *and* B under Dimension 1: Intellectual Development (sample student learning objectives provided in [Appendix C](#)); then identify appropriate assessment strategies from the suggested list below.

##### **Outcome A: Higher Order Thinking**

*—Use critical thinking and appropriate frameworks for inquiry.*

##### **Outcome B: Knowledge, Values, and Abilities Related to the Arts, Humanities, Sciences and Specialized Fields of Study**

*—Understand concepts, ideas, and theories from various disciplines and integrate knowledge, values, and abilities associated with specialized fields of study.*

#### **Dimension 2: Understanding of Self / Relating to Others**

**Either** Dimension 2 or Dimension 3 must be selected as part of your Assessment Plan. Identify at least one assessment question that is pertinent to your department/program from Outcomes A, B, C *or* D (sample student learning objectives provided in [Appendix C](#)); then identify appropriate assessment strategies from the suggested list below as a source(s) for data collection.

##### **Outcome A: Values**

*—Examine, evaluate, and express values.*

##### **Outcome B: Communication**

*—Present ideas clearly.*

**Outcome C: Human Diversity**

—Recognize the experiences and contributions of diverse groups and cultures.

**Outcome D: Self-Development**

—Demonstrate awareness of concepts, knowledge, and actions which promote one's well-being.

**Dimension 3: Participating in an Emerging Global Society**

**Either** Dimension 2 or Dimension 3 must be selected as part of your Assessment Plan. Identify at least one assessment question that is pertinent to your department/program from Outcomes A or B (sample student learning objectives provided in Appendix C); then identify appropriate assessment strategies from the suggested list below as a source(s) for data collection.

**Outcome A: Readiness for Career**

—Demonstrate knowledge, ethics, and abilities as they relate to one's specialization and career choice.

**Outcome B: Responsible Citizenship**

—Participate as a contributing member of a changing global society.

<b>Suggested Assessment Strategies for Dimensions 1, 2 and 3</b>
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

## 2. Assessment Requirements

- a. All assessment plans must include “direct” assessment (see number 5 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 College 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

<b>Academic Year</b>	<b>Assessment Project</b>
<b>2008-2009</b>	Direct assessment Liberal Education courses
<b>2009-2010</b>	Direct assessment BA and BS, including undergraduate degree programs offered through the Center for Extended Learning
<b>2010-2011</b>	Indirect assessment: student satisfaction
<b>2011-2012</b>	Direct assessment graduate programs, including graduate degree programs offered through the Center for Extended Learning
<b>2012-2013</b>	Indirect assessment: alumni survey; overview of all assessment

## 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 Provost/ Vice President for Academic Affairs to defray the costs of direct measures of assessing student learning and development. 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 under the dimensions of student learning outlined 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 Provost/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:

Practices that gather, accrue, and finally assess the cumulative evidence of the academic experience. . . are cited as exemplary means of measuring learning that has taken place during completion of a program.

**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 [PRAXIS])
- 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

### IV. Academic Year 3: Mid-Cycle Report due March 1

Continue implementing the Five-Year Department Plan. Compile and analyze assessment data and submit Mid-Cycle Report:

- Continue Implementing Five-Year Department Plan
- Data Analysis and Compilation
- Mid-Cycle Report: Due March 1
- Submit report to Assessment Coordinator

In the third year of the five-year cycle the department/program works with its College Assessment Coordinator to prepare a report for submission to its Dean. A copy of this report should also be submitted to the Center for Extended Learning for comment if the department offers degree programs through the center. This brief report describes the department/program's progress in gathering and analyzing assessment data and any modifications made to the assessment plan.

This report should be submitted by **March 1** and must include:

- the three student learning outcomes the program is assessing
- the assessment strategies or methods used; please note that some of the assessment strategies must be direct measures of student learning; direct measures of student learning must also be included for all degree programs offered through the Center for Extended Learning
- the progress in accomplishing the assessment plan related to student learning outcomes
- what has been learned about students from the assessment results and what changes, if any, the department/program has made based on these results
- any challenges (anticipated or unanticipated) related to assessment that have occurred and how they have been dealt with
- any changes the department/program would like to make in its assessment plan.

## **IV. Academic Year 3: Continued**

### **A. Mid-Cycle Progress Report Format**

#### **Departmental Assessment Mid-cycle Progress Report**

Department/Program: \_\_\_\_\_

Year Plan/Review: \_\_\_\_\_ - \_\_\_\_\_

1. Which three student learning outcomes is your department assessing?

Which of these outcomes pertain to programs offered through the Center for Extended Learning, graduate programs, or Liberal Education courses?

2. What assessment strategies or methods are you using?

3. Describe your progress in accomplishing your assessment plan:

4. What have you learned about your students from your assessment results and what enhancements has the department made based on the results?

5. What challenges (anticipated or unanticipated) have occurred related to assessment and how have they been resolved?

6. What modifications, if any, would you like to make to your assessment plan and why?

## V. Academic Year 4 Activities:

Continue implementing the Five-Year Department Plan. Begin preparation of self-study. Continue to collect, analyze, and compile assessment data:

- Continue Implementing Five-Year Department Plan
- Begin Self-Study Report
- Assessment Data Collection, Analysis and Compilation

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

Select external consultant and arrange contract. Develop Assessment and Self-Study Report. Create Program Performance Portfolio. Conduct external consultant site visit. 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.

- Program Assessment and Self-Study Report: Due February 1
- Consultant Site Visit: March/April
- Data Collection, Analysis and Implementation
- Begin Developing New Five-Year Department and Assessment Plan

### A. Self-Study Report

***Self-Study Report Suggested Due Date: February 1 of Year 5***

***Length: Concise; no more than 20 single-spaced pages; supporting documents may be appended***

During the fall of the fifth year of the five-year review cycle, the program prepares a concise (no more than 20 single-spaced pages in length) document (references to MAP refer to the Master Academic Plan included here as a separate document) which includes the following:

1. Introduction
  - a. brief department/program history including the department/program mission (purpose)
  - b. relationship with other academic units
  - c. clear statement of changes that have occurred in response to recommendations from the last review, and, where appropriate, changes independent of the review
  - d. department/program objectives (present and future)

## 2. Assessment Activities

- a. identify the dimensions of student learning (see Appendix A) which the department/program previously selected for assessment
- b. description of approved department/program assessment plan and how the plan is being implemented
- c. data from assessment activities
- d. analysis of assessment data
- e. evidence that assessment results are informing curricular decisions (see MAP 1C p. 7)
- f. identify any influences from external contingencies (such as advisory boards) in departmental decision-making processes (see MAP 3D p.13)

## 3. Curriculum

- a. curricular requirements
- b. evidence that the curricular quality is as strong or stronger than similar programs in the state and nation
- c. summary table listing the courses and the terms/sessions in which they have been offered since the last review
- d. indication of complementary nature of the department/program with other essential programs or functions at BSU, such as how the curriculum addresses the core values/ signature themes of International/multicultural understanding, civic engagement and environmental stewardship (see Map 1A p. 6 and 4C p.15) and the curricular philosophies adopted by the university of interdisciplinary approaches and experiential learning (see MAP 1B p. 6-7)
- e. identification of duplication of work done in the program with work done in other programs or departments and suggested modifications to reduce duplication
- f. description of how teaching effectiveness is assessed
- g. description of cooperative efforts to ensure quality for program course requirements outside the department

## 4. Students

- a. evidence of current student demand and projected five year enrollments for the department/program
- b. evidence of student satisfaction with the department/program learning experience
- c. evidence of effective academic advising and timely availability of curricular offerings (see MAP 1C p.7)
- d. evidence of satisfactory graduation rates (see MAP 1C p.7), and placement of graduates (graduate/ professional schools, employment)
- e. Evidence that the department has supported recruitment and retention efforts (see MAP 6E & F pp. 21-22)

## 5. Center for Extended Learning and Graduate Program(s) (if any)

- a. description of program(s)
- b. description of program specific assessment activities, including direct assessment of student learning outcomes
- c. description of how the plan is being implemented

- d. data from program and university-wide assessment activities
  - e. recommendations based on assessment data
  - f. evidence of satisfactory placement of graduates (graduate/ professional schools, employment)
  - g. description of other educational opportunities such as summer school offerings, and self guided and online courses (see MAP B, C, & D, pp. 21-21)
6. Faculty and Faculty Development
- a. evidence that the faculty are qualified to teach the curriculum
  - b. evidence that the faculty have maintained an active professional development process and are actively engaged in their discipline
  - c. evidence that the faculty have been scholarly, including the scholarship of teaching and community-based scholarship (see MAP 2F p10)
  - d. evidence that the department/program has an adequate number of qualified faculty to meet student demand
  - e. how the department has promoted the recruitment, retention and development of faculty through strategies such as maintaining reasonable faculty workloads by reducing the breadth of the curriculum (see MAP 2E p10)
7. Service
- a. evidence that the department/program contributes to the mission and planning priorities of BSU
  - b. evidence that the department/program provides important service to the campus, communities in the region, and the state through cultural outreach and intellectual programming, professional or community related capstone experiences, or promotion of volunteerism and service learning (see MAP 3A p12)
  - c. Evidence of opportunities for students to learn about, engage in, and reflect on multicultural and international perspectives
8. Resources
- a. evidence of the adequacy of physical facilities and space assigned to the department/program
  - b. evidence that the department/program is provided adequate operating budgets for supplies, equipment, technology and library resources
  - c. description of resource limitations to department/program growth
  - d. Evidence of activities related to college fundraising efforts and priorities (i.e. endowed chairs, equipment bequests, fundraising campaigns)
9. New Initiatives
- Consideration of new program opportunities through departmental evaluation of changes in industry, society and their disciplines
10. Other information not mentioned above.

## B. Suggested Final Year Timetable

- **April** of year preceding review: Notify departments/programs of the forthcoming review;
- **November**: Arrange for external consultant visit;
- **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 Provost/Vice President for Academic Affairs, the Office of Research and Assessment, the Center for Extended Learning (if applicable), and the 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 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 which may be important include whether the consultant has a terminal degree and whether the consultant is from out-of-state or out-of-the-MnSCU-system. The Dean, in consultation with the department, recommends a consultant to the Provost/Vice President for Academic Affairs for approval. Copies of the requests and approval by the Dean and the Provost/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
- Provost/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:

- improvements since the last 5-year review
- proposed plans for the future
- the relations of the department/program with other units
- 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

- patterns of student success
- the department/program assessment plan
- 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:

<b><i>Consultant’s Report Submitted to</i></b>	<b><i>Date</i></b>
Department/program faculty	_____
College Assessment Coordinator	_____
Dean	_____
Center for Extended Learning (if applicable)	_____
Provost/ 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.
- Mid Cycle Report feedback will return to Chairs by September in order for the Department to implement changes to the Plan the following school year.

## **VII. Annual Update and Report**

Each College has its own protocol on annual updates. Please see your College Dean and/or Assessment Coordinators for more details.

## **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

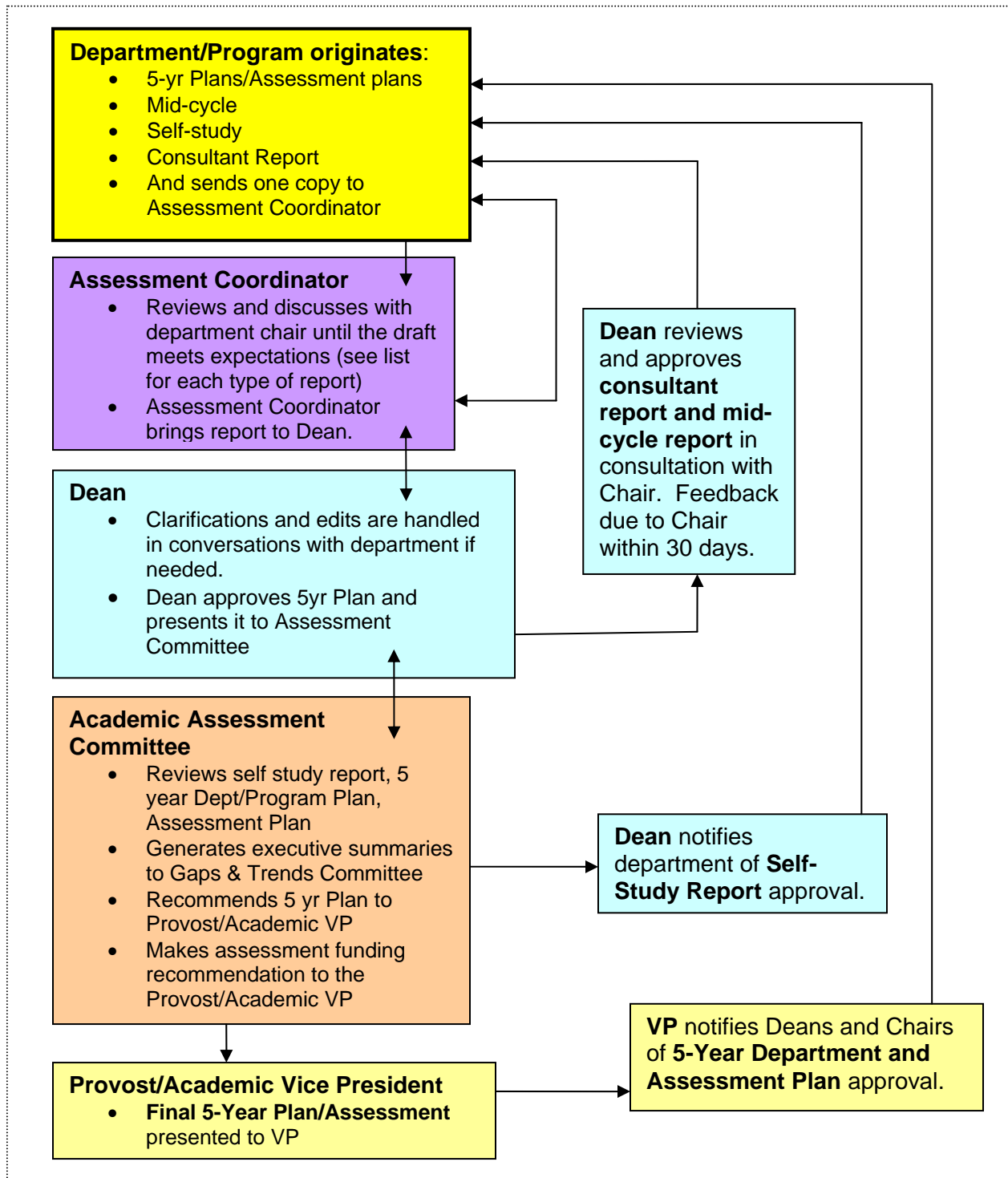
#### Membership

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

<p><b>Outcome A. Higher Order Thinking</b> <i>—Use critical thinking and appropriate frameworks for inquiry.</i></p>
<p><b>Sample Student Learning Objectives</b></p>
<p><b>1. Analytical Thinking</b>            --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 in a variety of situations, both independently and cooperatively with others and from a multiplicity of perspectives.</p> <p><b>2. Evaluative Thinking</b>            --identify assumptions and limitations to problem-solving.            --critically evaluate ideas and interpretations held by oneself and others.</p> <p><b>3. Scientific and Quantitative Reasoning</b>            --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><b>4. Creative Thinking</b>            --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;"><b>Outcome B. Knowledge, Values and Abilities Related to the Arts, Humanities, Sciences &amp; Specialized Fields of Study</b> <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><b>Sample Student Learning Objectives</b></p> <ol style="list-style-type: none"><li>1. Demonstrate understanding about dimensions of human behavior and development within social contexts.</li><li>2. Describe structures, functions, and relationships concerning aspects of the natural, technological, and social environments.</li><li>3. Discuss historical and contemporary institutions, movements, ideas, people and values which influence our world.</li><li>4. Recognize the formal elements and aesthetic qualities of the literary, performing, and visual arts.</li><li>5. Recognize global dimensions of historical and contemporary issues and topics.</li><li>6. Attain in-depth knowledge, values, and abilities.</li></ol>

<p style="text-align: center;"><b><i>Suggested Assessment Strategies for Dimensions 1, 2, and 3.</i></b></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>

## APPENDIX C: Dimensions of Student Learning Chart

### 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.

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

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

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

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

## APPENDIX C: Dimensions of Student Learning Chart

### 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.

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

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

<b>Suggested Assessment Strategies for Dimensions 1, 2, and 3</b>
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

## APPENDIX D: Departmental/Program Assessment Budget

### 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) \_\_\_\_\_

### Respondent Fees and Incentives

\$ Per student \_\_\_\_\_

Number of students \_\_\_\_\_

Total Cost \_\_\_\_\_

Incentives \_\_\_\_\_

### Supplies and Services

(e.g., printing, copying, postage, room rental) \_\_\_\_\_

**\*Please note: Faculty compensation not permitted.**

## Appendix E: External Consultant's Questionnaire

Department/Program \_\_\_\_\_ Date \_\_\_\_\_

General questions to be completed by the external reviewer of the undergraduate program.

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 educational goals and objectives for majors/minors in its self-study document?**

HIGH                  MEDIUM                  LOW                  NONE

**Reviewer's comments:**

**2. To what degree has the department clearly articulated its instructional objectives for majors/minors in its self-study document?**

HIGH                  MEDIUM                  LOW                  NONE

**Reviewer's comments:**

**3. 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:**

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

YES                  NO

**Reviewer's comments:**

**5. 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:**

**6. 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:**

**7. 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:**

**8. 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:**

**9. Based on data provided in the self-study related to the 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:**

**10. How could the curriculum of this department or program be improved over the next five years, and what actions would be required to accomplish that improvement given current levels of resources? Please be as specific as possible by commenting on library resources, equipment, pedagogy, and staffing.**

**11. 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).**

**12. If appropriate, please comment on the nature and quality of departmental or program offerings in on- and off-campus electronic and distance-education formats. In particular, this item should include instructional television, internet technology, external studies, and other courses.**

**13. 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.**

**14. Based on information provided in the self-study document, and interviews with administrators, students and faculty, what is your opinion of the appropriateness of department or program admission standards and procedures?**

**a. Admission standards**

VERY APPROPRIATE	SOMEWHAT APPROPRIATE	SOMEWHAT INAPPROPRIATE	VERY INAPPROPRIATE
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**b. Adequacy of procedures**

VERY APPROPRIATE	SOMEWHAT APPROPRIATE	SOMEWHAT INAPPROPRIATE	VERY INAPPROPRIATE
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**Reviewer's comments:**

**15. Based on information provided in the self-study document, and compared to other departments and programs in similar universities, how would you assess the quality of this department or program on the following items? (If no information is supplied, circle DNA.)**

**a. Standardized tests**

EXCELLENT	VERY GOOD	AVERAGE	POOR	VERY POOR	DNA
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**b. Alumni/employer evaluations**

EXCELLENT	VERY GOOD	AVERAGE	POOR	VERY POOR	DNA
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**c. National disciplinary standards**

EXCELLENT	VERY GOOD	AVERAGE	POOR	VERY POOR	DNA
-----------	--------------	---------	------	--------------	-----

**d. Student and alumni achievements**

EXCELLENT	VERY GOOD	AVERAGE	POOR	VERY POOR	DNA
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**Reviewer's comments:**