

# **STUDENT AND UNIVERSITY SERVICES PROGRAM PLANNING AND REVIEW**

**Resource Manual with Guidelines**

**Adapted from the APPR Model for Student Services by the SSPPR Committee Spring, 1999  
Approved by the Student and University Services Planning Committee October 2000  
Approved by the University Council November 2000  
Approved by the Executive Council December 2000**

# **BSU PROGRAM PLANNING AND REVIEW**

## **Historical Perspective**

Bemidji State University (BSU) has traditionally followed the academic program planning and review procedures that were approved by the Minnesota State University Board (MSUB), most recently in 1988. Academic programs were reviewed on a five-year rotating basis. In most cases external consultants were invited to campus to review programs after a program self-study was completed. Program planning and review summary reports were forwarded to the MSUB Chancellor's Office annually.

The System merger in 1995 required change in the way academic programs are reviewed. The MnSCU final report called for development of a quantitative program assessment system that allows for annual comparison of program effectiveness and efficiency across the System. At the same time, MnSCU moved away from prescriptive on-campus program reviews in favor of an accountability model that holds individual campuses responsible to assess and review all academic programs on a cyclical basis.

North Central Accreditation (NCA) requires all institutions to assess program outcomes and show evidence that demonstrates the institution is using assessment data to continually improve academic programs. This is a shift from past practices that relied more on measuring inputs and outputs. Thus, meaningful program review that is aligned with NCA accreditation criteria should encompass assessment of student learning outcomes at the programmatic level. The university has an NCA approved assessment plan that requires all departments (academic and student/university services) to develop and maintain an assessment program that will foster the ability of programs to accomplish their purpose.

Following are the guidelines for the Annual and Five-Year Program Planning and Review for Student and University Services.

## **STUDENT SERVICES PROGRAM PLANNING AND REVIEW**

### **Purpose, Objectives, Design Goals and Model**

#### **Purpose**

The SSPPR Committee and the University Assessment Advisory Committee recognize that all programs should be reviewed periodically to ensure that programs contribute to and are consistent with the mission of the University. Program reviews are multi-purpose and directly benefit student/university services programs/departments, the University community, and external constituencies, such as the MnSCU Board and State Legislature.

## Objectives

### A. Internal to the Department and Students

- Improve the quality of the student learning experience.
- Promote the highest quality of student/university services.
- Provide internal planning and program/department accountability.
- Support and promote excellence in professional knowledge and expertise.

### B. Internal to the University

- Assist the university in decision-making and planning.
- Inform students, faculty, and staff about program/department services.
- Provide appropriate performance measures and standards.

### C. External to the University

- Inform prospective students and other publics.
- Provide external accountability to accrediting bodies, MnSCU, and the State Legislature.

## Design Goals

**Goal 1:** *Student/University Services Program Planning and Review should include both formative and summative evaluation.* Program evaluation can take two forms: formative and summative. Formative evaluation provides periodic data to staff for purposes of improving programs/departments. Formative evaluation should occur at least on an annual basis for all student/university services programs/departments. Thus, each student/university services area can assess program progress and use this information for program improvement on a short-term basis. Summative evaluation provides information to show the development of a program from a long-term perspective. It should assess student learning outcomes as set forth in the University's Assessment Plan and the "Student and University Services Five Year Program Review and Assessment Guidelines." Meaningful program review should include summative evaluation at five-year intervals.

**Goal 2:** *Student/University Services Program Planning and Review should include program data elements that are readily available and useful to the program/department.* Collecting program performance data is both time consuming and costly. Efforts should be made to use institutional data that is readily available. We strongly encourage collecting data that can be used for program improvement and accountability purposes.

**Goal 3:** *Student/University Services Program Planning and Review should include periodic external program evaluation.* An external consultant is useful in identifying needed programmatic changes because of their outside perspective. An external reviewer also serves as a form of external accountability.

**Goal 4:** *Student/University Services Program Planning and Review should be linked with quality assurance and continuous quality improvement.* Quality assurance and continuous quality improvement are important evaluative standards for programs/departments to adopt.

Student/university services programs/departments can be improved by incorporating program performance feedback into program planning and design. Such Standards include the CAS Standards and those endorsed by professional organizations.

**Goal 5:** *Student/University Services Program Planning and Review should be constructive in nature by providing guidance and feedback to programs/departments.* Program review is a process that helps programs/departments improve their student/university services offerings, staffing, programming and resource allocations. Using a formative and summative evaluation approach ensures continuous feedback and improvement.

**Goal 6:** *Student/University Services Program Planning and Review should include both quantitative and qualitative assessment of student learning and overall program performance.* Program assessment is at the heart of program planning and review and how performance is measured and reported is of critical importance. Performance reporting should describe both measurement techniques and performance results. The underlying assumption is that performance data can be of great value when used to improve student/university services programs/departments. Performance indicators are usually quantitative so that they can be used to assess the relative position of an activity against some standard or reference point. For most programs/departments, past performance is often a good reference point. Although most performance indicators are quantitative, it is desirable to incorporate qualitative assessment of programs in reporting performance as well. Narrative qualitative assessments are valuable components in programs/departments self-studies because they can provide context, perspective and analysis.

### **Model**

**The three components for Student/University Services Programs/Departments are the Annual Report, Mid-Cycle Report, and the Five-Year Program Review.**

#### **The Annual Report**

Student/University Services Programs/Departments should complete and submit to their respective vice president, by July 1 of each year, a departmental annual report. The annual report will contain the program's/department's mission statement, goals and objectives for the past and current years, as well as projected three-five year goals, needs, changing trends and concerns. The Annual Report will also include information regarding the number and types of students served, personnel demographics, budget and facility resources and annual program assessment data.

The Annual Report is an essential program/departmental and institutional planning and communication tool and provides an important record of departmental programs and services, personnel and non-personnel resources and changes over time. The report is also an integral document and history for inclusion in the Five-Year Program Review process.

Models for the Annual Report are included as *Attachment A* - "Annual Report Format," and an example of a completed Annual Report using the BSU Student Health Services as one model is on reserve at the Library under Dr. Quistgaard's name. *Attachment B* is a template for the annual report. *Attachment C* is an annual report worksheet. These materials are

available in electronic form from the Student and University Services Planning Committee web site or from the committee.

### The Mid-Cycle Report

In the third year of the five-year cycle the program will submit to their supervisor a brief report describing the program's progress in gathering and analyzing assessment data and any modifications made to the assessment plan. At the request of the director or the supervisor a meeting can be scheduled to discuss the mid-cycle report. See *attachment D* for a reporting form that can be used. This report should be submitted by March 1 and should include:

- what the program is assessing;
- the assessment strategies or methods used;
- the progress in accomplishing the assessment plan so far;
- what has been learned from the assessment results so far and what changes (if any) the 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 program would like to make in their assessment plan and why these changes would be an improvement to the assessment plan.

### The Five-Year Program Review

The Five-Year Program Review may take the form of a program/department quality audit. Such an audit should include student learning outcomes and program effectiveness. It would be the responsibility of each student/university services program/department to demonstrate effective and qualitative services to internal and external reviewers by constructing a program self-study report. Student Services have national standards and benchmarks for program excellence and accountability. Programs/departments are encouraged to use these national professional standards.

The self-study report would consist of various kinds of materials, annual assessment data and/or exhibits that can be reviewed by evaluators. The self-study report would normally consist of a series of questions that the programs/departments develop and briefly answer in narrative form. National program checklists should also be considered.

An external program/department consultant should be retained to serve as a quality site visit. It would be up to the consultant to review the Student/University Services program/department self-study report.

The final step in the Five-Year Program Review process would be for the programs/departments to respond to the consultant report by developing a quality improvement plan for the next evaluation period. This step would help a program/department address areas that need improvement in a meaningful way.

*Attachment E* provides a timetable and description of components of the Five-Year Program Review.

## **STUDENT SERVICES PROGRAM PLANNING AND REVIEW**

### **ANNUAL REPORT FORMAT**

#### **MISSION STATEMENT**

- Program/Department Mission Statement
- Relationship to University Mission Statement

#### **GOALS AND OBJECTIVES (by area of responsibility – 5 goals maximum)**

- Past Year (include problems/concerns and achievements/successes)
- Current Year
- Next Year (list only new/additional goals from current year)
- Future Projections – 3 to 5 years (cite any anticipated trends, changes, concerns)

#### **STUDENT OR OTHER CONSTITUENCIES SERVED DEMOGRAPHICS**

- Who (type of students or constituencies served)
- Number of students or constituencies served

#### **PERSONNEL DEMOGRAPHICS**

- Staff Analysis (all staff, including student workers)
- Professional Activities (departmental and staff professional affiliations and activities)
- Individual Staff Responsibilities

#### **RESOURCES**

- Budget (personnel and non-personnel)
- Physical Facilities (size and quality of space, changes, needs, etc.)

#### **ASSESSMENT PLAN**

- Previous Year (purpose and results)
- Current Year (purpose and results)
- Coming Year (purpose and results)
- Attachments (as appropriate)

## SUGGESTED ANNUAL REPORT TIMETABLE

- **July/August** Finalize goals/objectives and personnel responsibilities with departmental staff for the forthcoming year.
- **November** Mid-Fall Semester progress check.
- **February** Mid-Spring Semester progress check.
- **April** Prepare draft of Annual Report.
- **May** Program/Departmental review and final edit of draft document.
- **June** Prepare final report.
- **July 1** Submit annual report to respective vice-president or president, departmental staff members, the SUS Committee Chair and the Office of Research and Assessment (for archival).

NOTE: This is a suggested timetable as a guideline. The Annual report due date will be set in collaboration with the Student and University Service Department Director and his/her supervisor. Variation in the July 1 annual report due date should be reported to the SUS committee chair.

**ANNUAL REPORT TEMPLATE**

**Student or University Service Department:**

**Annual Report for Year:**

**Director:**

**I. (Your Department Name) MISSION STATEMENT:**

**II. (Your Department Name) RELATIONSHIP TO THE UNIVERSITY MISSION STATEMENT:**

**III. GOALS AND OBJECTIVES:**

- A. Past Year**
- B. Current Year**
- C. Next Year**
- D. Future (3 to 5 years) Projections**

**IV. STUDENT OR OTHER CONSTITUENCIES SERVED DEMOGRAPHICS**

**V. PERSONNEL DEMOGRAPHICS**

**VI. RESOURCES**

- A. Budget**
- B. Physical Facilities**

**VII. ASSESSMENT PLAN**

- A. Previous Year**
- B. Current Year**
- C. Coming Year**
- D. Attachments (as appropriate)**

**ANNUAL REPORT WORKSHEET**

This worksheet is to help you begin your annual report. This is a suggested format; please change the worksheet so that it meets the needs of your department and your supervisor, or use your own annual report format if it is acceptable by your supervisor. The report should include sections that identify your mission, goals and objectives, demographics about students or other constituencies served, personnel demographics, resources (budget and physical facilities), assessment plan, and appropriate attachments. The Student and University Services Planning Committee is requesting that all annual reports have the sections stated above to help us look at this and other data, in order to do an assessment of campus climate and to make recommendations to improve the services provided at Bemidji State University. As part of our charge we are your advocates in the planning process. Therefore, we want to provide the University community and outside publics a thorough understanding of how the service areas at Bemidji State University contribute to the total student experience.

**Directions for using the worksheet:**

The worksheet will have gray shaded boxes for you to enter your data or information.

If you are unclear how or what is expected for a given area, click on the blue underlined link. This will take you to another area in this document that has additional material to help you with the section.

If you have additional questions or need help, please contact any member of the Student and University Services Planning Committee. You may also post your question on the list serve that's been set up for this committee and the directors of service departments.

The data from this worksheet can then be cut and pasted or retyped into the Annual Report Template.

Once you have completed one annual report, you will only need to modify that report for the next year. We encourage you to use this worksheet as a reference and refer back to it periodically as you think about rewriting your mission or goals and objectives.

1. You need to identify the following:

The Student and University Service Department

Annual report year

Director's name

2. Mission Statement

A. What is your department's mission statement?

[How do I create a mission statement?](#)

B. How does your department's mission statement (charge) relate to the University's Mission Statement?

[How do I relate our mission statement to the University's?](#)

3. Goals and Objectives (by area of responsibility – 5 goals maximum)

A. Past Year Goals and Objectives  
(include problems/concerns and achievements/successes)

B. Current Year Goals and Objectives

- C. Next Year Goals and Objectives  
(list only new/additional goals from current year)

- D. Future Projections – 3 to 5 years  
(cite any anticipated trends, changes, concerns)

[How do I write goals and objectives?](#)

4. Demographics of students or other constituencies served

- A. Describe who uses the service of your program.

- B. What statistics do you have about users of your service?  
(Number of requests, number of students served, training done for your constituencies, reports generated, data on other services provided)

[Who are your constituencies?](#)

5. Personnel Demographics

- A. Staff Analysis (all staff, including student workers)  
Position, name of current staff filling the position

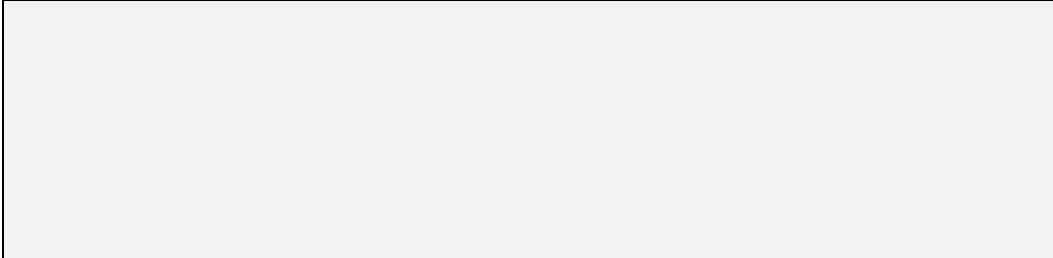
- B. Professional Activities (if appropriate for your area)  
Include:
- Departmental and staff professional affiliations
  - What your staff is doing to stay current in the field (training, conferences, readings, networking with peers, etc)
  - What goals do your staff have for continuing their professional development?

- C. Individual Staff Responsibilities

6. Resources

A. Budget

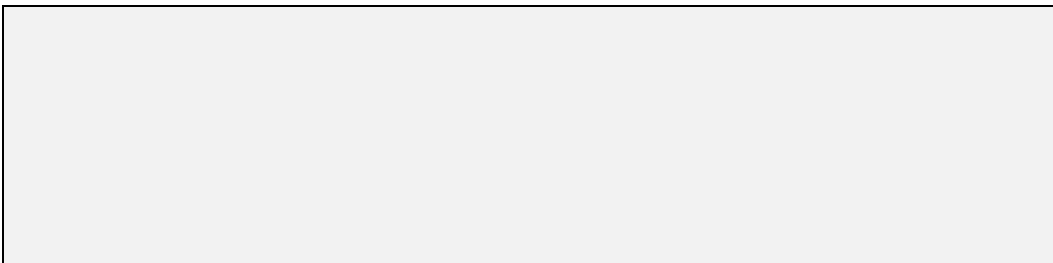
1. Personnel budget – budget and actual expenditures for the year



2. Non-personnel budget – source, budget and actual expenditures for the year

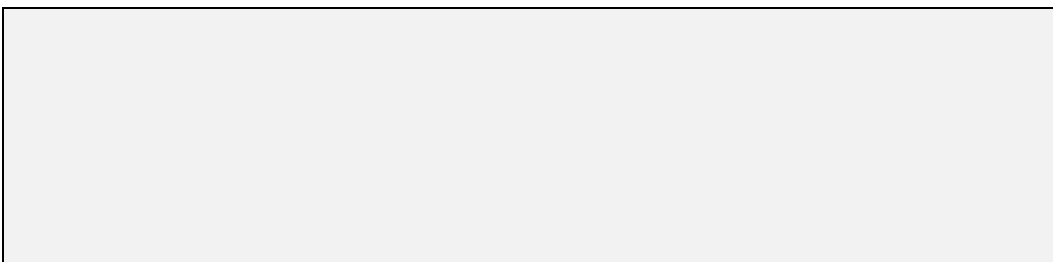


B. Physical Facilities - size and quality of space, changes, needs, etc.



7. Assessment Plan – see assessment guidelines

A. Previous Year (purpose and results)



B. Current Year (purpose and results)

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C. Coming Year (proposed purpose, assessment strategies, changes, issues)

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8. Attachments (as appropriate) – identify documents to be included with annual report

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### **How do I create a mission statement?**

When developing your mission statement you need to involve all of your department members and, if possible, representatives from your student or other constituencies served to help you determine the purpose of your area, what you are today, and where you want or need to be in the future. Input from everyone will help to build openness, trust, and create buy in to the concept of a mission statement as a guide.

It will be helpful to look at other mission statements to get ideas of how to approach writing your mission statement. Avoid boasting, irony, skepticism, or trying to be funny. The best mission statements are several sentences that are straightforward, direct and candid about your department's purpose today and in the future. Including the future direction of your area will encourage your department to think about where your area is headed and how you will get there. Your department's mission statement is something that you must believe in or it will be obvious to your constituencies that you did this as an exercise to placate someone else. The mission statement will tell your department's story and should make a good first impression on your constituencies.

The mission statement should be reviewed each year and edited as your department progresses.

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### **How do I relate our mission statement to the University's?**

The University's Mission Statement is ([BSU Catalog, p. 2](#)): Bemidji State University, since its founding in 1919, has been a center of intellectual, cultural, social, and economic life in northern Minnesota. Beginning as a small teacher's college, Bemidji State has grown into a comprehensive university, part of a diverse, statewide system of higher education.

As its primary strength and function, Bemidji State University delivers, at the baccalaureate and graduate levels, substantial and affordable educational opportunities that enhance student access to leadership roles and encourage responsible citizenship. Thus posed to lead its students into the twenty-first century, the University further recognizes that sweeping changes in society and technology call for new ideas and new skills, yet ones ever more grounded in shared human values.

In order to fulfill its mission and its responsibilities as a public university, Bemidji State University will:

1. Promote an uncompromising pursuit of knowledge, excellence, civic responsibility, and environmental respect.
2. Focus on student success by offering high quality baccalaureate and graduate programs designed to build analytical skills and critical thinking abilities; by developing responsible educational goals and career planning through a heightened commitment to faculty advising and by instilling in students the habits of scholarship and life-long learning.

3. Offer a pleasing and safe campus community enriched by native heritage and world cultures; united by human values centered on civility and mutual respect; and underpinned by facilities necessary for education in the twenty-first century.
4. Develop a high-quality, diverse faculty and staff engaged in on-going professional achievement and revitalization, and in innovative partnerships with education, business, and industry.
5. Incorporate new technologies by exploring, developing, and adapting to a human scale the capacities that give the University's students, faculty, and staff access to the world, and give the world access to the University.
6. Encourage a varied educational experience beyond the classroom through community service, internships, and travel, while providing a campus life rich in unique opportunities for developing a heightened knowledge of the self, others, and the world.
7. Ensure that each student who graduates can communicate effectively in writing and speaking, can distinguish knowledge from information, and is prepared to take her or his position as a responsible and productive member of the human family in a global society.
8. Develop increased support among external constituencies, for purposes of a deepened institutional stability and heightened flow of ideas.

In addition to the University's related mission statements given above, the University has five strategic directions. If your department's missions statement does not appear to relate well to one of the eight University related mission statements, then it might relate better to one of the following strategic directions:

Direction 1: Learner Achievement – Learners will be prepared to be flexible, adaptable and knowledgeable in making informed judgments to successfully participate in the wide range of opportunities offered in a changing global society.

Direction 2: Flexibility in Accessing Learning - Qualified and diverse students will have access to University courses and experiences through opportunities that promote student involvement and responsibility in learning, and the timely completion of educational goals.

Direction 3: Academic Excellence – Each academic program will strive to meet or exceed national and/or professional (accreditation) standards within its discipline/area.

Direction 4: Human Potential – The University will seek and retain highly qualified and diverse professionals who are committed to meeting the educational needs of an increasingly diverse and changing society in a university environment that recognizes excellence.

Direction 5: Partnerships – The University will provide the energy and leadership within the community, region and state based on shared expectations to create alliances and partnerships that will shape our future.

Remember your department contributes to the student's overall experiences at Bemidji State University. This section of your annual report is used to explain to the University community and outside publics why your department is important to the students and the University.

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## How do I write goals and objectives?

Goals are broad categories where we state what we wish to achieve in general terms that may be in an intangible, abstract format. Objectives are smaller statements that help us achieve the Goal and are tangible and precise.

What areas need goals? Identify the areas under your department's responsibility. Each area your department is responsible for should have at least one goal. Each area can have several goals but, to begin the assessment of your program, it is recommended that you first work with only one goal. In addition, to help you determine the best goal you can identify your department's (1) opportunities or problems that your department could work on in the next one to five years, or (2) processes or practices that need improvement, or (3) needed resources development. After you have determined possible goals for each responsible area, select the one that your department feels has the highest priority. The SUS committee recommends that as you begin this process, you select a goal that is important to your program and that you feel has a high probability of success. This will be a learning process and starting with a doable goal will build confidence and success expectations within the department.

Objectives are the steps or how you will achieve your goal. First you need to break up the goal into smaller components that will be more specific than the goal. The objectives will be shorter term, focused, and behavioral oriented. They should follow the SMART principle for writing objectives:

- S simple (avoid multiple objectives written as one, use a common format if possible)
- M measurable (how will this be evaluated – quality, quantity, efficiency, effectiveness, durability, speed, money, frequency, ratios, other measurable standards?)
- A accountable (who's responsible for measuring and reporting results?)
- R results focused (what outcomes do you expect with this objective?)
- T timely (can this be done in one to three years? If not, break it into smaller steps.)

Potential problems with objectives include: an objective that is too broad in scope or includes more than one objective, which creates an objective that is too complex; the criteria doesn't let the user know explicitly how well someone needs to do an action (activity, task), which could be interpreted as a false criteria; it describes instructions, not outcomes, which leads to false assumptions about the objective; or it could be stated with no results expected, which could lead to undesired or inappropriate performance.

The purpose of goals and objectives are to help us measure how successful our actions have been and what change has occurred as a result of our action.

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**Who are your constituencies?**

Where do your requests for service originate? Students? staff? faculty? administration? MnSCU? other agencies?

Who do you share your expertise with?

Do you write and receive grants? How does this impact the service you provide?

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Last revised: March 12, 2001



**STUDENT AND UNIVERSITY SERVICES  
PROGRAM PLANNING AND REVIEW**

**EIGHTEEN MONTHS PRIOR TO FIVE-YEAR PROGRAM REVIEW**

**Timetable and Review Components (begins one year before review)**

- April Notify programs/departments of review.
- November Arrange for external consultant visit.<sup>1</sup>
- December Submit first draft of program self-study report.<sup>2</sup>
- January Review self-study report.
- February Complete final self-study report.
- March Prepare program performance portfolio.<sup>3</sup>
- April Participate in external consultant site visit.<sup>4</sup>
- May Review and distribute the external consultant's final report.
- October (next year) Develop a program improvement plan.<sup>5</sup>

<sup>1</sup> External Consultant: The Student and University Services programs/departments will be responsible for identifying and forwarding a list of two or three potential external program review consultants to the immediate supervisor (supervisor). The supervisor, in consultation with the program/department will recommend a consultant to the respective Vice President or President for approval. Once approved, the supervisor in cooperation with the program/department will coordinate the consultant visit.

<sup>2</sup> Self-Study Report: The Student and University Services program/department will prepare a self-study report, which is a succinct (fewer than 20 pages single-spaced) document that includes an introduction with historical perspective, assessment plan and results, and a summary of the annual reports for the past five years (using the annual report format). Program comparison should be with CAS standards or other relative professional standards.

<sup>3</sup> Performance Portfolio: The Student and University Services program/department is responsible for assembling documentation in support for its self-study report. Appropriate materials may include – but are not limited to – assessment results, policy and procedure documents, classroom/lab manuals, protocol documents, student or constituency files, recruiting and informational brochures, budget reports, and other appropriate materials to support the report. These materials should be placed as attachments to the Self-Study Report.

<sup>4</sup> Consultant Site Visit: The external consultant conducts interviews with the program/department supervisor, students or other constituencies who use the service provided, members of the advisory board (if applicable), staff in the program/department and others from the university community. The external consultant reviews changes made since the previous review, proposed plans for the future, the program's/department's assessment plan and results, the program's/department's place within the university, strengths and weaknesses of the program, staff, resources, facilities, etc., staff and workload issues, and effectiveness of the program/department meeting the university's mission and goals. The final report made by the consultant will be distributed to the program/department supervisor, staff, the vice presidents and president.

<sup>5</sup> Once the program/department has received the external consultant's final report, a quality improvement plan is developed. The purpose of the plan is to ensure that the feedback obtained from the consultant is incorporated into program planning. The program/department may include a response to the consultant's report in the plan. The quality improvement plan proposes anticipated changes in the program/department that staff and students or other constituencies can incorporate to benefit both the program/department and the institution. The plan is forwarded to the supervisor for comment by October 1 of the year following the consultant's visit. The supervisor comments on the report directly to the program/department staff. The program/department has 30 calendar days to make revisions and forward the final plan to the supervisor.