

Bemidji State University

GUIDELINES:

ACADEMIC PROGRAM REVIEW

AND

**ASSESSMENT OF STUDENT
LEARNER OUTCOMES**

October 1, 2003

**This document replaces all previous Academic Program
Review and Assessment Guideline documents.**

FOREWARD

The material in these guidelines is laid out in a chronological format that assumes you are at the **beginning** of the review process. Not all guideline users will be at that stage when they begin to use the booklet. It is hoped that the format of the guidelines and the table of contents will help you easily find the information that is relevant to you. If you have any difficulty in using the guidelines, there are several people who can assist you.

NEED ASSISTANCE WITH HOW TO USE THIS HANDBOOK IN YOUR DEPARTMENTAL PROGRAM REVIEWS AND ASSESSMENT PLANS?

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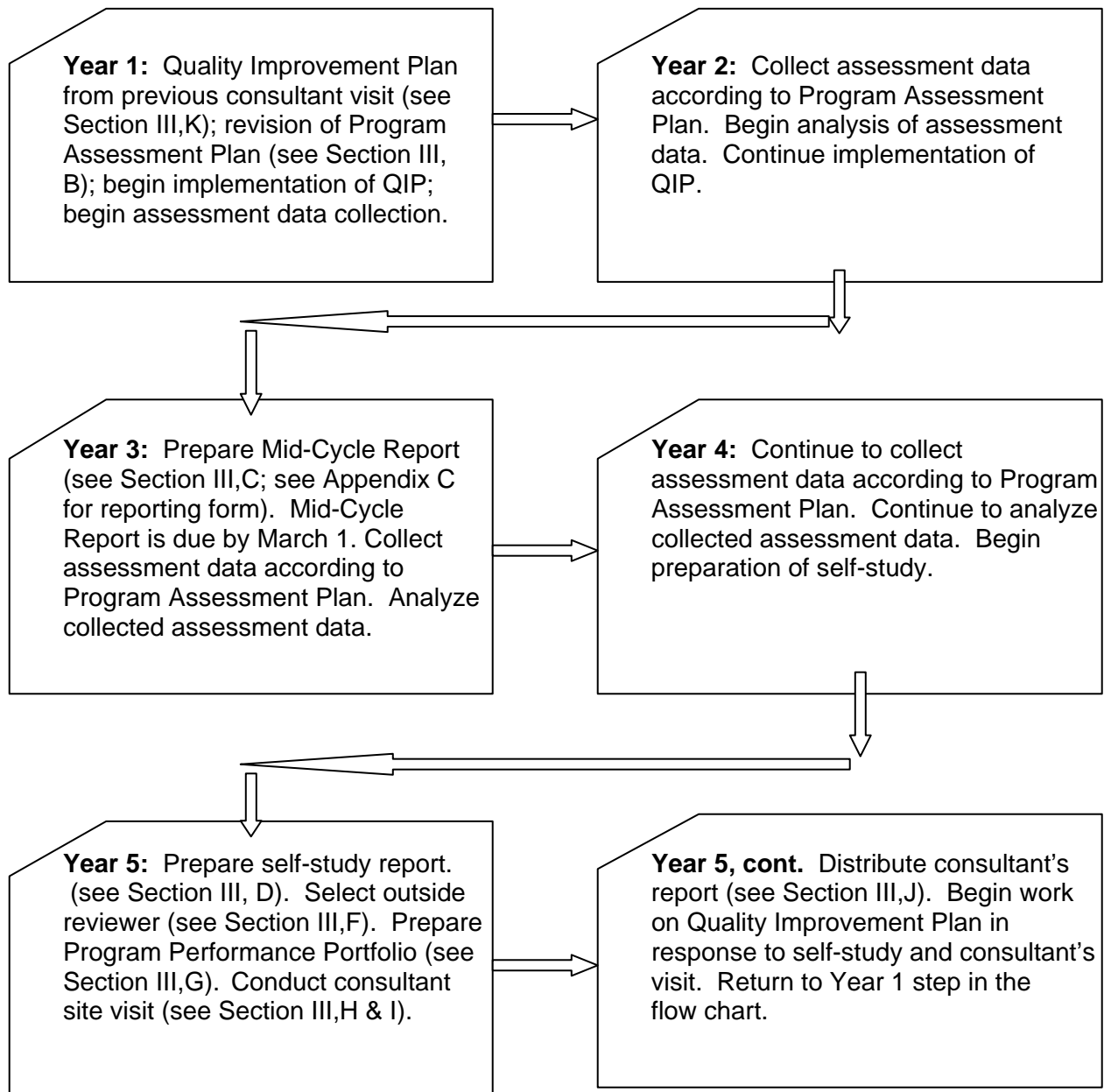
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PROGRAM REVIEW AND ASSESSMENT FLOW CHART



Every five years:

Academic Program Review (including an External Consultant); Quality Improvement Plan; Revision of Departmental Assessment Plan

Mid-point in five-year cycle:

Mid-cycle Progress Report

Annually:

Assessment of Student Learning Outcomes;
Data Analysis; Assessment Activity Summary

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ACADEMIC PROGRAM REVIEW GUIDELINES

INTRODUCTION

Bemidji State University academic departments/programs are required to participate in five-year review cycles (this practice has been in place for many years). Bemidji State University's Assessment Plan requires that all departments and programs engage in assessing student outcomes in at least three areas within the dimensions of student learning; because of the multiple ways in which these two processes (program review and assessment of student outcomes) intersect, assessment has been integrated into the five-year review cycle.

Five-year self-study reports are prepared by department/program faculty and typically include:

- an historical narrative, including, for example, program goals and objectives, changes in curriculum, refocusing of departmental emphases over time;
- data resulting from program assessment activities and any revisions based on these data;
- a narrative outlining departmental shifts due to staffing changes and adjustments based on external and internal factors influencing the delivery of curriculum;
- a narrative defining challenges facing the department in the next three to five years.

External consultants are invited to campus to meet with faculty, students, staff and administrators after the completion of the department/program self-study report. Each department/program's assessment of student learning constitutes one foundation upon which decisions about programmatic direction are based.

The five-year review with the incorporation of student learning data is a significant building block in the planning process adopted by the campus community in 2000, enabling deliberate change to occur based on qualitative and quantitative evaluative factors.

FIVE-YEAR REVIEW AND ASSESSMENT PURPOSES AND PROCEDURES

- I. **Purpose:** The purpose of academic program review is to assure that each unit's activities contribute to and are consistent with mission of the University. 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.
- II. **Objectives of Program Review:** The objectives of program review are three-fold:
 - A. **Internal to the Department/Program**
 - 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.
 - B. **Internal to the University**
 - to provide internal accountability;
 - to assist University decision-making and planning;
 - to inform students about program quality.

C. 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.

III. Academic Program Review Model: Academic program reviews take the form of a quality audit and consist of the following elements: 1) a program self-study report, 2) a program performance portfolio, 3) an external reviewer site visit and report, and 4) a quality improvement plan. Programs which are officially accredited by professional program accrediting agencies (e.g., NLN, CSWE, ABET, AACSB, ACBSP, NASM, NAIT) may coordinate their program review and accreditation activities.

A. Schedule of Reviews: In collaboration with the Deans, the Senior Vice President for Academic and Student 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 and at Meet and Confer. The timeline for a typical five-year review cycle beginning with the year immediately following a consultant site visit is:

Year 1

- Program Quality Improvement Plan from previous consultant visit
- Revision of Program Assessment Plan
- Data Collection and Analysis

Year 2

- Data Collection and Analysis

Year 3

- Mid-cycle Report
- Data Collection and Analysis

Year 4

- Data Collection and Analysis

Year 5

- Program Assessment and Self-Study Report
- Consultant Site Visit
- Data Collection, Analysis and Implementation

B. Assessment Planning: Assessment planning is a significant part of all programs, and the data collected become an important part of the program review process and report. At the conclusion of each five-year program review process, the department/program prepares a Quality Improvement Plan (see section K for details about the QIP). After that Quality Improvement Plan has been submitted to the Senior Vice President for Academic and Student Affairs,

the department/program submits four copies of its revised Assessment Plan for the next review cycle to its College Assessment Coordinator for distribution to the Academic Affairs Planning Committee, the Office of Research and Assessment, and the appropriate Dean. This plan should be submitted by March 1 and must include:

- Cover sheet listing contact persons within the program.
- Program history and goals.
- Relationship of department/program to Mission and Goals of Bemidji State University.
- An assessment activity summary. See Appendix B for a sample format. It should include:
 - department and program name;
 - year of plan and next scheduled review;
 - questions the department/program wants answered;
 - dimensions of student learning, outcomes, and objectives selected for assessment and how they will be assessed (see Appendix A); please note that in Dimension 1, at least one Objective for each Outcome needs to be selected; for Dimensions 2 and 3, select one Objective for one of the Dimensions.
 - assessment strategies and activities planned; please note that assessment strategies must include some direct measures of student learning;
 - sources of data that will be used;
 - time line.
- Budget: see Appendix F for information about applying for funds to help carry out assessment activities.

Direct and Indirect Measures of Student Learning: The following information is condensed from a report by Cecilia L. Lopez, Associate Director of the North Central Accreditation Commission on Institutions of Higher Learning.

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] or the Federal Aviation Administration [FAA] exam);
- 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: Please note that many of the items listed below 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.
- 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

C. Mid-Cycle Report: 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 and the Senior Vice President for Academic

and Student Affairs. This brief report describes the department/program's progress in gathering and analyzing assessment data and any modifications made to the assessment plan. See Appendix C for a reporting form which can be used. 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;
- the progress in accomplishing the assessment plan;
- 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.

D. The Program Assessment and Self-Study Report: 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) report which includes:

1. Introduction
 - brief department/program history including the department/program mission (purpose);
 - relationship with other academic units;
 - clear statement of changes that have occurred in response to recommendations from the last review, and, where appropriate, recommendations independent of the review;
 - department/program objectives (present and future).
2. Assessment Activities
 - identify the dimensions of student learning (see Appendix A) which the department/program previously selected for assessment;
 - description of approved department/program assessment plan and how the plan is being implemented;
 - evidence correlating the assessment of student learning outcomes to department/program objectives, and indication of changes made as a result of strategies employed by faculty;
 - data from assessment activities;
 - analysis of assessment data;
 - recommendation based on assessment data.
3. Curriculum
 - curricular requirements;
 - evidence that the curricular quality is as strong or stronger than similar programs in the state and nation;
 - summary table listing the courses and the terms/sessions in which they have been offered since the last review;
 - indication of complementary nature of the department/program with other essential programs or functions at BSU;

- identification of duplication of work done in the program with work done in other programs or departments and suggested modifications to reduce duplication;
 - description of how teaching effectiveness is assessed;
 - description of cooperative efforts to ensure quality for program course requirements outside the department.
4. Students
- evidence of current student demand and projected five year enrollments for the department/program;
 - evidence of student satisfaction with the department/program learning experience;
 - enrollment objectives;
 - evidence of satisfactory placement of graduates (graduate/professional schools, employment).
5. Graduate Program(s) (if any)
- description of graduate program(s);
 - description of program specific assessment activities;
 - description of how the plan is being implemented;
 - data from program and university-wide assessment activities;
 - recommendations based on assessment data.
 - evidence of satisfactory placement of graduates (graduate/professional schools, employment)
6. Faculty
- evidence that the faculty are qualified to teach the curriculum;
 - evidence that the faculty have maintained an active professional development process and are actively engaged in their discipline;
 - evidence that the faculty have been scholarly, including the scholarship of teaching;
 - evidence that the department/program has an adequate number of qualified faculty to meet student demand.
7. Service
- evidence that the department/program contributes to the mission and planning priorities of BSU;
 - evidence that the department/program provides important service to the campus community and state.
8. Resources
- evidence of the adequacy of physical facilities and space assigned to the department/program;
 - evidence that the department/program is provided adequate operating budgets for supplies, equipment, technology and library resources;
 - description of resource limitations to department/program growth.
9. Other information not mentioned above.

The Program Assessment and Self-Study Report should be distributed to the College Assessment Coordinator, the appropriate Dean, the Senior Vice President for Academic and Student Affairs, the Office of Research and Assessment and the program's external consultant.

E. Suggested Final Year of Review Cycle 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;
- January: review self-study draft comments and edits;
- February: final self-study report completed; distributed to the College Assessment Coordinator, the Dean, the Senior Vice President for Academic and Student Affairs, the Office of Research and Assessment, and the program's external consultant;
- March: preparation of department/program performance portfolio in support of self-study report;
- April: external consultant site visit;
- May: external consultant final report due;
- October following review year: department/program Quality Improvement Plan submitted to College Assessment Coordinator and to Dean;
- November: Dean meets with department/program to comment on program improvement plan.

F. 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. The Dean, in consultation with the department, recommends a consultant to the Senior Vice President for Academic and Student Affairs for approval. Once approved, the consultant visit is coordinated by the Dean, in cooperation with the department/program.

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

G. 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 NCA. Every effort should be made to demonstrate student success. Examples of faculty scholarly work should also be available.

- H. Site Visit Interviews:** The consultant should conduct interviews with the following individuals or groups:
- department chair;
 - faculty members of the department/program;
 - undergraduate and graduate (if appropriate) students of the department/program;
 - Dean of the college;
 - 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.

- I. 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 and/or may be found in the reviewer questionnaire.

- J. Distribution of the Consultant Report:** 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:
- department/program faculty;
 - College Assessment Coordinator;
 - Dean;
 - University Academic Affairs Planning Committee.

- K. Quality Improvement Plan:** Once the department/program has received the external consultant's final report, it develops a quality improvement plan which incorporates feedback obtained from the consultant. The department/program may wish to include a detailed response to the consultant report in the plan. The Quality Improvement Plan should propose modifications to the department/program that faculty and students can incorporate to benefit both the department/program's learning outcomes and the institution.

The plan should be forwarded to the Dean for comment by October 1 of the year following the consultant visit. The Dean shall comment on the report directly to the department chair. The department/program shall have 30 calendar days to make any revisions and forward the final plan, along with a copy of the consultant's report, to the Dean and to the Senior Vice President for Academic and Student Affairs. The Dean and the Vice President shall approve the plan.

See Appendix E for tips on preparing the Quality Improvement Plan.

APPENDIX A—BSU ASSESSMENT PLAN

BSU Mission Statement

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 delivers, at the baccalaureate and graduate levels, substantial and affordable educational opportunities that enhance student access to leadership roles and encourage responsible citizenship. Thus poised 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:

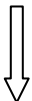
1. Promote an uncompromising pursuit of knowledge, excellence, civic responsibility, and environmental respect.
 2. Focus on student success by offering high quality baccalaureate and graduate programs designed to build analytical skills and critical thinking abilities; by developing responsible educational 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 ongoing 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 education 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.
- BSU ASSESSMENT PLAN, continued**

Dimensions of Student Learning

1. Intellectual Development

**2. Understanding of Self/
Relating to Others**

**3. Participation in an
Emerging Global
Society**



Outcomes

Higher Order Thinking
Use critical thinking and appropriate frameworks for inquiry.

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.

Outcomes

Values
Examine, evaluate, and express values.

Communication
Present ideas clearly

Human Diversity
Recognize the experiences and contributions of diverse groups and cultures.

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

Outcomes

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

Responsible Citizenship
Participate as a contributing member of a changing global society

Select at least one student learning objective from each outcome for measurement. Identify appropriate assessment strategies from the list at left or others and apply to selected objectives.

**DIMENSION 1:
Intellectual Development**

Suggested Assessment Strategies

Evaluation by practicum advisor

**Outcome 1:
Higher Order Thinking**

Use critical thinking and appropriate frameworks for inquiry.

**Outcome 2:
Knowledge, Values, and Abilities Related to the Arts, Humanities, Sciences & Specialized Fields of Study**

Understand concepts, ideas, and theories from various disciplines and integrate

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

knowledge, values, and abilities associated with a specialized field of study.

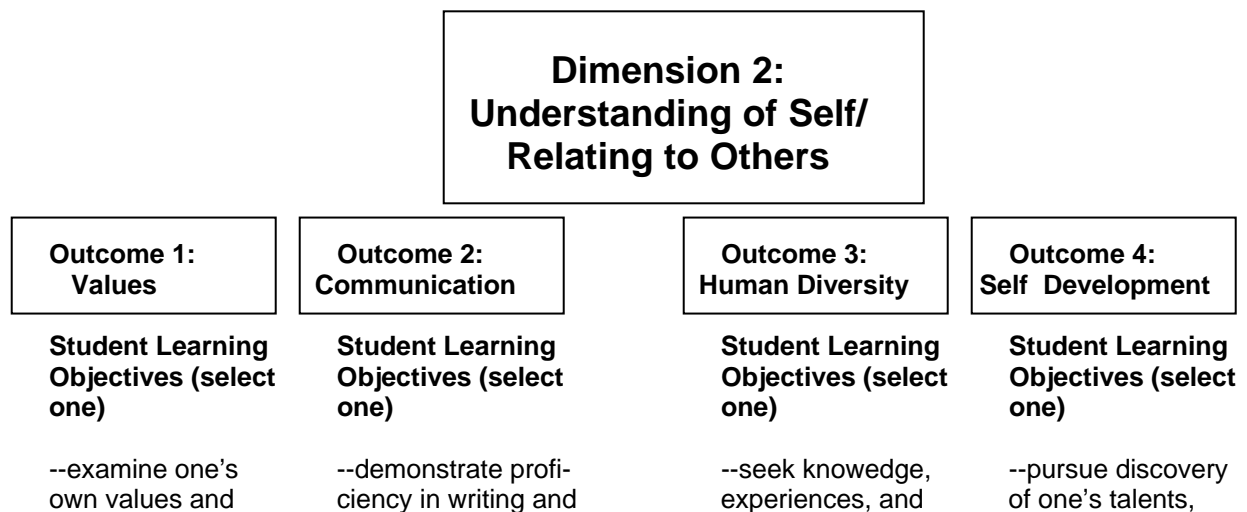
**Student Learning Objectives
(select one)**

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

**Student Learning Objectives
(select one)**

1. Demonstrate understanding about dimensions of human behavior and development within social contexts.
2. Describe structures, functions, and relationships concerning aspects of the natural, technological, and social environments.
3. Discuss historical and contemporary institutions, movements, ideas, people and values which influence our world.
4. Recognize the formal elements and aesthetic qualities of the literary, performing, and visual arts.
5. Recognize global dimensions of historical and contemporary issues and topics.
6. Attain in-depth knowledge, values, and abilities associated within one or more specialized field(s) of study.

Select either Dimension 2 or Dimension 3, then choose at least one student learning objective from at least one outcome. Identify appropriate strategies from the boxed list to the left of Dimension 1 (or others) and apply to selected objectives.



apply these values in decision-making

--understand assumptions and meanings associated with values expressed in discourse and in disciplines

--recognize ethical dilemmas and make informed judgments in situations demanding ethical decisions

speaking the English language

--communicate in a scholarly manner expected within a discipline

--recognize the importance of acquiring proficiency in another language

--select and present written and oral ideas with diverse individuals and groups

--employ effective interpersonal and group skills

understanding of traditions and values of diverse groups and cultures

--analyze one's attitudes, behaviors, concepts and beliefs toward others

--demonstrate an understanding of the dynamics of relationships within and between groups

interests, and personal uniqueness

--promote one's physical, emotional and social well-being, and potential as a person

--identify structures, functions, interpretations, and patterns of human development

--develop abilities and skills which support lifelong learning

Dimension 3: Participation in an Emerging Global Society

Outcome 1: Readiness for Career

Student Learning Objectives (select one)

--demonstrate capacities to accommodate and respond to change

--work collaboratively in solving problems

--develop goals and make career plans

--demonstrate knowledge of ethical standards and responsibilities related to

Outcome 2: Responsible Citizenship

Student Learning Objectives (select one)

--exhibit empathy, thoughtfulness, compassion, respect, civility, and cooperation

--thoughtfully exercise the rights and the responsibilities of citizenship

--recognize one's role and responsibilities as a global citizen

one's specialization
--employ technology
relevant to one's
specialization and career

--contribute to the broader
community through activities
such as community service,
citizen participation, and
social action

APPENDIX B

Departmental Assessment Activity Summary/Report Cover Sheet

- A. Department/Program _____
- B. Year Plan/Review
Assessment Plan _____ Five-Year Review _____
- C. Write two or three questions that the department would like to answer using student learning assessment.
Question: _____
Question: _____
Question: _____
- D. Dimensions of Student Learning selected for assessment.
1. Intellectual Development
2. Understanding of Self/Relating to Others
3. Participation in an Emerging Global Society
- E. Identify student learning outcomes to be assessed for each Dimension of Student Learning.
Dimension 1
Outcome _____
Outcome _____
Outcome _____

Dimension 2 or 3

Outcome _____
 Outcome _____
 Outcome _____

F. Choose assessment strategies to be used for indicating degree to which outcomes occurred and/or give names of measurement instruments.

Strategy _____
 Strategy _____
 Strategy _____
 Strategy _____

G. Indicate sources of data—i.e., sample of classes, courses, or students; number of persons who are majors, minors, or general education students, etc.

Data Source _____
 Data Source _____
 Data Source _____
 Data Source _____

H. Create a timeline for implementation.

Notification _____
 Plan _____
 Data _____
 Analysis _____
 Report _____

Sample Assessment Summary

- All assessment plans must include “direct” assessment (i.e., learning outcomes).
- Direct assessment should be included for Liberal Education courses and graduate courses and/or programs.
- Indirect assessments may also be used.

Contact your College Assessment Coordinator for assistance in using this sample program.

Sample Assessment Program

Academic Year	Assessment Project
2004-2005	Direct assessment Liberal Education courses
2005-2006	Direct assessment BA and BS
2006-2007	Indirect assessment: student satisfaction
2007-2008	Direct assessment graduate programs

2008-2009	Indirect assessment: alumni survey; overview of all assessment

APPENDIX C

Departmental Assessment Mid-cycle Progress Report

Department/Program _____

Year Plan/Review _____

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

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?

APPENDIX D Reviewer'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.

- Q-1 To what degree has the department or program clearly articulated its educational goals and objectives for majors/minors in its self-study document?

1 HIGH 2 MEDIUM 3 LOW 4 NONE

Reviewer's comments:

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

1 HIGH 2 MEDIUM 3 LOW 4 NONE

Reviewer's comments:

- Q-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?

1 HIGH 2 MEDIUM 3 LOW 4 NONE

Reviewer's comments:

Q-4 Does the department or program meet generally accepted standards for its discipline?

1 YES 2 NO

Reviewer's comments:

Q-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?

1 ABOVE STANDARD 2 MEETS STANDARD 3 BELOW STANDARD

Reviewer's comments:

Q-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?

1 ABOVE STANDARD 2 MEETS STANDARD 3 BELOW STANDARD

Reviewer's comments:

Q-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

1 ABOVE STANDARD 2 MEETS STANDARD 3 BELOW STANDARD

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

1 ABOVE STANDARD 2 MEETS STANDARD 3 BELOW STANDARD

c. Contribution to student growth and understanding

1 ABOVE STANDARD 2 MEETS STANDARD 3 BELOW STANDARD

d. Contribution to liberal education

1 ABOVE STANDARD 2 MEETS STANDARD 3 BELOW STANDARD

e. Contribution to university service/community service

1 ABOVE STANDARD 2 MEETS STANDARD 3 BELOW STANDARD

Reviewer's comments:

Q-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 itmes?

a. Disciplinary knowledge

1 ABOVE STANDARD 2 MEETS STANDARD 3 BELOW STANDARD

b. General academic knowledge

1 ABOVE STANDARD 2 MEETS STANDARD 3 BELOW STANDARD

Reviewer's comments:

Q-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?

1 ABOVE STANDARD 2 MEETS STANDARD 3 BELOW STANDARD

Reviewer's comments:

Q-10 How could the curriculum of this department or porgram 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.

Q-11 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.

Q-12 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.

Q-13 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

1 VERY APPROPRIATE	2 SOMEWHAT APPROPRIATE
3 SOMEWHAT INAPPROPRIATE	4 VERY INAPPROPRIATE

b. Adequacy of procedures

1 VERY APPROPRIATE	2 SOMEWHAT APPROPRIATE
3 SOMEWHAT INAPPROPRIATE	4 VERY INAPPROPRIATE

Reviewer's comments:

Q-14 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

1 EXCELLENT	2 VERY GOOD	3 AVERAGE
4 POOR	5 VERY POOR	6 DNA

b. Alumni/employer evaluations

1 EXCELLENT	2 VERY GOOD	3 AVERAGE
4 POOR	5 VERY POOR	6 DNA

c. National disciplinary standards

1 EXCELLENT	2 VERY GOOD	3 AVERAGE
4 POOR	5 VERY POOR	6 DNA

d. Student and alumni achievements

1 EXCELLENT	2 VERY GOOD	3 AVERAGE
4 POOR	5 VERY POOR	6 DNA

Reviewer's comments:

APPENDIX E: Tips for Preparing a Quality Improvement Plan (QIP)

Prepared by Laurie Desiderato, Department of Psychology

What is the Quality Improvement Plan?

The QIP outlines future directions in the department over the next five years. Guided by the results of the preceding five year review cycle's assessment, self-study, and consultant visit, the QIP may include changes in the department's curriculum, goals, staffing patterns, equipment or other resource acquisition, and a future planning process. It may also contain a response to the consultant's recommendations. The QIP is a signed agreement between the department and the administration to collaboratively work toward goals that were identified through the program review process.

What is the Purpose of the Quality Improvement Plan?

The primary purpose of the QIP is to ensure that the program review process results in explicit and meaningful improvements that enhance student learning. Program assessment and improvement also contribute to college and university planning and accreditation.

What is the Timeline of the Quality Improvement Plan?

The QIP is prepared after the department receives the external site reviewer's report and recommendations. A first draft is submitted to the College Assessment Coordinator and the Dean by October 1 of the year following the consultant's visit (Year 1 of the five year review cycle). The Dean sends comments on the QIP to the Chair and within 30 days the Chair revises the QIP and sends a final copy, with a copy of the consultant's report attached, to the Dean and the Senior Vice President of Academic and Student Affairs.

What is the Format of the Quality Improvement Plan?

While there is no standard format for the QIP, the document should be concise (1-2 pages). Often a bulleted list of items is sufficient. Include signature lines and dates for the departmental Chair, the College Assessment Coordinator, the Dean, and the Senior Vice President for Academic and Student Affairs.

What are some Practical Tips for completing the Quality Improvement Plan?

- Adhere to academic program review deadlines. Schedule consultant visits in the fall semester to allow sufficient time for department members to discuss and arrive at a consensus about the content of the QIP. Otherwise, the Chair may wind up developing the document over the summer when there is less opportunity for faculty input.

- Allow sufficient time and multiple meetings for faculty to discuss departmental goals, their reactions to the consultant report, and diverse visions for the future. If necessary, form a subcommittee to develop a draft to present to the department.
- It may be helpful to meet with the Dean or invite him/her to a departmental meeting to discuss the consultant's report, new initiatives, or any anticipated problems the department may have in arriving at a consensus about future directions before preparing the QIP draft.

APPENDIX F: 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 Senior Vice President for Academic and Student Affairs to defray the costs of assessing student learning and development, using direct measures of student learning. Direct methods of student learning have been defined by North Central Associations Associate Director, Cecilia Lopez. See pages 7-9.

Departments and programs requesting funds must submit a detailed budget of assessment expenses which includes the name and cost of the assessment instrument to be used (if standardized), and an estimate of the number of students to be assessed. 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 in Appendix A (pages 14-19) must also be attached. A timeline of the assessment program should indicate administration times and when a statement of progress and preliminary report of results will be forwarded to the College Assessment Coordinator and the Academic Affairs Planning Committee. Please see the application form which follows.

Requests for funding should be submitted to Dean Erickson and the Academic Affairs Planning Committee through the College Assessment Coordinator. The Academic Affairs Planning Committee will review requests and provide recommendations to the Senior Vice President for Academic and Student Affairs.

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 X _____

Total Cost _____

Additional Testing Costs _____

Locally Developed Tests (training and support) _____

Respondent Fees and Incentives

per student _____

number of students X _____

Total Cost _____

Incentives _____

Supplies and Services

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

Preliminary results will be forwarded to the AAPC by: _____

*Faculty compensation not permitted

Reviewed and Approved by Date

Department or Program Chair _____ _____

Dean or Director
comments: _____ _____

AAPC
comments: _____ _____

**APPENDIX G:
CHECK LIST FOR STAGES IN THE REVIEW
AND ASSESSMENT PROCESS**

This check list is intended to help departments and programs follow the review and assessment process and to provide a record of where the department/program is in the process, what comes next, and who gets copies of what.

PROGRAM ASSESSMENT PLAN

Date Submitted

College Assessment Coordinator	_____
Academic Affairs Planning Committee	_____
Office of Research and Assessment	_____
College Dean	_____

MID-CYCLE REPORT

College Assessment Coordinator	_____
College Dean	_____
Senior Vice President for Academic & Student Affairs	_____

PROGRAM SELF-STUDY

College Assessment Coordinator	_____
College Dean	_____
Senior Vice President for Academic & Student Affairs	_____
Office of Research and Assessment	_____
External Consultant	_____

QUALITY IMPROVEMENT PLAN

College Assessment Coordinator	_____
College Dean	_____
Senior Vice President for Academic & Student Affairs	_____