



**GUIDELINES:
Five-Year Academic Program
Planning and Review Cycle**

April 2006

Five Year Academic Program Planning and Review Cycle

Task Tracking Form

Department/Program: _____

Cycle Year 1: _____ to Cycle Year 5: _____

	Task	Date Submitted	Date Approved
Year 1			
	5-Year Dept. Plan (due 10/1)	_____	_____
	Assessment Plan (due 3/1)	_____	_____
Year 3			
	Mid-cycle Review (due 3/1)	_____	_____
Year 5			
	Self-Study Report	_____	_____
	Consultant Visit	_____	_____
	Consultant Report	_____	_____

FOREWORD

The material in these guidelines is presented in a chronological format beginning with the first year of the academic program planning cycle. Each stage of the cycle is an academic year: for example, Fall 2006-Spring 2007. Not all guideline users will be at the beginning of their planning cycle when they refer to the booklet. The format of the guidelines and the table of contents will help users easily find relevant information. The following individuals can assist users to follow and use these guidelines.

NEED ASSISTANCE WITH HOW TO USE THESE GUIDELINES IN YOUR DEPARTMENTAL PROGRAM REVIEWS AND ASSESSMENT PLANS?

RESOURCES:

ASSESSMENT COORDINATORS:

CAL: Lauren Cobb (2816, lcobb@bemidjistate.edu)
COPS: Carol Nielsen (2757, cnielsen@bemidjistate.edu)
SNS: Laurie Desiderato (2945, ldesiderato@bemidjistate.edu)
CEL: Richard Hook (2970, rhook@bemidjistate.edu)

ACADEMIC AFFAIRS PLANNING COMMITTEE MEMBERS:

Nancy Erickson (2988, nerickson@bemidjistate.edu)
Mark Christensen (3356, mchristensen@bemidjistate.edu)
Darren Olson (2948, dolson@bemidjistate.edu)
Deb Peterson (3943, dpeterson@bemidjistate.edu)
Ivan Weir (2764, iweir@bemidjistate.edu)

Summary of Changes from 2003 Version

These Guidelines are periodically revised to conform to new policies and procedures regarding academic program planning and assessment and address inconsistencies and vagueness of previous guidelines. Users of the previous guidelines will notice that this revision is substantially different from the last document (October 2003). Hopefully, these changes will make the academic review and assessment processes clearer and easier to follow. The following are the most substantial changes in this revision and the rationale for these modifications:

1. The title of this document has been changed from *Guidelines: Academic Program Review and Assessment of Student Learner Outcomes* to *Guidelines: Five-Year Academic Program Planning and Review Cycle*. The new title is representative of an effort throughout this revision to present academic program planning as a cyclical process during which certain activities, including assessment activities, occur for each year of the five year cycle.
2. The contents of these guidelines have been reorganized. In this revision, materials associated with each year of the academic program review cycle are located in the same section for easy reference. Many documents that were previously in the appendix in the old guidelines are now integrated into the relevant section. For instance, questions for the external consultant (previously Appendix D) are found in the Academic Year Five section after the list of issues to be addressed by the consultant.
3. The Quality Improvement Plan has been renamed the Five-Year Department Plan. A new format is presented for departments and programs to use in writing their plan which incorporates relevant outcomes found in the Master Academic Plan (MAP).
4. A number of changes in the guidelines have been made to reinforce the relationship between academic and university planning as laid out in the Master Academic Plan (MAP). The MAP is included with this document as an appendix. Aspects of the Academic Program Planning and Review Cycle that relate to university planning (the self-study and Five-Year Department Plan) now include references to the MAP including MAP outcome numbers and page numbers.

TABLE OF CONTENTS

I. Five-Year Academic Program Planning and Review Cycle	6
A. Purpose of the Planning and Review Process	6
B. Goals of the Planning and Review Process	7
C. Academic Program Planning and Review Cycle Flowchart	7
Academic Program Planning and Review Cycle Graphic	9
II. Academic Year 1 Activities	10
A. Five-Year Department Plan (New Cycle)	10
1. Influences on Five-Year Department Plan	10
2. Five-Year Department Plan Format	11
B. Department/Program Assessment Plan	14
1. Dimensions of Student Learning	15
2. Suggested Assessment Strategies	21
3. Assessment Activity Summary/Report	22
4. Sample Assessment Timeline	24
5. Funding for Assessment Activities	25
6. Direct, Indirect, and Non-Measures of Student Learning	25
III. Academic Year 2 Activities	27
IV. Academic Year 3 Activities: Mid-Cycle Report	28
A. Mid-Cycle Progress Report Format	29
V. Academic Year 4 Activities	30
VI. Academic Year 5: Self-Study Report, Consultant Visit and Report	30
A. Self-Study Report	31
B. Suggested Final Year Timetable	33
C. Selecting and Scheduling an External Consultant	34
D. Program Performance Portfolio for External Consultant's Visit	34

E. Site Visit Interviews.....	35
F. Issues to Be Addressed by the Consultant	35
G. Distribution of the Consultant Report.....	36
VII. Annual Plan Update and Report.....	37
Appendices	
Appendix A: External Consultant’s Questionnaire	38
Appendix B: Dimensions of Student Learning Flowchart	43
Appendix C: Departmental/Program Assessment Budget Form	48
Master Academic Plan (MAP)	Enclosed

MAP Appendices:

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

I. Five-Year Academic Program Planning and Review Cycle

The five-year academic program planning and review cycle describes an ongoing, integrated process of decision-making that is informed by ongoing assessments of student learning, a self-study process, and a review by an external consultant invited to campus. This process enables deliberate changes 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.

In collaboration with the Deans, the Provost and 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. 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 in the assessment plan.

Each year, the Academic Deans meet with the Academic Affairs Planning Committee (AAPC) to summarize and share results of assessment and five-year review materials coming from their colleges. The AAPC looks for trends in assessment results, and communicates findings to the Provost and Vice President for Academic and Student Affairs each spring.

A. Purpose of the Planning and Review Process

The purpose of academic program planning and review is to assure that each unit's activities are consistent with the mission of the University and 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.

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 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 Flowchart

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 (formerly Quality Improvement Plan); create new Program Assessment Plan; begin implementing Five-Year Department Plan; begin assessment data collection:

- Review Consultant's Final Report from previous year (year 5)
- Submit Five-Year Department Plan (New Cycle): Due October 1
- Develop new Program Assessment Plan: Due March 1
- Begin collecting data and Implementing Five-Year Department Plan

Academic Year 2: Collect and begin to analyze assessment data according to Program Assessment Plan. Continue implementing Five-year Department Plan:

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

Academic Year 3: Create Mid-Cycle Report. Collect and analyze assessment data according to Program Assessment Plan. Continue implementing the Five-Year Department Plan:

- Mid-cycle Report: Due March 1
- Data Collection and Analysis
- Continue Implementing Five-Year Department Plan

Academic Year 4: Continue to collect and analyze assessment data according to Program Assessment Plan. Continue implementing the Five-Year Department Plan. Begin preparation of self-study:

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

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 report and consultant's visit. Return to Year 1 step in the flow chart.

- Program Assessment and Self-Study Report: Due February
- Consultant Site Visit: April
- Data Collection, Analysis and Implementation
- Begin developing new Five-Year Department Plan and new Assessment Plan

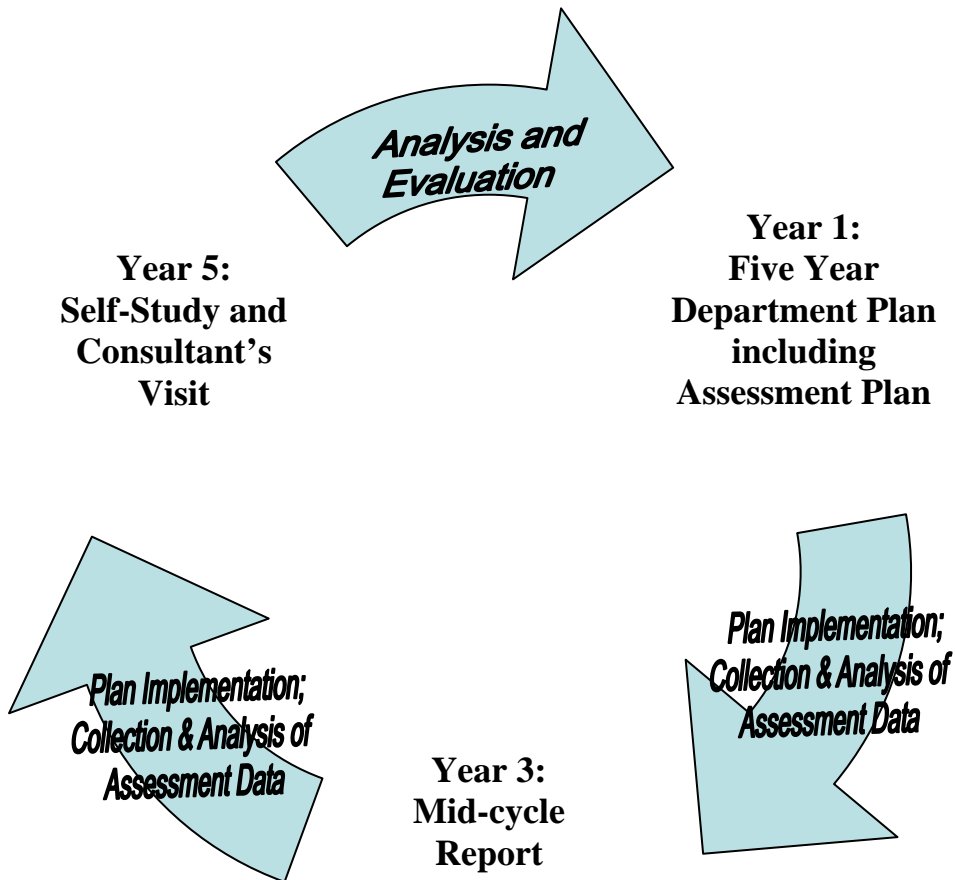
Timeline Summary

Annually: Collect and analyze assessment data; submit Annual Activity and Update Report (if required by Dean); continue implementing the Five-Year Department Plan; Deans meet with the AAPC at end of Spring semester to identify and discuss trends emerging from submitted five-year department plans.

Mid-point in five-year cycle: Submit Mid-cycle Progress Report

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

Academic Program Planning and Review Cycle



II. Academic Year 1 Activities

- Review Consultant's Final Report from previous year (year 5)
- Submit Five-Year Department Plan (New Cycle): Due October 1
- Develop new Program Assessment Plan: Due March 1
- Begin collecting data and Implementing Five-Year Department Plan

A. Five-Year Department Plan (New Cycle)

Due Date: October 1

Copies should be submitted to:

- Assessment Coordinator
- Center for Extended Learning (if applicable)
- College Dean
- Provost and VP for Academic & Student Affairs

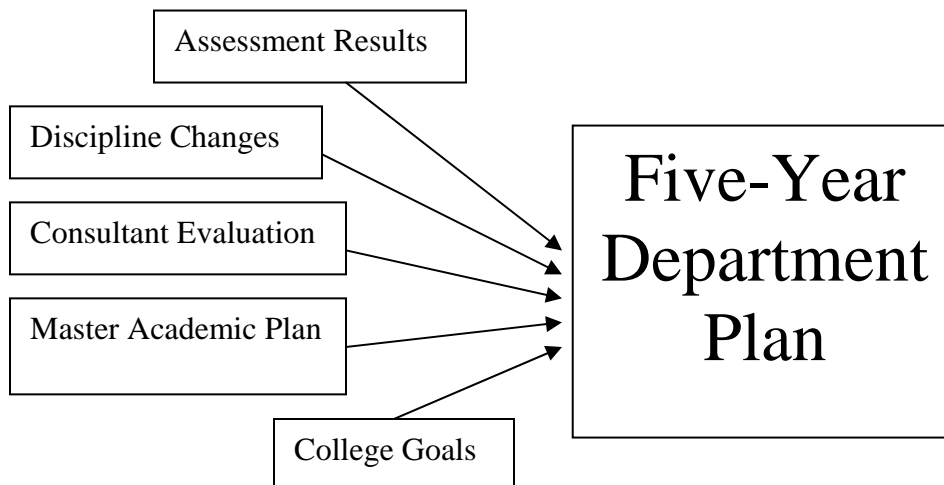
Date Submitted

The Five-Year Department 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, 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. A meeting should be scheduled with the Dean to review the Department's Five-Year Plan prior to submission to Provost and VP for Academic and Student Affairs.

1. Influences on Five-Year Department Plan

Multiple factors influence academic department planning, including assessment results, changes in the academic discipline, consultant review comments, institutional directions identified in the Master Academic Plan, and goals of each College.

Influences on Department:



2. Five-Year Department Plan Format

Departmental goals and activities anticipated to occur over the next five years are listed within each of the following eight functional areas. Additional areas may be included at the discretion of the department. Bulleted items are provided within each area as examples of activities to consider including within each section of the five-year department plan. To encourage departments/programs to incorporate outcomes found in the university's Master Academic Plan (see attached document), areas that pertain to the Master Academic Plan include MAP outcome and page numbers for easy reference.

1. Introduction

- statement of changes that have occurred in response to recommendations from the previous spring's review, and, where appropriate, changes independent of the review;
- brief overview of significant planned changes
- changes to the department/program mission (purpose), goals, or objectives
- relationships with other academic units

2. Curriculum

- Any planned changes to curriculum
- Any plans to reduce duplication of work done in other programs or departments
- Plans on assessing teaching effectiveness
- Any plans to enhance complementary nature of program offerings, to include international/multicultural understanding, civic engagement, environmental stewardship, interdisciplinarity, and experiential learning (See MAP 1A p.5; 1B p.6; 3A p.11; 4C p.14)
- Any plans to enhance P-12 educational collaborations, as appropriate (See MAP 3B p.12)

3. Students

- Department/program enrollment objectives
- Plans to ensure student satisfaction with the department/program learning experience
- Plans to enhance effective academic advising and timely availability of curricular offerings (See MAP 1C p.6)
- Plans to enhance graduation rates and placement of graduates (graduate and professional schools, employment) (See MAP 1C p.6)
- Plans to support student recruitment, including supporting the programming of the Admissions Office, the needs of transfer students, positive relationships with two-year associate programs,

positive relationships with alumni, and University publication and marketing efforts (See MAP 6E p.20)

- Plans to enhance student retention, including supporting, as appropriate, positive student interactions with faculty and students, BSU's student-centeredness initiative, and programmatic clubs and organizations (See MAP 6F p.21)
- Plans to support recruitment, retention and graduation of American Indian, minority, and underrepresented students through means appropriate to the department (See MAP 4A p.13)
- Plans to provide professional or community related capstone experiences for students (See MAP 3A p.11)

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

- Any planned changes to CEL offerings, including online offerings, articulated programs, etc. (See MAP 6B p.19)
- Planned summer offerings to support University's goal of 7-10% increase, enhanced institutional image, and students' timely graduation (See MAP 6D p.20)
- Any planned changes in Graduate Program and/or offerings to support University's goal of 7-10% increase (See MAP 6C p.20)

5. Faculty and Faculty Development

- Plans to develop/sustain faculty qualifications
- Plans to support faculty development
- Plans to support faculty scholarship, including community-based scholarship (See MAP 2F p.9)
- Plans with regard to faculty staffing, to include anticipated faculty attrition, new positions, or staffing reductions (See MAP 2A p.7; 6A p.17) including strategies to maintain reasonable faculty workloads (See MAP 2E p.9) and adequate faculty/student ratios
- Plans to support College and University diversity goals in hiring (See MAP 4B p.14)

6. Service

- Departmental service plans which contribute to the mission and planning priorities of BSU, 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 experiences, or promotion of volunteerism and service learning (See MAP 3A p.11)
- Plans to provide students with opportunities to learn about, engage in, and reflect on multicultural and international perspectives

7. Resources

- Any departmental plans which include changes to physical facilities and/or assigned space. Consider potential sources of required

funds (e.g., Repair and Betterment, College/Department fundraising, College/Department allocation, other) and consideration of improving current space utilization statistics

- Any department plans with regard to equipment, technology, and/or library resources. Consider potential sources of required funds (e.g. College/Department allocation, fundraising, grants, fees, other)
- Any department plans with regard to sponsored research and/or pursuing grants, and ways in which department would use support for such activities (see MAP 2C p.8)

8. New Initiatives

- Any new programming or other initiatives that are planned by the Department/Program (See MAP 6A p.17). (Include any details on staffing, curriculum, assessment, students, etc., in appropriate earlier sections of the Five-Year Department Plan.)

B. Department/Program Assessment Plan

Due Date: March 1 of Academic Year 1

Plans Should Be Submitted to:

Date Submitted

- College Assessment Coordinator
- Center for Extended Learning (if applicable)
- Academic Affairs Planning Committee
- Office of Research and Assessment
- College Dean

The Department/Program Assessment Plan is a document that describes how the department/program intends to assess students' learning during the next five years. The assessment planning process begins with the department/program faculty generating questions they are curious about regarding student learning. Program assessment may include assessing the learning outcomes of majors, minors, graduate students, and students in liberal education classes. This process of inquiry leads to a decision to assess at least three student learning outcomes listed in the University Assessment Plan.

Assessment Plans must include assessments of both Dimension 1 Outcomes and at least one Outcome from Dimension 2 or Dimension 3 (See Dimensions of Student Learning below).

The steps for submitting the Assessment Plan for approval are:

- After completing the Five-Year Department Plan, the department/program prepares a new Assessment Plan with the Assessment Coordinator's assistance.
- When the department/program's College Dean has initialed this plan, the department/program submits a copy to its College Assessment Coordinator, who forwards it for distribution to the Academic Affairs Planning Committee (AAPC).
- When the AAPC approves the Assessment Plan, the department/program submits copies of the approved Assessment Plan to the College Assessment Coordinator, Center for Extended Learning (if applicable), the Office of Research and Assessment, and the College Dean.

The Assessment Plan must include the following:

- Cover sheet listing contact persons within the program.
- Program history and goals.
- Relationship of department/program to Mission and Goals of Bemidji State University (See MAP Appendices).

- A brief summary of the assessment activities and major findings of the last assessment plan and a statement about modifications that have been implemented to address any deficiencies found during the last cycle.
- An assessment activity summary with the following format (more details in section 3, page 22):
 - 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 next section)
 - assessment strategies and activities planned; please note that assessment strategies must include some 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
 - sources of data that will be used
 - time line
 - budget: see section 5, page 25 for information about applying for funds to support assessment activities.

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. Specific examples of these Outcomes are provided for illustration under Student Learning Objectives. Assessment Plans must address both of the Outcomes for Dimension 1 and must address at least one Outcome for either Dimension 2 or Dimension 3. The Dimensions, Outcomes, and Objectives and suggested assessment strategies are presented in columns for easier visualization in Appendix B. Following the descriptions of Dimensions, Outcomes, and sample Objectives below is a list of suggested assessment strategies.

Dimension 1: Intellectual Development

Identify at least one question that is pertinent to your department/program for each of Dimension 1: Intellectual Development's two Outcomes (A. Higher Order Thinking and B. Knowledge, Values, and Abilities Related to the Arts, Humanities, Sciences and Specialized Fields of Study); then identify appropriate assessment strategies from the suggested strategies below.

Dimension 1: Intellectual Development

Outcome A: Higher Order Thinking

—Use critical thinking and appropriate frameworks for inquiry

Examples of Student Learning Objectives

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 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 and quantitative reasoning

- demonstrate the basic understanding of the scientific method of inquiry
- identify the assumptions and appropriate application of the scientific method of inquiry
- perform computations and solve problems through the use of mathematical logic
- use numerical data to support positions or interpretations.

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.

Dimension 1: Intellectual Development
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

Examples of Student Learning Objectives

- 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***

Dimension 2: Understanding of Self / Relating to Others

If you include Dimension 2, select **at least one** Student Learning Outcome pertinent to your department / program's assessment questions (sample Student Learning Objectives are provided below); then identify appropriate assessment strategies from the suggested strategies below.

Outcome A: Values

--Examine, evaluate, and express values

Examples of Student Learning Objectives

- 1. Examine one's own values and apply these values in decision-making***
- 2. Understand assumptions and meanings associated with values expressed in discourse and in disciplines***
- 3. Recognize ethical dilemmas and make informed judgments in situations demanding ethical decisions***

Outcome B: Communication

--Present ideas clearly

Examples of Student Learning Objectives

- 1. Demonstrate proficiency in writing and speaking the English language***
- 2. Communicate in a scholarly manner expected within a discipline***
- 3. Recognize the importance of acquiring proficiency in another language***
- 4. Select and present written and oral ideas with diverse individuals and groups***
- 5. Employ effective interpersonal and group skills***

Outcome C: Human Diversity

--Recognize the experiences and contributions of diverse groups and cultures

Examples of Student Learning Objectives

- 1. Seek knowledge, experiences, and understanding of traditions and values of diverse groups and cultures***
- 2. Analyze one's attitudes, behaviors, concepts, and beliefs toward others***
- 3. Demonstrate an understanding of the dynamics of relationships within and between groups***

Outcome D: Self-Development

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

Examples of Student Learning Objectives

- 1. Pursue discovery of one's talents, interests, and personal uniqueness***
- 2. Promote one's physical, emotional, and social well-being and potential as a person***
- 3. Identify structures, functions, interpretations, and patterns of human development***
- 4. Develop abilities and skills which support lifelong learning.***

Dimension 3: Participating in an Emerging Global Society

If you include Dimension 3, select **at least one** Student Learning Outcome pertinent to your department / program's assessment questions (sample Student Learning Objectives are provided below); then identify appropriate assessment strategies from the suggested strategies below.

Outcome A: Readiness for Career

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

Examples of Student Learning Objectives

- 1. Demonstrate capacities to accommodate and respond to change***
- 2. Work collaboratively in solving problems***
- 3. Develop goals and make career plans***
- 4. Demonstrate knowledge of ethical standards and responsibilities related to one's specialization***
- 5. Employ technology relevant to one's specialization and career***

Outcome B: Responsible Citizenship

--Participate as a contributing member of a changing global society

Examples of Student Learning Objective

- 1. Exhibit empathy, thoughtfulness, compassion, respect, civility, and cooperation***
- 2. Thoughtfully exercise the rights and the responsibilities of citizenship***
- 3. Recognize one's role and responsibilities as a global citizen***
- 4. Contribute to the broader community through activities such as community service, citizen participation, and social action***

2. Suggested Assessment Strategies

Identify appropriate assessment strategies for Student Learning Objectives. Below are suggestions for strategies for assessing student learning.

- Evaluation by Practicum Advisor
- Exit Interview
- Class Assignments
- 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

3. Assessment Activity Summary / Report

A. Department/Program:

B. Center for Extended Learning Programs Covered in this Report (if any):

C. Year of Assessment Plan and Year of Five-Year Review

_____ Assessment Plan _____ Five-Year Review

D. Write two or three questions that the department would like to answer using student learning assessment and identify the pertinent Dimension of Student Learning and Outcomes.

1. Question One :

1a. Question One's Dimension of Student Learning:

Dimension's Outcome:

1b. Question One's Assessment Strategies (measures of student learning):

1c. Question One's Data Source—i.e., sample of classes, courses, or students; number of persons who are majors, minors, or general education students, etc:

2. Question Two :

2a. Question Two's Dimension of Student Learning:

Dimension's Outcome:

2b. Question Two's Assessment Strategies (measures of student learning):

2c. Question Two's Data Source—i.e., sample of classes, courses, or students; number of persons who are majors, minors, or general education students, etc:

3. Question Three :

3a. Question Three's Dimension of Student Learning:

Dimension's Outcome:

3b. Question Three's Assessment Strategies (measures of student learning):

3c. Question Three's Data Source—i.e., sample of classes, courses, or students; number of persons who are majors, minors, or general education students, etc:

E. Identify which of the above objectives, if any, pertain to programs offered through the Center for Extended Learning, graduate programs, or Liberal Education courses:

F. Create a timeline for implementation:

Notification _____

Plan _____

Data _____

Analysis _____

Report _____

4. Sample Assessment Timeline

- All assessment plans must include “direct” assessment (see section 6, page 25 for an explanation of “direct” versus “indirect” methods of assessment).
- Direct assessment should be included for Liberal Education courses and graduate courses and/or programs.
- Direct assessment should be included for Center for Extended Learning 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
2005-2006	Direct assessment Liberal Education courses
2006-2007	Direct assessment BA and BS, including undergraduate degree programs offered through the Center for Extended Learning
2007-2008	Indirect assessment: student satisfaction
2008-2009	Direct assessment graduate programs, including graduate degree programs offered through the Center for Extended Learning
2009-2010	Indirect assessment: alumni survey; overview of all assessment

5. 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 and Vice President for Academic and Student 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.

Departments and programs requesting funds 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. 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. 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 in Appendix C.

Requests for funding should be submitted to the administrative Co-Chair of the Academic Affairs Planning Committee with a copy to the College Assessment Coordinator. The Academic Affairs Planning Committee will review requests and provide recommendations to the Provost and Vice President for Academic and Student Affairs.

6. Direct, Indirect, and 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: 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

Non-Measures 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

Collect and begin to analyze assessment data according to Department/Program Assessment Plan. Continue implementation of Five-year Department Plan:

- Data Collection and Analysis
- Continue Implementation of Five-Year Department Plan
- Submit Annual Update and Report to Dean (if required)

IV. Academic Year 3 Activities: Mid-Cycle Report

Due Date: March 1 of Academic Year 3

Report to be Submitted to:

- College Assessment Coordinator
- Center for Extended Learning (if applicable)
- College Dean
- Provost and VP for Academic & Student Affairs

Date Submitted

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 Provost and Vice President for Academic and Student Affairs. 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
- 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.

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

Collect and begin to analyze assessment data according to Program Assessment Plan. Continue implementation of Five-year Department Plan:

- Data Collection and Analysis
- Continue Implementation of Five-Year Department Plan
- Submit Annual Update and Report to Dean (if required)

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

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

Length: Concise; no more than 20 single-spaced pages

<i>Self-Study Submitted to:</i>	<i>Date</i>
College Assessment Coordinator	_____
Center for Extended Learning (if applicable)	_____
College Dean	_____
Provost and VP for Academic & Student Affairs	_____
Office of Research and Assessment	_____
External Consultant	_____

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 (e.g., NLN, CSWE, ABET, AACSB, ACBSP, NASM, NAIT) may coordinate their program review and accreditation activities.

A. 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) document (references to MAP refer to the Master Academic Plan included as a separate document) which includes the following: (Please contact College Dean for guidance on topics to be prioritized.)

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, changes 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
- data from assessment activities
- analysis of assessment data
- evidence that assessment results are informing curricular decisions (see MAP 1C p. 6)
- identify any influences from external contingencies (such as advisory boards) in departmental decision-making processes (see MAP 3D p.12)

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, such as how the curriculum addresses the core values/ signature themes of International/multicultural understanding, civic engagement and environmental stewardship (see Map 1A p. 5 and 4C p.14) and the curricular philosophies adopted by the university of interdisciplinary approaches and experiential learning (see MAP 1B p. 6)

- 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
 - evidence of effective academic advising and timely availability of curricular offerings (see MAP 1C p.6)
 - evidence of satisfactory graduation rates (see MAP 1C p.6), and placement of graduates (graduate/ professional schools, employment)
 - Evidence that the department has supported recruitment and retention efforts (see MAP 6E & 6F pp. 20-21)
5. Center for Extended Learning and Graduate Program(s) (if any)
- description of program(s)
 - description of program specific assessment activities, including direct assessment of student learning outcomes
 - 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)
 - description of other educational opportunities such as summer school offerings, and self guided and online courses (see MAP 6B, 6C, & 6D, pp. 19-20)
6. Faculty and Faculty Development
- 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 and community-based scholarship (see MAP 2F p.9)
 - evidence that the department/program has an adequate number of qualified faculty to meet student demand
 - 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 p.9)

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, 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 p11)
- evidence of opportunities for students to learn about, engage in, and reflect on multicultural and international perspectives

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
- 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 and Vice President for Academic and Student Affairs, the Office of Research and Assessment, the Center for Extended Learning (if applicable), 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: Five-year Department Plan (New Cycle) submitted to College Assessment Coordinator and to Dean, and the Center for Extended Learning (if applicable);
- November: Dean meets with department/program to comment on Five Year Department Plan.

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, who have terminal degrees, and who are from out-of-state or out-of-the-MnSCU-system; professional associations and societies may be sources for consultants with such characteristics and expertise. The Dean, in consultation with the department, recommends a consultant to the Provost and Vice President for Academic and Student Affairs for approval. Copies of the requests and approval by the Dean and the Provost and Vice President for Academic and Student 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 and creative 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 and Vice President for Academic and Student 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 and/or may be found in the reviewer questionnaire in next section.

G. Distribution of the Consultant Report:

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

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

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

VII. Annual Plan 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: 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.

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?

HIGH MEDIUM LOW 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?

HIGH MEDIUM LOW 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?

HIGH MEDIUM LOW NONE

Reviewer's comments:

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

YES 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?

ABOVE STANDARD MEETS STANDARD 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?

ABOVE STANDARD MEETS STANDARD 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

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:

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 items?

a. Disciplinary knowledge

ABOVE STANDARD MEETS STANDARD BELOW STANDARD

b. General academic knowledge

ABOVE STANDARD MEETS STANDARD 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?

ABOVE STANDARD MEETS STANDARD BELOW STANDARD

Reviewer's comments:

Q-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.

Q-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).

Q-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.

Q-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.

Q-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
---------------------	-------------------------	---------------------------	-----------------------

b. Adequacy of procedures

VERY APPROPRIATE	SOMEWHAT APPROPRIATE	SOMEWHAT INAPPROPRIATE	VERY INAPPROPRIATE
---------------------	-------------------------	---------------------------	-----------------------

Reviewer's comments:

Q-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
-----------	--------------	---------	------	--------------	-----

b. Alumni/employer evaluations

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

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

Reviewer's comments:

APPENDIX B: Dimensions of Student Learning Flowchart

1.	Intellectual Development	2.	Understanding of Self/Relating to Others	3.	Participation in an Emerging Global Society
	Outcomes		Outcomes		Outcomes
A.	<p style="text-align: center;">Higher Order Thinking <i>Use critical thinking and appropriate frameworks for inquiry.</i></p>	A.	<p style="text-align: center;">Values <i>Examine, evaluate, and express values.</i></p>	A.	<p style="text-align: center;">Readiness for Careers <i>Demonstrate knowledge, ethics and abilities as they relate to one's specialization and career choice.</i></p>
B.	<p style="text-align: center;">Knowledge, Values and Abilities Related to the Arts, Humanities, Sciences & Specialized Fields of Study <i>Understand concepts, ideas and theories from various disciplines and integrate knowledge, values and abilities associated with specialized field of study.</i></p>	B.	<p style="text-align: center;">Communication <i>Present ideas clearly.</i></p>	B.	<p style="text-align: center;">Responsible Citizenship <i>Participate as a contributing member of a changing global society.</i></p>
		C.	<p style="text-align: center;">Human Diversity <i>Recognize the experiences and contributions of diverse groups and cultures.</i></p>		
		D.	<p style="text-align: center;">Self Development <i>Demonstrate awareness of concepts, knowledge, and actions which promote one's well-being.</i></p>		

Select at least one student learning outcome for measurement. Identify appropriate assessment strategies from the list at left or others.

DIMENSION 1: Intellectual Development

	Outcome A.	Outcome B.
Suggested Assessment Strategies	Higher Order Thinking	Knowledge, Values and Abilities Related to the Arts, Humanities, Sciences & Specialized Fields of Study
Evaluation by practicum advisor Exit interviews Pre/post tests	<i>Use critical thinking and appropriate frameworks for inquiry</i>	<i>Understand concepts, ideas, and theories from various disciplines and integrate knowledge, values, and abilities associated with a specialized field of study.</i>
Focus groups	Examples of Student Learning Objectives	Examples of Student Learning Objectives
Portfolios Behavioral observation Oral exams Classroom research simulation Survey of students and/or graduates Capstone experience Employer survey Standardized tests	<p>1. Analytical Thinking --draw reasonable inferences from observation and logical premises. --discern structure, pattern, and organization using frameworks from various disciplines and forms of inquiry. --identify and analyze problems in a variety of situations, both independently and cooperatively with others and from a multiplicity of perspectives.</p> <p>2. Evaluative Thinking --identify assumptions and limitations to problem-solving. --critically evaluate ideas and interpretations held by oneself and others.</p> <p>3. Scientific and Quantitative Reasoning --demonstrate the basic understanding of the scientific method of inquiry. --identify the assumptions and appropriate application of the scientific method of inquiry. --perform computations and solve</p>	<p>1. Demonstrate understanding about dimensions of human behavior and development within social contexts.</p> <p>2. Describe structures, functions, and relationships concerning aspects of the natural, technological, and social environments.</p> <p>3. Discuss historical and contemporary institutions, movements, ideas, people and values which influence our world.</p> <p>4. Recognize the formal elements and aesthetic qualities of the literary, performing, and visual arts.</p> <p>5. Recognize global dimensions of historical and contemporary issues and topics.</p> <p>6. Attain in-depth knowledge, values, and abilities.</p>

	<p>problems through the use of mathematical logic. --use numerical data to support positions or interpretations.</p> <p>4. Creative Thinking --identify problems, perceive associations, and construct interpretations which may be unique. --reflect on assumptions and contemplate alternative ways of thinking. --use one's intellectual abilities to formulate original ideas, works, and/or other forms of endeavor.</p>	
--	---	--

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

Dimension 2: Understanding of Self/ Relating to Others

Outcome A. Values	Outcome B. Communication	Outcome C. Human Diversity	Outcome D. Self Development
Examples of Student Learning Objectives	Examples of Student Learning Objectives	Examples of Student Learning Objectives	Examples of Student Learning Objectives
1. Examine one's own values and apply these values in decision-making.	1. Demonstrate proficiency in writing and speaking the English language.	1. Seek knowledge, experiences, and understanding of traditions and values of diverse groups and cultures.	1. Pursue discovery of one's talents, interests, and personal uniqueness.
2. Understand assumptions and meanings associated with values expressed in discourse and in disciplines.	2. Communicate in scholarly manner expected within a discipline.	2. Analyze one's attitudes, behaviors, concepts and beliefs toward others.	2. Promote one's physical, emotional, and social well-being, and potential as a person.
3. Recognize ethical dilemmas and make informed judgments in situations demanding ethical decisions.	3. Recognize the importance of acquiring proficiency in another language.	3. Demonstrate an understanding of the dynamics of relationships within and between groups.	3. Identify structures, functions, interpretations, and patterns of human development.
	4. Select and present written and oral ideas with diverse individuals and groups.		4. Develop abilities and skills which support lifelong learning.
	5. Employ effective interpersonal and group skills.		

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

Dimension 3: Participation in an Emerging Global Society

Outcome A. Readiness for Career	Outcome B. Responsible Citizenship
Examples of Student Learning Objectives	Examples of Student Learning Objectives
1. Demonstrate capacities to accommodate and respond to change.	1. Exhibit empathy, thoughtfulness, compassion, respect, civility, and cooperation.
2. Work collaboratively in solving problems.	2. Thoughtfully exercise the rights and the responsibilities of citizenship.
3. Develop goals and make career plans.	3. Recognize one's role and responsibilities as a global citizen.
4. Demonstrate knowledge of ethical standards and responsibilities related to one's specialization.	4. Contribute to the broader community through activities such as community service, citizen participation, and social action.
5. Employ technology relevant to one's specialization and career.	

APPENDIX C: 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) _____

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:		
Center for Extended Learning	_____	_____
comments (if applicable):		
AAPC	_____	_____
comments:		
Provost/VP for Academic Affairs	_____	_____

Dimensions of Student Learning

1.	Intellectual Development	2.	Understanding of Self/Relating to Others	3.	Participation in an Emerging Global Society
	Outcomes		Outcomes		Outcomes
A.	<p style="text-align: center;">Higher Order Thinking <i>Use critical thinking and appropriate frameworks for inquiry.</i></p>	A.	<p style="text-align: center;">Values <i>Examine, evaluate, and express values.</i></p>	A.	<p style="text-align: center;">Readiness for Careers <i>Demonstrate knowledge, ethics and abilities as they relate to one's specialization and career choice.</i></p>
B.	<p style="text-align: center;">Knowledge, Values and Abilities Related to the Arts, Humanities, Sciences & Specialized Fields of Study <i>Understand concepts, ideas and theories from various disciplines and integrate knowledge, values and abilities associated with specialized field of study.</i></p>	B.	<p style="text-align: center;">Communication <i>Present ideas clearly.</i></p>	B.	<p style="text-align: center;">Responsible Citizenship <i>Participate as a contributing member of a changing global society.</i></p>
		C.	<p style="text-align: center;">Human Diversity <i>Recognize the experiences and contributions of diverse groups and cultures.</i></p>		
		D.	<p style="text-align: center;">Self Development <i>Demonstrate awareness of concepts, knowledge, and actions which promote one's well-being.</i></p>		