

University Assessment Plan

Bemidji State University

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Offices of Academic Affairs, Student Development and Enrollment, and Finance and Administration
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Basis for Assessment

The foundation of the University's assessment plan is our institution's mission and vision.

Vision

Shaping potential, shaping worlds.

Mission

E³ Engage. Embrace. Educate.

As northern Minnesota's university, we engage in new worlds of thought, embrace responsible citizenship, and educate for a future that can only be imagined.

In addition, the University is guided by three signature themes:

- International/multicultural understanding
- Civic engagement
- Environmental stewardship

The University Plan describes how we will achieve this Vision and Mission. A key focus in the Plan is assessment. In Strategy A, "Engage Students for Success in Careers, Communities and Life," the first goal is the "improvement in student learning outcomes as stated in master and strategic plans..." A specific initiative designed to meet that goal is to "strengthen measurement of student achievement." The Gaps and Trends Committee is tasked with broadly reviewing assessment across the campus. The Academic Assessment Committee is tasked with the detailed review of plans and progress in meeting those plans for Academic Affairs.

Academic Affairs

For Academic Affairs, the Master Academic Plan (MAP) also guided the development of the University Assessment Plan. Specifically, in item 1C of the MAP, "Assessment of Student Progress," academic areas are given guidance on assessing student learning outcomes, provided a structure to facilitate measuring those outcomes, and charged with using that information to continuously improve programs.

The University Gaps and Trends Committee, tasked with revising the institution's assessment plan, began by reviewing the University's mission statement and goals, and the relevant sections of the University Plan and the MAP. Based on this information, the committee determined that we would continue to use the three dimensions of student learning that had been developed as part of our prior assessment plan. The dimensions are:

- Intellectual Development;
- Understanding Self and Relating to Others;
- Participation in an Emerging Global Society.

In addition, eight outcomes have been identified as sub-components of these three dimensions, and each of these outcomes contains a number of specific student learning objectives (see Appendix A). The Bemidji State

University Assessment Plan described in this document outlines a strategy for the implementation and ongoing review of student learning outcomes within the broad categories of those three dimensions and the eight outcomes identified within them.

Student Development and Enrollment

Student Development and Enrollment will conduct assessment in measuring progress toward achievement of the division's strategic plan, called "The Learning Journey," or "J-Plan." Seven strategic directions have been identified in the J-Plan.

- Support and promote students' learning.
- Support and promote students' well-being.
- Challenge and support, i.e., empower, students as they navigate their journey.
- Ensure ease of access to the University and to campus services and programs.
- Carry out assessment in support of the Student Development and Enrollment mission and the mission of the University.
- Promote and support staff professional development.
- Strengthen and sharpen Student Development and Enrollment through ongoing consideration of the organization and the expression of its identity.

Finance and Administration

The finance and administration division's assessment plan focuses on both internal and external constituencies. The objectives in this plan, consonant with the mission of the University, are:

- Internal to the University
 - Support the quality of the student learning experience.
 - Provide responsible resource management to the University community.
 - Communicate to students, faculty, and staff about program/department services, policies, and procedures.
 - Work continually on process improvement.
- External to the University
 - Provide external accountability to the Office of the Chancellor, State of Minnesota, federal government, and accrediting bodies.
 - Support the partnerships and collaborations of the University.
 - Provide information to prospective students and other constituencies that have or are interested in a relationship with the University.

Assessment Plan for Student Learning Outcomes for Academic Affairs

Structure for Assessment

This plan requires each academic department or program to engage in assessment at regularly scheduled intervals. The cycle will be five years for all programs except programs that are nationally accredited, which will follow the same timeline as that required by their accrediting agency. These assessment efforts will be conducted at the level of:

- 1) individual departments (or programs when appropriate), including distance education offerings
- 2) liberal (general) education
- 3) graduate programs, including distance education offerings in those programs

The choice of a five-year interval corresponds to existing institutional needs and system-wide mandates for regular academic program review. In addition, departments and programs are also required to participate in an interim mid-cycle review of progress and accomplishments and to determine the need for any changes associated with their assessment plan. Thus, a detailed plan for assessment will be developed every five years by each academic program (and also by other administrative units), with annual progress reports and a review during the second or third year of that five-year period. As noted above, for accredited programs, the review cycle follows the accreditation time frame, with the addition of a mid-cycle review of assessment progress in the form of a structured interview and outlines to connect the accreditation process with the campus review system.

In designing their plans, each program will be required to:

- identify specific assessment strategies for measuring student intellectual development (Dimension 1), including at least one student learning objective in each of the two outcomes (Higher Order Thinking; Knowledge, Values, and Abilities Related to the Arts, Humanities, Sciences and Specialized Fields of Study);
- select one of the remaining two dimensions (Understanding of Self/Relating to Others; or Participation in an Emerging Global Society) and identify a specific outcome and one student learning objective in that dimension for assessment.

The primary emphasis of this requirement is on student academic achievement, but programs will also examine other dimensions of student growth. By allowing programs to identify particular learning objectives for measurement, the plan introduces flexibility and limits assessment costs. But the plan also requires assessment focused on particular learning objectives, and insists that progress in measuring those objectives will be reviewed, and appropriate changes in curriculum and/or pedagogy considered, on an ongoing and systematic basis.

Coordination of Assessment

In order to assist academic programs in designing appropriate measurement strategies, the Academic Assessment Committee, the Gaps and Trends Committee, and the Center for Professional Development, in consultation with the Office of Academic Affairs, will provide resources and training in assessment. In addition, four University assessment coordinators assist programs in developing and implementing assessment plans. The Office of Institutional Research and Effectiveness will assist departments in acquiring the necessary data to produce self-study documents. The Academic Assessment Committee reviews each five-year assessment plan and self-study report and makes a recommendation for approval to the Dean and the Associate Vice President for Academic Affairs, thereby assuring a consistent level of quality in the institution's assessment efforts. An external reviewer, who evaluates the department and visits campus to determine the effectiveness of the assessment plan, vets departmental planning and assessment at the end of each 5-year cycle. The reviewer issues a report to the Associate Vice President for Academic Affairs, thereby providing additional quality assurance of the assessment process.

In a newly instituted procedure, the Academic Assessment Committee provides a report to the Gaps and Trends Committee each year. The Gaps and Trends Committee then makes comments on gaps in the assessment process and recommendations regarding closing those gaps. The Gaps and Trends Committee will review the University Assessment Plan on a yearly basis and propose modifications as needed.

Interrelationship of the Assessment Plan with Higher Learning Commission Criteria

In order to ensure better integration of the process of accreditation with the University's internal assessment process, we have emphasized where these two processes correspond with one another.

Criterion 2, Core Component 2C

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Bemidji State University's Assessment Plan includes five-year reviews of each academic program that offers a major, and five-year reviews of liberal education, and graduate programs, including online programs. This assessment process includes the development and approval of a plan, a mid-cycle review of progress, a self-study of progress made over the five-year period, and an external review of the self-study and programs. Based on what is learned through the self-study and review, the department develops a new plan; the process is intended to allow continuous improvement of programs.

In terms of support, the University has four assessment coordinators, who have 25% reassigned time to assist departments with their individual assessment plans, equivalent to a full-time faculty position. In addition, Department Chairs, who have reassigned time based on the size of the department, have a key role in ensuring that the assessment process is conducted in their departments. Academic Affairs also provides up to \$1000 to departments for direct assessment measures of student learning, and covers the cost of an on-site evaluator every five years, following the departmental self-study.

Criterion 3, Core Component 3A

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The assessment plan for each department or program describes specific learning outcomes that programs need to address. The flexibility in allowing departments and programs to choose the specific learning outcomes they will assess allows them to tailor the assessment to their specific circumstances. These learning outcomes are vetted by the Academic Assessment Committee, the appropriate Dean, and the Associate Vice President for Academic Affairs to ensure that the designated learning outcomes are being met.

Criterion 3, Core Component 3B

The organization values and supports effective teaching.

One of the key items that departments address in their Five-Year Departmental and Assessment Plan and self-study is departmental commitment to excellence in teaching. This commitment is demonstrated based on assessment data collected during the five-year assessment process. Direct measures of student learning are a required component of each department's assessment plan, and this data allows departments to demonstrate how they value and support effective teaching. Financial resources are available from Academic Affairs to assist in the collection and analysis of direct measures of student learning.

Criterion 3, Core Component 3C

The organization creates effective learning environments.

As part of the departmental five-year plan and assessment plan, the department describes how it is committed to enhancing student learning, based on assessment data. The department also describes any planned changes to physical facilities and curricular changes, based on what has been learned in previous assessment cycles.

Criterion 4, Core Component 4B

The organization demonstrates that the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The Dimensions of Student Learning, which departments are required to address in their five-year planning process, include Intellectual Development, Understanding Self and Relating to Others, and Participating in an Emerging Global Society.

The liberal education program includes a series of learning outcomes, which will be assessed globally and on a course-by-course basis, using a framework that includes University-wide assessment, as well as course-level assessments.

Criterion 4, Core Component 4C

The organization assesses the usefulness of its curricula to students who live and work in a global, diverse, and technological society.

In the five-year planning process, departments comment on how they plan to "provide students with opportunities to learn about, engage in, and reflect on multicultural and international perspectives." The liberal

education curriculum also includes learning outcomes related to these topics, which will be assessed on a regular basis.

Criterion 5, Core Component 5A

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Departments use student surveys, alumni surveys, surveys from internship supervisors, and other data collection strategies to determine the needs and expectations of students, employers, and other constituencies.

Assessment for Departments/Programs

Five-Year Program Review Process

Departments and Programs are reviewed on a Five-Year Cycle, based on institutional needs and a requirement from the MnSCU System Office for regular program review. Accredited programs follow their accreditation cycle with outlines relating the self-study to University requirements, and a structured interview in the first year and at the mid-point of the cycle.

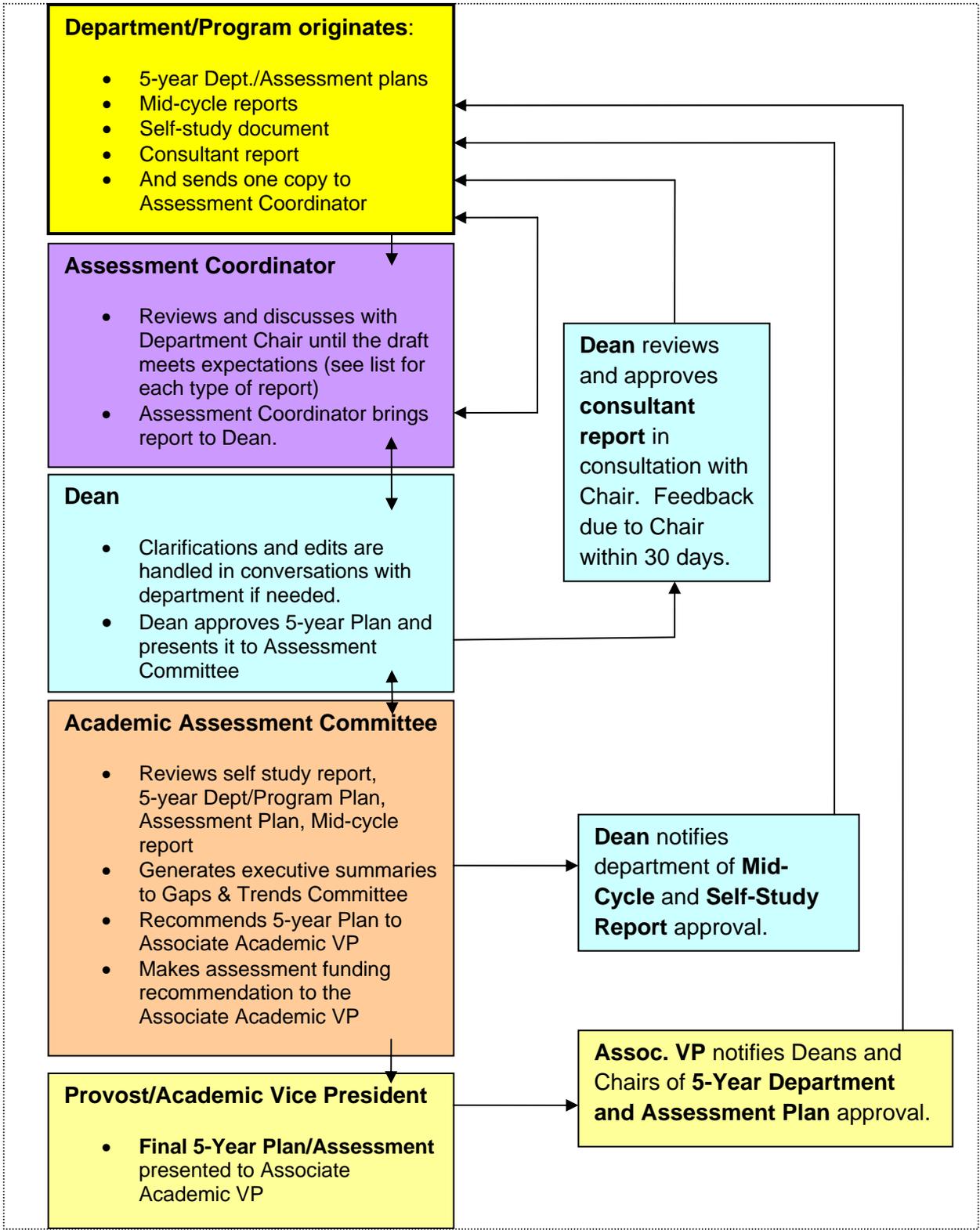
The Five-Year Program Review process is spelled out in the Guidelines, available on the Academic Affairs Website (http://www.bemidjistate.edu/academics/affairs/program_review.cfm).

As described in the Guidelines, “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.”

In this context, the purpose of Program Assessment is to:

1. Assure that a Program’s activities are consistent with the mission of the University.
2. Provide evidence that the Program is effective.
3. Provide evidence that students are achieving program-level learning objectives.

A schematic illustrating the flow of the Five-Year Program Review process is given below.



Liberal Education Assessment

Liberal Education Assessment is following the same process as other academic programs. The Liberal Education Director will be responsible for coordinating these assessment activities. During the period 2009-2013, the Liberal Education Committee is planning to assess specific Dimensions of Student Learning for the overall program. In addition, the Liberal Education Committee also intends to assess course-level competencies. The revised Liberal Education Assessment Plan has been reviewed by the Liberal Education Committee and the Academic Assessment Committee, and is being presented to the Faculty Senate for feedback. Once approved, the plan will be available on the Academic Affairs website.

Distance Learning Assessment

All distance learning programs follow the same Guidelines for Five-Year Review and Assessment that are required of on-campus programs. According to these guidelines all departments with distance learning programs explicitly include in their assessment plans direct measures of student learning outcomes for distance learners. Data from these assessments are used to inform program development in the department's Five-Year Review.

An Assessment Coordinator position has been dedicated to the Center for Extended Learning (CEL). This coordinator serves on the Academic Assessment Committee and meets regularly with department chairs and program directors with distance learning programs to assist in the development, implementation and reporting of assessment activities.

In addition to program specific assessments, the CEL also conducts system-wide assessments of student satisfaction with distance learning courses and services, including registration, advising, library and technical services. These assessments are done using the Noel-Levitz Survey for Online Learners, and customized surveys aimed at more specific questions and concerns of interest.

Graduate Programs Assessment

Bemidji State University offers graduate studies in 12 disciplinary areas and special licensures (non-degree) in six areas. The graduate program is governed and administered by the Minnesota State Colleges and Universities, Bemidji State University, the graduate faculty, the Graduate Studies Committee, and the Dean of Graduate Studies. Each of these entities has a responsibility for ensuring that graduate education meets high standards befitting the University and the colleges, departments, and programs that offer graduate degrees. Bemidji State University is a member of numerous academic and professional associations that perform periodic review of the graduate programs.

As with undergraduate programs, the assessment of graduate programs occurs primarily through individual disciplines:

1. Graduate students are required to present orally and/or through written examination evidence of their competency in their respective disciplines. These indicators of competency are reviewed by members of their disciplines and by at least one outside examiner.

2. As a culminating experience in the graduate degree (M.S., M.Ed., and M.S.) program, student must produce a substantial work of research or creativity. Graduate faculty evaluate the work for evidence of scholarly and/or creative competence which provides a means of assessing the strength of the curriculum within specific disciplines as well as the graduate program as a whole.

The School of Graduate Studies also conducts general assessment on program effectiveness and student success:

1. The graduate school administers an evaluative instrument to every person who obtains a graduate degree in order to assess, from the student's perspectives, the strengths and weaknesses of the graduate programs. This information is cumulative and is provided to appropriate Deans, department chairs, graduate faculty members, and the Graduate Studies Committee.
2. As part of the process of evaluating the oral and written examinations, examiners complete an assessment document which elicits information about the student's competence as a reflection of the curriculum of the graduate program.
3. The Graduate Studies Committee is currently having discussions about implementing an outcomes-based assessment program to complement the department-level assessments currently being done.

Institutional Assessment

In addition to department-level assessment, the University also participates in institutional assessment of student learning outcomes. One mechanism by which this takes place is through the implementation of the Voluntary System of Accountability. As part of the implementation of the Voluntary System of Accountability, the Gaps and Trends Committee has recommended the use of the MAPP assessment for critical thinking and other student learning outcomes. Through the System office, the University is also assessed in its success in meeting several criteria on a statewide "Dashboard." This dashboard includes information on licensure pass rates, student persistence, and will eventually include data on "high quality learning" and "student engagement."

The University has just purchased a license for development of an assessment managements system, TaskStream, to better organize existing assessment data, and provide easier access to information and reports across the University. This system will ultimately be used by programs in Academic Affairs, Student Enrollment and Development, and Finance and Administration.

Assessment Plan for Student Development and Enrollment

Structure for Assessment

Assessment in Student Development and Enrollment is conducted at two levels: 1) division-wide assessment of progress toward the strategic directions of the J-Plan, and 2) departmental or program assessment to measure achievement of departmental/program mission, goals and objectives. With regard to the latter, the assessment plan requires each department or program in Student Development and Enrollment to engage in assessment at regularly scheduled five-year intervals.

Assessment of the J-Plan occurs annually through the Balanced Scorecard.

J-Plan Balanced Scorecard Template

Strategic Direction	
Goals and Objectives	
Measure	Progress Towards Goals and Objectives

The Balanced Scorecard provides a division-wide approach to gathering data from measures used to evaluate progress toward achievement of the strategic directions of the J-Plan.

In addition to the Balanced Scorecard, departments and programs participate in the Student and University Services Program Planning and Review. The three components for the review are the Annual Report, the Mid-Cycle Report, and the Five-Year Program Review. Therefore, as part of the review, a detailed plan for assessment will be developed every five years by each department and program, and will be reviewed during the second or third year of that five-year period. Each program or department also completes a yearly report of the five-year cycle. The only exceptions are programs supported by grant funding; in these cases, the review cycle follows the grant time frame, with the addition of a mid-cycle review of assessment progress.

In designing their plans, each program assesses, as applicable:

- Student achievement of learning outcomes (consistent with the dimensions of student learning identified in the Plan for Assessing Student Learning Outcomes for Academic Affairs (Appendix A));
- Satisfaction with services and programs offered within the department;

By allowing departments to identify particular objectives for measurement, the plan introduces flexibility and limits assessment costs. The plan also requires that assessment results are reviewed, and appropriate changes in programs and services considered and implemented on an ongoing and systematic basis. Assessment results

are reviewed in the department and by the Vice President for Student Development and Enrollment; the self-study and external reviewer provide further assurance that what is learned in the assessments is used for quality improvement.

Coordination of Assessment

In order to assist Student Development and Enrollment departments and programs in designing appropriate measurement strategies, the Office of Student Development and Enrollment offers resources and staff training in ways to assess student growth. In addition, the divisional Assessment Community of Practice assists programs in developing and implementing assessment plans. An external reviewer, who evaluates the departmental self-study document and visits campus to determine the effectiveness of the assessment plan, examines departmental planning and assessment every five years. The reviewer issues a report to the department director/coordinator and to the Vice President for Student Development and Enrollment, providing additional quality assurance of the assessment process.

In a newly instituted procedure, the Division of Student Development and Enrollment provides an annual summary report to the Gaps and Trends Committee (described in Appendix C). The report includes the J-Plan Balanced Scorecard as well as summary information from individual departmental plans. The Gaps and Trends Committee then makes comments on gaps in the assessment process and recommendations regarding closing those gaps.

Interrelationship of the Assessment Plan with Higher Learning Commission Criteria

Criterion 2, Core Component 2c

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Assessment plans for Programs in Student Development and Enrollment are expected to include measures and data collection that will lead to program improvement. Assessment plan reports are expected to detail how the collected information was used for program improvement.

Criterion Three, Core Component 3a

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

One element of the J-Plan is to "support and promote students' learning." This will be assessed as part of each appropriate unit's five-year plan.

Criterion Four: Core Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Programs in student development and enrollment will assess how they “support and promote students’ well-being,” and “empower students as they navigate their journey.”

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

The aforementioned ongoing assessment and evaluation strategies employed in the division also are used to engage the constituencies served by departments and programs in student development and enrollment. These assessment efforts also produce a number of data sources to gauge the degree of responsiveness to its constituencies. Through these assessment projects, information is learned about student needs, and changes are made to divisional programming as a result.

Assessment for Departments/Programs

Five-Year Program Review Process

The Five-Year Program Review process is spelled out in the Student and University Services Guidelines, available on the Academic Affairs Website. These will be revised on a regular basis. (http://www.bemidjistate.edu/academics/affairs/pdf/PlanningResourceManual_2_.pdf)

As described in the “Guidelines” the objectives of Program Assessment follow. They are organized according to the purposes of program assessment.

1. Internal to the Department and Students
 - Improve the quality of the student learning experience.
 - Promote the highest quality of student/university services.
 - Provide internal planning and program/department accountability.
 - Support and promote excellence in professional knowledge and expertise.
2. Internal to the University
 - Assist the university in decision-making and planning.
 - Inform students, faculty and staff about program/department services.
 - Provide appropriate performance measure and standards.
3. External to the University
 - Inform prospective students and other publics
 - Provide external accountability to accrediting bodies, MnSCU, and the State Legislature.

Student Development and Enrollment departmental reviews demonstrate how the University achieves and maintains excellence in co-curricular services and activities.

Assessment Plan for Programs and Services for Finance and Administration

Structure for Assessment

A detailed plan for assessment will be developed every five years by each department or program in the finance and administration division and will be reviewed during the second or third year of that five-year period. The only exceptions are departments that have externally prescribed timeframes such as annual financial audits.

In designing their plans, each department or program assessment plan and review will require:

- **Alignment with University Mission, Strategic Plans.** An explanation of how the departmental or program plan aligns with the University Mission and Vision, and the University Strategic Plan.
- **Both formative and summative evaluation.** Formative evaluation provides periodic data to staff for purposes of continuous improvement. Summative evaluation provides information to show the development of a program/department from a long-term perspective.
- **Linked with quality assurance and continuous quality improvement.** Quality assurance and continuous quality improvement are important evaluative standards for programs/departments to adopt. Standards that are endorsed by professional organizations should always be a consideration in planning.
- **Both a quantitative and qualitative assessment.** Performance indicators are usually quantitative so they can be used to assess the relative position of the program/department against a reference point. Qualitative assessments such as narratives and anecdotes are valuable components in that they provide context, perspective, and analysis.

Coordination of Assessment

The Vice President for Finance and Administration coordinates assessment activities for this unit. An external reviewer, who evaluates the departmental self-study document and visits campus to determine the effectiveness of the assessment plan, vets departmental planning and assessment every five years. The reviewer issues a report to the Vice President for Finance and Administration, thereby providing additional quality assurance of the assessment process. This process leads to the development of annual goals and five-year goals, to assure that the data from assessment is used for continuing program improvement.

In a newly instituted procedure, the Vice President for Finance and Administration provides a report to the Gaps and Trends Committee each year. The Gaps and Trends Committee then makes comments on gaps in the assessment process and recommendations regarding closing those gaps.

Interrelationship of the Assessment Plan with Higher Learning Commission Criteria

Criterion 1, Core Component 1E

The organization upholds and protects its integrity.

The assessment plans and reports will include the use of financial audits and other internal and external reviews to demonstrate integrity in the University's handling of financial and other resources. The reports and reviews will identify opportunities for continuous improvement while at the same time identifying critical issues that warrant special attention in order to meet this criterion.

Criterion 2, Core Component 2B

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Based on the Master Facilities Plan, the appropriate units will report on progress toward meeting the goals in that plan. Other units will report on progress toward meeting financial and other resource goals that will allow for continued support of educational programs.

Criterion 2, Core Component 2C

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The assessment plans and reports in Finance and Administration are specifically focused, as noted above, on continuous quality improvement. Much of the ongoing evaluation is dictated by external entities ensuring that the evaluation cycle is consistent and ongoing. This cycle also ensures a complete feedback loop for the financial portions of the division.

Criterion 3, Core Component 3C

The organization creates effective learning environments

Students and faculty are surveyed occasionally as part of the five-year process of updating the campus Master Facilities Plan. These surveys along with the planning process provide a structure in collecting information on how well the institution is doing in creating effective learning environments from a facilities' perspective.

Criterion 5, Core Component 5A

The organization learns from the constituencies it serves and analyzes, its capacity to serve their needs and expectations.

Units within Finance and Administration will include in their assessment reports whether and to what extent input from students, faculty, staff, and external constituencies has shaped policies, procedures, and practices.

Appendix A

Bemidji State University Dimensions of Student Learning

The dimensions are:

- intellectual development;
- understanding self and relating to others;
- participation in an emerging global society.

In addition, eight outcomes have been identified as sub-components of these three dimensions, and each of these outcomes contains a number of specific student learning objectives.

Dimensions of Student Learning		
Intellectual Development	Understanding Self and Relating to Others	Participation in an Emerging Global Society
<i>Outcomes</i>		
Higher order thinking <i>Use critical thinking and appropriate frameworks for inquiry.</i>	Values <i>Examine, evaluate and express values.</i>	Readiness for careers <i>Demonstrate knowledge, ethics and abilities as they relate to one's specialization and career choices.</i>
Knowledge, values and abilities related to the arts, humanities, sciences and specialized fields of study <i>Understand concepts, ideas and theories from various disciplines and integrate knowledge, values and abilities associated with specialized fields of study.</i>	Communication <i>Present ideas clearly and effectively in visual, written and oral form.</i>	Responsible citizenship <i>Participate as contributing member of a changing global society.</i>
	Human Diversity <i>Recognize the experiences and contributions of diverse groups and cultures.</i>	
	Self Development <i>Demonstrate awareness of concepts, knowledge and actions which promote one's well being.</i>	

Appendix B

Bemidji State Academic Assessment Committee Composition

Four Faculty- Assessment Coordinators

Liberal Education Director

Three Deans

Associate VP, Center for Extended Learning

Associate VP, Academic Affairs (Convener)

Charge

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

Assessment Committee annually

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

Membership

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

Reports to

- Academic Vice President

Frequency of meetings

- Monthly

Appendix C

Bemidji State University Gaps and Trends Committee Composition

Liberal Education representative
Academic Assessment Coordinator representative
Graduate Council representative
2 Student Development and Enrollment representatives

Student representative
Director of Institutional Research and Effectiveness
Vice President for Academic Affairs
Vice President for Student Development and Enrollment
Vice President for Finance and Administration
Dean representative
Associate Vice President for Academic Affairs (Convener)

Charge

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

Membership

- Liberal Education representative
- Academic Assessment Coordinator representative
- Graduate Council representative
- Student Development and Enrollment representative
- Student representative
- Director of Institutional Research and Effectiveness
- VPs (Provost chairs; VP for Student Development and Enrollment chairs in Provost's absence)
- Dean representative

Frequency of meetings

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