



PREPARING FOR OUR HIGHER LEARNING COMMISSION VISIT OCTOBER 14-15, 2019

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TIME LINE

- Fall 2017 – Select co-directors, criterion committee co-chairs and committee members.
- Spring 2018 – Criterion committees meet and begin to draft assurance arguments for each core component.
- Fall 2018 – Criterion committees continue their work.
- Spring and Summer 2019 – Finalize assurance argument.
- Assurance System lock date – September 16, 2019

CRITERION FOUR - TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

- 4.A. The institution demonstrates responsibility for the quality of its educational programs.
- 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Committee: Nancy Hall (Co-chair), Colleen Greer (Co-chair), Jessica LeTexier, Misty Wilke, Sue Rickers, Kate Larson, Kierstin Hoven, Joe Ritter, Student

MISSION AND VISION

- OUR VISION

We educate people to lead inspired lives.

- OUR MISSION

We create an innovative, interdisciplinary and highly accessible learning environment committed to student success and a sustainable future for our communities, state and planet. Through the transformative power of the liberal arts, education in the professions, and robust engagement of our students, we instill and promote service to others, preservation of the earth, and respect and appreciation for the diverse peoples of our region and world.

SHARED FUNDAMENTAL VALUES

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Through the sum of their educational experience at Bemidji State, students will have multiple opportunities to learn about, experience, and reflect on the University's Shared Fundamental Values of:

- **Civic engagement and leadership**
- **International and multicultural understanding**
- **Belief in the power of the liberal arts**
- **Environmental stewardship**

These core values guide Bemidji States curriculum and services. Not tightly defined, they invite interpretation and discovery.

DIMENSION 1. INTELLECTUAL DEVELOPMENT

- Outcome A.
- Higher Order Thinking: *Use critical thinking and appropriate frameworks for inquiry.*
- Outcome B.
- Knowledge, Values and Abilities Related to the Arts, Humanities, Sciences & Specialized Fields of Study: *Understand concepts, ideas and theories from various disciplines and integrate knowledge, values and abilities associated with specialized field of study.*

DIMENSION 2: UNDERSTANDING OF SELF AND RELATING TO OTHERS

- Outcome A. Values: *Examine, evaluate, and express values.*
- Outcome B. Communication: *Present ideas clearly.*
- Outcome C. Human Diversity: *Recognize the experiences and contributions of diverse groups and cultures.*
- Outcome D. Self Development: *Demonstrate awareness of concepts, knowledge, and actions which promote one's well-being.*

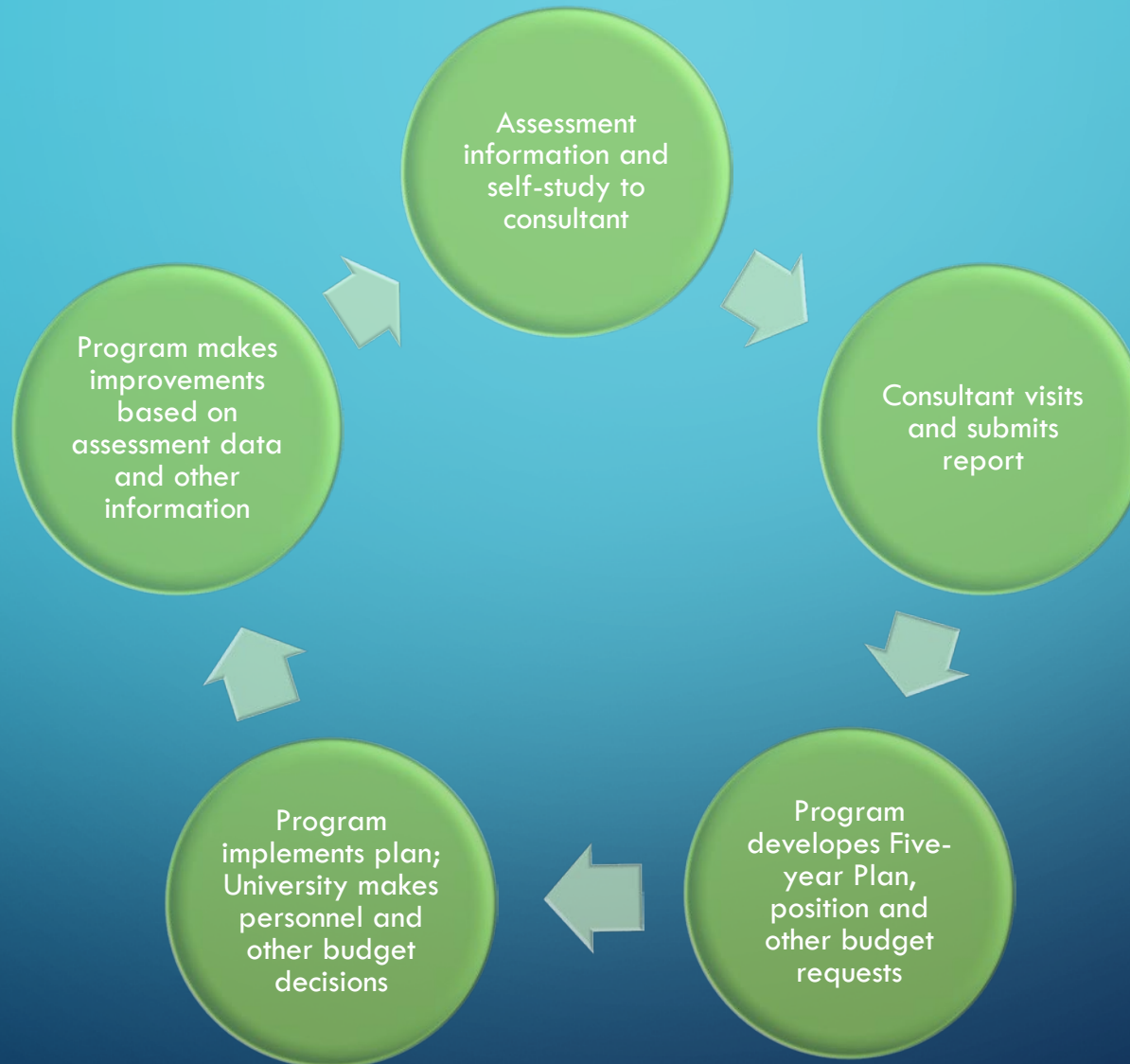
DIMENSION 3: PARTICIPATION IN AN EMERGING GLOBAL SOCIETY

- Outcome A. Readiness for Career: *Demonstrate knowledge, ethics, and abilities as they relate to one's specialization and*
- Outcome B. Responsible Citizenship: *Participate as a contributing member of a changing global society.*

FIVE-YEAR PLANS

- This is the program's five-year strategic plan.
- Includes both operational and aspirational goals for program.
 - Course rotations
 - Planned changes to curriculum and other areas
 - Plans to improve advising and student satisfaction
 - Plans to increase retention, graduation and placement rates
 - New initiatives

Assessment and Planning Cycle



YEARLY ASSESSMENT CYCLE



COURSE- VS PROGRAM-LEVEL ASSESSMENT

- Assessment activities can include both course- and program-level assessment.
- Course-level assessment is tied to course-level learning outcomes, some of which stem from program-level learning outcomes.
- Program-level assessment is tied to program-level learning outcomes.

COURSE- AND PROGRAM-LEVEL ASSESSMENT

- Instructors evaluate students every day to assign grades but they often don't systematically track student strengths and weaknesses relative to course- and program-level outcomes.
- Identify key courses and assignments or activities where students demonstrate learning outcomes, track their progress, and determine if changes made to courses or the program improved student learning.
- Consider nationally normed assessments (e.g. Major Field Tests) to track effectiveness.

ASSESSMENT ACTIVITIES

- Complete any outstanding assessment plans, findings reports, and action plans.
- Every program needs to have a current five-year plan in place.
- Changes to a program require updates to learning outcomes and curriculum maps.

OTHER THINGS WE NEED FROM YOU

- Update your syllabi to include student learning outcomes and student time expectations (see CPD website for a template under teaching support) and submit to your dean. Make sure liberal education courses include the appropriate goal area learning outcomes.
- Update your CV and submit it to your dean.
- Include program-level mission, vision and student learning outcomes on your website.
- Remove posters with old mission/vision from public view.

DISTANCE EDUCATION COURSES VS CORRESPONDENCE COURSES

Bemidji State University has **HLC approval** to offer “distance education courses and programs”

- Distance Education is defined as education that uses technology to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. At BSU, these are typically referred to as *online* courses.
- The courses use technology including D2L Brightspace, audioconferencing, open or closed circuit broadcasts, etc.
- Interactions between the student and the faculty occurs on a regular basis, is substantive and should be initiated by the instructor
- The courses have a schedule of assignments, assessments and other activities to direct a student through the learning.

BSU is **NOT approved** to offer correspondence courses.

- Correspondence courses are defined as courses that provide instructional materials by the mail or electronic transmission, but the interaction between the instructor and the student is limited, and primarily initiated by the student. These are often referred to as “packaged” courses and the work is completed in isolation for the most part. These courses are also often self-paced.

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QUESTIONS?

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THANK YOU FOR YOUR TIME!