



**Five-Year Cycle Guidelines
for
Academic Program Planning,
Assessment, and Review**

Updated Fall 2024

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FOREWORD

These guidelines are presented chronologically, beginning with the first year of the five-year academic program planning cycle. Each stage of the cycle represents an academic year, which is defined as Fall Semester through Spring Semester. Users can use the tracking form found in Appendix B to monitor progress through each five-year cycle.

These guidelines are periodically revised to conform to new policies and procedures regarding academic program planning and assessment. This document was revised substantially in 2010 to meet the expectations of the Higher Learning Commission for a more focused and systematic assessment process, and to reflect the use of TaskStream for managing the assessment data. The Fall 2023 revision included several changes based on reflection about the assessment process in prior years.

Since the last revision of these guidelines in Fall 2023, the Taskstream platform has been discontinued and the SPOL platform was acquired for the purpose of building a fresh relational database for assessment and planning. The 2024-2025 academic year and the 2025 fiscal year launched other large-scale transitions:

- After a year of collaboration and discussion between administration and the faculty association, the Academic Affairs Division consolidated three colleges into two colleges and twenty academic departments into nine schools on July 1, 2024.
- The entire Minnesota State system transitioned to Workday for finance and human resources functions on July 5, 2024. The roll out for that System-wide change continues through fiscal year 2025.
- The Academic Affairs Division is preparing for an HLC Interim Report on Core Components 4.A and 4.B, which will be due August 3, 2026.

This Fall 2024 revision of the guidelines includes small adjustments in language and logistics to better help the user navigate the substantial transitions that our institution is currently experiencing. Further revision of this document is anticipated prior to the next academic year.

OVERVIEW OF THE FIVE-YEAR CYCLE FOR ACADEMIC PROGRAM PLANNING, ASSESSMENT, AND REVIEW

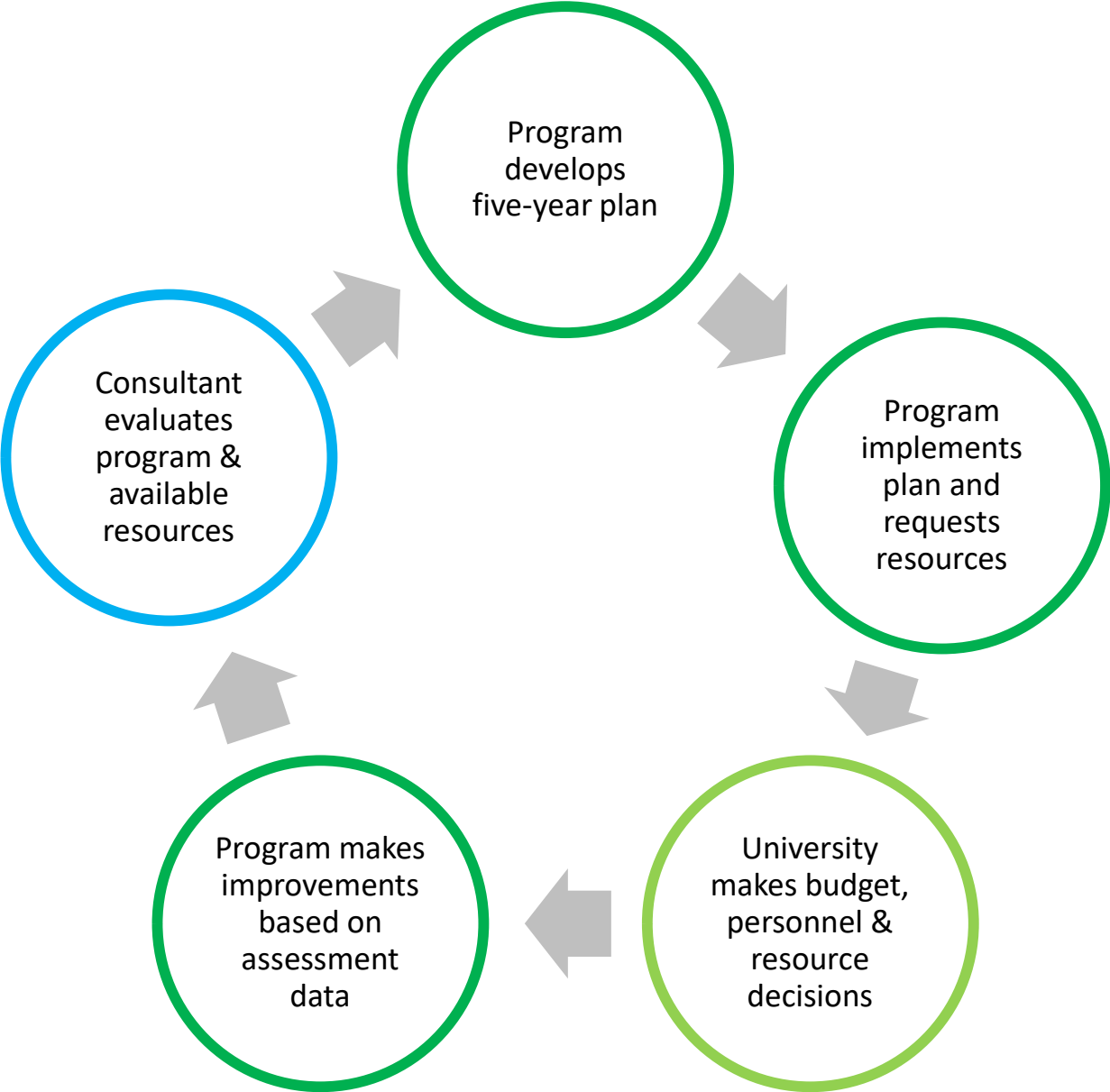
The five-year academic program planning, assessment, and review cycle is a continuous, integrated process of decision-making at the program level linking program improvement and change with planning and assessment of student learning. The planning process is informed by ongoing assessments of student learning, the development of a self-study report, and a review by an external consultant. This process promotes modifications to occur within and between programs 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 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. Programs invite external consultants to campus to meet with faculty, students, staff, administrators and others after the completion of the program self-study report. Following this site visit and after the consultant's report has been received, programs develop a plan that details their programmatic goals. Consultant reports often have budgetary recommendations for personnel and other resources such as equipment, laboratory space, and other investments. The consultant recommendations can become part of the program's planning and also inform position and/or budget requests. In turn, these recommendations and requests influence university budgeting, planning and decision-making processes.

The assessment of student learning constitutes one foundation upon which decisions about programmatic direction are based. Each year, programs review and potentially revise their assessment plan, list their assessment findings, describe actions taken, and outline the current status of their assessment program. This ongoing assessment process ensures the opportunity for continuous improvement.

The Assessment Committee develops and oversees the five-year planning procedures and summarizes the results of assessment and five-year review materials, looking for trends in assessment results. The committee communicates findings to the Provost and Vice President for Academic Affairs each spring. The composition and charge of the Assessment Committee can be found in Appendix A.

The Continuous Program Improvement and Budget Allocation Cycle



Academic Program Reviews at Bemidji State University

Academic program reviews occur once every five years and take the form of a quality audit. The program review incorporates the following elements:

- A program self-study report including:
 - Assessment plans
 - Findings
 - Actions from the previous five years
- An external review
 - Consultant site visit
 - Consultant report
- Work with an advisory board, *if applicable*
- Five-Year Plan
 - New or a revised version of a previous Five-Year Plan
 - Due in the fall of the following year, which is Year 1 of a new cycle

External Accreditation

Some academic programs at Bemidji State hold current external accreditation. These programs may coordinate their program reviews and accreditation activities with their accrediting body's re-accreditation cycle. External accreditation data needs to be in a form that can be aggregated for university-wide reporting. Programs that are considering initiating application for accreditation through an external agency shall discuss the plan with the dean and notify Academic Affairs of the outcome.

Bemidji State University academic programs which are officially accredited by professional program accrediting agencies are listed below:

- **Accounting & Business:** International Assembly for Collegiate Business Education (IACBE)
- **Chemistry:** American Chemical Society (ACS)
- **Music:** National Association of Schools of Music (NASM)
- **Nursing:** Commission on Collegiate Nursing Education (CCNE)
- **Professional Education:** Association for Advancing Quality in Educator Preparation (AAQEP)
- **Social Work:** Council on Social Work Education (CSWE)
- **Technological Studies** (some programs): The Association of Technology Management and Applied Engineering (ATMAE)

Purpose of the Program Assessment, Planning, & Review Process

The primary purpose of assessment is to improve student learning. This is done through a systematic, continuous process of data collection, review, and action. Through the assessment process, information is generated that is of value to those making decisions at the program-level, as well as to external constituents, such as the Higher Learning Commission.

The planning and review process for programs is integrated with assessment to demonstrate program effectiveness and integration with college and university planning initiatives, including the Master Academic Plan and University Strategic Plan.

Goals of the Program Assessment Planning & Review Process

Program review goals are three-fold, incorporating the needs of the program, the university, and constituencies outside of the university.

1. Internal to the Program

- to monitor and enhance the quality of the learning experience
- to assist the program in decision making and planning
- to maintain high quality academic programs
- 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 monitor and enhance the quality of the learning experience
- to assist University budgeting, decision making and planning
- to inform students about program quality
- to provide internal accountability

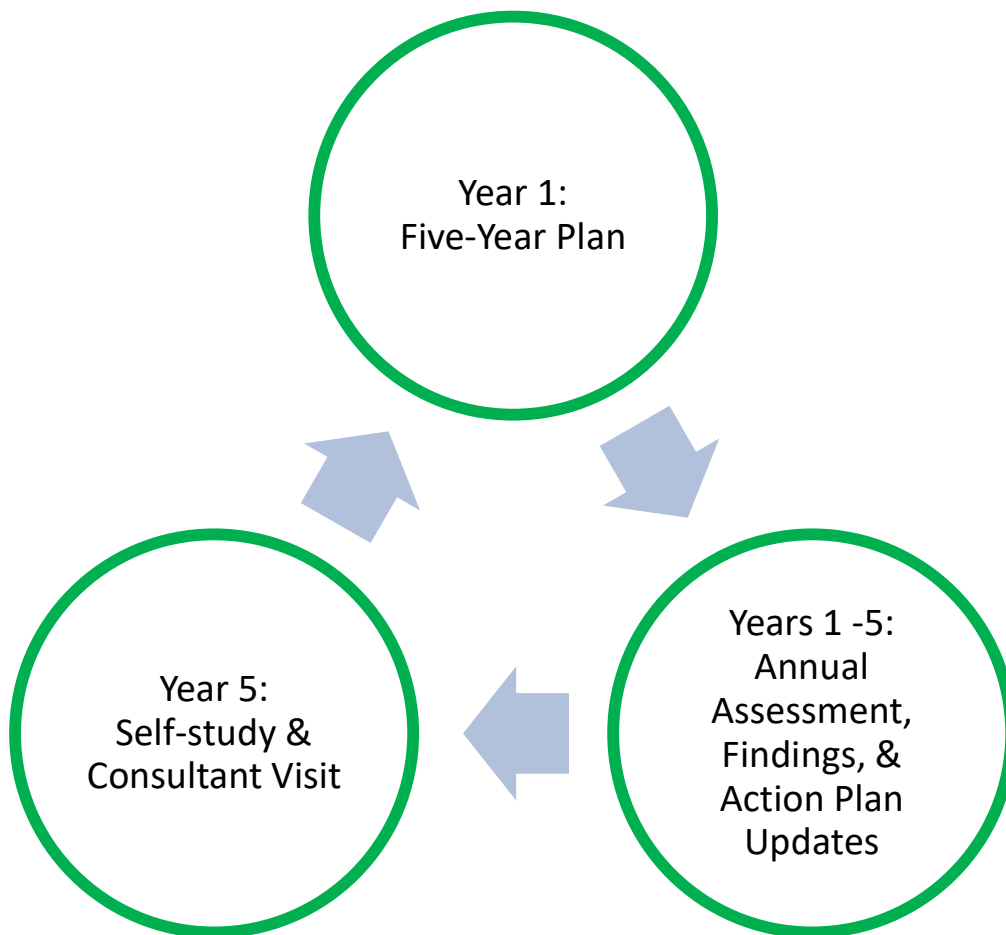
3. External to the University

- to inform prospective students, parents, 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, Minnesota State, and the state and federal governments.

Summary of the Five-Year Cycle

Annually: Collect and analyze assessment data; submit assessment plan, findings and action plan; continue implementing the five-year plan.

Every five years: Prepare self-study; select external consultant; conduct site visit; prepare new five-year plan.



Requirements for Each Year of the Five-Year Cycle

- **Use Cycle Progress Tracking Template (Appendix B)**

Academic Year 1

- September:
 - Submit assessment findings & action plans based on data collected in prior year.
 - Discuss consultant's report from the previous year with the Dean and Provost.
- October:
 - Update mission and vision, learning outcomes & curriculum map.
 - Update assessment plan.
 - Review consultant's final report from previous year
- November:
 - Submit five-year plan
- December:
 - Begin collecting & analyzing assessment data and implementing five-year plan.

Academic Year 2 Continue implementing the five-year plan, collecting & analyzing data

Academic Year 3 Continue implementing the five-year plan, collecting & analyzing data

Academic Year 4 Continue implementing the five-year plan, collecting & analyzing data

- September:
 - Submit assessment findings & action plans based on data collected in the prior year.
- October:
 - Update assessment plan.

Academic Year 5

- September:
 - Submit assessment findings & action plans based data collected the prior year.
- October:
 - Update assessment plan.
- November:
 - Develop self-study report.
 - Select an external consultant.
 - Arrange the contract once self-study has been approved.
- January:
 - Make self-study and all assessment plans, findings and action plans for the past five years available to consultant prior to visit.
- February
 - Consultant site visit
- April / May:
 - Distribute consultant's report.
 - Discuss consultant's report with Dean & Provost

ACADEMIC YEAR ONE

The Five-Year Plan

- Use the Five-Year Plan Template (Appendix C)
- Due November 1

Academic program planning is influenced by multiple factors: assessment results, changes within the academic discipline, input from an advisory board, the external consultant's comments, available resources, institutional directions identified in university-wide plans, and the goals of each college.



Year 1 Activities

- Submit assessment findings and action plans from prior year's data.
- Update the assessment plan.
- Review self-study and consultant's report from previous year (YEAR 5).
- Chair or Program Assessment Lead: Meet with the Dean and the Provost/VPAA to discuss the self-study and consultant's report from the previous cycle.
- Review the University Mission, Vision, Shared Fundamental Values, and Dimensions of Student Learning.
- Prepare and submit a five-year plan to the Assessment Committee which includes:
 - Completed Five-Year Plan (Appendix C)
 - Appropriate updates to Learning Outcomes and Curriculum Map Templates
- Assessment Committee notifies Deans & School Chairs of 5-year plan approvals.
- Begin collecting data and implementing the five-year plan.

Review Key Resources

- University Mission Statement
- Vision Statement
- Shared Fundamental Values
- Dimensions of Student Learning
- Examples of Direct, Indirect, and Non-Measures of Student Learning

University Mission Statement

We create an innovative, interdisciplinary and highly accessible learning environment committed to student success and a sustainable future of 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.

University Vision Statement

We educate people to lead inspired lives.

University Shared Fundamental Values

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

University Dimensions of Student Learning

- Dimensions chart shown on following pages

Dimension 1	Intellectual Development
D1. Outcome A	Higher Order Thinking <i>Use critical thinking and appropriate frameworks for inquiry.</i>
	Sample Student Learning Objectives for D1.OA
	<ol style="list-style-type: none"> 1. Analytical Thinking <ol style="list-style-type: none"> a. Draw reasonable inferences from observation and logical premises. b. Discern structure, pattern, and organization using frameworks from various disciplines and forms of inquiry. c. Identify and analyze problems in a variety of situations, both independently and cooperatively with others and from a multiplicity of perspectives. 2. Evaluative Thinking <ol style="list-style-type: none"> a. Identify assumptions and limitations to problem-solving. b. Critically evaluate ideas and interpretations held by oneself and others. 3. Scientific and Quantitative Reasoning <ol style="list-style-type: none"> a. Demonstrate the basic understanding of the scientific method of inquiry. b. Identify the assumptions and appropriate application of the scientific method of inquiry. c. Perform computations and solve problems through the use of mathematical logic. d. Use numerical data to support positions or interpretations. 4. Creative Thinking <ol style="list-style-type: none"> a. Identify problems, perceive associations, and construct interpretations which may be unique. b. Reflect on assumptions and contemplate alternative ways of thinking. c. Use one's intellectual abilities to formulate original ideas, works, and/or other forms of endeavor.
D1. Outcome B	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>
	Sample Student Learning Objectives for D1.OB
	<ol style="list-style-type: none"> 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.

Dimension 2	Understanding of Self and Relating to Others
D2. Outcome A	Values <i>Examine, evaluate, and express values.</i>
	Sample Student Learning Objectives for D2.OA
	<ol style="list-style-type: none"> 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.
D2. Outcome B	Communication <i>Present ideas clearly.</i>
	Sample Student Learning Objectives for D2.OB
	<ol style="list-style-type: none"> 1. Demonstrate proficiency in writing and speaking the English language. 2. Communicate in 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.
D2. Outcome C	Human Diversity <i>Recognize the experiences and contributions of diverse groups and cultures.</i>
	Sample Student Learning Objectives for D2.OC
	<ol style="list-style-type: none"> 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.
D2. Outcome D	Self-Development <i>Demonstrate awareness of concepts, knowledge, and actions which promote one’s well-being.</i>
	Sample Student Learning Objectives for D2.OB
	<ol style="list-style-type: none"> 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	Participation in an Emerging Global Society
D3. Outcome A	<p>Readiness for Career <i>Demonstrate knowledge, ethics, and abilities as they relate to one’s specialization and career choice.</i></p>
	<p>Sample Student Learning Objectives for D3.OA</p>
	<ol style="list-style-type: none"> 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.
D3. Outcome B	<p>Responsible Citizenship <i>Participate as a contributing member of a changing global society.</i></p>
	<p>Sample Student Learning Objectives for D3.OB</p>
	<ol style="list-style-type: none"> 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.

Measures of Student Learning

The following information is condensed from a 2002 report by Dr. Cecilia L. Lopez, former Associate Director of The Higher Learning Commission [https://doi.org/10.1016/S0099-1333\(02\)00345-2](https://doi.org/10.1016/S0099-1333(02)00345-2)

Direct Measures

Direct Measures of student learning include but are not limited to:

- The capstone experience
- A Portfolio assessment
- Standardized tests
 - Major Field Achievement Test [MFAT] in cognate areas
 - Major Field Tests (MFT)
 - Test of Critical Thinking Ability
 - The Academic Profile
 - Watson-Glaser Critical Thinking Appraisal
- Performance on national licensure, certification or profession exams
 - Professional Assessment Examination for Beginning Teachers [MTLE]
 - edTPA
 - NCLEX-RN
- Locally developed tests
- Essay questions blind scored by faculty across the program, 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

Indirect Measures, if used alone, are inadequate measures of student learning. However, some indirect measures, when used to supplement direct measures, provide additional context that may expand understanding of student academic achievement found through direct measures.

- Alumni, employer, and student surveys
- Exit interviews with graduating seniors and focus groups
- DFW rates in courses
- 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

Non-Measures of student learning can provide valuable information to a program as a part of its self-study, but they are not considered “measures of student learning.”

- Questionnaires asking students if their personal goals for the course, 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 of student learning also include information gathered, not for assessment, but for specific administrative purposes, such as:

- Faculty publications and recognition
- Enrollment trends
 - Course enrollment data and course descriptions/profiles which may suggest trends in the type of courses students choose
 - Program enrollment trends or trends in the enrollment for the major
 - University enrollment trends
- Faculty/student ratios
- Percentage of students who study abroad
- Percentage of students who attain the baccalaureate degree in five years
- Diversity of the student body
- Grades and GPAs

Guidance for Creating the Five-Year Plan

Assessment Plan and Student Learning Outcomes

The Program plans assessment for each Student Learning Outcome with the following components:

- Measure
- Measure Type or Method
- Details/Description
- Implementation Plan Timeline & Frequency
- Key/Responsible Personnel
- Optional Information
 - Acceptable Target
 - Ideal Target
 - Supporting Documents

Assessment for each Student Learning Outcome is collected with the following components:

- Summary of Findings
- Recommendations
- Action Item
- Key/Responsible Personnel
- Implementation Plan
- Optional Information
 - Action Details
 - Acceptable Target Achievement
 - Ideal Target Achievement
 - Supporting Documents

Curriculum Map

Every outcome must be assessed in at least one place in the curriculum. Therefore, a key piece of the Assessment Plan is a Curriculum Map. The curriculum map graphically represents where and how each outcome is addressed within the program curriculum.

Sample Curriculum Map

Course/Activity	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
1100	I	I		I	
2100	A		P	Q	P
3100		A	S	A	S
Major Field Test	A	A		A	
KEY:	I -Introduced P- Practiced R- Reinforced A- Assessed Q- Practiced & Assessed S-Reinforced & Assessed				

Sample Assessment Timeline

Academic Year	Assessment Project
2017-2018	Assessment of Learning Outcomes 1, 2
2018-2019	Assessment of Learning Outcomes 1, 3, 4
2019-2020	Assessment of Learning Outcomes 2, 5
2020-2021	Assessment of Learning Outcomes 1, 2
2021-2022	Assessment of Learning Outcomes 1, 3, 4

Assessment Requirements

- All assessment plans must include “direct” assessment.
- Direct assessment should be included for Core Curriculum courses and Graduate courses and/or programs.
- Indirect assessments may also be used.

Suggested Strategies for Assessment

Identify the assessment strategies for each Student Learning Outcome. Include a description of how the program will collect the data, the timeline for data collection, the anticipated number of students assessed, and any artifacts the program will use to compile the information such as rating scales, rubrics, and other behavioral observation coding forms.

- Evaluations by Practicum Advisors or Supervisors
- Exit Interviews
- Examples of Student Performance Collected as Class Assignments
- Pre / Post Tests
- Focus Groups
- Portfolios
- Behavioral Observations
- Oral Exams
- Classroom Research Simulation
- Survey of Students and/or Graduates
- Capstone Experience
- Employer Survey
- Standardized Tests

ACADEMIC YEARS TWO, THREE, AND FOUR

Years 2, 3, & 4 Activities

- Continue implementing five-year plan
- Continue data collection and analysis
 - Report on findings from prior year
 - Report on the assessment action plan
 - Update assessment plan (as needed)

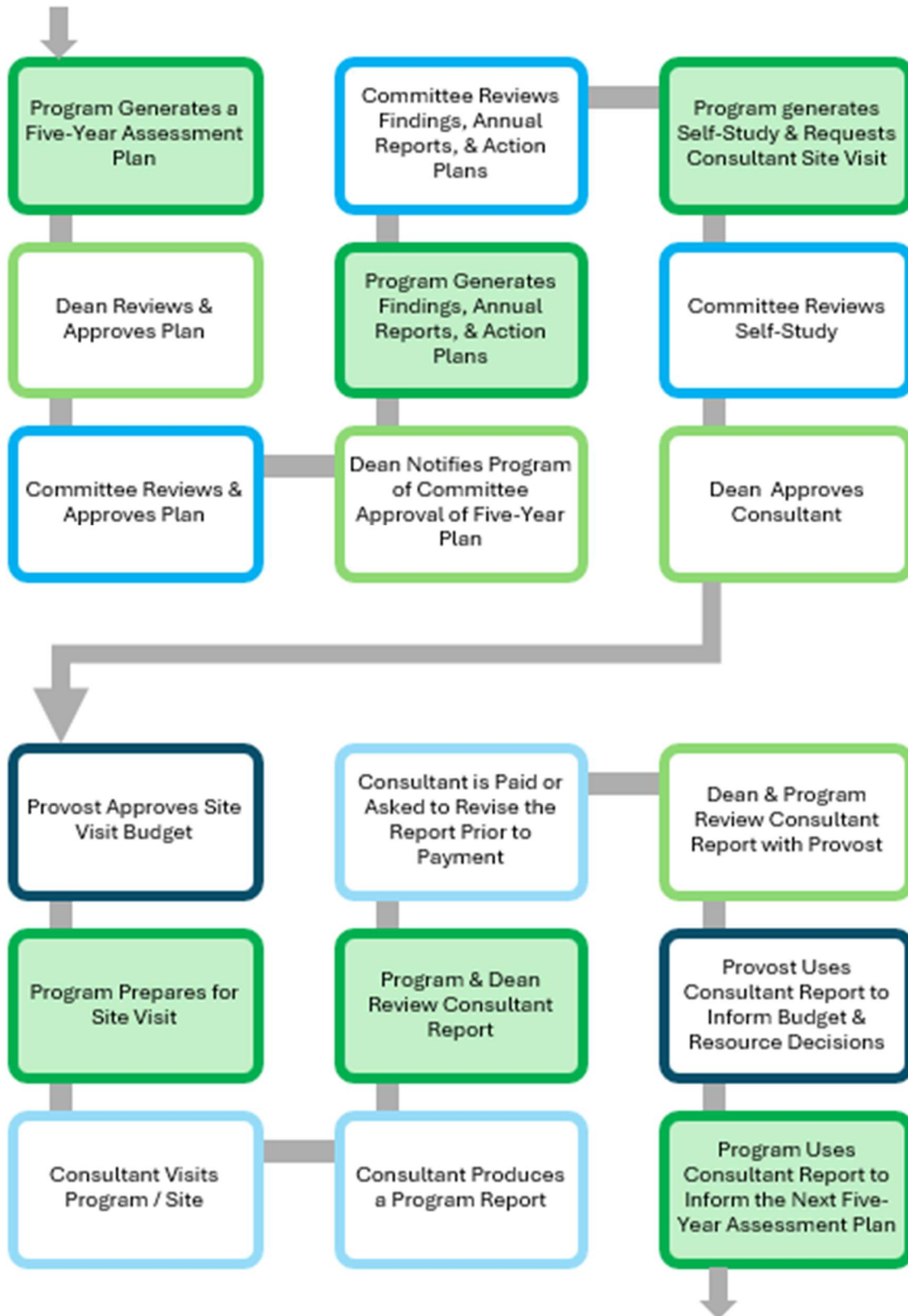
ACADEMIC YEAR FIVE

The Self-Study, Site Visit, and External Consultant Review Report

Year 5 Activities

- Continue implementing five-year plan
- Continue data collection and analysis
 - Report on findings from prior year
 - Report the assessment action plan
 - Update assessment plan (as needed)
- Develop self-study report (Appendix D)
- Select an external consultant
 - Submit Request Form for approval of consultant and budget (Appendix E)
 - Arrange consultant contract once self-study has been approved
 - Make self-study and all assessment plans, findings and action plans for the past five years available to consultant prior to visit
 - Provide the consultant with the required Consultant Questionnaire (Appendix F)
 - Provide the consultant with the Template for Consultant Narrative (Appendix G)
- Plan itinerary for external consultant's site visit
- Host site visit
- Distribute consultant's report to Program Faculty, Dean, and Provost/VPAA.
- Meet with Dean to review the consultant report.
 - Dean approves report or requests revisions from the consultant
 - Pay consultant once report is approved
- Return to Year 1 step in the flow chart.
 - Begin Developing New Five-Year Program Plan

Flowchart of Assessment Activities



Suggested Monthly Timetable for Year Five

- **September**
 - Submit assessment findings & action plans based data collected the prior year.
- **October**
 - Update assessment plan.
- **November**
 - Complete & submit program self-study report. (Appendix D)
- **December**
 - Submit Request Form for external consultant visit. (Appendix E)
 - Begin contract for consultant visit.
- **January**
 - Make self-study and all assessment plans, findings and action plans for the past five years available to consultant prior to visit.
- **February**
 - External consultant visit
- **April**
 - External consultant final report due
 - Report must include Consultant Questionnaire (Appendix F)
 - Template for Consultant Narrative provides writing prompts (Appendix G)
 - Distribute consultant report to department faculty, dean, & Academic Affairs
 - Approve consultant report or request revisions
 - Notify Academic Affairs to pay consultant once report is accepted and approved
- **Following Fall**
 - Meeting with the Chair (or Department), Dean and Vice President for Academic Affairs to discuss report.
- **Following November**
 - Complete program five-year plan.

Developing a Self-Study

- **Use the Self-Study Template (Appendix D)**
- **Due November 1**

The self-study form should be completed and filed with Academic Affairs. Supporting documents or artifacts should be attached to or linked within the self-study.

Examples of supporting artifacts:

- Vitae of current faculty
- Previous consultant's report
- Links to program website
- Links to current undergraduate and graduate catalogs (as applicable)
- Examples of faculty publications or other work
- Examples of student work
- Other reports or documentation that the consultant might find useful

Selecting and Scheduling an External Consultant

- **Use the Request Form (Appendix E)**
- **Due prior to Winter Break**

The academic program is responsible for identifying and forwarding a list of two to three potential external program review consultants to the Dean. Programs are urged to identify consultants with previous experience in program evaluation and program assessment; professional associations and societies may be sources for consultants with such expertise. Without compelling justification, it is unlikely the same consultant would be approved for two consecutive reviews. The Dean, in consultation with the department, recommends a consultant to the Provost/VPAA for approval.

Once approved, the consultant visit is coordinated by the Program Faculty Lead in coordination with Executive Assistant for Academic Affairs and the Dean's Assistant. Funds available for consultant visits and reports range from \$1,500 - \$3,000 and are expected to cover all travel and other expenses.

NOTE: Contracts for consultants **must** be generated and signed **BEFORE** the consultant comes to campus. Allow six weeks for contract processing. Consult Academic Affairs for assistance.

Site Visit Interviews and Expectations

Interviews

The Lead Faculty, through communication with the Consultant, organizes an itinerary for the site visit. The consultant conducts interviews with the following individuals or groups.

- Department chair
- Faculty members of the program; including program coordinators for degree programs
- Undergraduate and graduate (if appropriate) students of the program
- Dean of the College
- Provost and Vice President for Academic Affairs
- Members of the program Advisory Board (if applicable)
- Staff in the unit
- Others from the University community who have some association with the program

Expectations of the Consultant

- A one-day site visit. A two-day visit may be necessary for large programs
- An exit session with available program faculty and the Dean.
- A written report
 - Completion of the External Consultant's Questionnaire (Appendix F)
 - A template providing narrative prompts may be used (Appendix G)

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:

- The extent to which intended student learning outcomes are being met
- The extent to which program student learning outcomes meet disciplinary standards or expectations
- The extent to which the program has made use of assessment data for program improvement
- Improvements since the last 5-year review
- Strengths and weaknesses of the program faculty
- Strengths and weaknesses of the program's research and scholarly activity
- Student satisfaction with the program
- Staffing levels and workloads
- Adequacy of supporting services

- Effectiveness of the program in meeting the University mission and vision
- Further areas for consideration specific to the program may be identified by the program and Dean.

Consultant's Final Report

- **Must include the Consultant Questionnaire (Appendix F)**
- **Template for Consultant Narrative provides writing prompts (Appendix G)**
- **Due: April 1**

Distribution of the Consultant Report:

Copies of the external consultant's report, including the Consultant Questionnaire, shall be provided to the department chair, who takes responsibility for distribution of copies to department members, the Dean, and Academic Affairs.

Approval of the Consultant Report, Feedback, and Payment

- The consultant's report is reviewed by the Dean and the Chair.
 - The Dean may request input from the Assessment Committee (Appendix A)
- If the report is not approved:
 - The College Dean sends a letter to the consultant that describes the concerns and requests an appropriate revision.
 - A copy of the letter is sent to the Department Chair and Academic Affairs Office.
- If the report is approved:
 - The College Dean sends a letter of appreciation to the consultant.
 - A copy of the letter is sent to the Department Chair and the Academic Affairs Office.
 - The Dean notifies the Executive Assistant for Academic Affairs to process payment to the consultant for their services.

RESOURCES

General Assessment Assistance

- Jeffrey Bell (#2259) jeffrey.bell@bemidjistate.edu
Dean of the College of Sciences and Health

Questions about Templates, Contracts, and Institutional Logistics

- Sabrina Wille (#3999) sabrina.wille@bemidjistate.edu
Executive Assistant for Academic Affairs

APPENDIX B

PROGRAM: _____

CYCLE YEAR 1: _____ CYCLE YEAR 5: _____

TASK	DATE SUBMITTED	DATE APPROVED
YEAR 1		
Five-Year Plan – NOV 1	_____	_____
Findings	_____	_____
Action Plan Adjustments	_____	_____
YEAR 2		
Assessment Plan Update	_____	_____
Findings	_____	_____
Action Plan Adjustments	_____	_____
YEAR 3		
Assessment Plan Update	_____	_____
Findings	_____	_____
Action Plan Adjustments	_____	_____
YEAR 4		
Assessment Plan Update	_____	_____
Findings	_____	_____
Action Plan Adjustments	_____	_____
YEAR 5		
Assessment Plan Update	_____	_____
Findings	_____	_____
Action Plan Adjustments	_____	_____
Self-Study Report – NOV 1	_____	_____
Consultant Visit - FEB	_____	_____
Consultant Report - APR	_____	_____
Report Approved - MAY	_____	_____
Consultant Paid - MAY	_____	_____

APPENDIX C

Five-Year Program Plan: **FALL 2025 – SPRING 2030**

Participating Area:

Date submitted:

Program Five-Year Plan

This document contains information about programmatic plans, mostly separate from student learning outcomes. Student learning outcomes are primarily addressed in the Assessment portion of SPOL. Both this document and the Assessment Plan make up the program requirements for initiating the five-year planning cycle.

1. Introduction

1.1 Type of Programs

Indicate what type of program or programs you are reporting on in this document.

- **Undergraduate**
- **Graduate**

1.2 Programs Being Reported

List the programs that are included in this five-year plan.

- **Program 1**
- **ADD CONTENT as needed**

1.3 School

Indicate the School affiliation for this program.

- **Business**
- **Education**
- **Humanities**
- **Mathematics, Computing, & Physical Science**
- **Music**
- **Nursing, Health, & Sport Sciences**
- **Social & Community Sciences**
- **Sustainability & Life Sciences**
- **Technology, Art & Design**

1.4 College

Indicate the College affiliation for this program.

- **College of Creativity, Enterprise, & Place**
- **College of Sciences & Health**

APPENDIX C

2. Program

2.1.A Program Vision Statement

Document your program Vision Statement

- **ADD CONTENT**

2.1.B Program Mission Statement

Document your program Mission Statement

- **ADD CONTENT**

2.2 Program Goals

List 5-year program goals and objectives and describe the strategies or activities the program plans to use to address the Program Goals and advance University Vision, Mission. (<https://www.bemidjistate.edu/about/mission-vision/>)

- **ADD CONTENT**

2.3 College Goals

Respond to only one College Goals section: 2.1.A or 2.1.B

2.3.A College of Creativity, Enterprise, & Place

Describe the strategies or activities the program plans to use to address the College goals.

- ❖ *Strengthen operational alignment with Articles 20, 22, and 25, and with Appendix E of the IFO contract. (<https://www.ifo.org/contract>)*
- ❖ *Improve faculty peer mentorship.*
- ❖ *Strengthen multidisciplinary opportunities among programs.*
- ❖ *Improve BSU brand awareness through highlighting accomplishments that are representative of a collection of disciplines within multidisciplinary programs/schools.*
- ❖ *Provide current and prospective students with a more comprehensible menu of related academic programs.*
- ❖ *Through improved collaboration among academic programs, reduce the frequency of offering sections of ten or fewer students.*
- ❖ *Enhance opportunities for managing broad baccalaureate programs that serve multiple audiences.*
- ❖ *Improve opportunities for interdisciplinary collaborations in community engaged learning and scholarship.*
- ❖ *Recenter our DEIA+ values within the context of the reorganization/themes.*

- **ADD CONTENT**

APPENDIX C

2.3.B College of Sciences & Health

Describe the strategies or activities the program plans to use to address the College goals.

- ❖ *Strengthen operational alignment with Articles 20, 22, and 25, and with Appendix E of the IFO contract. (<https://www.ifo.org/contract>)*
- ❖ *Improve faculty peer mentorship.*
- ❖ *Strengthen multidisciplinary opportunities among programs.*
- ❖ *Improve BSU brand awareness through highlighting accomplishments that are representative of a collection of disciplines within multidisciplinary programs/schools.*
- ❖ *Provide current and prospective students with a more comprehensible menu of related academic programs.*
- ❖ *Through improved collaboration among academic programs, reduce the frequency of offering sections of ten or fewer students.*
- ❖ *Enhance opportunities for managing broad baccalaureate programs that serve multiple audiences.*
- ❖ *Improve opportunities for interdisciplinary collaborations in community engaged learning and scholarship.*
- ❖ *Recenter our DEIA+ values within the context of the reorganization/themes.*

- **ADD CONTENT**

2.4.A Advisory Boards, Groups, or other sources of external input

Does your program have, or plan to have, an Advisory Board or other Advisory Group that provides input into program decisions?

- **Program(s) currently have an active Advisory Board**
- **Program(s) are planning to establish an Advisory Board**
- **No**

2.4.B Frequency of Advisory Group Meetings

Indicate how frequently a program Advisory Group currently meets, or how often the program plans to convene the Advisory Group.

- **Document Frequency**
- **Not Applicable**

2.5.A Professional or Occupational Program designation

Is the stated purpose of this program to prepare students for a specific professional occupation? (Examples: Professional Nursing, Professional K-12 Teaching, Professional Law Enforcement)

- **Yes**
- **No**

APPENDIX C

2.5.B Labor Market Planning

If “Yes” was the response to 2.5.A, Minnesota State requires programs to incorporate information about the labor market into assessment reporting. Describe any planned changes to your program(s), which were based on labor market data and explain how the data led to those changes.

- **ADD CONTENT**

2.6 Role of faculty in the program assessment

Please describe the role each faculty member, staff, and any others in the program or school will play in carrying out the assessment plan over the next five years.

- **ADD CONTENT**

2.7.A Changes based on data from student learning outcomes

Describe any planned changes to your program(s), which were based on assessment data about student learning outcomes and explain how the data led to those changes.

- **ADD CONTENT**

2.7.B Other Program Changes

Describe other recent and planned changes, aside from those based on assessment of student learning outcomes. Include changes based on the self-study process and other changes.

- **Attach reviewer comments and any program response as a link.**
- **ADD CONTENT**

3. Curriculum

3.1 Themes of Place and Shared Fundamental Values

Describe your program’s plans to infuse place themes and BSU’s Shared Fundamental Values into its programs and curriculum. Note that the term “place” is used to describe the physical setting including remote and virtual locations, the members of our university and Bemidji communities, and the peoples and cultures of our region.

- ❖ *Civic Engagement and Leadership*
- ❖ *International and Multicultural Understanding*
- ❖ *Belief in the Power of the Liberal Arts*
- ❖ *Environmental Stewardship*

- **ADD CONTENT**

APPENDIX C

3.2 University Dimensions of Student Learning

Describe your program's plan to infuse the University Dimensions of Student Learning into its programs and curriculum.

❖ Intellectual Development

- *Higher-Order Thinking: Use critical thinking and appropriate frameworks for inquiry.*
- *Knowledge, Value 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.*

❖ Understanding of Self/Relating to Others

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

❖ Participation in an Emerging Global Society

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

● ADD CONTENT

3.3 Effective curriculum management.

What curricular strategies are the program planning to put in place to maintain reasonable faculty workloads and timely student progress through the program?

- **Insert a link or attach a document listing your two- or four-year course rotation schedule, showing how you plan to teach the curriculum with existing faculty.**
- **ADD CONTENT**

4. Students

4.1 Student Satisfaction

Describe plans to evaluate student satisfaction with the program, including satisfaction with student advising. Examples of student satisfaction assessments include course and program evaluations, exit or alumni surveys, and/or program-level data from the NSSE or Noel-Levitz surveys. (<https://selfservreports.bemidji.bemidjistate.edu/pbirsreports/browse/BSU>)

● ADD CONTENT

APPENDIX C

4.2 Graduation and Retention Rates and Student Placement

Review data on graduation rates, retention rates, and placement through BSU PowerBI (<https://selfservreports.bemidji.bemidjistate.edu/pbirsreports/browse/BSU>)

Based on this data, describe plans to increase graduation rates, retention rates and placement of graduates in professional schools and/or employment opportunities including specific plans related to Native American and other underrepresented students.

- **ADD CONTENT**

5. New Initiatives and Other Information

5.1 New Initiatives

Describe new programming or other initiatives to be undertaken by program, which was not described above.

- **ADD CONTENT**

5.2. Other information

Include other information not addressed in the previous questions.

- **ADD CONTENT**

APPENDIX D

Self-Study Report: **Fall Semester 20XX**

Participating Area:

Date submitted:

Program Self-Study Report

Due November 1.

1. Introduction

1.1 Type of Programs

Indicate what type of program or programs you are reporting on in this document.

- **Undergraduate**
- **Graduate**

1.2 Programs Being Reported

List the programs that are included in this five-year plan.

- **Program 1**
- **ADD CONTENT as needed**

1.3 School

Indicate the School affiliation for this program.

- **Business**
- **Education**
- **Humanities**
- **Mathematics, Computing, & Physical Science**
- **Music**
- **Nursing, Health, & Sport Sciences**
- **Social & Community Sciences**
- **Sustainability & Life Sciences**
- **Technology, Art & Design**

1.4 College

Indicate the College affiliation for this program.

- **College of Creativity, Enterprise, & Place**
- **College of Sciences & Health**

APPENDIX D

2. Program

University Vision:

We educate people to lead inspired lives.

University 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.

2.1A Program Vision Statement

Please enter your program's vision statement below.

- **ADD CONTENT**

2.1.B Program Mission Statement

Please enter your program's mission statement below.

- **ADD CONTENT**

2.1.C Relationship of Student Learning Outcomes to University & Program Visions & Missions

Provide a brief description of how the program's Student Learning Outcomes connect to the University and Program Visions and Missions.

- **ADD CONTENT**

2.2 Program History and Program Goal Alignment

Provide a brief history of the program and the goals from the prior five-year plan that were addressed over the past five years.

- **ADD CONTENT**

2.2 College Goal Alignment

Provide a brief description of how the program addressed College Goals from the five-year plan.

- **ADD CONTENT**

2.4.A Advisory Boards, Groups, or other sources of external input

During this past five-year period, did the program have an advisory board?

- **Yes**
- **No**

APPENDIX D

2.4.B Input from Advisory Boards or other external groups

If the program had an advisory board, please describe the advisory board including its charge, provide a membership list, and indicate what decisions were affected by input from the advisory board.

- **ADD CONTENT**

2.5.A Professional or Occupational Program designation.

If preparation for an occupation or profession is a stated purpose of the program, Minnesota State requires programs to include information about the labor market. Does this program(s) prepare students for an occupation or profession?

- **Yes**
- **No**

2.5.B Labor market information

If you answered "Yes" to the previous question, consult labor market information from the following resources. Include labor market information in the self-study and comment on program responses to data.

- ❖ Bureau of Labor Statistics: <https://www.bls.gov/ooh/>
- ❖ US Census Bureau
<https://lehd.ces.census.gov/applications/pseo/?type=earnings&compare=postgrad&specificity=2&state=27&institution=00233600°reelevel=05&gradcohort=0000-3&filter=50&program=00>
- ❖ Minnesota Department of Employment & Economic Development:
<https://apps.deed.state.mn.us/lmi/oes/>
<https://mn.gov/deed/data/>

- **ADD links or digital copies of relevant labor market reports**
- **ADD CONTENT**

2.6.A Role of faculty in the program assessment.

List each faculty member, or staff person that carried out assessment work in the past five years.

- **ADD CONTENT**

2.6.B Changes to faculty involvement in assessment.

Indicate whether faculty or staff assessment roles proceeded as planned or include a brief summary of changes in faculty roles or engagement in the assessment process.

- **ADD CONTENT**

APPENDIX D

2.7.A Program Changes

Include a summary of major changes to program offerings.

- **ADD CONTENT**

2.7.B Other Program Changes

Describe recent and planned changes, aside from those based on assessment of student learning outcomes (which are addressed below). Include changes based on the self-study process and other factors.

- **Attach reviewer comments from the last self-study report and any program response as a link.**
- **ADD CONTENT**

3. Curriculum

3.1 Themes of Place and Shared Fundamental Values

Briefly describe how your program/department has infused place themes and BSU's Shared Fundamental Values into its programs and curriculum. Note that the term place is used to describe the physical setting (including remote and virtual locations), the members of our university and Bemidji communities, and the peoples and cultures of our region.

- ❖ *Civic Engagement and Leadership*
- ❖ *International and Multicultural Understanding*
- ❖ *Belief in the Power of the Liberal Arts*
- ❖ *Environmental Stewardship*

- **ADD CONTENT**

3.2 University Dimensions of Student Learning

Briefly describe how your program has infused the University Dimensions of Student Learning into its programs and curriculum.

- ❖ *Intellectual Development*
 - *Higher-Order Thinking: Use critical thinking and appropriate frameworks for inquiry.*
 - *Knowledge, Value 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.*

APPENDIX D

- ❖ *Understanding of Self/Relating to Others*
 - *Values: Examine, evaluate and express values.*
 - *Communication: Present ideas clearly.*
 - *Human Diversity: Recognize the experiences and contributions of diverse groups and cultures.*
 - *Self-Development: Demonstrate awareness of concepts, knowledge and actions that promote one's well-being.*
- ❖ *Participation in an Emerging Global Society*
 - *Readiness for Career: Demonstrate knowledge, ethics and abilities as they relate to one's specialization and career choice.*
 - *Responsible Citizenship: Participate as a contributing member of a changing global society.*

- **ADD CONTENT**

3.3.A Effective Curriculum Management – Load efficiency

Describe how the program managed its curriculum in a way that minimized the use of adjunct and overload and allowed students to progress in a timely manner.

- **ADD CONTENT**

3.3.B Effective Curriculum Management – Efficient course enrollment & progression

Review enrollment data from the past five years found at BSU PowerBI:

<https://selfservreports.bemidji.bemidjistate.edu/pbirsreports/browse/BSU>

Describe how the department used course rotation and other strategies to eliminate the need to offer very low-enrollment courses (i.e. courses with fewer than 10 students).

- **Attach the enrollment document to your self-study report**
- **ADD CONTENT**

3.4.A Summary of Assessment Findings

Based on the past five years of program assessment data of student learning outcomes, provide a summary of the key findings.

Note: This is a key part of this report, critical for internal review and for evaluation by our accrediting body.

- **ADD CONTENT**

3.4.B Changes Based on Assessment Data

Provide a clear summary of changes that have occurred in response to the assessment data and other information gathered during the past five-year self-study period. Include a description of the assessment data or other information that led to those changes. Note: This is a key element of the report, critical for both internal review, and review by our accrediting body.

- **ADD CONTENT**

4. Students

4.1 Student Satisfaction

What evidence has the program collected that shows student satisfaction with the program, including satisfaction with programmatic advising?

- **ADD CONTENT**

4.2 Graduation Rates and Student Placement

Review program-related data from the past 5 years at BSU PowerBI:

<https://selfservreports.bemidji.bemidjistate.edu/pbirsreports/browse/BSU>

Describe changes the program has made in attempts to affect retention rates, graduation rates, and student placement in professional schools or employment opportunities. Your response should include specific information about Native American and other underrepresented students.

- **Attach the retention and graduation report to your self-study document**
- **ADD CONTENT**

5. New Initiatives and Other Information

5.1 New Program Opportunities

Describe any possible new program opportunities based on assessment data and/or departmental evaluation of changes in industry, society and their disciplines.

- **ADD CONTENT**

5.2 Other information

Include other information not addressed in the previous questions.

- **ADD CONTENT**

APPENDIX E 5-Year Review Consultant & Site Visit Budget Request

Lead Faculty Name		Date	
Academic Program			
Academic School		Academic College	
<p>Identify two to three potential external consultants. Departments/programs are urged to identify consultants with previous experience in program evaluation and program assessment. Professional associations and societies may be sources for consultants with such expertise. Without compelling justification, it is unlikely the same consultant would be approved for two consecutive reviews. The Dean, in consultation with the department, recommends a consultant to the Provost for approval.</p>			
Consultant Name	Academic Institution	Email	Phone
<p>The stipend paid for a consultant visit is set at \$1500. An additional travel stipend to cover <i>estimated</i> travel, lodging, & meal expenses may be negotiated. The total expense covered in a consultant contract, including a travel stipend, is typically between \$1500 and \$3000.</p>			
Notes		Expense	Amount
This amount is set by Academic Affairs.		Consultant Stipend	\$1,500
Travel is not reimbursed. A stipend is provided to cover travel based on distance traveled, mode of travel, necessary lodging, & consultant's estimate. This amount is written into the contract as a Travel Stipend. The maximum allowed is \$1500.		Travel Stipend	
State funds will only be used to cover a single meal with the consultant. The consultant pays for their own meal. The expense allowed per person will not exceed the employee reimbursement rate. (B = \$10. L = \$13. D = \$19) Reimbursement limited to three BSU employees: Total Max = \$57.		Faculty Meal w/ Reviewer	
Account Number Expenses must be attributed to Academic Program		Total Requested	
Please note any special circumstances on page 2. Requests for exceptions must include a justification.			
PROGRAM SCHOOL	Faculty Lead Signature		Date
	Academic Chair Signature		Date
Email form to DeansSuiteForms@bemidjistate.edu			
DEAN COMMENTS			
	Dean / Supervisor Signature		Date
PROVOST - VP COMMENTS			
	Provost - VP Signature		Date
Once this form is fully approved, the Executive Assistant for Academic Affairs will contact the Lead Faculty & the Consultant to initiate the contracting process.			

Additional Information

APPENDIX F

External Reviewer's Questionnaire

External Reviewer's Name:

Date:

BSU Academic Program(s):

Note to Reviewers: *Each of the following questions requires both a nominal response and a narrative justification of that response.*

1. To what degree has the program clearly articulated its student learning outcomes for majors/minors in its self-study document?
 - **HIGH – MEDIUM – LOW – NONE**
 - **Reviewer's comments:**

2. To what extent do the student learning outcomes meet disciplinary standards or expectations?
 - **HIGH – MEDIUM – LOW – NONE**
 - **Reviewer's comments:**

3. To what extent has the program provided data that indicates whether students have met the intended student learning outcomes?
 - **HIGH – MEDIUM – LOW – NONE**
 - **Reviewer's comments:**

4. To what extent has the program used the information from assessment to improve student learning? Please note any exceptional examples in the reviewer's comments.
 - **HIGH – MEDIUM – LOW – NONE**
 - **Reviewer's comments:**

5. To what degree has the 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:**

6. Equity, diversity, and inclusiveness are priorities at BSU. To what extent has the program engaged with these priorities?
 - **HIGH – MEDIUM – LOW – NONE**
 - **Reviewer's comments:**

APPENDIX F

7. Does the program meet generally accepted standards for its discipline?
 - **YES – NO**
 - **Reviewer's comments:**

8. At what level would you estimate the quality of teaching in this program if compared to teaching in other similar programs?
 - **ABOVE STANDARD – MEETS STANDARD – BELOW STANDARD**
 - **Reviewer's comments:**

9. At what level would you estimate the quality of advising in this program if compared to advising in other similar programs?
 - **ABOVE STANDARD – MEETS STANDARD – BELOW STANDARD**
 - **Reviewer's comments:**

10. Compared to faculty from similar programs in other universities, how would you rate the faculty in this program on the following items?
 - Attainment of terminal degrees
 - **ABOVE STANDARD – MEETS STANDARD – BELOW STANDARD**
 - Pursuance of research, scholarly and/or creative activities
 - **ABOVE STANDARD – MEETS STANDARD – BELOW STANDARD**
 - Contribution to student growth and understanding
 - **ABOVE STANDARD – MEETS STANDARD – BELOW STANDARD**
 - Contribution to liberal education
 - **ABOVE STANDARD – MEETS STANDARD – BELOW STANDARD**
 - Contribution to university service/community service
 - **ABOVE STANDARD – MEETS STANDARD – BELOW STANDARD**
 - **Reviewer's comments:**

11. Compared to students who pursue degrees from similar programs in other comparable universities, how would you rate the students in this program on the following items?
 - Disciplinary knowledge
 - **ABOVE STANDARD – MEETS STANDARD – BELOW STANDARD**
 - General academic knowledge
 - **ABOVE STANDARD – MEETS STANDARD – BELOW STANDARD**
 - **Reviewer's comments:**

12. Based on data provided in the self-study related to the program student learning outcomes and Dimensions of Student Learning selected by the program for assessment, how highly would you rate this program compared to similar programs in the discipline on its student learning outcomes?
 - **ABOVE STANDARD – MEETS STANDARD – BELOW STANDARD**
 - **Reviewer's comments:**

APPENDIX F

13. BSU's Strategic Plan calls for the infusion of place themes and *Shared Fundamental Values* (Civic Engagement and Leadership, International and Multicultural Understanding, Belief in the Power of the Liberal Arts, and Environmental Stewardship) into all of its major programs. Note that the term place is used to describe the physical setting (including remote and virtual locations), the members of our university and Bemidji communities, and the peoples and cultures of our region. How would you rate this program's level of integration in each area?

- Place themes
 - **Quite Integrated – Moderately Integrated – Slightly Integrated – Not Integrated**
- Civic Engagement and Leadership
 - **Quite Integrated – Moderately Integrated – Slightly Integrated – Not Integrated**
- International and Multicultural Understanding
 - **Quite Integrated – Moderately Integrated – Slightly Integrated – Not Integrated**
- Belief in the Power of the Liberal Arts
 - **Quite Integrated – Moderately Integrated – Slightly Integrated – Not Integrated**
- Environmental Stewardship
 - **Quite Integrated – Moderately Integrated – Slightly Integrated – Not Integrated**
- **Reviewer's comments:**

APPENDIX G

Narrative Template for Review of Bemidji State University Academic Program Self-Study

External Reviewer's Name:

Date:

BSU Academic Program(s):

Please answer the following questions in your narrative response. Please be sure that your answers reflect due consideration of the current financial circumstances of the University.

1. What improvements in the program have been made since the last review?
2. Please comment on the program's courses, majors, and minors. How do they compare with programs at similar institutions?"
3. How could the program manage its curriculum in a way that maximizes available resources, while at the same time maintaining or improving quality?
 - a. What actions over the next five years would be required to accomplish that improvement given current and anticipated levels of resources?
 - b. Please be as specific as possible by commenting on library resources, equipment, pedagogy, staffing, and faculty workload.
4. If appropriate, please comment on the nature and quality of program offerings of internships, student teaching, or other workplace experiences that are part of the curriculum.
5. If appropriate, please comment on the nature and quality of program offerings in extended learning formats.
6. Please comment on the evidence of student satisfaction in the self-study, including evidence of student satisfaction with programmatic advising.
7. Please comment on the data about student graduation rates, and student placement data in the self-study.
8. Equity 2030 is a Minnesota State system initiative to eliminate educational equity gaps at all of its colleges and universities. Please comment on program efforts and demonstrated evidence to achieve this goal.
9. Do you have additional comments about the program's faculty not covered in the questions in the other section of the review?
10. If appropriate, please comment on the adequacy of any program advisory boards.

APPENDIX G

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).
12. Overall, how would you describe the effectiveness of the program in meeting the University mission and vision?
13. Please provide a list of strengths and weaknesses of the program, and specific recommendations for improvement.