



# Campus Assessment Master Plan (CAMP)

SOUTHWEST MINNESOTA STATE UNIVERSITY

## List of Acronyms

AAC&U	Association of American Colleges & Universities
AAT	Assessment Academy Team
AHA	Ad-Hoc Assessment Committee
CAMP	Campus Assessment Master Plan
CIA	Committee for Institutional Assessment
DMIR	Data Management and Institutional Research
ETS	Educational Testing Service
HLC	Higher Learning Commission
LEC	Liberal Education Committee
LEP	Liberal Education Program
MnTC	Minnesota Transfer Curriculum
NSSE	National Survey of Student Assessment
PASL	Plan for Assessment of Student Learning
RASL	Report on Assessment of Student Learning
SLO	Student Learning Outcome
SmSUFA	Southwest Minnesota State University Faculty Association

## List of Tables and Figures

Figure 1: Moving Through the Assessment Cycle.....	2
--	---

## Table of Contents

List of Acronyms .....	ii
List of Tables and Figures.....	iii
Table of Contents .....	iv
Introduction.....	1
Mission.....	1
Vision.....	1
SMSU Value Statement .....	1
Liberal Education Program Outcomes .....	1
Overview of Assessment Process .....	2
Academic Program Assessment Reporting.....	3
Plan for the Assessment of Student Learning (PASL).....	3
Report on Assessment of Student Learning (RASL).....	3
Department Annual Report .....	4
Program Five-Year Self-Study .....	4
Minnesota Transfer Curriculum/Liberal Education Program (LEP) Assessment.....	4
Programmatic Assessment of LEP Outcomes .....	5
Ad Hoc Assessment Teams .....	5
Equity in Assessment.....	5
Assessment in Student Affairs .....	6
Mission of Student Affairs.....	6
Vision of Student Affairs .....	6
Values of Student Affairs.....	6
Co-curricular Assessment of Student Learning .....	6
Programmatic Review.....	7
Coordination of Assessment with Accreditation Processes .....	7
<i>Appendix A: Liberal Education Student Learning Outcomes for Programs.....</i>	<i>9</i>
<i>Appendix B: Programmatic Plan for Assessment of Student Learning.....</i>	<i>14</i>
<i>Appendix C: Report on Assessment of Student Learning (RASL) Template and</i>	
Instructions.....	18
Narrative .....	19
Report on Assessment of Student Learning (RASL) Summary Template .....	21

<i>Appendix D: Assessment Timetable .....</i>	24
<i>Appendix E: Course Map &amp; Alignment Matrix .....</i>	25
<i>Appendix F: Program Review Procedures .....</i>	26
<i>Appendix G: Liberal Education Program Assessment Timeline.....</i>	29
<i>Appendix H: Student Services Assessment Template.....</i>	30
<i>Appendix I: Student Services Assessment Template .....</i>	31

# Southwest Minnesota State University Campus Assessment Master Plan (CAMP)

## Introduction.

Southwest Minnesota State University is a public, regional, comprehensive university. The Campus Assessment Master Plan (CAMP) is grounded in the mission, vision, and values of the university. Because courses are taught in a liberal arts tradition, the mission, vision, and values are integrated within the student learning goals. These campus-wide student learning goals are extended to the SMSU Liberal Education Program's specific Student Learning Outcomes.

### *Mission.*

Southwest Minnesota State University prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities. Our comprehensive degree programs, taught in the liberal arts tradition, are dedicated to connecting students' academic and practical professional development experiences in southwestern Minnesota to the wider world.

### *Vision.*

SMSU aspires to be recognized throughout Minnesota and beyond for being an inclusive and student-centered university.

### *SMSU Value Statement.*

We value:

1. Discovery through innovative teaching, research and other high-impact experiences.
2. Civic engagement and strategic partnerships.
3. Developing broadly educated and well-rounded leaders.

### *Liberal Education Program Outcomes.*

A liberal arts education is an approach to college learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It emphasizes broad knowledge of the wider world as well as in-depth achievement in a specific field of interest. A liberal arts education helps students develop a sense of social responsibility, develop skills that span all areas of study, such as communication, analytical and problem-solving skills, and demonstrate the ability to apply knowledge and skills in real-world settings. The learning goals for the Minnesota Transfer Curriculum serve as the student learning outcomes for SMSU's Liberal Education Program. Therefore, upon completion of the Liberal Education Program at SMSU, students will successfully complete coursework in the following areas:

1. Goal 1: Communication
2. Goal 2: Critical Thinking
3. Goal 3: Natural Sciences
4. Goal 4: Mathematical/Logical Reasoning
5. Goal 5: History and the Social and Behavioral Sciences

6. Goal 6: The Humanities and Fine Arts
7. Goal 7: Human Diversity
8. Goal 8: Global Perspective
9. Goal 9: Ethical and Civic Responsibility
10. Goal 10: People and the Environment

A full description of the student learning outcomes associated with these goals is in Appendix A.

### Overview of Assessment Process.

SMSU performs assessment for two main purposes: improvement of student learning and accountability to constituents, governance, and accreditation. This plan strives to ensure students receive the best possible learning experience through continual improvement. The SMSU campus envisions the assessment process as a continuous loop that strives for improvement in each iteration.

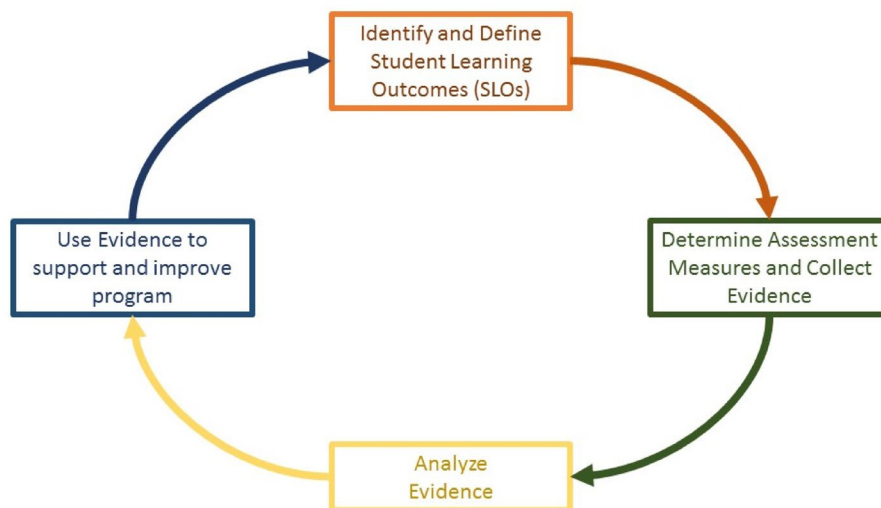


Figure 1. Moving Through the Assessment Cycle.

SMSU faculty and staff engage in ongoing assessment to ensure we fulfill the mission of the university and meet campus-wide and programmatic learning outcomes. Assessment occurs at a number of levels with information from one level feeding another. The Committee for Institutional Assessment (CIA) plays a pivotal role in the assessment processes. In addition, the Liberal Education Committee (LEC) supports the central role of the CIA. Departments and Programs also engage in continuous assessment not only for programmatic student learning outcomes, but also for Minnesota Transfer Curriculum (MnTC)/Liberal Education Program (LEP) student learning outcomes. In addition to the assessment driven by Academic Affairs, Student Affairs performs assessment of their co-curricular involvement in LEP student learning outcomes.

Assessment Liaison Teams coordinate support for academic programs. Multiple teams of 1 to 2 members are each assigned to work with a portion of SMSU’s academic programs. Each academic program identifies a contact person within the program to coordinate assessment efforts within that program. Therefore, Program Assessment Leaders (PALs) work with the

Liaison Teams and the Assessment Coordinator to ensure programs maintain progress in on-going assessment.

### **Academic Program Assessment Reporting.**

Academic programs base their programmatic and LEP assessment on a thoroughly developed Plan for the Assessment of Student Learning (PASL). The following reporting mechanisms are used for assessment results reporting: Departmental Annual Reports, annual programmatic Report on Assessment of Student Learning (RASL), and programmatic 5-year self-studies.

#### *Plan for Assessment of Student Learning.*

Academic programs utilize a Plan for Assessment of Student Learning (PASL) to assess Programmatic Student Learning Outcomes (SLOs). The components of the PASL include student learning goals and outcomes, a course map, an assessment plan, and a schedule for assessment. The steps to produce a PASL are:

1. Create a Department and Program Mission Statement
2. Establish programmatic student learning *goals (i.e., the intended learning)*.
3. Generate programmatic student learning *outcomes* connected to the goals (*i.e., how much students actually learn*).
4. Produce a *course map and alignment matrix* to show where outcomes are taught within the curriculum and where programmatic outcomes are aligned with MnTC/LEP outcomes.
5. Create a *timeline* of when outcomes will be assessed.

Additional information on the PASL can be found in Appendix B.

#### *Report on Assessment of Student Learning (RASL).*

Each program will complete and submit a RASL by September 15<sup>th</sup> of the scheduled academic year; generally, the schedule reflects that the College of Arts, Letters, and Sciences submit in odd-numbered years and the College of Business, Education, Graduate, and Professional Studies submit in even-numbered years. In essence, the RASL describes the progress each academic program has made towards completing the assessment described in its Plan for the Assessment of Student Learning (PASL) in the time since the previous submission. The RASL will be submitted to the Committee on Institutional Assessment using the Microsoft Teams “Assessment Dashboard” channels. Each RASL will begin with a completed summary template. The summary template will identify programmatic learning outcomes and LEP learning outcomes. A full report will follow the summary and report instructions are provided on the template. Programs are expected to:

- Include a completed executive summary of the yearly report (use the template)
- Include detailed analysis from their assessment activities from their Plan for Assessment of Student Learning (PASL) and timeline in the report



- Include the current version of the program assessment plan (i.e. the full PASL); or in the absence of a complete PASL submit the program's assessment timeline
- The program's complete assessment report for programmatic SLOs
- The assessment report for any LEP outcomes assessed.
- Programs with courses in College Now should include assessment across campuses and compare these with the Marshall on-campus program.
- Programs with distance learning cohorts or at alternative sites/delivery should assess learning across modes and locations.

The Assessment Coordinator will make each program's RASL available to the CIA and LEP for aggregation of data and to their respective college's Dean. For assistance in developing timelines, programs can use the Assessment Timetable as seen in Appendix D. A course map and alignment matrix is available in Appendix E.

#### *Department Annual Reports.*

In the Department Annual Report, programs should include an Assessment Progress Report. This progress report will include two main components for each program contained in every department:

- Identifying any curricular, instructional, or pedagogical changes implemented by the program that year that stemmed from past assessment data;
- Summarizing the assessment activities of the program during the year and to indicate whether all of the artifacts identified in the assessment timeline were collected for analysis. The Dean's webpage has more information about the structure of the Department Annual Report and the yearly submission dates.

#### *Program 5-Year Self Studies.*

In coordination with the Deans, each program completes a thorough internal and external review process on a 5-year basis. The summaries from RASLs for each of the previous 5 years should be included as documentation in the self-study. In addition, programs are expected to highlight how assessment data has informed curricular, pedagogical, and instructional changes. The Program Review Procedures can be found in Appendix F.

#### **MnTC/LEP Assessment.**

Assessing SMSU's Liberal Education Program (LEP) requires the active cooperation of every department that teaches courses in the LEP, along with the Liberal Education Committee (LEC) and the Committee for Institutional Assessment (CIA). The LEP exists at one level to introduce students to a range of academic areas broad enough to help form a liberal education. At another level, the LEP represents SMSU's commitment to helping students make real progress in essential skills such as written and oral communication, critical thinking, and information literacy.

SMSU's Faculty Assembly has identified learning outcomes and a set of sub-goals for each outcome which will form the basis for assessing the Liberal Education Program. The

learning outcomes will be assessed on a rotating schedule established by the LEC. In the year immediately before a goal's assessment, the LEC will conduct a curriculum review process to ensure each designated course continues to meet a substantial portion of the MnTC Goal area's learning outcomes. See Appendix G for the LEP Assessment Timetable.

Rubrics have been developed for use by faculty teaching LEP-designated courses and for faculty to utilize for assessment of LEP student learning outcomes in courses taught within a given major. The rubrics currently approved by the SMSU Faculty Assembly include Critical Thinking, Speech Communication (Communicate Effectively), Information Literacy (Critical Thinking), and Written Communication (Communicate Effectively). In addition, the CIA and LEP support the use of the following Association of American Colleges & Universities (AAC&U) Value Rubrics: Creative Thinking, Intercultural Knowledge and Competence (Diversity), Ethical Reasoning (Moral Judgment and Discourse), and Civic Engagement (Responsible Citizenship).

#### *Programmatic Assessment of LEP Outcomes.*

Programs identify LEP student learning outcomes covered in courses and activities within their majors. These outcomes are aligned with assessment of student learning outcomes in the major. LEP assessment, when performed, is submitted via programs for inclusion in Department Annual Reports. These assessment processes were originally coordinated by the Assessment Academy Team. In the long-term plan, the Liberal Education Committee will coordinate these efforts.

#### *Ad Hoc Assessment Teams.*

Intermittently and when appropriate, Ad Hoc Assessment (AHA) Teams previously have been convened to perform assessment of the LEP outcomes. During a cycle of ad hoc assessment, during a given academic year, the Faculty Association (SmSUFA) established two or three AHA Teams to carry out LEP assessment during the following academic year. These teams included one member each from the LEC and the CIA, at least one of whom was a SmSUFA faculty member and chaired the team, as well as one member from Student Affairs. Additional membership came from faculty members who taught courses in the outcome area being assessed or from the faculty at large.

#### **Equity in Assessment.**

SMSU is utilizing the Minnesota State system initiative Equity by Design to identify success gaps between students of color, Pell-eligible students, and first generation students compared to the whole student body that does not fall into a sub-group listed above. The institution will assist academic programs to disaggregate data from "gateway" courses and other relevant courses to provide evidence to instructors and programs of the extent to which any equity gaps may exist. The focus of this work is for SMSU to use an equity lens to improve instruction or curriculum and close equity gaps at the course level. The principles and expected outcomes for Equity by Design are located in Appendix H.

## **Assessment in Student Affairs.**

### *Mission of Student Affairs.*

Student affairs supports the mission of the university by providing co-curricular programs and services that engage students in a successful, collaborative, and inclusive education; preparing them to become leaders in a diverse global community.

### *Vision of Student Affairs.*

- Develop services that promote student recruitment, retention, academic excellence, and graduation.
- Facilitate co-curricular learning through student participation in an inclusive university community.
- Encourage student wellness, personal skills development, self-discovery, and personal accountability.
- Develop a community that strives for personal integrity, ethical decision making, mutual respect, and human dignity.
- Develop programs that promote multicultural competence and leadership necessary for students' lifelong personal success.

### *Values of Student Affairs.*

Student affairs will realize its mission and vision through teamwork, mutual respect, and effective partnerships. In promoting the university's shared values we champion: respect, integrity, inclusion/diversity, commitment, collaboration, and scholarship.

### *Co-curricular Assessment of Liberal Education Program Outcomes.*

The mission, vision, and values of Student Affairs drive the assessment process of co-curricular activities. Yearly reports are generated by departments housed in Student Affairs. Assessment of programs for students is completed within these reports. Specifically, these reports determine when the university mission or vision, a university strategic priority, or one of the LEP goals is addressed by a student program. In addition, the Office of Civic Engagement tracks data from student organizations, athletics, residential life, and service learning. See Appendix I for the Student Services Assessment Template.

## **Programmatic Review.**

The purpose of conducting reviews of academic programs is to ensure that each unit's activities contribute to and are consistent with the mission of the University. The audiences of program review are three-fold, with the objectives of the process relative to each audience.

### **1. Internal to the Department**

- To identify areas of strength
- To improve academic programs

- To improve the quality of the learning experience
- To promote excellence in teaching
- To promote excellence in research and scholarship
- To promote excellence in service to society
- To provide internal accountability

## 2. Internal to the University

- To provide internal accountability
- To assist University decision making and planning

## 3. External to the University

- To provide appropriate performance measures and standards in areas of academic activity
- To provide external accountability to accrediting bodies, the Minnesota State system, and the State

The program review process includes the annual collection and review of data, as well as a self-study and external consultant every five years. Programmatic data is provided by Data Management and Institutional Research, the Office of the Vice President for Finance and Administration, and other offices on campus in the following program areas: demographics, enrollment, measurable outcomes, effectiveness, and fiscal resources.

The actual periodic review will be held on a five-year cycle. Exceptions will be provided for external agency timelines. The review process includes a programmatic self-study that incorporates student input and external consultant evaluation.

Upon completion of the self-study and the external consultant's report, and in consultation with the Deans, the academic program faculty will propose an updated plan for the next five years. The updated plan will incorporate the evidence obtained in the self-study and consultant's evaluation. This plan will be forwarded to the Provost for appropriate inclusion in the University's Strategic Plan.

## **Coordination of Assessment with Accreditation Processes.**

In order to facilitate the coordination of assessment with accreditation processes, the positions of HLC Coordinator and Assessment Coordinator were combined into a single position. This coordinator convenes the CIA meetings, and Assessment Academy Team (AAT) during its life. In addition, the Coordinator co-convenes the HLC/Strategic Planning Committee with the Provost. This combined position allows for greater interconnectedness between committees and will enhance communication and sharing of assessment data for use in strategic planning and accreditation efforts. In addition, including the Coordinator in the leadership of the HLC/Strategic Planning Committee ensures that assessment data are considered in strategic planning and university priorities. The Coordinator receives half-time release from teaching duties and an assessment budget that includes a work-study student to assist the Assessment Coordinator.

The HLC/Assessment Coordinator provides leadership for University-wide accreditation, assessment, and institutional effectiveness efforts. Additionally, the coordinator supports the work of the President, Provost, and the Cabinet.

Duties and Responsibilities:

- Assist in the implementation of accreditation initiatives as ongoing part of strategic planning.
- Chair the Assessment Academy Team.
- Assist in the coordination of the Committee for Institutional Assessment (CIA), Liberal Education Committee (LEC), and Student Affairs in the collection and reporting of accreditation data for internal (e.g., academic program reviews; Liberal Education Program (LEP) student learning outcomes) and external purposes.
- Organize evidentiary documents on the t-drive to create an archival accreditation repository.
- Assist the Provost as Assurance System Coordinator to enter data and information into the HLC Assurance System, the HLC electronic portal for entry of narratives, documents, and data.
- Convene meetings to share and gather information for the Assurance System.
- Attend HLC meetings and workshops to stay abreast of HLC policies and procedures.
- Acts as the Assessment Coordinator in conjunction with the HLC Coordinator. These duties include shepherding the campus assessment processes and convening the Committee on Institutional Assessment.

## Appendix A: Liberal Education Program (Minnesota Transfer Curriculum) Student Learning Outcomes

### **Goal 1: Communication**

**Goal:** To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

#### **Students will be able to:**

- Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- Select appropriate communication choices for specific audiences.
- Construct logical and coherent arguments.
- Use authority, point-of-view, and individual voice and style in their writing and speaking.
- Employ syntax and usage appropriate to academic disciplines and the professional world.

### **Goal 2: Critical Thinking**

**Goal:** To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

#### **Students will be able to:**

- Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

### **Goal 3: Natural Sciences**

**Goal:** To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

#### **Students will be able to:**

- Demonstrate understanding of scientific theories.
- Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
- Communicate their experimental findings, analyses, and interpretations both orally and in writing.
- Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

### **Goal 4: Mathematical/Logical Reasoning**

**Goal:** To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

#### **Students will be able to:**

- Illustrate historical and contemporary applications of mathematics/logical systems.
- Clearly express mathematical/logical ideas in writing.
- Explain what constitutes a valid mathematical/logical argument (proof).
- Apply higher-order problem-solving and/or modeling strategies.

### **Goal 5: History and the Social and Behavioral Sciences**

**Goal:** To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups,

institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

**Students will be able to:**

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Examine social institutions and processes across a range of historical periods and cultures.
- Use and critique alternative explanatory systems or theories.
- Develop and communicate alternative explanations or solutions for contemporary social issues.

**Goal 6: The Humanities and Fine Arts**

**Goal:** To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

**Students will be able to:**

- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within a historical and social context.
- Respond critically to works in the arts and humanities.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.

**Goal 7: Human Diversity**

**Goal:** To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

**Students will be able to:**

- Understand the development of and the changing meanings of group identities in the United States' history and culture.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.



- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

### **Goal 8: Global Perspective**

**Goal:** To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

#### **Students will be able to:**

- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.

### **Goal 9: Ethical and Civic Responsibility**

**Goal:** To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

#### **Students will be able to:**

- Examine, articulate, and apply their own ethical views.
- Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
- Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
- Recognize the diversity of political motivations and interests of others.
- Identify ways to exercise the rights and responsibilities of citizenship.

### **Goal 10: People and the Environment**

**Goal:** To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

**Students will be able to:**

- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- Discern patterns and interrelationships of bio-physical and socio-cultural systems.
- Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- Propose and assess alternative solutions to environmental problems.
- Articulate and defend the actions they would take on various environmental issues.

## Creating a Plan for Assessment of Student Learning (PASL) for Southwest Minnesota State University\*

This document is a general guide for developing the components of a *Plan for Assessment of Student Learning (PASL)*. The guidelines are intended to help you and your program/department plan, organize, and track, your assessment work. Developing and implementing a good plan will strengthen program quality and enhance the five-year program self-study. In addition, a well-developed PASL ensures consistency with expectations of our national accrediting agency, the Higher Learning Commission.

The **Plan for Assessment of Student Learning** includes the following documents:

- A Department Mission Statement and Program Mission Statement
- Student **Learning Goals**
- Student **Learning Outcomes**
- **Course Map & Alignment Matrix**
- **Assessment Plan and Timetable**

Each step in this process is described in more detail below. Additional resources including several example plans are available from the Committee on Institutional Assessment (CIA).

---

### Department and Program Mission Statement

Begin by reviewing SMSU's Mission Statement. Consider the key areas and unique qualities of your department and academic program related to the manner in which your program is preparing students in your major(s). Therefore, what is the overarching purpose of your department and academic program(s). Write a mission statement that explains what you do for your students, why you do this, and how you deliver on those promises. Align this statement with SMSU's Mission.

### Student Learning Goals

A good assessment plan begins with developing appropriate student learning goals. Goals can be very broad, but they should identify what you expect students to learn, understand, or appreciate as a result of their studies. The following guidelines may help you develop goals.

- i. Goals should reflect what you want your majors to leave knowing and being able to do. **Focus on developing four to six goals** for your major; having more than six goals makes assessment more difficult and unmanageable.
- ii. Take this opportunity to review your curriculum. Do your program/department's existing goals need to be refined, redefined, or expanded?
- iii. Your program's goals (and outcomes) should be directed towards your *majors*. You may have goals/outcomes that apply to all students taking your courses but in this situation, the goals/outcomes are for your majors.

- iv. Your program's goals should align with the student learning outcomes of the Liberal Education Program (LEP) as much as possible. LEP-related goals may include the following: Our students will be..... effective communicators, problem-solvers, competent in the discipline, technologically proficient, and critical thinkers.
- v. National organizations in your field may already suggest goals and outcomes for undergraduate curricula. In addition, you might search the websites of departments at similar schools or contact colleagues elsewhere. Do not reinvent the wheel if you are happy with goals/outcomes others are using/recommending.

## Student Learning Outcomes

*Your goals must be translated into student learning outcomes (SLOs).* Outcomes represent how much students actually learn, the specific abilities, knowledge, and attitudes you actually assess, therefore *they must be measureable in some way.* The learning outcomes must be written so they specify actions, behaviors, or products that can be observed and measured. An example of a student learning outcome is: **students will be able to prepare and deliver** a high quality presentation on an area within the discipline.

The following are suggestions to guide you as you develop your student learning outcomes.

- a) Focus on things you would actually like to know about and that will strengthen your program.
- b) Outcomes should be both meaningful and manageable (i.e., can be assessed effectively to improve or enhance your program).
- c) Outcomes should describe what your students should be able to demonstrate, represent, or produce based on their learning experiences.
- d) Use active verbs such as *create, apply, construct, translate, identify, hypothesize, and describe*, when identifying what students should be able to demonstrate, represent or produce over time.
- e) Outcomes need to be clearly aligned with your program goals. As a general rule-of-thumb, plan for one to two outcomes per goal. Thus, with six goals, you would have 12 outcomes. More than 12 outcomes will make assessment more difficult.
- f) Think about current practices and what you already do in courses that may be used for assessment.
- g) Consider carefully what you can do in terms of assessing various outcomes – think about outcomes in terms of whether you want to assess them, whether you can assess them, and how you will assess them.

## Course Map & Alignment Matrix

Create a course map that identifies the degree to which particular courses emphasize outcomes for your major. For example, where in the curriculum will students develop and/or apply the skill or knowledge you want them to display? Completing this step may help you plan how and where to assess particular outcomes. Not every course will meet every goal or outcome, however, your curriculum as a whole must address each goal and outcome. Indicate on the form

when these SLOs overlap with MnTC/LEP learning outcomes. This alignment matrix part of the form identifies the degree to which particular courses emphasize outcomes for your major and how they align with the Minnesota Transfer Curriculum outcomes. For example, where in the curriculum will students develop and/or apply the skill or knowledge you want them to display? Completing this step may help you plan how and where to assess particular outcomes. Not every course will meet every goal or learning outcome, however, your curriculum as a whole must address each goal and outcome. On your matrix, you will also identify where the MnTC/LEP outcomes align with your courses.

## Assessment Timeline

Remember that who, when, and how you assess should follow from what you want to know. In other words, make sure your assessment will provide the information you want. Things to keep in mind:

### a) Who & What

- a. Remember that you want to assess as many majors as possible but you do not have to assess every student in every class every year.
- b. You do not need to assess every goal every year, hence the assessment plan. Record keeping and organization are critical in terms of a plan.

### b) Types of assessment

- a. Direct assessments are preferred over indirect assessments. Direct assessments examine student “products” as reflecting learning whereas indirect assessments ask students about their learning. Indirect assessments can be very useful but you should assess every outcome with a direct measure.
- b. Assessment needs to be focused. Course grades and, typically, exam grades are too broad to assess a good objective. However, particular assignments or exam questions may be just what you need. Using course assignments is referred to as course embedded assessment.
- c. It is helpful to identify instruments and methods for assessing student achievement for each learning objective. Some possibilities include: exam questions, essays, journals, case studies, simulations, internships, written assignments, portfolios, presentations, capstone or other projects, surveys (students, alumni, or employers), interviews, focus groups.
- d. Standardized assessments such as nationally normed tests (e.g., ETS exams) or department level assessments (e.g., faculty teaching different sections of the same course including the same question on a final exam) can be helpful but are certainly not necessary. Course content may differ across sections or the same outcome will be assessed in different courses so your assessment procedures may vary but all of the procedures require that students demonstrate the same skill (e.g., apply a theory to understand a particular type of social problem). An important, easy way to standardize is to develop an agreed upon rubric for faculty to use in evaluating a paper or presentation (note: the rubric is only for the purposes of assessing learning outcomes and does not need to change or impact faculty grading systems/policies).
- e. Formative assessment (e.g., assessments mid-semester or midway through a curriculum) provides valuable information. You want to balance formative

assessment, however, with summative assessment. The latter asks the question, at the end of the course (or learning experiences), will students be able to demonstrate what we want?

**c) Planning**

- a. Think about what you already do (e.g., types of assignments, in-class activities) and consider ways to use those activities or parts of them rather than trying to construct a new apparatus for assessment.
- b. Be mindful of workload for faculty. Do not put all the assessments in places where only a few faculty will be responsible for the work.
- c. Generate an assessment plan that includes as much of the following information as possible
  - ***Timeline for assessment.*** You should be assessing the outcomes associated with several goals each year. Think about a complete assessment cycle (all goals assessed) every 3-5 years depending on the number of goals. Keep in mind that we must show the HLC that we are using assessment results, thus doing more than several goals each year would likely be overwhelming for program faculty.
  - Other things that can be included in the Plan are:
    - Where will the assessment of a particular outcome be done (e.g., what course or courses)?
    - What student work will be evaluated (e.g., final paper) to assess each outcome?
    - How will the assessment be conducted (e.g., rubric to be used)?
    - Criterion for Success. How will you know if students perform at a satisfactory level? In other words, how will you determine if students have learned it or not. For example, if 70% of students can do some task, is that sufficient?

---

\*Maki, P.L. 2002. *Developing an Assessment Plan to Learn about Student Learning*. Journal of Academic Librarianship 28(1):8-13.

\*Format derived, with permission, from Maurice Levesque, Associate Dean, Elon University, Oct. 2011, 'Creating a Plan for Student Learning Assessment'.

Revised December 12, 2018

## Appendix C: Report on Assessment of Student Learning (RASL) Template and Instructions

Implement your plan by collecting the data and reflecting on or evaluating the assessment results. What do they tell you about your success with respect to what is being assessed? If the results are satisfactory, good, or great, celebrate that and consider ways to reinforce that success. If the results fail to reach your stated goal, articulate how you will respond in terms of changes you will make to help reach your goal (e.g., changes to courses, assignments, or curriculum). It is critical that you strive for continuous improvement of student learning. To that end, explicitly state future plans and recommendations for your program's curriculum, pedagogy, and instruction, in response to assessment results. Additionally, you may find that the assessment process yields ideas for changing aspects of your assessment plan or strategies. The Report on Assessment of Student Learning (RASL) is the mechanism for communicating the program's annual assessment results. The RASL is intended to be a full assessment report that is prefaced with an executive summary. The instructions for completing the RASL follow below.

### **Report on Assessment of Student Learning (RASL)**

The executive summary template should be used in coordination and conjunction with the following information listed below to create an annual assessment report for each academic program.

### **Instructions for Completing Report**

The Report on the Assessment of Student Learning contains several components. Each of these components should be compiled into a single report. The report will be submitted by each academic program to the Assessment Coordinator by September 15th of each academic year based on the submission schedule (BEPS College submits in even numbered years, ALS College submits in odd numbered years) Send the report to the CIA through the Microsoft Team Channel for your Academic Program. The Program Assessment Leader has been given permissions to the SMSU- Reports on the Assessment of Student Learning Microsoft Team. Sections from this report will be distributed by the Assessment Coordinator to a variety of entities including Academic Deans, the Committee on Institutional Assessment, and the Liberal Education Committee.

Complete and compile the following components in your report:

- **Executive Summary:** Use the template. Email the template separately in excel form. Also, copy/paste the template content into your compiled report.
- **Most current Plan for the Assessment of Student Learning (PASL):** This plan must include a current assessment timeline that shows when Program Student Learning Outcomes are being assessed. This timeline should also include when Liberal Education Program Student Learning Outcomes are being assessed. Information about designing and refining the Plan for the Assessment of Student Learning can be found in the Campus Assessment Master Plan.
- **A narrative report explaining the results reported in the Executive Summary:** The narrative report should include results and analysis in greater detail than the summary. This narrative will have two sections. Section 1 is Program Student Learning Outcomes.

Section 2 is Liberal Education Program Student Learning Outcomes. Complete the steps outlined below for each section.

## **Narrative Section of the RASL**

The following instructions provide guidance for writing an evaluative or reflective summary of each program's assessment data. Both the descriptive and evaluative components should be embedded in the RASL.

### **I. Results**

- What are the quantitative and/or qualitative results that you generated?
- Include any results tables and/or figures that graphically represent the results.
- Did the student learning performance meet your program's learning expectations for each SLO?
- For College Now, Learning Cohorts, and Multi-Site programs, include information about student performance across all delivery modes and locations.

### **II. Background Information and Historical Context of Assessment\***

- What significant changes regarding assessment activity within the program have taken place since the last HLC visit?
- Was there specific assessment data that led to these actions?
- **Note:** It is important to include data, facts, and information that support the evaluation of student learning outcomes.

### **III. Evaluation of Strengths\*\***

- What are the major strengths of your program as revealed by assessment data (for a particular learning outcome or group of outcomes)?
- What relevant, credible, and compelling evidence do you have to support the strengths (refer back to Results Section)?

### **IV. Evaluation of Challenges\*\***

- What are the major challenges of your program as revealed by assessment data?
- What relevant, credible, and compelling evidence do you have to support the challenges?

### **V. Recommendations for Improvement**

- Based on an analysis of strengths and challenges, have the student outcomes been met?
- Recommendations for improvement
- Action plan, further collection of additional information, etc.
- What specific steps should be taken next to meet program learning outcomes?

\*These instructions were based on a session from the 2012 HLC Self-Study Workshop entitled "*Tips for Using Effective Structures, Processes, and Techniques to Enhance Your Self-Study,*" March 31, 2012, by American Public University System staff: Dr. Jennifer Stephens Helm, Dr. G. Wynn Berry, Jeffrey McCafferty, and Lynn Wright.



**\*\*Note:** Strengths presented and discussed above must be backed up with data, evidence, and documentation from activities such as reports, surveys, research, benchmarking, workshops, interviews, focus groups, file reviews, observations, meeting minutes, institutional documents and website content, data queries, and other such activities.

# SMSU Programmatic Assessment Summary



This template is the cover-sheet summary for your assessment report.

There are additional components for you to add and submit.

Please submit this executive summary form and the remaining parts of your assessment report by **September 15<sup>th</sup>**.

*Please note that if your text is larger than the box then you can manually drag the bottom of the box to enlarge it.*

**Program Information:**

Department/Program:	
Major (Emphases or Tracks) Assessed in this Summary:	
Academic Year(s) for when these assessment data were collected:	

This template is intended to be an executive summary of your assessment endeavors for the past academic year. These summaries may assist your program efforts in your 5-year self-studies. It is only the summary to your report; you should also perform a more comprehensive evaluation of your data that is intended primarily for your own department and program to use. This summary will also assist your department chair in completing Section II.G of the Department Annual Report that describes your assessment plan, results, and their impacts on teaching and learning. Furthermore, to help inform campus-wide assessment efforts, please submit the following items as components of your completed RASL (Please combine it into a single continuous report). **Please see the [Campus Assessment Master Plan](#) and the [RASL Report Completion Instructions](#) for more detailed instructions and guidance.**

Does your program have a comprehensive assessment plan that includes assessment of programmatic SLOs and assessment of Liberal Education outcomes? <b>Please include this plan in your compiled report.</b>	
Is your program following a timeline for your assessment cycle? <b>Please include this timeline as a separate component in your compiled report.</b>	
If you are following a timeline, how many years (e.g. 3 year plan) does the plan cover and what year are you in your assessment cycle (e.g. year 2 of 3)?	

**Assessment of Programmatic Student Learning Outcomes:**

*Please note that if your text is larger than the box then you can manually drag the bottom of the box to enlarge it.*

List your programmatic student learning outcomes that were assessed during this reporting cycle in the space below.	
SLOs Assessed: (1 SLO per line below- <b>insert or delete rows as necessary</b> )	Briefly describe assessment of each SLO along with the artifacts and rubrics/scoring used:
What were your key findings for each SLO assessed (please include numerical analysis to support your findings when possible)?	
What are your recommendations from your findings?	
Have you enacted recommendations from your findings? If so, describe below what impact this change has made.	

**Assessment of Liberal Education Program Outcomes**

*Please note that if your text is larger than the box then you can manually drag the bottom of the box to enlarge it.*

List any Liberal Education Program learning outcomes that were assessed this year in the space below.	
LEP SLO Assessed & Related Program SLO: (1 per line below- <b>insert or delete rows as necessary</b> )	Briefly describe assessment of each SLO along with the artifacts and rubrics/scoring used:
Key Findings and Recommendations (please include numerical analysis to support your findings when possible):	

**Please make sure you have compiled into a single document and submit the following components to the Assessment Coordinator:**

(This section for CIA to Complete)

- 1) This summary template
- 2) Your current complete version of your program assessment plan
- 3) Your assessment timeline as a stand-alone doc (even if it is included in your plan)
- 4) Your complete narrative of the assessment report for your programmatic SLOs
- 5) Your narrative of the assessment report for any LEP outcomes assessed


Appendix D: Assessment Timetable

## Timetable

### XXXXXXXXXXXX Program Assessment Plan and Timetable, Year-Year

	LEVEL 1	LEVEL 1	LEVEL 2	LEVEL 2	LEVEL 2	LEVEL 3	LEVEL 4
Courses in the Major	SLOs addressed by course	LEP SLOs addressed by course	Assessment Methods	Timeline	Person Responsible for Collecting Evidence	Process for Analyzing Evidence	Documentation of Continuous Improvement

Appendix E: Course Map & Alignment Matrix

PROGRAM NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Program SLOS	Related MnTC/ LEP SLOS	PROGRAM COURSES									Related Fields/ Extra-Curricular	Capstone

LEP SLOS: 1) Communication 2) Critical Thinking 3) Natural Sciences 4) Mathematical/Logical Reasoning 5) History & Social/Behavioral Sciences 6) Humanities/Fine Arts 7) Human Diversity 8) Global Perspective 9) Ethical & Civic Responsibility 10) People & Environment

**KEY:** Competency: I=Introduced (exposure to general concepts), R=Reinforced (moderate emphasis and iteration of concepts), M= Advanced (command or mastery), A= Outcome is Assessed at the I, R, or M level.

\*\*Format derived from the following sources: Maki, P.L. and Levesque, M.

## Appendix F: Program Review Procedures

### **ACADEMIC PROGRAM PLANNING AND REVIEW PROCEDURES**

The two key elements in Program Reviews at Southwest Minnesota State University include the annual collection of data followed by a periodic evaluation including a self-study and external consultant evaluation.

#### **A. Annual Collection of Data**

The annual collection process includes the collection of data from the program's assessment activities, the Office of Institutional Research and Reporting, the Office of the Vice President for Finance and Administration and other offices on campus in the following program areas:

- 1) Demographics
- 2) Enrollment
- 3) Measurable Outcomes
- 4) Effectiveness
- 5) Fiscal Resources

This data should be available to the academic departments on an annual basis to allow programs to make adjustments in activities between the five-year reviews.

#### **B. Periodic Program Review**

The actual periodic review is held on a five-year cycle with exceptions provided for external agency timelines. Participation by the full program faculty is expected. Every effort should be made to include student input where appropriate. The periodic review includes several components:

##### **1. Program's Self-Study and Report**

The self-study is prepared by the academic program and should include numerical/statistical data to support claims made, should be brief and concise (20-30 single-spaced pages maximum), and should include as a minimum the following areas:

- a. Introduction
- b. Curriculum
- c. Program Assessment
- d. Students
- e. Faculty
- f. Service
- g. Distance Learning (if applicable)
- h. Resources (budget, space, equipment)
- i. Integrity
- j. Future Direction

##### **2. Selecting and Scheduling an External Consultant**

The department or academic program will be responsible for identifying and forwarding a list of 2-3 potential external program review consultants to the Dean. The Dean in consultation with the department will recommend a consultant to the Provost for approval. Immediately after the Provost's approval, the department or academic program must contact the Deans' Office Administrator to begin the paperwork required to enter the external consultant into the system as

a state employee or outside vendor. This process is required to allow payment after the completion and submission of the external consultant's report. Also upon approval, the consultant visit will be coordinated by the department or academic program in cooperation with the appropriate Dean. Every effort should be made to schedule a site visit over a period of two days.

### 3. Preparing for the External Consultant Site Visit

The department or academic program is responsible for assembling documentation in support of its self study report. Materials such as course syllabi, texts, laboratory manuals, and other course-related items should be made available for review. In addition, examples of student work such as tests, projects, assignments, and research should be available to the consultant. This is similar to "patterns of evidence" required by the Higher Learning Commission (HLC). Every effort should be made to demonstrate student success. Examples of faculty scholarly work should also be available. Wherever possible, data already collected by assessment activities, HLC activities, or Datum should be used in this process.

### 4. Site Visit Interviews

The external consultant should conduct interviews with the following individuals or groups:

- department chair
- faculty members of the department
- undergraduate students and graduate students (if appropriate)
- students of the program
- Dean of the college
- members of the program advisory board (if applicable)
- staff in the unit or department
- the Provost
- others from the University community who have some association with the program
- IF PRACTICABLE, alumni, employers, etc. (by phone if necessary)

### 5. External Consultant's Report and Questionnaire

The external consultant should be viewed as an outside quality advisor whose main responsibility is to assess the quality of the program. In addition to completing the Consultant's Questionnaire, the external consultant will complete a Consultant's Report providing written recommendations that should be implemented to improve the quality of the program.

*(A Guide to the External Consultant's Report and Consultant's Questionnaire is available on the Academic Deans' website.)*

### 6. Distribution of the Self Study and Report and External Consultant's Report

Copies of the program's Self Study and Report and the external consultant's report including the reviewer questionnaire shall be sent to the following offices:

- department chair
- program faculty
- appropriate Dean
- Provost
- University Library



The Academic Dean will ensure that documents related to Academic Program Reviews will be posted on the Academic Program Review t-drive.

#### 7. Post-Review Analysis and Planning

Once the program and appropriate Dean have received the external consultant's final report, including the questionnaire, the department chairperson and academic program faculty will meet with the Dean to review the recommendations in order to determine which recommendations meet the program mission, vision, goals, student outcomes and the mission of the University. After the meeting the Dean will write an administrative/program response report that will include the date of the meeting, faculty in attendance and a summary of the external reviewer's recommendations that will be (1) possibly implemented as recommended by the reviewer, or (2) will be attempted but with modifications appropriate to the program or (3) will not be used by the program. This should form the basis for the program's five-year plan. The purpose of the administrative/program response report is to ensure that feedback and recommendations obtained from the consultant are incorporated into program planning and for reference during the next program review. The program may wish to provide a separate detailed response to the Consultant Report to the Dean and the Provost. The administrative/program response report should propose anticipated changes to the program that faculty and students can incorporate to benefit both the program and institution. The administrative/program response report will be forwarded to the Provost and made available for use for accreditation. The Provost is responsible for seeing that any relevant recommendations from the administrative/program response report become elements of the University's strategic plan.

On file will be a four document set: Academic Program Self-Study, External Consultant's Final Report, the Administrative/Program Response Report and the Program's Five-Year Plan. (The five-year plan should be developed within three months after the Administrative/Program Response Report, if possible).

See also:

*A-004 Academic Program Planning and Review*

Appendix G: LEP Assessment Schedule

Year	Assessment by Goal Area	Liberal Education Course Review and Assessment Planning by Goal Area
2020-2021	1-Written and Oral Communication (via English Program Assessment); 7-Diversity; Information Literacy	2. Critical Thinking 4-Math/Logical Reasoning
2021-2022	2-Critical Thinking, 4-Math/Logical Reasoning,	5-History and Social/Behavioral Sciences 7-Diversity 9-Ethic and Civic Responsibility
2022-2023	5-History and Social/Behavioral Sciences; 7-Diversity; 9-Ethic and Civic Responsibility	3-Natural Sciences 6-Humanities and Fine Arts; 8-Global Perspective; 10-People and the Environment;
2023-2024	3-Natural Sciences 6-Humanities and Fine Arts; 8-Global Perspective; 10-People and the Environment;	1-Written & Oral Communication, - Information Literacy
*2024-2025	1-Written & Oral Communication, - Information Literacy	2. Critical Thinking, 4-Math/Logical Reasoning
2025-2026	2-Critical Thinking, 4-Math/Logical Reasoning	5-History and Social/Behavioral Sciences; 7-Diversity; 9-Ethic and Civic Responsibility
2026-2027	5-History and Social/Behavioral Sciences; 7-Diversity; 9-Ethic and Civic Responsibility	3-Natural Sciences 6-Humanities and Fine Arts; 8-Global Perspective; 10-People and the Environment;
2027-2028	3-Natural Sciences; 6-Humanities and Fine Arts; 8-Global Perspective; 10-People and the Environment;	1-Written & Oral Communication, - Information Literacy
2028-2029	1-Written & Oral Communication, - Information Literacy	2. Critical Thinking, 4-Math/Logical Reasoning (and so on through the continuing cycle)

## Appendix H: Equity by Design Principles and Outcomes

### *Principles for Enacting Equity by Design.*

According to the work of Bensimon, Dowd, Witham (2016) and the Center for Urban Education, there are five key principles for building the infrastructure necessary to enact Equity by Design.

Principle 1: Provide clarity in language, goals, and measures.

Principle 2: Center the work around equity-mindedness.

Principle 3: Ensure practices and policies are designed to account for and accommodate contextual differences in student learning among different groups.

Principle 4: Disaggregate data, monitor patterns, and enact systems for continual learning. Institutional change requires ongoing commitment and the capacity to learn from failure.

Principle 5: Institutional commitment to equity work must be embedded as a foundational principle for the college or university.

### *Outcomes.*

Campuses who implement the Equity by Design methodology should expect the following outcomes to be achieved:

- The identification of student populations that are impacted by the completion gaps.
  - Such groups disaggregated by relevant indicators at the local/campus level.
- The creation of a network of equity agents equipped in using data and inquiry to close racial equity gaps in student outcomes.
- Utilization of an equity-lens approach to impact retention and/or completion gaps throughout Minnesota State.
- Recommendations for equity-minded approaches to address student retention, completion rates, and/or other areas of focus. Especially in the areas of curriculum and pedagogy.
- Re-mediate practices and policies that are found to be detrimental to equity in outcomes.
- A renewed focus on institutional-level policies, culture, and structures that aim to achieve equity in academic outcomes.

The above information was sourced from the Equity by Design Campus Team Toolkit. Minnesota State Colleges & Universities. Josefina Landrieu, Priyank Shah, and Tarrence Robertson. Retrieved from: <https://www.minnstate.edu/system/equity/docs/Equity-by-Design-Campus-Team-Toolkit.pdf>.

Appendix I: Student Services Assessment Template



Southwest Minnesota State University  
Division of Student Affairs

Date: \_\_\_\_\_

(Office Name)  
(Director Name)

(Office Location)  
(Office Phone)

**DEPARTMENTAL MISSION**

**GOALS**

**POINTS OF PRIDE**

**ASSESSMENT ACTIVITIES**

**Program #** (what is the program, objective and proposed outcome)

**Select the University Value, Priority, or student learning outcome(s) that is most accurately represented:**

- *Diversity, Equity, and Inclusion*
  - Diversity, Equity, or Inclusion
  - Global Experience
- **Discovery and Academic Success**
  - Content/Discipline Presentations: Science, Math, Social Science, Humanities, Fine Arts, the Environment
  - Communication
  - Critical Thinking
- **Civic Engagement:** Including volunteering and service projects
- **Leadership Development and Student Engagement**
- **Community Well-being**
- Other (List these):

**Methods and Measures** (Summary of assessment methods and measures)

**Findings** (Summary of findings)

**Conclusions / Status** (Summary of conclusions and/or ongoing status, as appropriate.)

Was this a good program?

Should this program be repeated or scrapped? Why?

If repeated - with changes? What Changes?)

**Plans for the Upcoming Year**

**Supporting Documents**