



BETHUNE-COOKMAN UNIVERSITY

INSTRUCTIONS & GUIDELINES

accompanies the
**ANNUAL PLANNING, BUDGETING &
ASSESSMENT REPORT**
for Academic Programs

OIEC
9/9/2024

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“Accrediting agencies – both at the institutional level and the programmatic level – are now operating in a ‘culture of evidence’ that requires institutions to qualitatively and quantitatively demonstrate that they are meeting student learning goals and effectively marshalling human and fiscal resources toward that end.”

Michael Middaugh
Author of *Planning and Assessment in Higher Education*

Introduction

Assessment involves both academic and non-academic areas of B-CU. Assessment is the ongoing process of:

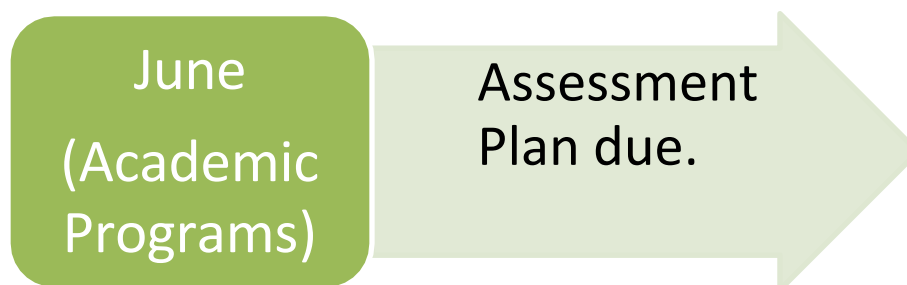
- establishing clear, measurable, expected outcomes;
- implementing programs and practices designed to achieve predetermined outcomes;
- systematically collecting, summarizing, and evaluating evidence to determine how well programs and practices are working at meeting their expected outcomes;
- and using the evidence to understand and improve institutional effectiveness by ensuring an efficient use of University resources.

Assessment is an integral part of the annual planning activities at Bethune-Cookman University, as it determines whether or not the objectives of education are being met. The main goals in the assessment of student learning are to:

1. document what learning is taking place and,
2. use the results of assessment activities to improve student learning.

B-CU collects assessment data to enhance student learning outcomes in an ongoing, faculty-driven continuous improvement cycle by adhering to an assessment plan, which is a blueprint for how a program will assess or evaluate over time to determine whether students are achieving each program's expected learning goals.

Annual Planning Budgeting and Assessment Cycle Timeframes



Instructions for Filling out the Annual Planning, Budgeting and Assessment Report

Description of the Program

In this section, provide a brief overview of your program. Oftentimes, this description can be taken from the program's description in the Academic catalog for the current year. It may include overall program goals.

Example

The Bachelor of Science degree program in Psychology focuses on the scientific study of behavior as it is influenced by physical, cognitive, emotional, environmental factors, and includes the analysis of behavior problems and disorders. This comprehensive program of study emphasizes instruction in the principles of the subfields of psychology which include developmental, abnormal, counseling, personality, measurement, and research methodology in psychology. Students complete a senior empirical research thesis which prepares them for success in graduate programs of their choice. Programs often include social work, public health, business, sports, law, human services, mental health counseling and psychiatric services. A required Field Experience in which they volunteer at local mental health agencies often gives students an advantage in obtaining entry-level employment with the agencies.

Mission

Please include your program's mission. Remember that the mission of the program must be aligned with the Mission of the University and demonstrate that it supports the Mission of the University.

The current mission statement of the University is as follows:

The mission of Bethune-Cookman University is to educate a diverse community of learners to become responsible, productive citizens and solution seekers through the promotion of faith, scholarship, creative endeavors, leadership and service.

Components of a Program Mission Statement

1. **Purpose** of the program or area – What are the primary reasons why you perform your major activities or operations?
2. **Primary functions** or activities of the program or area – What are the most important functions, operations, and/or offerings of the program or area?
3. **Stakeholders** – Who are the groups or individuals that participate in the educational or administrative support services and those who benefit from your area?

Structure of a Program Mission Statement

"The mission of (**name of your program or area**) is to (**your primary purpose**) by providing (**your primary functions or activities**) to (**your stakeholders**). (Add additional clarifying statements as necessary).

Note: The order of the elements in the mission statement may vary from the above structure.

Program Student Learning Outcomes (PSLOs)

List the Program Student Learning Outcomes in this section. Be sure to use a list for the current PSLOs.

Note from the Assessment Rubric: *Each outcome statement clearly focuses on what students know, are able to do and/or identifies attitudes developed. Each outcome includes measurable action verbs and is relevant to the program and attainable in the timeframe specified (usually one year).*

While some refinement of PSLOs is warranted from year to year, the purpose of this section is to clearly identify your program's PSLOs rather than to present a revised set of PSLOs on the Annual Planning, Budgeting and Assessment Report.

Programs will also complete a periodic Program and Curriculum Review (typically every 5 to 10 year) to ensure relevance, timeliness, and program rigor where the need for new PSLOs will arise.

This is not to say that a program cannot change and refine PSLOs between Program and Curriculum Reviews. However, the PSLOs should not be totally revised every year. Remember, revisions are to be data-driven.

Curriculum Map

Using the numbered PSLOs from your list above and the table provided, map where each PSLO will be assessed in the curriculum. It is typical to use multiple courses (two to three) to assess a PSLO. Some programs use a formative assessment process in which they want to measure student learning in the beginning, middle, and end of the program. Other faculty have chosen a summative assessment model, wherein student learning outcomes are assessed at the end of the program upon mastery.

How to Use Your IRMA Chart: Your program has a complete IRMA chart that aligns ISLOs, School Learning Outcomes (where applicable), PSLOs, and CSLOs. The curriculum map for the Annual Planning, Budgeting and Assessment Report may be different from your complete IRMA chart as the Curriculum Map is to highlight where your plan to measure at the programmatic level and report on the template for academic program assessment.

However, if you have an IRMA chart that clearly demonstrates in which courses the **major programmatic assessment** of the student learning outcomes takes place in the curriculum, then you may substitute your IRMA chart for the provided Curriculum Map. Often, the best way is to **highlight the courses on the IRMA chart where programmatic assessments will occur.**

Curriculum mapping is a method to align instruction with desired goals and program outcomes. The map or matrix helps to reveal gaps in the curriculum. The curriculum map also provides a visual grid to help your program to analyze learning opportunities.

Additional benefits of curriculum mapping:

- Improves communication among faculty
- Improves program coherence
- Increases the likelihood that students achieve program-level outcomes

- Encourages reflective practice

Please use the following designations in the curriculum map:

I = Introduced. An “I” indicates that the students are being introduced to the outcome and the course covers material related to the PSLO. Best practices indicate that students should be introduced to all PSLOs early in the program and then be given sufficient opportunities to practice and be reinforced through a formative process before an assessment of their final level of mastery occurs.

R = Reinforced. An “R” indicates that the outcome will be reinforced in the course, and the students are given ample opportunities to learn and practices.

M = Mastered. An “M” indicates that in the course students will be expected demonstrate mastery of the outcome.

A = Assessed. An “A” indicates where evidence and data will be collected for assessment purposes.

Some courses will involve a combination of I, R, M, and A designations. For example, it is common practice to introduce the PSLO in a course and then assess the students in that course. Therefore, the designation IA would be used.

Example Program Curriculum Map (for illustration purposes only)

	RELI 205 Traditional African Religion and Culture	CMIN 260 Intro to Christian Theology	RELI 250 African American Religious History	PHIL 235 Intro to Philosophy	RELI 241 Religions of the World	CMIN 335 Intro to Black Theology	RELI 365/465 Theories of Justice	CMIN 410 Religious and social thought of Howard Thurman	RPCM 499 Senior Seminar
PSLO 1		IA					RA		MA
PSLO 2				IA			RA		MA
PSLO 3			IA			RA		MA	
PSLO 4			IA				RA	MA	

PSLO 5	IA				RA		MA		
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Assessment Map

Complete the Program Assessment Map using the table provided by entering at least two assessments for each PSLO. Use the following guiding principles when completing the Assessment Map:

- 1) List at least two direct measures for each PSLO
- 2) Align the Assessment Map with the Curriculum Map. (By each assessment, list the course in which the assessment will be completed - e.g. BI 131). If post-graduation, simply state it.
- 3) List the actual assessments used for the academic year on the Assessment Map.

(This table is to reflect the measures and tools that will be used in the Analysis Grid to share programmatic data results.)

Direct measures – Assessment tools/measures that provide tangible confirmation of student learning where it is clear that a specific learning competency is attained through visible and compelling evidence.

List of Direct Measures

1. Capstone projects
2. Senior theses
3. Simulations
4. Portfolios
5. Written work, presentations, or performances scored on a rubric
6. Student dispositions and behavioral observations scored on a rubric
7. Passing of standardized examinations and licensure tests
8. Locally developed written exams (and exam questions)

Examples for College of Education

1. *Student Dispositions*
2. *Assessment of Florida Educator Accomplished Practices (an at least “Basic” rating on rubric)*
3. *Rating on Rubric Assessment of Impact Project*
4. *Passing of FTCE (GK, Professional, Subject Area) Examinations*

Indirect measures – Assessment tools/measures that show some signs that students are likely learning or engaging in the educational experience. Indirect evidence is less clear and less convincing than direct evidence.

List of Indirect Measures

- | | |
|--|--------------------------------------|
| 1. Course grades (and grade distributions) | 5. Archival data |
| 2. Graduate Exit Survey | 6. Job and graduate school placement |
| 3. Employer Satisfaction Survey | 7. Focus groups |
| 4. Graduate Satisfaction Survey | 8. Graduation and retention rates |

Examples for College of Education

1. *Graduate Exit Survey*
2. *Employer Satisfaction Survey*
3. *Graduate Satisfaction Survey*

Example Program Assessment Map

Program Assessment Map				
Program Name: Psychology				
	Assessment 1	Assessment 2	Assessment 3	Assessment 4
PSLO 1 Students will evaluate and utilize the scientific methods in psychological research.	PS 338 Direct Research Project (rubric)	PS 499 Direct Senior Research Report (rubric)	PS 499 Direct Senior Thesis Oral Defense (rubric)	PS 499 Direct Senior Exit Examination
PSLO 2 Students will articulate, and apply psychological theories and concepts to describe and interpret diverse human behavior and mental processes.	PS 338 Direct Research Report (rubric)	PS 340 Direct Final Examination	PS 499 Direct Senior Exit Examination	
PSLO 3 Students will demonstrate competence in the technical oral and written communication skills of the discipline and in the use of relevant computer technology	PS 338 Direct Research Project (rubric)	PS 499 Direct Senior Research Report (rubric)	PS 499 Direct Senior Thesis Oral Defense (rubric)	PS 499 Direct Senior Exit Examination
PSLO 4 Students will demonstrate a sense of global leadership through the application of psychological theories and concepts in the field while demonstrating a healthy sense of self-empowerment and social justice	PS 420 Direct Assessment (rubric)	PS 490 Direct Portfolio (checklist)	PS 490 Direct Supervisor Ratings	PS 490 Indirect Faculty Advisor Structured Exit Interview

Annual Planning, Budgeting and Assessment Analysis Grid

Column 1 (PSLOs): When completing the Analysis Grid, list the PSLOs that you listed earlier in the report in the first column. Do not alter the PSLOs as you are reporting on prior year data.

Note from the Assessment Rubric: *Each outcome statement should clearly focus on what students know, are able to do and/or identifies attitudes developed. Each outcome should include measurable action verbs and is relevant to the program and attainable in the timeframe specified (usually one year).*

Column 2 (ELOA): Next, list the expected levels of achievement (ELOA) for each PSLO measure. You most likely have multiple measures for each PSLO, so you should list each ELOA, making sure that you keep the ELOA parallel with the measure(s)/tool(s) used as listed in the next column. You may number each ELOA and then number the measures etc.

Note from the Assessment Rubric: *The expected levels of achievement should be appropriate and aligned with best practices and other institutions. For multiple measures on a single PSLO, each expected level of achievement is expressed on the Analysis Grid.*

Column 3 (Measures/Tools): List all of the measures and tools used to measure student learning for each PSLO. Keep the measure/tool aligned parallel to the expected level of achievement in the previous column, or number with a corresponding number. 1 to 1, 2 to 2 etc.

Note from the Assessment Rubric: *In using best practices, at least two direct measures are identified for each PSLO and the measures match the outcomes.*

Column 4 (Results): For each measure/tool utilized, record the aggregated data in this column. To create a clear history of results, please do not combine the results of multiple measures into one overall result.

Example: If one of the measures is a rubric score on a set of essay questions, then a result should exist for all students who completed that assessment and were scored on the rubric, include the actual aggregated result, the number of students completing the assessment out of the total number students.

Note from the Assessment Rubric: *Data are clearly identified, collected and aggregated using the measures proposed. Results include the number of students assessed by the measure/tool identified and the results of those assessments. Additionally, reflect whether the outcome is Met, Partially met or Unmet.*

Column 5 (Use of Results): Be sure to include both an analysis of how the faculty is interpreting the results.

Impact of Previous Changes: Under each PSLO list full details regarding how improvements from the previous academic year impacted the current academic year's results and student learning. Please be sure to reflect on and respond to this for each PSLO.

Note from the Assessment Rubric: *The analysis should include rich detail and examples as to how results of assessment are used to make programmatic improvement or improvement to*

student learning. Also, an action plan should be provided for each outcome and should be focused on curriculum – scoping and sequencing, deletion, addition of courses, course development, addition/deletion of programs, etc.

Column 6 (Action Plan): and the action plan for improvements. Specifically, provide a detailed plan for how data will be used to drive programmatic improvement. This plan should consider and relate to the analysis of the results. This action plan should be tied to your plans for the upcoming year.

Column 7 (Budgetary Considerations): Based on your analysis, enter the major budgetary considerations in moving forward in meeting the PSLO, whether additional resources are warranted or a reallocation of resources are in order.

Impact of Previous Changes: Under each PSLO list full details regarding how improvements from the previous academic year impacted the current academic year's results and student learning. Please be sure to reflect on and respond to this for each PSLO.

Online Program Data If the academic program is also offered as an online degree program, then the completer will fill in the Online Program Data section.

In this next section, disaggregated PSLO data should be provided only for those programs that are designated as online programs. The Online Program Analysis Grid is completed using the same guidelines for the seven columns as described above; however, results from students enrolled in the online program should be disaggregated from the students in the traditional classroom environment in this Grid. *(This section will not be necessary after the 2019-20 academic year.)*

Assessment Plan (Methods and Procedures)

Describe the methods and procedures used to assess the program. Be sure to use the questions below to thoroughly cover methods and procedures involved in your assessment plan.

Questions guiding the narrative:

1. Who was/will be involved in the process of reviewing and revising the assessments?
2. What is the difference between the previous program assessments and the revised assessments?
3. How will the assessments be collected?
4. Who will collect the assessments?
5. When will the assessments be collected?
6. Who will aggregate and disaggregate the data?
7. Who will analyze the data?
8. How are / will data (be) used to drive improvement?

9. How do you want to share the information with stakeholders?

Assessment Plan (Table)

The Assessment plan grid is to be used to complete your plan for the next academic year. This plan should list your PSLOs. These should not change from previous year, unless absolutely necessary. The tools used to assess the PSLOs should be listed, and numbered for ease of reference.

The assessment methods should then be listed for each assessment tool given. Next give the criteria for success, what do you consider success for achieving the PSLO. Provide the time period which will be used to assess the program. In the final column, give the capstone and other courses where the subject matter to considered will be covered.

Give additional objectives in the second portion of the table. This section is where budgeted items for the program are to be listed. Give the budgeted amount needed to achieve this objective, and then the source from which this amount would be covered. Then give what tools will be used to ensure that the objective will be achieved. Finally, identify the way you will determine success or failure, the determinant for success and the time period the assessment will be made.

Rubric for Assessing the Annual Assessment Report

In order to provide feedback, the Assessment Committee will assess every Annual Planning, Budgeting and Assessment Report submitted based on the following rubric. The goal is to have all reports meeting the basic standards and above. Therefore, if a report needs improvement, the program or unit will be given guidance and assistance needed to make sure it meets the basic standards as described on the rubric.

Rubric for Assessing Annual Assessment Report

		Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Plan	Outcome (S.M.A.R.T.) <ul style="list-style-type: none"> • specific, • measurable, • attainable, • relevant, • time bound 		Each outcome statement clearly focuses on what students know, are able to do and/or identifies attitudes developed. Each outcome includes measurable action verbs and is relevant to the program and attainable in the timeframe specified (usually one year).	Each outcome statement focuses on what students know, are able to do and/or identifies attitudes developed. Each outcome includes action verbs and is relevant to the program.	The outcome statement attempts to focus on what students know are able to do, and/or attitudes developed; however, it is clouded by the lack of action verbs. In addition, the outcome lacks focus because it is “bundled.”	The outcome statement lacks focus and/ or is unrelated to the program. In addition, action verbs are not used and the unit has no control over the attainment of the outcome.
	Expected Level of Achievement <ul style="list-style-type: none"> • Appropriate (not too high not too low) • For multiple measures on a single PSLO, each ELOA is expressed on the Analysis Grid. 		The expected levels of achievement are appropriate and aligned with best practices – other institutions. For multiple measures on a single PSLO, each expected level of achievement is expressed on the Analysis Grid.	The expected levels of achievement are appropriate and aligned with best practices – other institutions.	The expected level of achievement is either too low or too high.	The expected level of achievement is not identified.
	Measure/Tool <ul style="list-style-type: none"> • Multiple assessments (at least two for each PSLO) • The assessment must match the outcome 		At least two direct measures are identified for each PSLO and the measures match the outcomes.	At least two measures are identified for and the measures match the outcomes.	One measure is identified on some PSLOs and the measure is not clearly matching the outcome.	No measures are identified.
	Alignment of Curriculum Map, Assessment Map, and Analysis Grid <ul style="list-style-type: none"> • Data are clearly aligned between the three features 		There is a clear alignment between the Curriculum Map, the Assessment Map, and the Analysis Grid. The completed Analysis Grid reflects all of the programmatic assessments articulated in the Assessment Map and Curriculum Map.	There is an alignment between the Curriculum Map, the Assessment Map, and the Analysis Grid. The completed Analysis Grid reflects most of the programmatic assessments articulated in the Assessment Map and Curriculum Map.	Some alignment is evident between the Curriculum Map, the Assessment Map and the Analysis Grid	There is no clear alignment between the curriculum map, assessment map and the Analysis Grid.

Implement	Results	Data are clearly identified, collected and aggregated using the measures proposed. Results include the number of students assessed by the measure/tool identified and reflect whether the outcome is Met, Partially met or Unmet.	Data are identified, collected and aggregated using the measures proposed. Result reflect whether the outcome is Met, Partially met or Unmet.	Not all data are collected, or not enough detail is provided; however, where data are collected measures proposed are used.	Data is missing or insufficient.
	<ul style="list-style-type: none"> Data must be linked to the outcome Data must be collected using the measure/tool identified Each outcome is rated Met, Partially met or Unmet 				
Close the Loop	Use of Results	A detailed plan for how data will be used to drive programmatic improvement is provided that includes an analysis of the results, an action plan for the future, and full details regarding how improvements from the previous academic year impacted results.	A brief plan for how data will be used to drive programmatic improvement is provided that includes an analysis of the results, an action plan for the future, and some details regarding how improvements from the previous academic year impacted results.	A plan is provided articulating how data will be used to drive improvement; however, that plan lacks detail.	The plan is inadequate to drive programmatic improvement.
	✓ Analysis	Rich detail and examples are provided as to how results of assessment are used to make programmatic improvement or improvement to student learning.	Detail and examples are provided as to how results of assessment are being interpreted by faculty so that improvements to the program or student learning can be made	Discussion includes how results of assessment are used to make programmatic or student learning improvement. The discussion is not detailed, nor are examples provided.	The discussion is poorly developed and does not clearly address how results of assessment are used to make programmatic or student learning improvement.
	✓ Action Plan	An action plan is provided for each outcome that is Met, Partially Met or Unmet. The discussion is focused on curriculum – scoping and sequencing, deletion, addition of courses, course development, addition /deletion of programs.	An action plan is provided for each outcome that is Met, Partially Met or Unmet. The discussion includes curriculum themes yet includes actions that are not related to curriculum	An action plan is provided for each outcome that is Met, Partially Met or Unmet; however, the plan is not specific.	An action plan is not provided for each target.