Name of Program

ANNUAL PLANNING, ASSESSMENT & BUDGETING REPORT
for Academic Programs

Completer's Name

Click here to enter a date.

Description of the Program

[Enter program description, including any program goals]

Mission

[Enter mission]

20XX - XX Program Student Learning Outcomes (PSLOs)

[List the Program Student Learning Outcomes]

20XX - XX Program Objectives (Previously referred to as Other Programmatic Outcomes)

[List the expected objectives for your program or department as related to Bethune-Cookman University's Strategic Goals/Drivers.]

Curriculum Map

Program Curriculum Map							
Program Name:							
	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7
PSLO 1							
PSLO 2							
PSLO 3							
PSLO 4							
PSLO 5							

Assessment Map

Program Assessment Map							
Program Name:							
	*Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6	Assessment 7
PSLO 1							
PSLO 2							
PSLO 3							
PSLO 4							
PSLO 5							

*Assessments may address specific competencies related to the PSLO such as reasoning skills, computational skills, research skills, etc.

Annual Planning, Budgeting, and Assessment 20XX - XX Analysis Grid

B-CU's Mission Statement: 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.

Targeted Strategic Goal(s):

☐ Efficiency and Effectiveness in Campus Operations

☐ Students' Academic and Career Success

☐ University Relations and Reputation

Program Student Learning Outcomes (PSLOs)	Expected Level of Achievement (ELOA)	Measure(s) / Tool(s)	Results (to include # of students assessed)	Use of Results Analysis: identify patterns and understanding of what occurred. Interpretation: apply results to outcome to aid in improving program.	Action Plans (to include strategies and steps to continue or to enact improvement plans)	Budgetary Considerations
				Analysis: Interpretation: ELOA met or unmet:		
For this PSLO, what program improvements were made in 20XX-XX? Identify the improvement(s) and explain the impact on the program and its students. If no improvements were made, please explain:						
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				Interpretation:		
				ELOA met or unmet:		
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				Analysis:		
				Interpretation:		
				ELOA met or unmet:		

For this PSLO, what program improvements were made in 20XX-XX? Identify the improvement(s) and explain the impact on the program and its students. If no improvements were made, please explain:						
Additional Program Objectives	**Expected Level of Achievement** (ELOA)	**Measure(s) / Tool(s)**	**Results**	**Use of Results**	**Action Plans** (to include strategies and steps to continue or to enact improvement plans)	**Budgetary Considerations**

Online Program Data

Is this program offered as an online degree program? ☐ Yes ☐ No

If yes, please provide *disaggregated* assessment results for the students in the online program in the analysis grid below:

Online Academic Program 20XX - XX Analysis Grid						
Program Student Learning Outcomes (PSLOs)	**Expected Level of Achievement** (ELOA)	**Measure(s)/ Tool(s)**	**Results** (to include # of students assessed)	**Use of Results** Analysis: identify patterns and understanding of what occurred. Interpretation: apply results to outcome to aid in improving program.	**Action Plans** (to include strategies and steps to continue or to enact improvement plans)	**Budgetary Considerations**
				Analysis: Interpretation: ELOA met or unmet:		
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Assessment Plan for 20XX‑XX

Targeted Strategic Goals:

Outcomes	Means of Assessment				Capstone & Other Associated Courses
Program Student Learning Outcomes (PSLOs)	**Assessment Tool(s)** ie. Student portfolio, exams, presentation, thesis, etc.	**Assessment Method** ie. rubric, matrix	**Criteria of Success** (Expected Level of Achievement/Benchmark Measures)	**Assessment Period** When will the assessment of this outcome take place (annually, each semester, each spring, etc.)?	**Course Number(s) and Title(s)** Identify the capstone course and all other related courses where related subject matter is covered (ie. internships, senior projects, theses, etc.)

Program Objectives				Means of Assessment			
Additional Program Objectives Describe in specific and measurable terms what you intend to accomplish this year.	**Start Date & End Date**	**Budget Amount Request** Enter all funds requested to carry out this objective.	**Budget Resource / Explanation** Indicate the source(s) of your funds (e.g. University, Title III, Grants, etc.)	**Assessment Tool(s)** The instrument that will be used in your assessment process (e.g. Internal Reports, Surveys, Audits, Inventory Report, etc.)	**Assessment Method** How will you evaluate your objective to determine its successful completion?	**Criteria of Success** (Expected Level of Achievement/Benchmark Measures)	**Assessment Period** When will assessment of this objective take place?

Assessment Plan (Methods and Procedures)

[Describe the methods and procedures used to assess the program.]

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?

Rubric for Assessing Annual Assessment Report

	Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Plan	**Outcome (S.M.A.R.T.)** 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 measureable action verbs and is relevant to the program and attainable in the timeframe specified (usually one year).	The majority of outcome statements focus 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 statements attempt to focus on what students know, are able to do, and/or attitudes developed; however, they are clouded by the lack of specific action verbs, vague language, or the outcome lacks focus because it is "bundled."	The outcome statements lack focus and/ or are unrelated to the program. They are clouded by the lack of specific action verbs, vague language, or the outcome lacks focus because it is "bundled."
	Criteria of Success (Expected Level of Achievement) 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 the academic program. They are stated in measurable terms with the avoidance of using "all students" in the expectation.	The expected levels of achievement are stated but lack details.	The expected level of achievement is not identified or it is either too low or too high. They are also not aligned with the outcome or tool.
	Measure/Tool 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 (with at least one direct) are identified for and the measures match the outcomes.	One measure is identified on some PSLOs and the measure is not clearly matched to the outcome.	No measures are identified.
	Alignment of Curriculum Map, Assessment Map, and Analysis Grid 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 must be linked to the outcome Data must be collected using the measure/tool identified	Data are clearly identified, collected and aggregated using the measures proposed. Results include the number of students assessed by the measure/tool identified.	Data are identified and collected using the measures proposed, but may not be fully aggregated by academic year. Results include the number of students assessed by the measure/tool identified.	Not all data are collected, or not enough detail is provided; however, where data are collected the proposed measures are used.	Data are missing or insufficient.
Close the Loop	**Use of Results** The data must drive program improvement – clearly articulate what the data tell you and what actions the data prompt you to take. Contains: analysis, interpretation, and status (met or unmet).	The **Analysis** includes identified patterns and understanding of what occurred and clearly address the results. The **Interpretation** clearly applies the results to outcome to aid in improving program. Rich detail and examples are provided as to how results of assessment are being interpreted to identify programmatic improvement. Reports whether criteria of success are **met** or **unmet**.	The **Analysis** includes identified patterns and understanding of what occurred and address the results. The **Interpretation** applies the results to outcome to aid in improving program. Details are provided as to how results of assessment are being interpreted to identify programmatic improvement. Reports whether criteria of success are **met** or **unmet**.	The **Analysis** identifies patterns but lacks some detail. The **Interpretation** applies the results to outcome but does lack detail about programmatic improvement. Reports whether criteria of success are **met** or **unmet**.	The **Analysis** and **Interpretation** discussion is poorly developed and does not clearly address how results of assessment are used to make programmatic or student learning improvement.
	Action Plan Action plan includes strategies and steps to continue or to enact improvement plans.	A detailed action plan is provided for each outcome. The discussion is focused on curriculum, teaching and learning – scoping and sequencing, deletion, addition of courses, course development, etc.	An action plan is provided for each outcome. The discussion includes curriculum themes yet includes actions that are not related to curriculum, teaching and learning.	A brief plan is provided for each outcome; however, the plan is not specific in many instances on the report.	An action plan is not provided for each target, or the plan is inadequate to drive programmatic improvement.