

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – D (2)

DATE: June 28-30, 2016

SUBJECT: BOR Policy 2:11 Revisions – Assessment

At the [March 2016](#) AAC meeting the council undertook steps to begin coordinating efforts for making the revisions to Board of Regents policy that would be necessary to move forward with the [General Education Redesign](#) that was presented to the Board during the April 2016 meeting. Institutional representatives selected from the various policy documents requiring modification and began to circulate a set of revisions that were then discussed at the May 2016 AAC meeting. Specifically, initial revisions to BOR [Policy 2:11 Baccalaureate General Education Curriculum](#) were reviewed by the council and further modifications were discussed. A final set of revisions were circulated; AAC and COPS reviewed the proposed changes during their [June 2016](#) meetings.

Because of the extensive modifications being proposed, the document below provides background related to each set of major changes being considered. Additionally, a clean version of the Policy can be found in Attachment I, and the track changes version is available in Attachment II.

Section 1 – Purpose of Assessment

Minor revisions are being proposed to the general purpose statement for assessment that were developed in 1984 when the policy was first established. The revisions more accurately reflect the role of assessment at the institutional level, and the assessment structures in existence for departmental, college and unit goals and objectives that have been developed and are assessed routinely.

The assessment of student learning enhances the overall quality of academic and co-curricular programs. The primary purpose of the system assessment policy is to enhance the quality and excellence of programs, learning, and teaching by providing important information on the effectiveness of academic programs. Campus-University assessment programs should also increase communication within and between departments/units related to the departmental, college and institutional goals and objectives. It is also important that campus assessment programs also enhance the public understanding of higher education and diversity of institutional roles and missions.

(Continued)

DRAFT MOTION 20160628_9-D(2): I move to approve the first reading of the revisions to BOR Policy 2:11 as presented.

Section 2 – System Assessment and Testing Committee

A System Assessment Committee has been functioning for more than a decade with personnel responsible for CAAP Testing, Student Opinion Surveys, and Placement testing meeting routinely to ensure consistent approaches to these processes across the Regental system. This new section seeks to formalize this group resulting in one representative from each campus who will then work with representatives on the System General Education Committee to facilitate the new SGR assessment structure. Resources currently devoted to CAAP testing on the campuses will be shifted to coordinate this process.

Each university shall appoint at least one representative to the SDBOR System Assessment and Testing Committee. The Committee shall:

- A. Advise the Academic Affairs Council on matters related to assessment and testing, including policy and guidelines designed to ensure that assessment and testing requirements and activities are clear, efficient, and effective;
- B. Communicate and coordinate with the System General Education Committee to advance system initiatives pertaining to assessment.

Section 3 – System General Education Committee

Revisions to Policy 2:7 outlined the formation of the System General Education Committee, and this proposed section seeks to identify the formal structure for the committee to work with the Assessment and Testing Committee to develop the necessary assessment structure for SGR's moving forward. Section 3 is proposed to formalize the interrelationship between these two committees and the tasks they would be asked to complete.

Each university shall appoint at least one representative to the SDBOR System General Education Committee. As noted in Policies 2.7 and 2.26, this committee is responsible for identifying the general education student learning outcomes with appropriate faculty input. The System General Education Committee shall provide guidance to the Assessment and Testing Committee to:

- A. Formulate or select system rubrics or measures for the assessment and evaluation of general education standards.
- B. Design and maintain a process for the assessment and evaluation of the System General Education Requirements.
- C. Recruit, train and engage faculty members to assess and evaluate student attainment of general education goals and outcomes.
- D. Serve as liaisons on their campuses for matters related to assessment of general education.

Section 4 – System General Education Requirements Assessment

Currently no clear direction has been provided for how SGR's would be evaluated at the system level. Institutions have relied upon the CAAP exam to meet assessment requirements for the Higher Learning Commission, but the actual requirement had never been outlined in BOR policy. Because the goal is to have a systematic process of assessing general education across all six Regental institution, this new section 4 seeks to present the policy framework for how this will occur moving forward.

The SDBOR has established System General Education Requirements (Policy 2:7 and 2:26). To assess and evaluate student achievement of the goals and learning outcomes of the established System General Education Requirements, all universities shall participate in a shared assessment and evaluation process that utilizes a random sample of syllabi and student work produced in general education courses and system-standard rubrics or other measures, as appropriate.

As described in BOR policy 2:7, the System General Education Committee will conduct the assessment of system general education requirements.

The processes and methods used for assessment of general education will be included in the Academic Council Guidelines following approval by the Council and approval by the Committee on Academic and Student Affairs.

- A. System General Education course syllabi and student work shall be reviewed on a scheduled approved by the Academic Affairs Council
- B. Evaluators shall be members of the System General Education Committee and additional faculty members drawn from all SDBOR universities as needed
- C. Evaluators shall use rubrics or measures for assessment approved by the Academic Affairs Council
- D. The System Assessment and Testing Committee shall support the System General Education Committee and its processes and identify a minimum of two members to serve on the General Education Committee
- E. Results from the assessments shall be presented annually to the SDBOR in a format that serves the continuous quality improvement needs of the campuses and the Regental System

Section 5 – University Assessment of Academic Programs

One of the appealing features of the LEAP framework was the identification of “Cross Cutting Skills” that participating institutions had identified as critical for a liberal arts education. It is recognized that a significant number of these cross cutting skills are included within the General Education curriculum, but in many instances they are featured within the degree programs across the

various majors approved in the Regental system. As a result, the goal of section 5 is to identify the various cross cutting skills, and required that each program select five from the list and include them in the program review process required by the Board. Those programs/majors that have regional or national accreditation will be able to select those from the list that match learning outcomes/goals that are already in place. When program accreditation is not available, the goal of this section is to formalize a process where programs would evaluate these skills every seven years to ensure integration into the curriculum.

Each university shall have in place a functioning assessment structure and processes which conform to the accreditation requirements of the Higher Learning Commission (HLC) and any specialty accreditations or approvals maintained by programs or units at the university. At a minimum each institution's assessment structure and processes shall:

A. Support institutional Program Review or Specialty Accreditation for each academic program/department.

1. All academic programs will be reviewed on a 7-year cycle. The university President or Chief Academic Officer may require a shorter review interval or grant an extension of no longer than 2 years.

B. Include program-level (undergraduate, graduate and co-curricular) assessment plans and processes. Undergraduate program level assessment plans will include methods of assessment for Cross-Curricular Skill Requirements per Academic Affairs Guidelines.

The purpose of the cross-curricular skills is to enable each institution to integrate and extend general education learning into its programs of study in a manner consistent with and supportive of each institution's mission, vision and values and any requirements of ongoing institutional or program-specific accreditation or approval.

Each institution will manage the design, integration, assessment, evaluation and ongoing continuous improvement of cross-curricular skills within its degree programs. Documentation on how each institution uses the cross-curricular skills to support general education learning will be reviewed by the Academic Affairs Council and the Committee on Academic and Student Affairs.

Each university program will select no less than five of the following cross-curricular skill requirements as programmatic student learning outcomes:

Inquiry and Analysis

A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Critical and Creative Thinking

A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Information Literacy

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand.

Teamwork

Behaviors under the control of individual team members - effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

Problem Solving

The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Civic Knowledge and Engagement

Developing the combination of knowledge, skills, values and motivation that make a difference in the civic life of communities and promoting the quality of life in a community, through both political and non-political processes. Engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Intercultural Knowledge

Cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.

Ethical Reasoning

Reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

Foundational Lifelong Learning Skills

Involves “purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.”

Integrative Learning

An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Diversity, Inclusion and Equity

The intentional engagement with diversity (i.e., individual differences and group/social differences) in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to and participation in educational and community programs for all members of society.

C. Include other required elements of the university assessment program as identified by individual institutions.

D. Incorporate the results of assessment and evaluation processes into the regular review of curriculum, co-curricular programs and related policies and procedures.

Major Section Removed from General Education Policy

As a result of the changes recommended for the sections outlined above, AAC is recommending that the following major sections be removed from Board Policy.

Original Section 2: Campus Assessment Programs – This section outlined the requirement that each institution have in place a functioning assessment program and that they be in compliance with the Higher Learning Commission expectations. Such activity has now been institutionalized and a number of the features outlined in this section were either outdated or replaced with the tasked formalized through the development of the SGR assessment process.

Original Section 3: Assessment Periods – A number of institutions had a day set aside for facilitating the CAAP testing and other assessment practices at the institutional level. With the adoption of a SGR assessment model, the need for this designated “Assessment Period” is no longer necessary and AAC requests the removal of this section from BOR policy.

Original Section 4: Assessment Fee – Current Policy 2:11 reference the ability for institutions to include an “Assessment Fee” as a part of the Student Support Fee. As this has not been removed from the BOR tuition and fee structure and included with general tuition, reference to the component of the SSF is no longer necessary.

Original Section 5: Approval and Reporting – Institutions were required to provide an assessment report to the Board on a routine basis. The formalization of a SGR assessment process which will be reported on behalf of the system each year, the need

for institutional level reporting becomes unnecessary. Additionally, much of the current assessment strategy aligns with expectation from HLC and the Board receives the Accreditation Status Report on an annual basis which provides the status of all accreditation activities across the six campuses.

Original Section 6: Student Participation – This section had established the student expectation to participate in assessment activities on the campuses. Since this was primarily in place to ensure student participation in the CAAP examination consistent with BOR Policy 2:28 Proficiency Examination, the need to retain the portion was no longer necessary.

SOUTH DAKOTA BOARD OF REGENTS**Policy Manual****SUBJECT:** Assessment**NUMBER:** 2:11

1. Purpose of Assessment

The assessment of student learning enhances the overall quality of academic and co-curricular programs. University assessment programs increase communication within and between departments/units related to departmental, college and institutional goals and objectives. Assessment also enhances public understanding of higher education and diversity of institutional roles and missions.

2. System Assessment and Testing Committee

Each university shall appoint at least one representative to the SDBOR System Assessment and Testing Committee. The Committee shall:

- A. Advise the Academic Affairs Council on matters related to assessment and testing, including policy and guidelines designed to ensure that assessment and testing requirements and activities are clear, efficient, and effective;
- B. Communicate and coordinate with the System General Education Committee to advance system initiatives pertaining to assessment.

3. System General Education Committee

Each university shall appoint at least one representative to the SDBOR System General Education Committee. As noted in Policies 2:7 and 2:26, this committee is responsible for identifying the general education student learning outcomes with appropriate faculty input. The System General Education Committee shall provide guidance to the Assessment and Testing Committee to:

- A. Formulate or select system rubrics or measures for the assessment and evaluation of general education standards.
- B. Design and maintain a process for the assessment and evaluation of the System General Education Requirements.
- C. Recruit, train and engage faculty members to assess and evaluate student attainment of general education goals and outcomes.

- D. Serve as liaisons on their campuses for matters related to assessment of general education.

4. System General Education Requirements Assessment

The SDBOR has established System General Education Requirements (Policy 2:7 and 2:26). To assess and evaluate student achievement of the goals and learning outcomes of the established System General Education Requirements, all universities shall participate in a shared assessment and evaluation process that utilizes a random sample of syllabi and student work produced in general education courses and system-standard rubrics or other measures, as appropriate.

As described in BOR policy 2:7, the System General Education Committee will conduct the assessment of system general education requirements.

The processes and methods used for assessment of general education will be included in the Academic Council Guidelines following approval by the Council and approval by the Committee on Academic and Student Affairs.

- A. System General Education course syllabi and student work shall be reviewed on a scheduled approved by the Academic Affairs Council
- B. Evaluators shall be members of the System General Education Committee and additional faculty members drawn from all SDBOR universities as needed
- C. Evaluators shall use rubrics or measures for assessment approved by the Academic Affairs Council
- D. The System Assessment and Testing Committee shall support the System General Education Committee and its processes and identify a minimum of two members to serve on the General Education Committee
- E. Results from the assessments shall be presented annually to the SDBOR in a format that serves the continuous quality improvement needs of the campuses and the Regental System

5. University Assessment of Academic Programs

Each university shall have in place a functioning assessment structure and processes which conform to the accreditation requirements of the Higher Learning Commission (HLC) and any specialty accreditations or approvals maintained by programs or units at the university. At a minimum each institution's assessment structure and processes shall:

- A. Support institutional Program Review or Specialty Accreditation for each academic program/department.

1. All academic programs will be reviewed on a 7-year cycle. The university President or Chief Academic Officer may require a shorter review interval or grant an extension of no longer than 2 years.
- B. Include program-level (undergraduate, graduate and co-curricular) assessment plans and processes. Undergraduate program level assessment plans will include methods of assessment for Cross-Curricular Skill Requirements per Academic Affairs Guidelines.

The purpose of the cross-curricular skills is to enable each institution to integrate and extend general education learning into its programs of study in a manner consistent with and supportive of each institution's mission, vision and values and any requirements of ongoing institutional or program-specific accreditation or approval.

Each institution will manage the design, integration, assessment, evaluation and ongoing continuous improvement of cross-curricular skills within its degree programs. Documentation on how each institution uses the cross-curricular skills to support general education learning will be reviewed by the Academic Affairs Council and the Committee on Academic and Student Affairs.

Each university program will select no less than five of the following cross-curricular skill requirements as programmatic student learning outcomes:

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- C. Include other required elements of the university assessment program as identified by individual institutions.
- D. Incorporate the results of assessment and evaluation processes into the regular review of curriculum, co-curricular programs and related policies and procedures.

SOURCE: BOR, August 1984; BOR, April 1987; BOR, June 1987; BOR, June 1992, BOR, March 2005.

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Policy Manual

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2. ~~Campus Assessment Programs~~

~~Each university shall have in place a functioning assessment program which conforms to the accreditation requirements of the North Central Association and any specialty accreditations held by the university. At a minimum each assessment program shall:~~

- ~~A. Assess the general education component of the baccalaureate curriculum including the system general education requirements, institutional graduation requirements, information literacy requirements, globalization/global issues requirements, and the advanced writing/writing intensive requirements.~~
- ~~B. Assess each of the specialty areas for which a baccalaureate degree is offered.~~
- ~~C. Consider the findings of the assessment program in the regular review of curriculum and related policies and procedures.~~

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- D. Serve as liaisons on their campuses for matters related to assessment of general education.

3. Assessment Periods

~~Each university shall integrate the assessment program into its orientation and registration process. Each university may designate, as needed, one day in the fall calendar and one day in the spring calendar to be used for the administration of assessment instruments to currently enrolled students.~~

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- E. Results from the assessments shall be presented annually to the SDBOR in a format that serves the continuous quality improvement needs of the campuses and the Regental System

4. Assessment Fee

~~Each campus is authorized to include in its university support fee a fee to be used for the administration of the assessment program.~~

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- C. Include other required elements of the university assessment program as identified by individual institutions.
- D. Incorporate the results of assessment and evaluation processes into the regular review of curriculum, co-curricular programs and related policies and procedures.

~~5. Approval and Reporting~~

~~Each university shall provide a report of its assessment program to the Board at five year intervals, beginning no later than 1995.~~

~~6. Student Participation~~

~~Student participation in the assessment program established by each university is required. Students who do not participate shall be prevented from subsequent registration and graduation.~~

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SOURCE: BOR, August 1984; BOR, April 1987; BOR, June 1987; BOR, June 1992, BOR, March 2005.

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