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Refining Your Assessment Plan: Session 4

Aligning Assessment And Program Review

Outline for Session 4

- Introductions and Overview of PRAAP
- Final thoughts regarding assessment
- Program Review guidelines that can be informed by assessment
- Thoughts/Actions from the field
- Questions, comments, and discussion



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Introductions

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- Derek Meyers, UAS Assistant Director
- Brent Beggs, Professor, KNR & Coordinator, RPA
- Assessment Advisory Council (AAC) members

Introductions

- Mike Mulvaney, Associate Professor, KNR
- Amy Hurd, Office of the Provost/Academic Planning Committee
- Ani Yazedjian, Office of the Provost/Academic Planning Committee

Introductions

- Who you are
- In what unit you work
- What brings you here



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Overview of PRAAP

Overview of PRAAP

- **P**rocess for the **R**eview of **A**cademic **A**ssessment **P**lans
- Occurs before Program Review self-study process
- AAC members and UAS staff

Overview of PRAAP

- Use checklist rubric with comments for each of four components:
 - Learning Outcomes
 - Direct Evidence of Student Learning
 - Indirect Evidence of Student Learning
 - Feedback mechanisms



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Final thoughts regarding assessment

Final thoughts regarding assessment

- Learning outcomes define how students demonstrate their mastery of what faculty want them to learn
- A cohesive curriculum is aligned with learning outcomes and learning activities

Final thoughts regarding assessment

- Assessment involves collecting direct and indirect evidence concerning student development
- Embedding assessment in the curriculum has many advantages
- Assessment should not focus on individual students or faculty

Final thoughts regarding assessment

- A recurring theme in assessment is collaboration
- Three major criteria apply to assessment; it should be meaningful, manageable, and sustainable



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**Program Review guidelines that
can be informed by assessment**

From the 'Program review introduction'

- Primary responsibility for the quality of academic programs resides with the faculty
- Conducted by the Academic Planning Committee (external committee of the Academic Senate) and facilitated by the Office of the Vice President for Academic Affairs and Provost

From the 'Program review introduction'

- Results in recommendations for program development and modification that serve to inform the department or school, college, and University on decisions regarding resource allocation, faculty and staffing, program focus, admissions standards, curricular content, and other academic matters

From the ‘Program review principles’

- Program review occurs in an environment that encourages and values honest, critical, and productive analysis among all participants in the process at all levels.
- Program review is outcomes-based and forward-looking.

From the ‘Program review principles’

- Program review involves input from multiple program stakeholders, including, but not limited to, faculty, administrators, students, staff, alumni, accreditors, and prospective employers. All program faculty members are provided meaningful opportunities to participate in the self-study process.

From the ‘Program review principles’

- Program review is guided by the student learning outcomes assessment plan for the program. The program review self-study report provides evidence that the assessment plan provides for an ongoing, systematic, and methodologically-sound process for evaluating student learning outcomes as well as evidence that program faculty and administrators are utilizing assessment results to identify and implement improvements to the program.

From the ‘Program review principles’

- Goals and quality measures appropriate for guiding improvements to an academic program are established by program faculty. Goals are consistent with priorities articulated in *Educate-Connect-Elevate* (the university strategic plan).

From the ‘Program review principles’

- Academic units look nationally to identify aspirational institutions for each program quality measure as a means of identifying ways to further improve the program.
- Academic units compare their program with similar programs at public universities in Illinois to determine whether the program is meeting the needs of the citizens of Illinois in a cost-effective manner.

From ‘Content of the self-study report’

- Overview of the Academic Unit
 - Department or school that administers the program or program(s) being reviewed
 - Includes information common to all programs in the department or school
- Academic Program Review
 - Includes detailed information about one academic program
 - Units with more than one program under review compile and submit a separate Academic Program Review for each program

From the ‘Overview of the Academic Unit’

- Academic Advisement
 - UCollege to Academic Unit Transition
 - Transfer Student Transition
 - Transitioning Out of the Major
 - Evaluation of Advisement Effectiveness

From the ‘Overview of the Academic Unit’

- Milner Library: Collaborating with your Milner Library subject specialist...
 - Integration of Library Facilities, Collections, and Services
 - Information Fluency Skills
 - Joint Resources and Services Goals and Objectives

From the ‘Academic Program Review’

- Self-study process
 - Faculty and student involvement
 - Key actions taken and the project timeline
 - The process used to gather feedback from key external stakeholders such as alumni and employers

From the 'Academic Program Review'

Description and analysis of the academic program

- Overview
 - Alumni Tracking
 - Alumni Employment
 - Accreditation
 - Licensure
 - Class size
 - *Graduate Certificates*

From the ‘Academic Program Review’

Description and analysis of the academic program

- Curriculum
 - Changes Made to Curriculum
 - Time to Degree (*and Curricular Exceptions*)
 - Trends in Time to Degree and Average Credits/Credit Hours in Excess of 124

From the 'Academic Program Review'

Description and analysis of the academic program

- Curriculum
 - University Honors Program Students
 - Co-Curricular Opportunities
 - Student Participation in Research and Creative Activity
 - Infusion of Diversity Issues into the Curriculum

From the ‘Academic Program Review’

Description and analysis of the academic program

- Student Learning Outcomes Assessment
 - Appendices
 - Feedback form from Assessment Advisory Council
 - Student learning outcomes assessment plan
 - Assessment Update submission

From the ‘Academic Program Review’

Description and analysis of the academic program

- Student Learning Outcomes Assessment
 - Assessment Responsibility
 - Program Outcomes
 - Outcomes Mapping
 - Data Collection

From the ‘Academic Program Review’

Description and analysis of the academic program

- Student Learning Outcomes Assessment
 - Assessment Data Discussions
 - Assessment Based Program Changes
 - Future Assessment Plan Changes

From the ‘Academic Program Review’

Description and analysis of the academic program

- Non-traditional program delivery
 - Distance Learning
 - Study Abroad
 - Off-campus Program Delivery

From the ‘Academic Program Review’ Comparator and aspirational programs

- Comparator programs
 - At a minimum, programs at other IL public universities assigned the same CIP code
 - May also include sequences within programs at other IL universities
 - Programs of study at other universities regionally and nationally

From the ‘Academic Program Review’ Comparator and aspirational programs

- Aspirational Programs/Exemplary Initiative
 - Identify three actions to pursue to improve the program
 - Identify two or more programs at other universities that have already implemented the action the way faculty aspires

From the ‘Academic Program Review’ Comparator and aspirational programs

- Aspirational Programs/Exemplary Initiative
 - Summarize findings and their implications for implementing a similar action or initiative at ISU

From the 'Academic Program Review'

- Responses to recommendations resulting from the previous program review
- Changes in the academic discipline, field, societal need, and program demand

From the ‘Academic Program Review’

- Major findings of this program review self-study
- Initiatives and plans for the next program review cycle



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**Thoughts/Actions from the field:
Brent Beggs & Mike Mulvaney**



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**Questions, comments, and
discussion**



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Thank You For Coming!