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Refining Your Assessment Plan: Session 4

**Aligning Student Learning
Assessment and Program
Review/Evaluation**

Outline for Session 4

- Introductions
- Overview of PRAAP
- Introduction to Program Review
- Content of the self-study report
- Questions, comments, and discussion



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Introductions



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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
- Assessment Advisory Council members and University Assessment Services 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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Introduction to Program Review

What are programs asked to do?

- 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***.

What are programs asked to do?

- 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.

What are programs asked to do?

- 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.

What are programs asked to do?

- *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.*

What are programs asked to do?

- Program faculty members *look regionally and nationally* to identify and examine aspirational programs *as a means of identifying ways to further improve the program.*
- Program faculty members *compare their program with similar programs at public universities in Illinois to identify the program's niche* in meeting the needs of Illinois residents relative to its comparator programs.

What are programs asked to do?

- Academic units *collaborate with Milner Library* to conduct an analysis of resources and services provided by the library for the discipline and to identify opportunities for collaboration between the academic unit and library to further integrate those resources and services into the curriculum and into faculty and student research.

Who reviews the reports?

- **Academic Planning Committee (APC)** – external committee of the Senate, appointed representatives from each college including Milner Library, the Senate chair, a representative from the Academic Affairs committee, the director of the graduate school, a representative from University Assessment Services, a graduate student, an undergraduate student, and a representative from the Office of the Provost

Who reviews the reports?

- While the reports are submitted to the Office of the Provost, and we have representation on the committee, the review itself is done by this external Senate committee.
- The outcomes of the APC review are submitted to IBHE and are part of the University's Academic Plan (which goes to the Senate and the Board of Trustees).

When does this occur?

PROGRAM REVIEW TIMELINE

Preparing and submitting the Program Review Self-Study Report		
September-December 2020	The Chairperson/Director and program faculty meet with the Associate Provost to review the program review process and the self-study report outline.	Associate Provost Chairperson/Director Program faculty
	Program faculty members review data available for the self-study, compile additional information as needed, and begin compiling the self-study report.	Program faculty
January 2021	The Office of Planning, Research, and Policy Analysis (PRPA) releases fall 2019 program level data for use in conducting the program review. The fall 2019 data is intended to supplement academic program profiles data previously available to the program.	Office of Planning, Research, and Policy Analysis (PRPA)
January-August 2021	Faculty members analyze the program and compile the self-study report.	Program faculty
August 15, 2021-September 15, 2021	Distribute the self-study report to program faculty for review and feedback.	Program faculty
By September 15, 2021	The Chairperson/Director submits the self-study report to the Associate Dean on behalf of program faculty.	Chairperson/Director
By October 1, 2021	The Associate Dean submits the self-study report to the Academic Planning Committee via the Office of the Provost.	Associate Dean

When does this occur?

After submitting the Program Review Self-Study Report		
October 2021 – March 2022	The Academic Planning Committee reviews the program review self-study report, requests additional information from the Chairperson/Director as needed, and drafts a summary report with recommendations.	Academic Planning Committee
April 2022	The summary report draft is distributed to the chairperson/director for distribution to program faculty.	Associate Provost
	Members of the Academic Planning Committee meet with the Dean, Associate Dean, Chairperson/Director, and program faculty to review the summary report draft.	Academic Planning Committee Dean Associate Dean Chairperson/Director Program faculty
	The summary report is finalized based on the conversation with the Dean, Associate Dean, Chairperson/Director, and faculty. The finalized summary report is presented to the Provost.	Associate Provost
May 2022	The summary report is included in the draft Academic Plan, which is reviewed with the Academic Senate.	Associate Provost Academic Senate
July 2022	The Academic Plan, including all program review summary reports for the program review cycle, is presented to the Board of Trustees by the Provost.	Provost Board of Trustees
By September 30, 2022	All program review summary reports for the program review cycle are submitted to IBHE.	Associate Provost

What information is provided?

- Student learning outcomes assessment and student engagement data
- Academic program profiles
- Other university, college, academic unit, and program data
- Alumni data

What information is provided?

- Library resources and services information
- Comparator program information
- Program and curriculum information
- Cognos data
- Teacher education data



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Content* of the self-study report

* Some content changes every year based on APC discussions.

Content of the self-study report

- Overview of the Academic Unit
 - Department or school that administers the program(s) being reviewed
 - Includes information common to all programs in the department or school
 - Compile and submit ONLY ONE
- Academic Program Review
 - Includes detailed information about one academic program
 - Compile and submit A SEPARATE Academic Program Review for each program

Overview of the Academic Unit

- Administrative structure
- Faculty in the academic unit
- Facilities
- Graduate assistants
- Academic advisement

Overview of the Academic Unit

- Minors
 - Describe the process used by the academic unit to periodically review and evaluate its minors, and
 - Identify the indicators or metrics used by the academic unit to evaluate their quality.

Overview of the Academic Unit

- Milner Library – Academic units will discuss:
 - Collaboration with the Milner Library subject specialist librarian to develop goals and strategies for resource selection and analysis,
 - ***Development and assessment of curriculum-integrated information fluency outcomes,***
 - Scholarly communication efforts, and
 - Integration of Library space and other services during the eight-year program review cycle.

Overview of the Academic Unit

- Milner Library
 - Information fluency outcomes – Describe:
 - How the subject specialist librarian and the unit collaborate to establish and review discipline-specific information fluency outcomes, and
 - How the information fluency skills and competencies students need to succeed in the unit's academic programs and the discipline are taught and assessed
- Strategic plan

Academic Program Review

- Self-study process – Describe the process used to conduct the self-study, including:
 - *Faculty and student involvement,*
 - Key actions taken,
 - Project timeline, and
 - *Process used to gather feedback from key external stakeholders such as alumni and employers*

Academic Program Review

- Description and analysis of the program
 - Overview
 - ***Contribution to mission and values***
 - List the academic program goals (developed and approved by the program faculty) and
 - Describe how the academic program contributes to the mission and values of Illinois State University.
 - Enrollment targets
 - Student recruitment strategies
 - Student diversity and program inclusiveness

Academic Program Review

- Description and analysis of the program
 - Overview
 - ***Alumni tracking***
 - Describe the system used by the program to track its alumni, including:
 - » Persons responsible,
 - » Type of information collected,
 - » Timeline for its collection, and
 - » Methods used to archive the information.
 - If the program does not yet have such a system, identify alumni tracking initiatives currently in place and any plans for modifying or expanding them.

Academic Program Review

- Description and analysis of the program
 - Overview
 - ***Alumni employment*** – Based on alumni information you have been able to obtain,
 - Where are graduates of your program typically employed?
 - In what schools have your graduates subsequently enrolled?

Academic Program Review

- Description and analysis of the program
 - Overview
 - **Accreditation**
 - Provide the following information regarding any specialized accreditation, recognition, or other external approval of this program:
 - » Name of accrediting organization,
 - » Date of last accreditation review,
 - » Current accreditation status, and
 - » Date of the next scheduled review

Academic Program Review

- Description and analysis of the program
 - Overview
 - **Accreditation**
 - Identify any specialized accreditation, recognition, or other external approval potentially available to this program but not yet received.
 - Describe any plans to pursue specialized accreditation or, if applicable, reasons for not pursuing specialized accreditation at this time

Academic Program Review

- Description and analysis of the program
 - Overview
 - **Licensure** – Does this program either lead to licensure or certification or qualify a graduate to seek licensure or certification by a governmental agency or professional association?
 - What is the licensure and the governing agency?
 - Does the program meet the current licensure or certification requirements for the state of Illinois?

Academic Program Review

- Description and analysis of the program
 - Overview
 - ***Class size***
 - Does this program follow standards for optimum class sizes – either for specific types of classes within the program or for all classes in the program – recommended by a national or international professional organization associated with the discipline?
 - If yes, please describe them.

Academic Program Review

- Description and analysis of the program
 - Overview
 - ***Graduate certificates*** (graduate programs only)
 - Describe the certificates within this graduate program.
 - Include information related to the curriculum, audience, how the certificate is evaluated to meet program goals, enrollment trends, and how each certificate is marketed to non-majors.

Academic Program Review

- Description and analysis of the program
 - Curriculum – Provide the catalog entry for the program. Then provide the following information regarding the curriculum.
 - ***Changes made to curriculum*** – Describe any changes made or planned to be made to the curriculum described in the catalog entry.

Academic Program Review

- Description and analysis of the program
 - Curriculum
 - ***Time to degree*** (undergraduate)
 - Are students who begin as freshmen in the program able to complete the program in four years or students who transfer into the program as juniors able to complete the program in two years?
 - Describe the type and frequency of curricular exceptions granted to students in the program.

Academic Program Review

- Description and analysis of the program
 - Curriculum
 - ***Time to degree*** (graduate)
 - Describe the type and frequency of exceptions or substitutions requested and granted on degree audits.
 - If there is a pattern of such exceptions or substitutions, does the program have plans to address the needs underlying the requests (e.g., through curricular changes or changes in course scheduling)?
 - Are most students completing their degrees in the specified time frame?
 - If students seek extensions of time from the Graduate School, what patterns exist in why they need these extensions?

Academic Program Review

- Description and analysis of the program
 - Curriculum
 - ***Trends in time to degree and average credits*** – Discuss trends in time-to-degree and average credits to degree as well as differences between program and university-wide data for those metrics.
 - Credit hours in excess of 120 (undergraduate)
 - University Honors program students (undergraduate)

Academic Program Review

- Description and analysis of the program
 - Curriculum
 - ***Co-curricular opportunities***
 - Identify co-curricular opportunities available to students in the program and describe how they relate to student learning outcomes established for the program.
 - If there are registered student organizations associated with the program, describe how faculty and staff support them.

Academic Program Review

- Description and analysis of the program
 - Curriculum
 - ***Student participation in research and creative activity***
 - Describe student participation in research and creative activities such as presenting at research symposia, exhibitions, and professional conferences.
 - Describe methods used by the program to track student and faculty participation in such activities.

Academic Program Review

- Description and analysis of the program
 - Curriculum
 - ***Infusion of diversity issues into the program***
 - Provide examples of efforts made by the faculty since the last program review to further infuse diversity issues into and across the program.
 - Examples may relate to either curricular or co-curricular aspects of the program.

Academic Program Review

- Description and analysis of the program
 - Faculty
 - ***Student learning outcomes assessment***
 - Provide the following documents in appendices to this report.
 - A copy of the feedback form received from the Assessment Advisory Council during this program review cycle regarding the assessment plan for the program.
 - The current student learning outcomes assessment plan.
 - A copy of the most recent annual assessment update submitted to University Assessment Services/Assessment Advisory Council.

Academic Program Review

- Description and analysis of the program
 - ***Student learning outcomes assessment***
 - Then, if not otherwise described in the assessment plan for the program, provide the following information:
 - Assessment responsibility
 - Program outcomes
 - Outcomes mapping
 - Data collection
 - Assessment data discussions
 - Assessment-based program changes
 - Future assessment plan changes

Academic Program Review

- Description and analysis of the program
 - Alternative modes of program delivery
 - Distance education
 - Study abroad
 - Off-campus program delivery

Academic Program Review

- Comparator and aspirational programs
 - ***Learning from comparator programs***
 - Compare and contrast your program at Illinois State with comparator programs.
 - Describe any aspects of your program unique among comparator programs at public universities in the state.

Academic Program Review

- Comparator and aspirational programs
 - ***Learning from aspirational programs***
 - Intended to encourage faculty members to study similar programs regionally or nationally, and
 - To use findings of the study to inform program improvements faculty has prioritized for the next program review cycle.

Academic Program Review

- *Responses to recommendations resulting from the previous program review*
- *Changes in the academic discipline, field, societal need, and program demand*
- *Major findings of this program review self-study*
- *Initiatives and plans for the next program review cycle*

Possible changes in the future

- Self-study report may be re-organized around themes of 'Student Success' and 'Faculty Success'
- Availability/accessibility of relevant program information may increase



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Thank You For Coming!