UK’s Periodic Review Orientation: The Role of Planning, Institutional Research & Assessment

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Assessment

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Periodic Review Orientation Overview

- Institutional Effectiveness & Assessment
- Periodic review overview
- Periodic review schedule & current process
- Periodic review components: self study, external review, and implementation plan
What is institutional effectiveness?

“The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission” (SACSCOC Core Requirement 2.5).
Assessment is the process by which ... “the institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results” (SACS Comprehensive Standard 3.3.1).
How do we use assessment at UK?

“Assessment is used to monitor the University’s effectiveness in achieving its mission, vision, and goals. The University and its units shall demonstrate an explicit use of assessment results to facilitate resource allocation and budgeting decisions in support of their strategic plans and to ensure quality enhancement”  (UK AR 1:4)
What assessment activities monitor UK’s Institutional Effectiveness efforts?

**Strategic Planning:** Identifies and prioritizes the actions the University and its units can take to help it best accomplish the University’s goals and fulfill its mission (AR 1:4)

- Strategic Planning
  - University
    - Major Educational and Administrative Units
    - Unit/IE planning
      - Educational and Administrative Component Units
What assessment activities monitor UK’s Institutional Effectiveness efforts?

**Annual Progress Reporting:**

- Dynamic process for reviewing, updating and revising planning efforts over a 3-5 year period
  - University & Major Units—Strategic Planning Progress
  - Component Units—IE Planning Progress
    - Periodic Review Implementation Plan
    - Student Learning Outcomes Assessment Reports

- Answers the following questions in a systematic and thorough way:
  - “How are we doing? --- Actual Results
  - “What things are working? --- Reflection and Analysis
  - “What needs to happen next?” --- Improvement Action
What assessment activities monitor UK’s Institutional Effectiveness efforts?

**6 yr Periodic Review**: the primary vehicle for assessment of educational and administrative units and for documentation of institutional effectiveness (AR 1:4).

*Informs university planning*

- 265 Educational Units participate in Periodic Review
  - 113 Administrative and Educational Support units
  - 16 Colleges, Library, and Graduate School
  - 108 Academic departments (360+ Academic degree & certificate programs)
  - 28 Research Centers & Institutes

*As of 8/1/15—reported by UK registrar’s*
What is UK’s Periodic Review Schedule?

For review of complete schedule, refer to website: Periodic Program Review Schedule

- **Purpose:**
  - communicate to organizational entities the full 6-yr review cycle and when units can expect to undergo periodic review

- **Goals:**
  - provide the transparent and accurate maintenance of the review schedule for the university’s educational and administrative units; and

  - monitor unit progress
What are the purposes of periodic review?

<table>
<thead>
<tr>
<th>Periodic Review Purposes</th>
<th>Planning</th>
<th>Assessment</th>
<th>Budget</th>
<th>Other</th>
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<td>• University Senate Rules</td>
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<td>SACS</td>
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<td>External Constituencies (e.g., Accrediting Agencies)</td>
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The Role of the Office of Planning in Periodic Review
What are the components of UK’s periodic review process?

- Unit/Program Self-Study (internal Review)
  - SWOT Analysis

- Recommendations
  - External Review
    - within UK
    - outside UK

- Implementation Plan

- Quality Enhancement Agenda

- Periodic Review Annual Progress Report

- Documentation of enhancement results & Informs Strategic Planning & Budget
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<thead>
<tr>
<th>UK’s Unit Self-Study</th>
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<tr>
<td>Executive Summary</td>
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<td>Description of Academic Program</td>
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<td>Program Delivery</td>
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<tr>
<td>Other Areas: QEP (Quality Enhancement Plan)</td>
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- Unit/Program Self-Study (internal Review)
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What is the focus of the External Review?

- Examination of the self-study/accreditation report
- Use of appropriate data collection techniques to assure objectivity;
- Assessment of the validity of conclusions reached in self-study; and
- Identification of additional strengths and recommendations for quality enhancement.
How does Accreditation fit into the External Review of Educational Units?

• Program Accreditation Report may substitute for:
  ➢ UK’s self-study
  ➢ 2 External Reviewers

• Program Accreditation Review WILL NOT substitute for:
  ➢ UK’s External Review
  ➢ UK’s External Review Committee Report
  ➢ UK’s Implementation Plan
How is the External Review conducted for Educational Units?

**External Review Committee** (comprised of members outside the unit and UK)

- 6-8 Appointed Members
  - Appointed by Provost (College-wide)
  - Appointed by Dean (educational departments and degrees)
  - Majority Faculty (Educational Units),
    - at least one member in same discipline external to University
    - at least one member in same college external to the college
    - 1-2 persons appointed as committee liaison to assist external review committee work

- Conducts external review, meets with unit and its leadership to discuss preliminary findings, and writes report.
What does the ERC consider for its recommendation report?

Strengths (S), Weaknesses (W), Opportunities (O) and Threats (T) are considered with regard to the following areas:

- **General:**
  - alignment of program to department, college, university and CPE initiatives

- **Program**
  - curriculum
  - transfer equivalences and course substitutions
  - teaching Effectiveness/Student Learning Outcomes
  - grade distribution (DEW rates)
  - innovative delivery methods
  - partnerships, research, and other engagement activities
  - benchmarking
What does the ERC consider for its recommendation report, continued?

Strengths (S), Weaknesses (W), Opportunities (O) and Threats (T) are considered with regard to the following areas:

- Faculty
  - number and balance of faculty types
  - scholarly activity (number of peer-reviewed publications, creativity activity, and/or funding by year for the past 3-5 years or since last review)
  - assignments (teaching, research, and service)
  - teaching loads (number of classes by program and number of students served)
  - thesis and dissertations supervised over the past five years
  - faculty development and mentoring
What does the ERC consider for its recommendation report, continued?

Strengths (S), Weaknesses (W), Opportunities (O) and Threats (T) are considered with regard to the following areas:

- **Resources**
  - space (instructional, laboratory, office)
  - equipment and facilities
  - staff

- **Students**
  - Quality of incoming students
  - Evidence of quality of education (placement, licensure pass rates, wards, etc.)
  - Retention, progression, and completion
  - satisfaction
What are the 4 parts of the ERC Recommendation Report?

- **Part 1: Cover Page**
  - Program Information
  - List of ERC Members
  - List of persons the report will be submitted to for approval
  - Date report submitted

- **Part 2: Executive Summary (2-3 pp)**
  - Description of the Charge
  - SWOT Summary
  - Summary of findings/results relative to charge

- **Part 3: Recommendation Report (5-7 pp)**
  - Suggested strategies to achieve enhancements
  - Recommended resources (as appropriate)
  - Timeline for addressing enhancements (as appropriate)

- **Part 4: Complete CPE Program Review Rubric (attach to ERC Recommendation Report)**
  - Must be signed by Committee Chair
  - Attach brief rationale (optional)
What are the components of UK’s periodic review process?

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What are the purposes of the Periodic Review Implementation Plan?

**Implementation Plan**

- sets agenda for change and quality enhancement over the next 3-5 year cycle.

- defines unit agenda based on self-study and external review report/recommendations.

- used by units to document future plans and resource needs for consideration in budgetary decision-making.

- folds into university planning and annual progress reporting.

- supports shared governance--developed by unit faculty/staff/and unit head and approved by unit Chief Administrative Officer (CAO).
What are the components of UK’s periodic review process?

- Unit/Program Self-Study
  - (internal Review)

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SWOT Analysis
The Role of Assessment in Periodic Review

Planning

Institutional Research

Student Learning
Faculty and staff collaborate to interpret assessment data and develop strategies to improve student learning outcomes.

Faculty and staff work together to gather formative and summative assessment data and compile for review.

Faculty develop timeline for gathering assessment data, both formative and summative.

Faculty choose assessment methods appropriate to the outcomes, purpose of assessment, and student population.

Faculty achieve consensus on learning outcomes to be assessed, and map outcomes to curriculum.

Continuous improvement cycle

Program improvement

Data collection

Assessment methods

Timeline/schedule

Student learning outcomes
How does the Office of Assessment inform periodic review?

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What are the steps for re-designing a Program-level Assessment plan?

1. Mission Statement
   - The mission statement provides a clearly articulated description of why the program exists, what it does and its overall intention.

2. Program-level Student Learning Outcomes
   - The program has identified/revised at least three SLOs. All SLOs are focused on student performance of learning, what students are able to do at program completion. Outcomes are clear, specific, measureable, and verb-driven.

3. Curriculum Map/Artifact Map
   - Map links all program student learning outcomes to program courses. It’s clear where outcomes are covered (or not covered) in the Curriculum. Outcomes exposure is identified for each outcome. Map also links assessments tools to both program courses and discrete program student learning outcomes; identifying how and when a tool will be used to assess the outcome.

4. Assessment Tools
   - A description of assessment tools: surveys, open-ended test questions, multiple choice questions, rubrics, juried reviews, grades and/or scoring guides have been identified. Tools identified gather both direct and indirect evidence.
What are the steps to re-designing a program-level assessment plan?

(continued)

5. Assessment Oversight
   - Central assessment coordinator(s)/committee charged with oversight responsibilities for assessment is identified.

6. Assessment Cycle/Data Collection
   - Assessment cycle is clearly articulated, includes method and measurement of student achievement of all SLOs, includes a minimum of one date for collection of data, annual date for planning improvement actions, annual date for dissemination and analysis/interpretation of assessment results. *when, where, what and how*

7. Appendices
   - Complete assessment plan, curriculum/artifact map, tools used to gather evidence (rubrics, scoring guides, surveys, etc.), and/or minutes from faculty meetings where assessment was discussed.

8. Teaching Effectiveness – NEW
   - Identify measures of teaching effectiveness
   - Efforts to improve
   - Plans to evaluate students post-graduate success
The Role of Institutional Research & Advanced Analytics in Periodic Review
Who are we?

Institutional Research & Advanced Analytics utilizes state-of-the-art methods and technologies to support strategic University decisions. We analyze institutional effectiveness, study past trends, complete various analyses, deliver visualization and dashboards, monitor data quality and release official institutional data to external stakeholders.
How does IR inform Periodic Review?

<table>
<thead>
<tr>
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What IR sources inform Periodic Review?

**Student-Related Data:** [http://www.uky.edu/iraa](http://www.uky.edu/iraa)

- Freshman Profile (ACT Scores & High School GPAs)
- Headcount Enrollments (10 years)
- Degrees Conferred (10 years)
- Retention and Graduation Rates
- Surveys
  - Senior
  - Alumni
  - NSSE
  - Campus Climate
- Licensure Exam Results (will soon post)
- Other Resources [www.uky.edu/iraa/resources-support](http://www.uky.edu/iraa/resources-support)
What IR sources inform Periodic Review?

Faculty-Related Data: http://www.uky.edu/iraa

- Course History Information (total enrolled, # of sections)
- Student Credit Hours (by semester and course level)
- Teacher/Course Evaluations
- Instructional Faculty Salaries (by CIP code, rank and gender)
Institutional Data Sources

Institutional data compiled by Institutional Research/Advanced Analytics can be found at:

http://www.uky.edu/iraa/

Teacher Course Evaluation Data can be found at:
http://www.uky.edu/iraa/faculty/tce
What is the Program Review Calendar?

For current cycle Calendar, refer to IE website: Periodic Review Calendars

Purpose:

- communicates steps and timeline for completing program review; and
- ensures timely completion
Contact Information

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Website: http://www.uky.edu/IRPE/ie.html

Tara Rose
Assessment
Website: http://www.uky.edu/ie/content/assessment

Mary Kathryn Starkey
Institutional Research & Advanced Analytics
Website: http://www.uky.edu/iraa/