

# UK's Periodic Review

Updated Feb. 2018



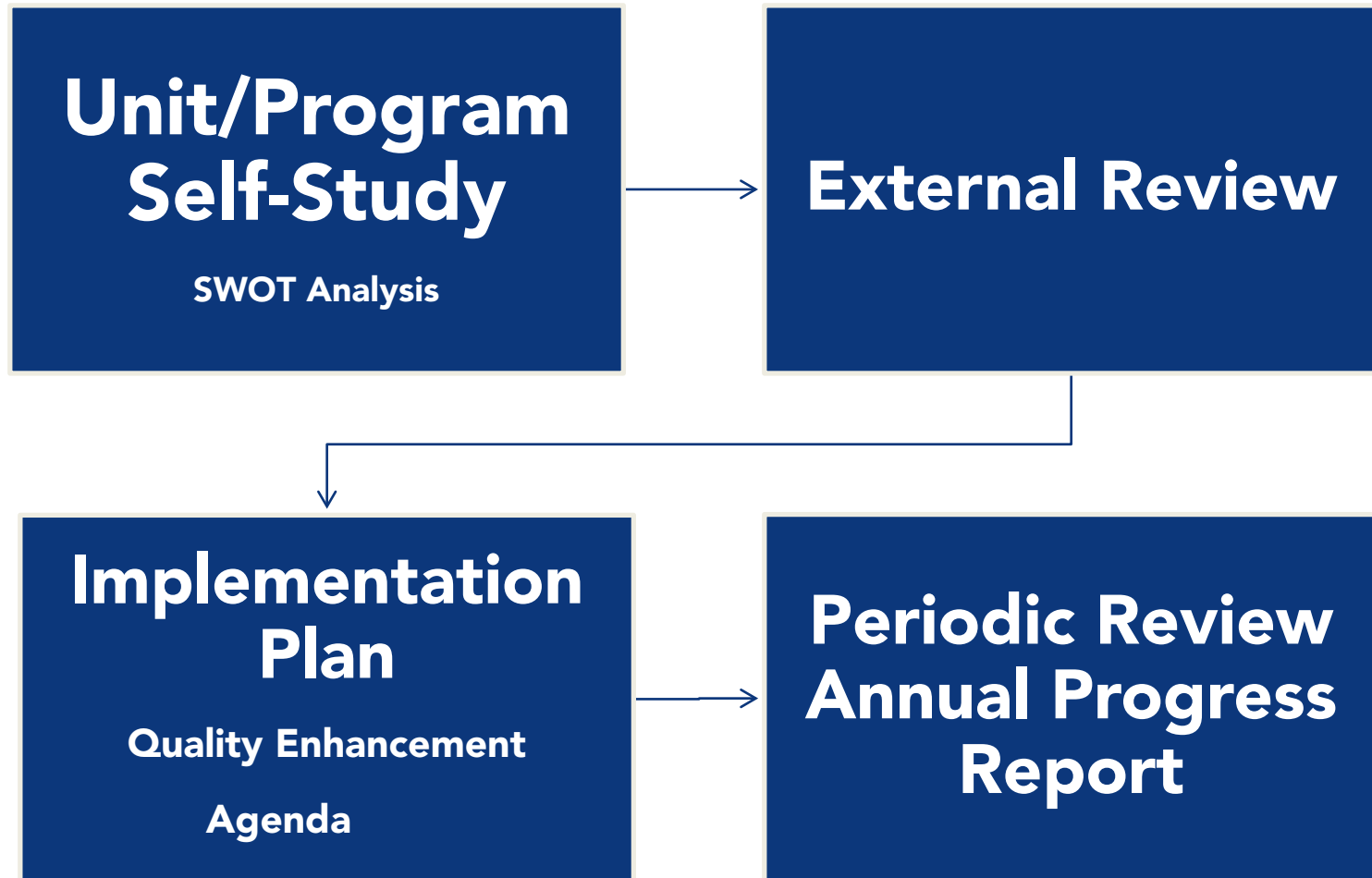


# The Purpose of Periodic Review

Periodic Review Purposes	Planning	Assessment	Budget	Other
University •Governing Regulations I-X •Administrative Regulations •University Senate Rules	✓	✓	✓	<i>IE</i>
State (Legislature, CPE)		✓	✓	
SACS				<i>IE</i>
External Constituencies (e.g., Accrediting Agencies)		✓		



# Four Components of UK's Periodic Review Process





UK's Unit Self-Study Checklist	CPE	SACS	UK	Accredited Units
Centrality to University Mission	√	√	√	√
Program Demand/Unnecessary Duplication	√	√	√	√
Program quality and Student Success	√	√	√	√
Program Resources/ Cost and Funding	√	√	√	√
Input from Affected Constituents	√	√	√	√



<b>UK's Unit Self-Study Checklist</b>	<b>SACS</b>	<b>UK</b>	<b>Accredited Units</b>
Evaluation of Program Effectiveness	√	√	√
Evidence of Program Quality & Productivity	√	√	√
Program Research Activities & Initiatives	√	√	√
Service, Extension and Non Extension Programs	√	√	√
Other Areas: Institutional Impact <ul style="list-style-type: none"><li>• Quality Enhancement Plan (QEP)</li><li>• Community Engagement &amp; Outreach</li><li>• University Assessment of Student Learning</li><li>• University Diversity Plan</li></ul>	√	√	√



# External Review: How does accreditation fit into external review?

- Program Accreditation Reports 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



# External Review for Educational Units

- External Review Committee- comprised for members outside the unit and UK
  - 6-8 Appointed Members
    - Appointed by Provost
    - Appointed by Dean
    - Majority Faculty
      - At least one member from the same discipline external to the university
      - At least one member external to the colleges
  - 1-2 Liaisons, appointed to support external review committee
  - Conducts external review, meets with units and its leadership to discuss preliminary findings, and writes the report.



# External Review for Administrative Units

- External Review Committee- comprised of members outside the unit and UK.
  - External consultant and/or 3-5 Appointed members
    - Appointed by CAO
      - Represent affected constituents & stakeholders external to the unit
      - At least one member external to the University
  - 1-2 Liaisons, appointed to support external review committee
  - Conducts external review, meets with unit and its leadership to discuss preliminary findings and writes report.





# 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 strength and recommendations for quality enhancement.

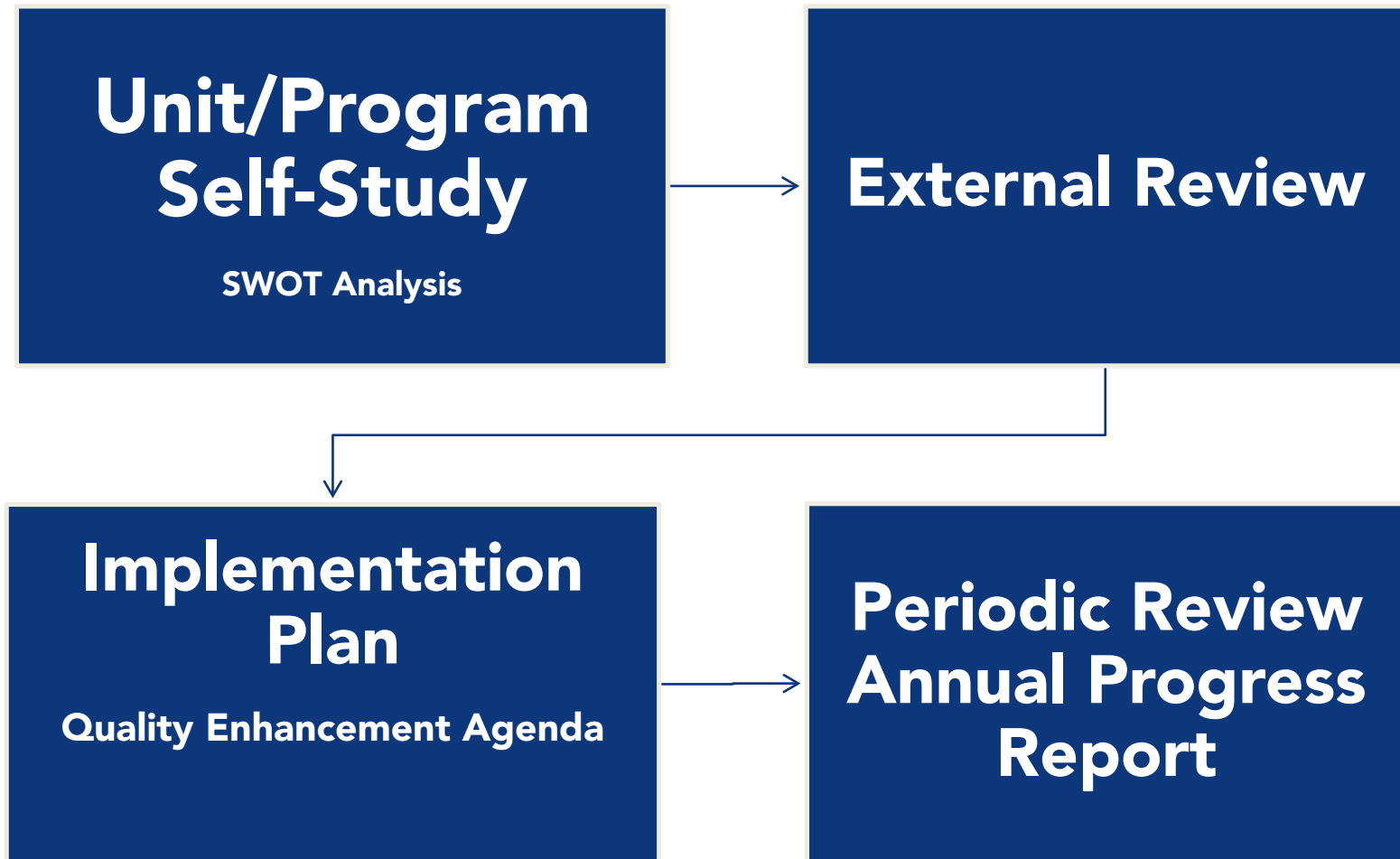


# Four Parts of the ERC Recommendation Report

- 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 pages)
  - Description of the Charge
  - SWOT Summary
  - Summary of findings/results relative to change
- Part 3: Recommendation Report (5-7 pages)
  - Suggested strategies to achieve enhancements
  - Recommended resources
  - Timeline for addressing enhancements
- Part 4: Educational Programs Only
  - Complete CPE Program Review Rubric (attach to ERC Recommendation Report)
  - Must be signed by Committee Chair
  - Attach brief rational (optional)



# Four Components of UK's Periodic Review Process





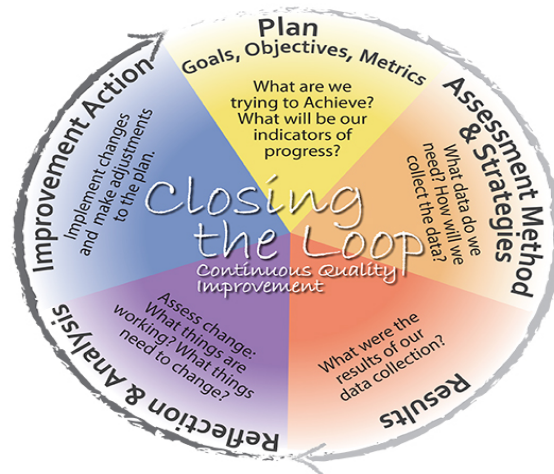
# Implementation Plan

- 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.
- Supports shared governance- developed by unit faculty/staff/and unit head and approved by unit Chief Administrative Officer (CAO).
- Folds into university planning and annual progress reporting.



# Annual Progress Reports

- 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



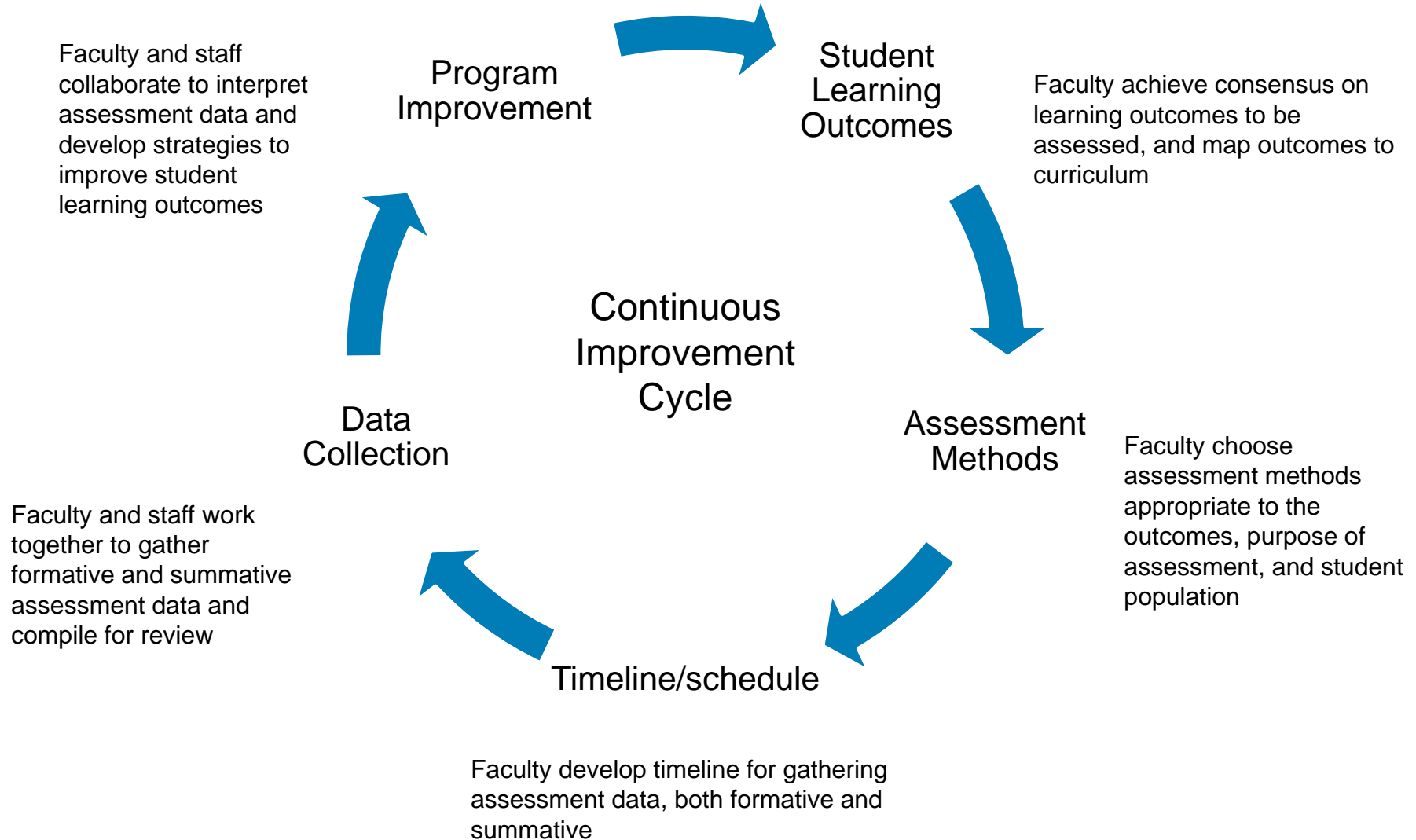
# Student Learning Outcomes (SLOs)

University Assessment





# SLO Assessment Process





# 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 programs 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.





# Steps for Re-Designing a Program Level Assessment Plan

## 7. 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

# Institutional Data Sources





# **Institutional Data Sources: IRAA Sources that Inform Periodic Review**

Institutional Research & Advanced Analytics (IRAA) 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.

Please visit [www.uky.edu/iraa](http://www.uky.edu/iraa) for data sources and assistance from IRAA



# Important Contacts

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