

How Is or Could Assessment Be Connected To Program Review, Planning, and Budgeting?

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From the Ball State Program Review Guidelines:

– ACADEMIC OBJECTIVES OF UNIT

- What are the unit's objectives?
- What evidence is there that these objectives are being met?

– CURRICULUM

- In what way(s) is the unit's curriculum assessed?
- What courses and/or curricular programs have been adopted and/or dropped since the last review? Why?

– STUDENTS

- How are students assessed?



From the Ball State Program Review Guidelines:

- As appropriate, the unit review *may* address the following topics:
 - What do students do when they graduate? For example, how many are employed in related fields or are continuing their education? How many are unemployed? In what way does the program relate to these employment activities? In what ways is the unit active in aiding students with employment opportunities?
 - What do graduates of the program have to say about its composition and worth? What do alumni surveys reveal about the achievements, career success and satisfaction of program graduates?
 - What are the academic standards promoted by faculty, i.e., course requirements, grading patterns and rigor?
 - How has the implementation and assessment of UCC-21 courses affected students?
 - How has the implementation and assessment of immersive learning affected students?
 - How has the implementation and assessment of experiential learning affected students?
 - How has the implementation and assessment of emerging media initiatives affected students?



From the Ball State University strategic plan:

- Goal 1: Ball State University will promote academic excellence among undergraduate and graduate students seeking a rigorous learning experience.
- Goal 2: Ball State University will support and reward faculty and student scholarship of discovery, integration, application, and teaching.



Relating Assessment of Student Learning to Institutional and Program Accreditation

- See Higher Learning Commission criteria and statement on assessment
- How is assessment of student learning used in accreditation in your discipline/profession?



*HLC STATEMENT ON STUDENT LEARNING,
ASSESSMENT, AND ACCREDITATION (2007)*



HLC Fundamental Questions for Conversations on Student Learning

- How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
- What evidence do you have that students achieve your stated learning outcomes?
- In what ways do you analyze and use evidence of student learning?
- How do you ensure shared responsibility for student learning and for assessment of student learning?
- How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
- In what ways do you inform the public and other stakeholders about what students are learning---and how well?



Relating Assessment of Student Learning to Budgeting

- At the institutional level, ICHE is increasingly interested in performance funding approaches that explicitly demonstrate student learning and success.
- At the department/school level, the President and Provost have explicitly instructed the vice presidents and deans to use evidence, such as student learning assessment, enrollments, and faculty workloads, in making resource allocations.



Discussion

