

GUIDELINES FOR PROGRAM REVIEW SELF-STUDY
FOR
CENTERS

SEPTEMBER 2011

Overview of Program Review

At Illinois State University, primary responsibility for maintaining the quality of IBHE-approved Centers resides with center directors and reporting unit administrators. Responsibility for ongoing review of Centers resides with the Academic Planning Committee, an external committee of the Academic Senate. Program Review is carried out in a manner compatible with institutional academic planning mechanisms and guidelines established by the Illinois Board of Higher Education (IBHE).

A results-based program review process has been developed that, while including important measures of input, places primary emphasis on congruency between the Center's objectives and the measurement of achievements (outcomes). At the same time, the program review process encourages the development and maintenance of high-quality programs that are administered efficiently and are consistent with the University's mission. The program review process is designed to help Center staff identify the strengths and weaknesses of the unit and develop a plan for remediation in areas identified for improvement.

Reviews result in recommendations for program development and modification that serve to inform the Department or School, College and University on decisions regarding strategic planning, program focus, resource allocation, staffing plans and center sustainability. The Academic Planning Committee provides these recommendations in summative reports submitted to the Academic Senate, the Illinois State University Board of Trustees and the IBHE.

The IBHE's program review process requires institutions to review programs to monitor quality, identify needed improvements, or make recommendations to boards of control for closure. Beginning in 2006, Illinois State University requires all IBHE-approved Centers to undertake a full self-study review every four years. Under IBHE guidelines, institutions must indicate if the program being reviewed is in good standing or if a follow-up review is needed to resolve concerns regarding program quality. Such programs are "flagged" and reviewed again the following year. Institutions may also temporarily suspend the activities of programs identified as requiring attention sufficient to warrant such action.

Principles of the review process at Illinois State University

1. The program review process requires a thoughtful and critical self-analysis linked to long-term university priorities aligned to *Educating Illinois*, the University's strategic plan. The unit must account for how the Center contributes to the mission of the University and to the goals outlined in *Educating Illinois*.

2. Faculty associated with the Center and staff employed by the Center should fully participate in the self-study process.
3. The unit determines the goals and quality measures that are appropriate for driving improvement in the Center. Further, the unit is responsible for being able to explain its selection of these goals and measures. Units will look nationally to identify peer programs or national standards for each quality measure.
4. The program review document should be outcomes-based to allow an accurate determination of program quality. Report writers must support assertions of quality and excellence with evidence.
5. Centers will demonstrate fiscal accountability through a documented planning process tied to budget decision-making.
6. As part of the review process, the Center's financial records must undergo an audit by University Internal Auditors.

Program Review Process

Self-Study:

The Center initiates the program review process by conducting a thorough self-study. The Center Director typically takes the lead in this process, but may identify a Program Review Coordinator for the self-study process that culminates in a self-study report. Faculty, students and staff who support the Center must participate in the program review self-study process in a meaningful way and documented in the self-study report.

The Center Director should contact the Internal Auditors in late spring to schedule an audit of the Center financial records. The audit findings should be addressed in the self-study report and the actual report from the auditors included as an attachment.

The Associate Provost serves as a liaison to the Center to answer questions about the review process. The Assessment Advisory Council and University Assessment Services also provide guidance in matters of evaluation and assessment. Units may utilize an external consultant to help identify program strengths and areas for improvement.

Report:

The Center will follow the Program Review Self-Study Report Guidelines for Centers approved by the Academic Planning Committee and provided by the Office of the Provost (pp 3-4 of this document).

Committee Review:

The Academic Planning Committee serves as the primary review committee for a unit's self-study review. The Academic Planning Committee may meet with Center staff during their

review period.

Summative Report:

The Academic Planning Committee will write a summative report of the Center which includes recommendations for program development and modification that serve to inform appropriate administrators regarding resource allocation, staffing, or program focus. A draft of the summative report is provided to the director and appropriate dean or administrator for review and comment.

Final Reporting:

The Academic Planning Committee submits the summative reports to the Academic Senate as part of the University's Academic Plan. The Academic Plan then moves forward to the Illinois State University Board of Trustees for approval before being submitted to the Illinois Board of Higher Education. Subsequently, the Provost, in consultation with the President, works with appropriate Deans, Directors and Chairpersons to follow-up on program review recommendations.

Program Review Self-Study Report Guidelines for Centers (maximum 20 pages)

The Program Review report should demonstrate that a lengthy and thoughtful self-study process has occurred. It should be evidential in nature in that programs are critically examined and an assessment of quality occurs. For example, it is not enough to provide lists of seminars or workshops developed, the Center should also provide evidence that the events meet a need, are well attended, are assessed for quality, and are modified as needs change.

- I. **Introduction and Overview:** Introduce the Center by providing an overview of the history of the unit. What was the original purpose for establishing the Center and how have the mission and goals changed from those originally established? This section of the report should also summarize goals and highlight features that are distinctive and demonstrate excellence.
- II. **Centrality:** What are the current goals and objectives of the unit? Is the unit central to the mission of the university? Does the research/public service provided by the unit contribute to instruction of, or service to, students? Does the research/public service provided by the unit contribute to the priorities set forth in *Educating Illinois*?

Per Illinois Board of Higher Education (IBHE) guidelines, the review of a Center must demonstrate how it supports one or more goals of *The Illinois Public Agenda*, the IBHE's Strategic Initiative. Each unit does not have to contribute to every goal, but it must contribute to at least one. For more information about each of the four goals of *The Illinois Public Agenda*, go to the IBHE web site:

<http://www.ibhe.state.il.us/masterPlanning/materials/ExecutiveSummary.pdf>

III. **Quality:** Briefly describe the processes that will provide evidence that demonstrates the quality of the unit. Address the following elements:

- Evidence that the unit supports the university's mission and goals (*Educating Illinois*);
- Evidence that the unit's product or outcomes achieve stated objectives;
- Evidence of national reputation and description of other established units to be used for benchmarking;
- Determination of organizational effectiveness;
- Faculty and staff qualifications and reward structures;
- Determination of adequate support staff, equipment, and other resources;
- Use of results from evaluations to improve the unit's effectiveness.

Include as an appendix the formal assessment plan developed to ensure that the center is meeting its goals and fulfilling its mission and to continually evaluate the quality of center programs and activities.

IV. **Unit Outcomes:** What targets have been set to assess the unit's success in achieving objectives? Among others, specific performance measures might include:

- Expected research and/or public service products;
- Ratio of external to internal funding for the unit;
- Impact of this unit on national, state, regional, and local area organizations, business, or communities;
- Collaborative research product that promotes the Illinois economy.
- Faculty (and student if applicable) involvement in Center activities.

V. **Resources:** Provide a narrative overview of the center's budget and describe processes to ensure Center sustainability. As part of the review process, the Center's financial records must undergo an internal audit. Address the following elements in the Program Review Report:

- Number of students, business, industries, and/or other clients to be served by this unit;
- Significant changes since the last review (or establishment of the Center) in personnel/operating budget, staffing patterns and funding sources;
- Sources of external funding;
- Budget planning processes and plans for on-going funding of the center from external sources.

The Center should also attach an audit report from the internal auditors to the program review report.

VI. **Productivity:** What steps have been taken to improve the productivity of this unit? Are similar research or public service activities conducted by other units? Are there opportunities for improving collaboration among units or consolidating units? What

investments and/or costs savings (annual and five-year projection) resulted from the review of this program? Is the campus kept informed of center activities in a meaningful and deliberate way?

- VII. **Executive Summary:** Summarize (in one paragraph per heading) each of the main headings of the program review document.

Timeline for Fall 2012 Report Submission

Date	Activity	Responsibility
October, 2011	Meeting with Center Director re: program review guidelines	Associate Provost
October, 2011 – August, 2012	Center faculty/staff conduct program review self-study	Center Director
September 15, 2012	Program Review Self-Study Report due to appropriate Dean’s Office	Center Director
October 1, 2012	Program Review Self-Study Report due to Office of the Provost	Dean
November, 2012	“Site-visit” interviews with Center Director and/or staff (if needed)	Associate Provost APC
November, 2012 – January 2013	APC writes Summative Reports	Associate Provost APC
February 1, 2013	Summative Reports draft distributed to Center Director and Dean	Associate Provost
February, 2013	APC meets with Center Director and Dean to review Summative Report draft	Associate Provost
March 1, 2013	Summative Report drafts due to Provost for review	Associate Provost
March, 2013	APC writes final Summative Report	Associate Provost APC
April 1, 2013	Summative Reports (as part of Academic Plan) provided to Academic Senate	Provost Associate Provost University Planner
July, 2013	Summative Reports (as part of Academic Plan) provided to Board of Trustees	Provost Associate Provost University Planner
August, 2013	Summative Reports provided to IBHE	Provost Associate Provost