

Academic Program Review at Illinois State University

PROGRAM REVIEW OVERVIEW

For Research and Service Centers Submitting Self-Study Reports Fall 2019

INTRODUCTION

Primary responsibility for maintaining the quality of each of the 10 research and service centers at Illinois State University recognized by the Illinois Board of Higher Education (IBHE) resides with the center director and with administrators in the unit to which the center reports. Responsibility for ongoing review of centers at Illinois State 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 state guidelines.

State statutes and associated administrative code promulgated by IBHE requires public universities in Illinois to review their IBHE-authorized research and service centers at least once every eight years. Illinois State University reviews each of its research and service centers once every four years. An outcomes-oriented program review process has been developed at Illinois State that emphasizes congruency between center objectives and outcomes, contributions of the center to student learning, and fiscal sustainability. The review process is intended to help center staff identify strengths and weaknesses of the unit and to develop plans for aspects of the center identified for improvement.

Reviews of research and service centers at Illinois State result in recommendations from the Academic Planning Committee that serve to inform the centers, the units to which each center reports, and the University on decisions regarding strategic planning, program focus, resource allocation, staffing, and sustainability. In accordance with state guidelines, the Academic Planning Committee recommends one of three outcomes for each center it reviews: Program in Good Standing, Program Flagged for Review, or Program Placed in Temporary Suspension Status (requires prior IBHE approval). The Academic Planning Committee provides its recommendations in summative reports submitted to the Academic Senate, Board of Trustees, and IBHE.

Information regarding program review at Illinois State, including review of research and service centers, is available on the Office of the Provost website. The website also identifies the program review status of each academic program and center and includes a link to its latest program review summary. See <http://http://provost.illinoisstate.edu/academic/program-review.shtml>.

PROGRAM REVIEW PRINCIPLES

1. Goals and quality measures for research and service centers at Illinois State University are established by center administrators working with center stakeholders. The goals and quality measures provide the framework for the center review.
2. Goals adopted by each research and service center are consistent with priorities articulated in *Educating Illinois* (the university strategic plan) and *The Illinois Public Agenda* (the strategic plan for higher education in the state).
3. Review of research and service centers occurs in an environment that encourages and values honest, critical, and productive analysis among all participants in the process at all levels.
4. Review of research and service centers is outcomes-based, evidence-based, and forward-looking.
5. Review of research and service centers involves input from multiple stakeholders, all of whom are provided meaningful opportunities to contribute.
6. Each research and service center at Illinois State University looks nationally to identify one or more aspirational centers for each quality measure adopted by the center. Through study of aspirational centers, center staff and stakeholders identify ways to further improve center operations and outcomes.

INTERNAL AUDIT

The Office of Internal Auditing at Illinois State University is responsible for auditing center operations in conjunction with program review. In early Fiscal year 2020 (July-August 2019), the Office of Internal Auditing will survey each center scheduled to submit a program review self-study report in fall 2019 to assess the need for a full audit of the center. Based on survey responses, Internal Auditing will decide whether to conduct a full audit that fiscal year or to defer a full audit until the subsequent four-year program review. Factors considered by Internal Auditing in determining the need for a full audit include, but are not limited to, the date of the prior center audit; findings from the prior audit and subsequent actions taken by the center in response to those findings; the record of center audits conducted by entities other than Internal Auditing; center funding sources and amounts; and management, personnel, and program changes since the prior audit. Audits conducted by Internal Auditing focus on operational processes of the center, both fiscal and non-fiscal, and address both compliance with institutional policies and procedures and opportunities for achieving greater operational efficiencies. Internal Auditing submits preliminary findings to the center director before the audit report is finalized. Reports are intended for internal (administrative) use only.

TIMELINE

Date	Activity	Responsibility
Fall 2018	The center director meets with the Associate Provost to review the self-study process.	Associate Provost Center director
Spring/Summer 2019	Center faculty/staff conducts the self-study.	Center director
July-August 2019	The center director receives, completes, and returns a risk assessment survey conducted by the Office of Internal Auditing.	Center director Director of Internal Auditing
September 2019	The center director receives results of the audit risk assessment conducted by the Office of Internal Auditing, including a decision whether a full audit will be conducted during this program review cycle or deferred until the next four-year program review.	Center director Director of Internal Auditing
September 1, 2019	The self-study report is due to the department/school to which the center reports (if applicable).	Center director
September 15, 2019	The self-study report is due to the college to which the center reports (or, if applicable, to the liaison in the Office of the Provost).	Chairperson/director (if applicable) or center director
October 1, 2019	The self-study report is due to the Associate Provost.	Dean Provost liaison (if applicable)
October 2019 – March 2020	The Academic Planning Committee reviews the self-study report and requests additional information from the center director as needed. The Academic Planning Committee drafts a summative report with recommendations.	Associate Provost Academic Planning Committee
February-March 2020	If a full audit of the center has been conducted by the Office of Internal Auditing, that office sends preliminary and final audit results to the center director and to the Associate Provost. The Associate Provost may review audit findings with Internal Auditing, the center director, and representatives of the unit to which the center reports.	Director of Internal Auditing Center director Associate Provost
April 2020	The summative report draft is distributed to the center director and the administrator(s) to which the center reports.	Associate Provost
	The Associate Provost and members of the Academic Planning Committee meet with the center director and the administrator(s) to which the center reports to discuss the draft summative report.	Associate Provost Academic Planning Committee Center director
	The summative report is finalized and is incorporated into the draft Academic Plan.	Associate Provost Academic Planning Committee
May 2020	The draft Academic Plan, including the summative reports, is reviewed by the Academic Senate.	Provost Associate Provost
July 2020	The draft Academic Plan, including the summative reports, is reviewed by the Board of Trustees. The Board approves the plan as presented or amended.	Provost Associate Provost
	The Academic Plan and the summative reports are submitted to IBHE.	Associate Provost

REPORT CONTENT

Section I: Self-study process

1. **Process:**
Briefly describe the process used by the center to conduct its self-study.

Section II: Introduction and overview

1. **Administrative Structure**
Describe the administrative structure of the center. Include an organizational chart.
2. **Center Staff and Faculty**
Identify faculty and staff members who report directly to the center director and those who are affiliated with the center but report to units external to the center.
3. **History of the Center**
Provide an overview of the history of the center, including a description of its original purpose.
4. **Mission, Goals & Objectives**
What are the mission, goals, and objectives of the center at this time?
5. **State and National Comparisons**
How does the center compare with similar centers in the state and nation?
6. **Diversity and Inclusion**
Define underrepresented populations pertinent to faculty and staff in the discipline (e.g., race/ethnicity, gender). Then describe goals for faculty and staff diversity in the center, actions taken toward meeting those goals, and outcomes of those actions.
7. **Strategic Plan**
Include the current strategic plan for the center in an appendix to this report.

Section III: Alignment with *Educate • Connect • Elevate: Illinois State*

1. ***Educate, Connect, Elevate: Illinois State* Alignment**
How does the center contribute to goals and strategies set forth in *Educating Illinois*?
See <https://strategicplan.illinoisstate.edu/>.
2. **Student Learning**
How do center initiatives contribute to student learning at Illinois State University?

Section IV: Assessment

1. **Assessment Strategies and Methods**
Describe strategies and methods used by the center to assess whether the center is achieving its objectives, meeting its goals, and fulfilling its mission. Include the assessment plan for the center in an appendix to this report.

2. Assessment Targets

What targets has the center set to assess progress toward achieving its objectives?

NOTE: Examples of targets include expected research and/or public service products; collaborative research products that promote the well-being of the state; impact of the center on national, state, regional, or local organizations, businesses, or communities; faculty or student involvement in center activities; or ratio of external to internal funding.

Section V: Accomplishments

Describe the major accomplishments of the center since its last program review relative to center goals and objectives identified in Section II and targets identified in Section IV.

Section VI: Resources

Provide a narrative overview of the center budget. In the narrative describe significant changes in the budget, funding sources, operational expenses, and staffing since the last review.

Section VII: Response to previous program review recommendations

List each recommendation from the prior four-year center review, followed by a brief description of discussions of them by center staff, any actions subsequently taken, and their outcomes.

Section VIII: Major findings of this self-study

Summarize the state of the center based on findings from this self-study. What aspects of the center are working well? What aspects could be improved?

Section IX: Initiatives for the next program review cycle

Describe initiatives planned for the next four years based on findings of this self-study.