

Assessment & Review of Graduate Programs

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Council Of Graduate Schools

New Deans Institute

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Assessment and Review

- **Outline of Presentation**
 - **Why review/assess graduate programs**
 - **NC State's transition to outcomes based assessment**
 - **The new assessment/review process**

Why Review/Assess Graduate Programs

- **What are the Drivers?**
 - **External**
 - **Internal**

Why Review/Assess Graduate Programs

- External Drivers
 - Improvement in the quality of graduate education
 - To help satisfy calls for accountability
 - Especially at the State level
 - Requirement for regional accreditation, licensure, etc

Why Review/Assess Graduate Programs

- Internal Drivers
 - Meet short-term (tactical) objectives or targets
 - Meet long-term (strategic) institutional/departmental goals
 - Funding allocation/reallocation

Graduate Program Review at NC State University

Prior to 2004

- 10 year review cycle
- Components
 - Internal self-study
 - External “team” review
- Review team report – oral & written

Graduate Program Review at NC State University

Prior to 2004 (Cont'd)

- **Program response prepared**
- **Administrative Meeting**
 - **Graduate Dean, Provost, Vice-Chancellor for Research, College Administration, Department Head, Director of Graduate Programs, Review Team Chair**

Questions About Graduate Program Review at NC State

- Do each of our degree programs have clearly defined outcome goals?
- Are they measurable or observable?
- Do we obtain data to assess the achievement of degree program outcomes?
- Do we use assessment results to improve programs?
- Do we document that we use assessment results to improve programs?

Revising the Process

- Appointed a Task Force - Made up of Stakeholders
 - Study/revise the existing process
 - Evaluate purpose and goals of review
 - Examine Protocols
 - **Continuous**
 - **Outcomes-based**
 - **Effective Use of Outcomes**

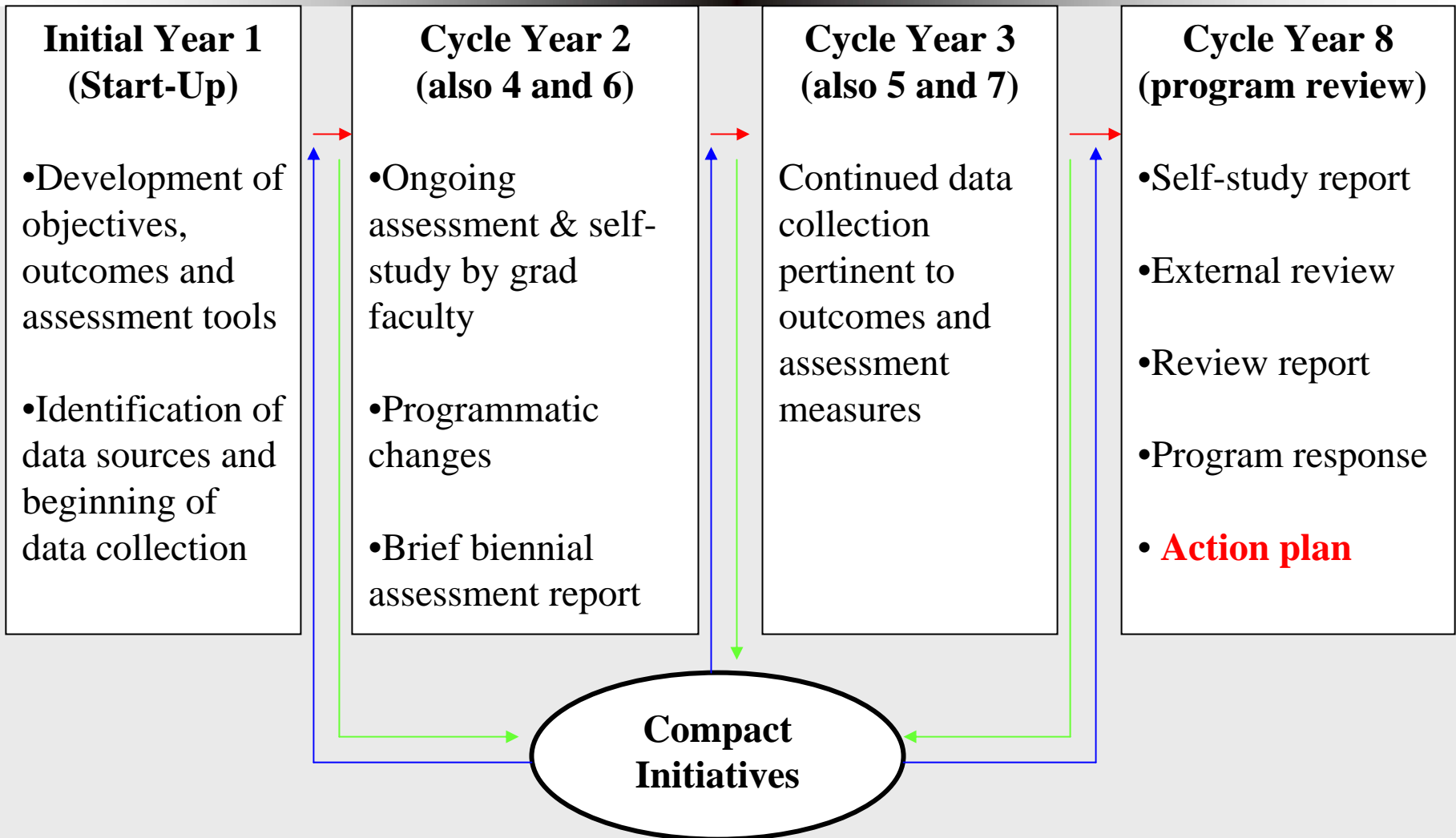
The New Graduate Program Review at NC State University

- **Continues the traditional external review program on an 8 year schedule**
- **Requires each program to:**
 - **Develop program specific objectives and outcomes**
 - **Develop an assessment plan outlining the assessment activity(s) they will conduct annually**
 - **Complete a biennial assessment report that is submitted on-line**

The New Graduate Program Review at NC State University

- **Increases efforts relative to follow-up after the graduate program review – assesses progress on recommendations**
 - **Ties the annual assessment and biennial reports to the external review by incorporating the changes made as a result of assessment into the self-study**
 - **Results in the development of an “Action Plan”**
 - **Agreed upon by University, Graduate School, College and Department Administration**

Revised Review Process



The Graduate School's Role in the New Assessment Process

- Provide the training necessary for programs to implement these changes
 - **Objectives, outcomes, assessment plans**
- Assist in data collection for assessment plans
- Develop managerial tools

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Objectives and Outcomes

- Objectives: general, indefinite, not intended to be measured; they set the overall agenda for the program
- Outcomes: specific, definite, intended to be measured; they establish the particular means by which the agenda is achieved

Outcomes-Based Assessment

- Shift to student learning centered concerns
 - “What do we want our students to know?”
 - “How well does the program promote learning?”
- Moves from the “quality” of presentation to “How well did the student learn it?”
- Assesses achievement of the outcomes on a continuous rather than episodic basis

Benefits of Assessment Planning Process

- Gives faculty a voice in defining the program and thus a stake in the program
- Gives faculty an investment in assessing the program
- Provides faculty-approved indicators for gauging and improving the effectiveness of the program

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Creating an Assessment Plan: Four Data Related Questions

1. What data should we gather for assessing outcomes?
2. What are the sources of the data?
3. How often are the data to be collected?
4. When do we analyze and report the data?

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Managerial Tools Created for Program Review - Website

NC State Graduate School Program Review Homepage - Microsoft Internet Explorer provided by Network & Client Services

File Edit View Favorites Tools Help

Address http://www.fis.ncsu.edu/grad_publicns/program_review/ Go Links

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Program Review

- ▶ [Description of the Graduate Program Review Process](#)

Formal Review of Graduate Programs

- ▶ [Graduate Program Review Schedule 2003-2012](#)
- ▶ [Purpose and Process of Formal Reviews](#)
- ▶ [New self-study guidelines](#)
- ▶ [Self-Study Faculty CV's: Template](#)
- ▶ [Agenda Guidelines](#)
- ▶ [Graduate Program Review Committee: Responsibilities](#)

Continuous and Ongoing Assessment of Graduate Programs

- ▶ [Biennial Reporting Guidelines](#)
- ▶ [Graduate Program Assessment Pilot: Objectives and Outcomes](#)
- ▶ [Developing Objectives and Outcomes for Graduate Programs](#)
 - ▶ [Assessing Graduate Programs: Outcomes-Based Assessment](#)
 - ▶ [Procedure for Developing Outcomes](#)
 - ▶ [Questions for Brainstorming](#)
 - ▶ [Creating an Assessment Plan](#)
 - ▶ [Assessment Data, Plans, and Rubrics](#)

Presentations

- ▶ [Graduate Program Review: Where we are, where we are headed and where we are going](#)

Alumni Association, Campaign for NC State Students, Related Info

Internet

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Summary: Keys to Success

- The faculty should want to do this process
- The faculty must use the information collected
 - Demonstrate change as a result of findings
- The institution must use the information collected
 - It should somehow tie to resource decisions

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