Institutional Effectiveness & Analytics Support of the Academic Program Review Self-Study

Institutional Effectiveness and Analytics (IEA) *formerly Institutional Research & Effectiveness* can provide some data support for programs completing a self-study through the Academic Review Process. There are five distinct sources of support that IEA provides to departments, schools or programs completing their self-studies:

1. Academic Program Review OBIEE Reports
2. IEA Website Sources
3. Analytics & Decision Support (ADS) (under development)
4. Assessment Clearinghouse
5. OHIO Outcomes

**Academic Program OBIEE Reports**

IEA has designed specific reports in OBIEE to provide data support for the self-study. These reports are formatted for the current seven years of reporting for the self-study and are updated each year for this process. Current reports include degrees awarded, class completion rates, class headcount enrollment and credit hours, program student enrollment and faculty and employee headcount. Reports are not static and provide some dynamic reporting abilities such as but not limited to pulling in demographic information such as campus, race/ethnicity, sex, and class rank. <https://obiprd.oit.ohio.edu/analytics/>

**IEA Website Static Reports**

IEA produces the Compendium of Planning Information static reports which provide descriptive data on various indicators for colleges and department/schools. The Compendium is updated annually and is available in two formats – one organized by type of indicator (section) and one organized by college and department/school (profile). It contains seven years of the most current data available. <https://www.ohio.edu/instres/compendium/INDEX.HTML>

**Analytics & Decision Support (ADS)**

ADS is a transactional tool for reporting and decision support. Currently, ADS is under development and access will be provided in phases. The Admissions dashboard in ADS provides insights into applicants and key metrics of the admissions cycle. Until ADS is fully implemented admissions dashboard information specifically for the Academic Program Review Self-Study process can be requested by contacting Joni Wadley, Senior Director for Institutional Effectiveness by email or Microsoft teams at [schallej@ohio.edu](mailto:schallej@ohio.edu) or by phone at (740) 593-1054.

**Assessment Clearinghouse**

The Program Outcomes Assessment portion of the Assessment Clearinghouse is the centralized collection and storage of program learning outcomes assessment reporting for the University that was developed in response to Higher Learning Commission feedback during our 2015 Comprehensive Review. <https://www.ohio.edu/instres/assessment/student-outcomes> The Assessment Clearinghouse process was designed to work in partnership with the Academic Program Review process. Academic programs provide annual program outcomes assessment reports to the Assessment Clearinghouse, which enable the programs to be prepared for seven years of student outcomes assessment reporting when it is time for their self-study. If programs have annually provided their reports to the Assessment Clearinghouse the programs can find the answers to self-study questions in the corresponding reporting component of the Assessment Clearinghouse as mapped in this table:

**Annual Student Learning Outcomes Assessment Reporting Components Mapped to Relevant UCC Academic Program Review Self-Study Questions**

|  |  |
| --- | --- |
| **Assessment Clearinghouse Annual Reporting Component1** | **Academic (Seven-Year) Program Review Questions2** |
| 1. Student Learning Outcomes | What are the learning outcomes of the program? (3.b.i.&4.b.i.)  What are the expectations for student advising, and how are those expectations communicated to faculty and students? (3.a.iv.&4.a.iv.) |
| 1. Assessment Plan | How do you know what students have learned?(3.c.&4.c.)  How does the curriculum support the learning outcomes?(3.c.iv&4.c.iv.)  How is student achievement of learning outcomes measured?(3.c.i.&4.c.i.)  What measures does the program use to assess the curriculum?(3.c.v.&4.c.v.)  How is advising being assessed?(3.a.v.&4.a.v.)  How are co-curricular activities (learning communities, student research/creative activity, internships, education abroad, etc.) integrated into the curriculum?(3.c.vii.)  What innovative teaching methods, including the incorporation of technology, are being used to support students’ achievement of the learning outcomes?(3.c.viii.&4.c.viii.)  What measures does the program use to assess its teaching methods?(3.c.ix.&4.c.ix.) |
| 1. Evidence of Student Learning | What evidence (direct and indirect) does the program have to support that students are achieving learning outcomes?(3.c.ii.&4.c.ii.)  What is the effectiveness of the program as indicated by student research awards, the placement of students (in careers, internships, graduate programs, etc.) or other measures appropriate to the discipline?(3.c.x.&4.c.x.) |
| 1. Use of Student Learning Evidence | How are the findings from these assessments being used to make improvements in the program related to student learning?(3.c.iii.&4.c.iii.)  How are the findings from curricular assessment used to make improvements in the curriculum since the last review? Which areas still need improvement?(3.c.vi.&4.c.vi.)  How are the findings from these assessments being used to make improvements in the program related to student learning?(3.c.iii.&4.c.iii.)  How are the findings from these assessments being used to make improvements in teaching methods since the last review?(3.c.ix&4.c.ix.)  How have findings from advising assessment been used to make improvements in advising since the last review?(3.a.vi.&4.a.vi.)  Formulate an action plan to address the main areas for improvement before the next review. Who will oversee this process? What are the benchmarks for reporting progress? (7.a.&7.b) |

1All four components are to be addressed by academic units when submitting annual update reports. 2Academic program review questions are mapped to the annual update reporting components to assist departments in using the program review self-study process to develop their annual update reports. Answering every program review self-study question is not a requirement, but rather a guide.

**OHIO Outcomes**

Retention, graduation, and outcomes all provide indicators with regards to student achievement at Ohio University. Retention and graduation rates as well as time-to-graduation reporting by academic program is available in Retention and Graduation from University Dashboard in OBIEE <https://obiprd.oit.ohio.edu/analytics/>

Through a collaborative effort between IEA and the Career and Leadership Development Center (CLDC), IEA has developed an OHIO Outcomes dashboard to track and report the outcomes of all our graduates about one year after graduation. This dashboard contains longitudinal results of tracking our graduates through multiple data sources to report employment and further education information on each graduating cohort. Add link here when available

**IEA Staff Support**

While our data sources are designed to be self-service, IEA also offers staff support for the Academic Program Review Self-Study process. Whether, you have questions about any of our data sources or need assistance on using one of the IEA OBIEE reports please reach out to Joni Wadley, Senior Director for Institutional Effectiveness by email or Microsoft teams at [schallej@ohio.edu](mailto:schallej@ohio.edu) or by phone at (740) 593-1054.