Targeted Issues Checklist for Academic Programs and Support Units

**NAME OF PROGRAM OR UNIT:** Insert name of program or unit

**REVIEW DATE:** Insert date of PECC review

**Mission:** To ensure quality assurance, the Sullivan University Planning and Evaluation Coordinating Council (PECC) systematically evaluates and assesses institutional effectiveness processes and their data- and values-driven results as presented by members of the Sullivan University community. Presenting members are primarily responsible for academic programs, academic support functions, student support functions, and administrative support functions. Institutional effectiveness processes focus on:

(A) alignment with the Sullivan University mission, goals and outcomes;
(B) consistency with Sullivan University’s seven-step continuous improvement circle (CIC), concerning the following:
   1. Through an ongoing, integrated, and institution-wide research-based planning and evaluation process, identify outcomes and goals that coincide with the mission;
   2. Identify appropriate measurement instrument(s);
   3. Through research-based evaluation processes, gather data;
   4. Analyze, evaluate and interpret data;
   5. Make plans for improvement based on analyses of data;
   6. Implement plans for improvement; and,
   7. Evaluate and measure implemented plans to “close the circle.”
(C) achievement or progress toward desired results in accomplishing its mission; and,
(D) satisfaction of various constituencies with our processes and graduates.

**Function:** Composed of senior-level university and academic administrators, the PECC evaluates academic and administrative areas with this checklist, which describes all of the activities to be evaluated and helps determine if expected progress or improvement has been demonstrated. The evaluation checklist provides a single document to describe the findings based on PECC reviews of the academic programs, academic support functions, student support functions, and administrative support functions of Sullivan University. Additionally, this checklist is designed to ensure that all planning and evaluation functions are carried out in a timely and effective manner and that academic, academic support, student support, and
administrative support areas meet these various requirements (“targeted issues”). This checklist is not a substitute for addressing these issues on a departmental basis but serves as assurance that the academic program or support unit and the PECC have addressed specific issues.

Part 1. Required of all Academic Programs and Support Units

**Evaluation of Assessment Plan:** The academic program or support unit has an assessment plan and systematically carries out assessments as proposed in its assessment plan by using an evidence-based approach consistent with the Sullivan University Continuous Improvement Circle (CIC) methodology. In the case of academic programs, the assessment plan includes clearly-defined and measurable student learning outcomes (SLOs) mapped to the content of specific courses.

**EVIDENCE**

Insert statement from the Director of Institutional Research affirming the effective implementation of the program’s assessment plan or commenting on any concerns regarding the assessment plan and its implementation. Also append the assessment report on file with the Director of Institutional Research.

**Alignment of Mission:** The academic program or support unit has a clearly defined mission which is effectively aligned with the mission of Sullivan University.

**EVIDENCE**

Insert academic program or support unit mission and demonstrate alignment with the mission of Sullivan University. If the academic program or support unit mission has not changed since the last appearance before the PECC, begin the narrative with the statement, “No change in mission.”
**Goals or Objectives:** The academic program or support unit has established clearly-defined and measurable goals or objectives that are directed toward the accomplishment of its mission. These goals or objectives are included in its assessment plan. The academic program or support unit is assessing its performance relative to those goals or objectives. For academic programs, these goals or objectives include appropriate program-level student learning outcomes (SLOs). Disaggregate assessment results by campus and division wherever appropriate.

**EVIDENCE**
Insert academic program or support unit goals or objectives and assessment results relevant to those goals or objectives. The following table is offered as a suggested format, but feel free to change this if an alternative format would work better for your program or unit.

<table>
<thead>
<tr>
<th>Goal or Objective</th>
<th>How Assessed</th>
<th>Assessment Results</th>
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**Satisfaction of Key Constituencies:** The academic program or support unit has identified key constituencies and is assessing the satisfaction of those key constituencies with its programs, services, or functions. In line with the Sullivan University “I Care” initiative, Sullivan University students will be considered (in almost every case) to be a key constituency. For all programs and units where relevant Student Satisfaction Inventory (SSI) results are available, this assessment should include an analysis of those results.

**EVIDENCE**
Insert evidence of the satisfaction of key constituencies. The following table is offered as a suggested format, but feel free to change this if an alternative format would work better for your program or unit.

<table>
<thead>
<tr>
<th>Key Constituency</th>
<th>How Assessed</th>
<th>Satisfaction Assessment Results</th>
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**Culture of Continuous Improvement:** The academic program or support unit actively and intentionally applies the seven-step Sullivan University Continuous Improvement Circle (CIC) methodology in the review and assessment of its activities and outcomes. This Culture of Continuous Improvement embraces a Culture of Assessment and a Culture of Informed Action whereby activities and outcomes are assessed and evaluated and the resulting empirical evidence leads to data-driven plans for improvement. The Continuous Improvement Circle is simultaneously closed and reinitiated by the subsequent assessment of these new plans for improvement.

**EVIDENCE**

Insert evidence of engagement with the Culture of Continuous Improvement. The table on the next page is offered as a suggested format, but feel free to change this if an alternative format would work better for your program or unit.
EVIDENCE

Use this table, or an alternative format, to demonstrate engagement with the Culture of Continuous Improvement.

<table>
<thead>
<tr>
<th>Activity or Outcome (or Prior Improvement)</th>
<th>How Assessed</th>
<th>Assessment Results</th>
<th>Plan for Improvement (or Steps Taken to Produce Improvement)</th>
<th>Assessment of Steps Taken to Produce Improvement</th>
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Notable Initiatives or Accomplishments: The academic program or support unit has actively and creatively embraced opportunities to demonstrate mission-relevant excellence in settings that expose Sullivan University to a larger external audience or that are significantly above and beyond the previous activities of the program or unit.

Evidence
No response is required on this point. If, however, your academic program or service unit has notable initiatives or accomplishments it would like to share with the senior leadership, this is your opportunity.

Part 2. Required of Academic Programs only

Appropriateness of Curriculum: The academic program maintains a curriculum which is appropriate to the level and purpose of the program and promotes the development of critical thinking, effective verbal and written communication, computer literacy, and team work as well as an appreciation for life-long learning, cultural diversity, and the expression of professionalism in all activities. At the graduate level, the academic program promotes a culture of research.

Evidence
Insert evidence of appropriate curriculum. If the curriculum has not changed since the last appearance before the PECC, begin the narrative with the statement, “No change in curriculum.”
**Quality of Teaching and Learning Methods:** Faculty of the academic program possess educational, experiential, and distance learning qualifications for the classes they teach and emphasize the process of learning as well as the assimilation of knowledge and skills. Undergraduate faculty understand and use active, collaborative, experiential, and problem-based learning strategies to enhance assimilation of SLOs. Graduate faculty understand and use these learning strategies while also practicing in a scholarly research environment. All faculty engage in appropriate professional development activities.

**Evidence**
Insert evidence of quality of teaching and learning methods. If teaching and learning methods have not changed since the last appearance before the PECC, begin the narrative with the statement, “No change in teaching and learning methods.”

**Quality of Technology:** The academic program uses technology (equipment and software) similar to that used in the career for which students are preparing. Technology use enhances student learning and is appropriate for meeting the objectives of the program. Students are afforded access to and training in the use of these technologies.

**Evidence**
Insert evidence of the effective use of appropriate technology. If technology has not changed since the last appearance before the PECC, begin the narrative with the statement, “No change in technology.”

**Programmatic Accreditation:** The academic program is accredited by a programmatic accreditation body (if such a body exists).

**Evidence**
Insert name and address of programmatic accreditation body.