Budget For Assessment Projects

- 33% of Institutions require programs to provide brief explanations of established budgets for their program review budget.
- Institutions with good practices expect outcome-based assessment budgets to be a part of the overall program budget.
- Difficulty sometimes in separating budgets for evaluating student learning from institutional budgets.
- Administrative programs have difficulty separating costs to evaluate services compared to delivering services as a result of assessment practices being embedded in the day-to-day.
- Separate budgets may be required for benchmarking tools or external evaluators if not furnished through a central program review budget.

Budget to Deliver/Outcomes

- 13% of Institutions require programs to provide brief explanations of established budgets for their program review budget.
Outcomes Based Academic and Co-Curricular Program Review - Issues of Student Learning

Budget to Deliver/ Outcomes continued

- Programs outline budgets for delivery of recommended improvements
- Ensure proper funding for expected implementation practice or projects have been planned
- Decisions and Recommendations from assessment results may be more successful as a result of their being a plan to fund the implementation

Budget To Deliver/ Implement Decisions for Improvements

- 20% of Institutions require programs to provide brief explanations of established budgets for their program review budget
- Proposed budget help decision makers prioritize budget allocations and reallocations based on outcomes-based improvements
- Helps decision makers allocate program and institutional resources by having results, recommendations, plans for improvements, and estimated costs for improvements
Major Transformations Needed to Benefit from Purposeful Reflections Brought About by Outcomes-Based Program Review

Higher Education Financing

- Consider how higher education is financed & how the allocation financing higher education hinders conversations of improvement of student learning
- Public Institutions usually receive funding based on headcount, seat time, or credit hour production. This model does not:
  - Recognize Quality of Student Learning (how well or how much students learn)
  - Recognize Costs Differentials for Improving Student Learning
  - Embedding Faculty Research Expertise in the Curriculum
- Institutions should allocate money from governing agencies based on: (1.) Programs engaged in Quality Evaluation; (2.) Programs with identified Means of improvement
- Criteria should be based on:
  - What is trying to accomplish be as an institution
  - Units moving the institution forward, aligning with the mission w/o sacrificing general education quality and ADA compliance
Major Transformations Needed to Benefit from Purposeful Reflections Brought About by Outcomes-Based Program Review

Higher Education Financing continued:

- Resource allocations based on recommendations of improvements encourages employees to actively engage in evaluating & improving their programs to receive funding

Model for Hiring Faculty and Administrators

- Consider model that hires faculty and administrators with the expectation that they must genuinely engaged in outcomes-based assessment.
- Position Descriptions should include expectations of evaluation skills & behavior.
- Criteria for performance evaluation would then be based on the extent and level of quality that program evaluations were completed.
- Focus would be based on the quality practice of program evaluation and opportunities for further professional development.