



EDUCATIONAL PROGRAMS

**Program Review:
Comprehensive and
Sustainable Approaches for
Educational Effectiveness**

November 16, 2017

University of San Francisco, San Francisco, CA

Resource Binder

MARK YOUR CALENDARS 2017-2018 EDUCATIONAL WORKSHOPS

WASC Senior College and University Commission is pleased to announce a selection of educational programs for 2017-18. Developed by regional and national experts, they cover topics of vital interest to all higher educational institutions – and particularly to those in the WSCUC region. They are entirely optional, but our hope is that member institutions will find them of service. WSCUC staff will be present at each session to answer any questions related specifically to WSCUC accreditation expectations.

- ★ **Assessment 101: Meaningful Assessment for Student Learning**
October 26, 2017. Mills College, Oakland, CA
- ★ **Analytics for Academics: Producing Actionable Information about Students and Learning to Improve Effectiveness**
October 27, 2017. Mills College, Oakland, CA
- ★ **NEW! The Learning Institution: Aligning and Integrating Practices to Support Quality**
November 15, 2017. University of San Francisco, San Francisco, CA
- ★ **NEW! Program Review: Comprehensive and Sustainable Approaches for Educational Effectiveness**
November 16, 2017. University of San Francisco, San Francisco, CA
- ★ **President/Trustee Retreats**
December 7, 2017. Woodbury University, Burbank, CA
December 8, 2017. Mills College, Oakland, CA
- ★ **NEW! Assignment Design Charrette**
January 16, 2018. Kellogg West, Pomona, CA
- ★ **Building a Culture of Quality: A Retreat for Institutional Leaders**
January 17, 2018. Kellogg West, Pomona, CA
- ★ **NEW! The Diverse Campus: Intersecting Access and Equity Across the Student Experience**
February 1, 2018. Pitzer College, Claremont, CA
- ★ **Assessment 201: Advanced Topics in Assessment**
February 2, 2018. Pitzer College, Claremont, CA
- ★ **Assessment 101: Meaningful Assessment for Student Learning**
May 17, 2018. Chaminade University - Honolulu, Hawai'i
- ★ **NEW! The Learning Institution: Aligning and Integrating Practices to Support Quality**
May 18, 2018. Chaminade University - Honolulu, Hawai'i

Check the WSCUC website for details!
<https://www.wascsenior.org/seminars>

Table of Contents

Schedule / Agenda	3
University of San Francisco Campus Map	4
Facilitator Biographies	5
Attendee Directory	7
Overview of Program Review Components and Fundamentals (<i>Cyd Jenefsky</i>)	10
➤ Presentation Slides	11
➤ Reflection on Program Review at your Institution	13
Key Features and Emergent Trends in Program Review (<i>Cyd Jenefsky</i>)	15
➤ Presentation Slides	16
➤ Chapman University External Review Summary Sheet	57
➤ Loma Linda University External Review Guide	61
➤ Oregon Health & Science University Academic Program Review Rubric	71
➤ Wright State Program Review Rubric	74
➤ Virginia Tech Program Review Rubric	79
➤ Oregon State Center for Teaching and Learning Academic Program Review Rubric	85
➤ Diablo Valley College Program Review Rubric	90
➤ Chapman University Long-Range Planning Council Rubric	91
Frameworks: Holistic Models of Learning, Organizational Cultures, Cultures of Assessment Self-studies: Traditional Academic, Student Affairs, non-WSCUC External Accreditors, Online External and Internal Review Processes: Traditional Academic, Student Affairs, non-WSCUC External Accreditors, Online Collaboration: Collaboration: Traditional Academic, Student Affairs, non-WSCUC External Accreditors, Online (<i>Carole Huston, Margaret Leary</i>)	93
➤ Presentation Slides	94
➤ One Size Does Not Fit All Summary	118
➤ The Six Cultures of the Academy	120
➤ USD Academic Program Review Guidelines Revised	121
Additional Resources	145
❖ ACADEMIC PROGRAM REVIEW – GENERAL RESOURCES	149

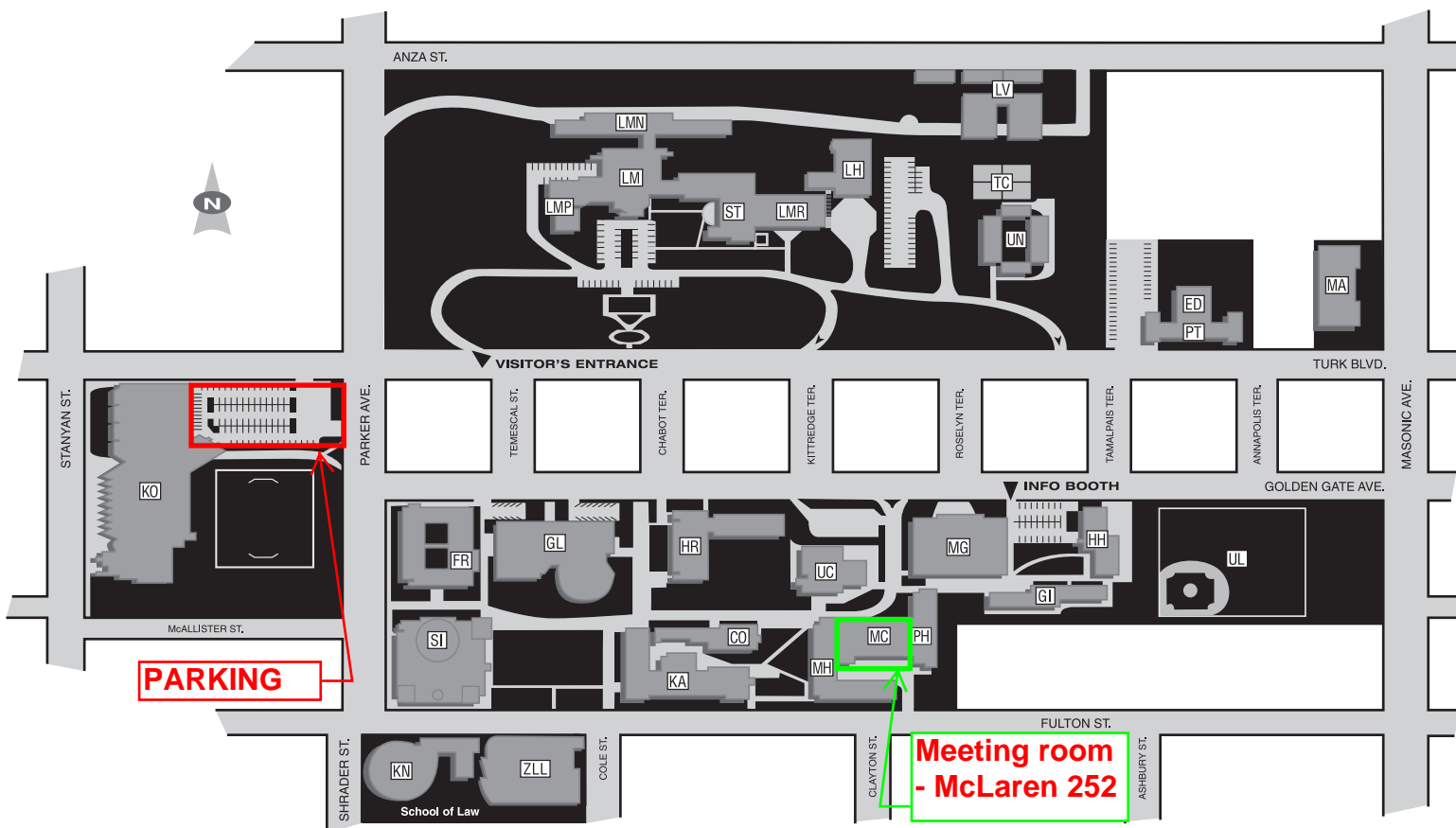
❖ ACADEMIC PROGRAM REVIEW – INSTITUTIONAL SAMPLES	149
❖ STUDENT AFFAIRS & ADMINISTRATIVE PROGRAM REVIEW & ASSESSMENT RESOURCES – SAMPLE GUIDELINESES	151
❖ STUDENT AFFAIRS & ADMINSTRATIVE PROGRAM REVIEW & ASSESSMENT - GENERAL RESOURCES	151
WSCUC Assessment Community of Practice Information	152
WSCUC Assessment Leadership Academy Information	153
LiveText	155
WSCUC Educational Programing 2017-18	Inside Cover
2018 WSCUC Academic Resource Conference – SAVE THE DATE	Back Cover

Program Review: Comprehensive and Sustainable Approaches for Educational Effectiveness

Thursday, November 16, 2017
8:30 am – 4:30 pm
University of San Francisco

WORKSHOP SCHEDULE

8:00 – 8:30	Arrival, check-in, registration
8:30 – 8:45	Welcome / Introductions Facilitated by David Chase
8:45 – 10:00	Overview of Program Review Components and Fundamentals Facilitated by Cyd Jenefsky
10:00 – 10:15	Break
10:15 – 12:00	Key Features and Emergent Trends in Program Review Facilitated by Cyd Jenefsky
12:00 – 1:00	Lunch
1:00 – 1:30	Frameworks: Holistic Models of Learning, Organizational Cultures, Cultures of Assessment Facilitated by Carole Huston and Margaret Leary
1:30 – 2:30	Self-studies: Traditional Academic, Student Affairs, non-WSCUC External Accreditors, Online [Application activity] Facilitated by Margaret Leary and Carole Huston
2:30 – 2:45	Break
2:45 – 3:30	External and Internal Review Processes: Traditional Academic, Student Affairs, non-WSCUC External Accreditors, Online [Application activity] Facilitated by Carole Huston and Margaret Leary
3:30 – 4:30	Collaboration: Long-term Planning and Institutional Responses: Traditional Academic, Student Affairs, non-WSCUC External Accreditors, Online [Application activity] Facilitated by Carole Huston and Margaret Leary
4:30 pm	Workshop Conclusion



Main Campus

- CO Cowell Hall
- FR Fromm Hall
- GI Gillson Hall
- GL Gleeson Library
- HH Hayes-Healy Hall
- HR Harney Science Center
- KA Kalmanovitz Hall
- MC McLaren Conference Center**
- MG Memorial Gymnasium
- MH Malloy Hall
- PH Phelan Hall
- SI Saint Ignatius Church
- UL Ulrich Field & Benedetti Diamond
- UC University Center

Lone Mountain Campus

- LH Loyola House
- LM Main Bldg/Classrooms/Study Hall
- LMN Lone Mountain North
- LMP Pacific Wing
- LMR Rossi Wing/Administration
- LV Loyola Village
- ST Studio Theater
- TC Tennis Courts
- UN Underhill Building
- ROTC/Upward Bound

School of Law

- KN Kendrick Hall
- ZLL Dorraine Zief Law Library

Koret Health & Recreation Center

- KO Koret Center

School of Education

- ED School of Education
- PT USF Presentation Theater

281 Masonic

- MA 281 Masonic

Office Locations

Academic and Enrollment Services
Lone Mountain Main

Academic Support Services
Gleeson Lower Level, 20

Admission Office
Lone Mountain Main

Alumni Office
Lone Mountain Rossi Wing, 112

Arts and Sciences, College of
Harney, 240

Athletics
Memorial Gym, Lower Level

Bookstore
University Center, Lower Level

Career Services Center
University Center, 5th Floor

Counseling Center
Gillson, Ground Floor

Education, School of
Turk at Tamalpais, 107

Financial Aid
Lone Mountain Main

Intercultural Center
University Center, 4th Floor

Information Technology Services
Lone Mountain North, 2nd Floor

International Student and Scholar Services
University Center, 5th Floor

Koret Health and Recreation Center
Corner of Parker and Stanyan

Law Library, Dorraine Zief
Corner of Fulton and Cole

Law, School of
Corner of Fulton and Shrader

Loyola House/Jesuit Community
Lone Mountain, 2600 Turk Street

Management, School of
Malloy Hall, 244

One Card
Lone Mountain Main, 130

One Stop Enrollment and Financial Services
Lone Mountain Main, 250

Nursing and Health Professions, School of
Cowell, 102

Public Safety
University Center, 310

Registrar's Office
Lone Mountain Main, 250

Residence Life
University Center, 5th Floor

Student Leadership and Engagement
University Center, 4th Floor

Student Disability Services
Gleeson Lower Level, 20

**Program Review:
Comprehensive and Sustainable Approaches for Educational Effectiveness**

Biographies

Facilitator

Carole L. Huston

Carole L. Huston is an Associate Provost at the University of San Diego, a Professor of Communication Studies, and a consultant for a number of institutions. She has served as USD's ALO and director of the Center for Educational Excellence, and participated in WSCUC accreditation review teams. In her more than 30 years of experience in higher education, Carole has researched and presented on many different facets of learning assessment at AI, AAC&U, AALHE, and WSCUC conferences, including competency assessments in general education, multi-institutional and multi-method assessment projects, integrative learning, program review, and assessing diversity and social justice in faith-based institutions. As an alumna, she currently co-facilitates the WSCUC Assessment Leadership Academy and serves as a co-chair of one of WSCUC's Community of Practice institutional teams. Carole has co-authored several articles, books and book chapters on assessment, research methods, interpersonal and intercultural communication, and she contributed to the VALUE rubrics project sponsored by ACC&U.

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Cyd Jenefsky

Cyd Jenefsky, PhD, is Vice Provost for Strategy and Educational Effectiveness at the University of the Pacific, where she oversees academic strategic planning, academic portfolio development, evaluation of academic quality, and institutional accreditation. She consults widely with universities to assist with strategic planning and organizational development to adapt to the changing landscape of higher education. Her many years of work with the WASC Senior Commission includes serving on review teams, facilitating and mentoring at program review and assessment workshops, serving on the task force on the Changing Ecology of Learning in Higher Education, co-authoring the WSCUC Resource Guide for 'Good Practices' in Academic Program Review, and is currently a member of the Eligibility Review Committee. She previously served as Professor and Associate Vice President for Academic Affairs at John F. Kennedy University. As a faculty member, she spearheaded university diversity initiatives and designed or directed academic programs in multicultural studies, women's studies, and social ecology at the University of Georgia and JFKU. She received her BA from UC-Davis and her MA and PhD in Communication Arts from the University of Wisconsin-Madison.

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**Program Review:
Comprehensive and Sustainable Approaches for Educational Effectiveness**

Biographies

Margaret Leary

Margaret Leary is the Assistant Vice President for Strategic Initiatives and Programs in the Division of Student Affairs at the University of San Diego where she leads assessment and strategic planning efforts for the student affairs division, co-chairs the university's Student Success Committee, facilitates the development and implementation of first year and transfer learning communities, coordinates student affairs' partnership with the masters of higher education leadership program and instructs in the program, and supports institutional assessment, planning, and accreditation efforts. She has served on WSCUC accreditation review teams, is an alumna of the WSCUC Assessment Leadership Academy, and serves as co-chair of one of WSCUC's Community of Practice institutional teams. She has presented on a variety of topics related to assessment and student learning at a range of national conferences including the American Educational Research Association, Assessment Institute, ACPA, NASPA, and the WSCUC Academic Resource Conference. She earned a Bachelor of Science in Accountancy and a Master of Science in Counseling from Villanova University. She is currently completing her doctoral degree in Leadership Studies at the University of San Diego. In addition to the University of San Diego, she has experience working in student affairs at Villanova University, University of the Pacific, and Dartmouth College.

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WSCUC Representative

David Chase

David Chase is the Associate Vice President of Educational Programs at WASC Senior College and University Commission. Prior to joining WSCUC in 2017, David was responsible for leading Academic Affairs at the American Film Institute Conservatory in Los Angeles, California, which included the planning, development, and evaluation the Conservatory's academic programs and serving as the Accreditation Liaison Officer. David also held the position of Senior Associate Director of Institutional Effectiveness at the University of the Pacific, where he also served as the Assistant Dean of the Conservatory of Music and taught courses in the Music Management program and in the core seminars of Pacific's General Education program. He earned Bachelor of Music and Master of Arts in Music degrees from Pacific's Conservatory. David is a co-author of the book *Assessment in Creative Disciplines: Quantifying and Qualifying the Aesthetic*, and has published and presented workshops on assessing student learning and on teaching, learning, and assessment in higher education arts disciplines. He is a graduate of the third class of WSCUC's Assessment Leadership Academy.

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Attendee Directory

Program Review

November 16, 2017

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University of San Francisco, San Francisco, CA

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Overview of Program Review Components and Fundamentals

Cyd Jenefsky

Program Review: Comprehensive & Sustainable Approaches for Educational Effectiveness

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Vice Provost
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Workshop Outcomes

MORNING SESSION:

- Describe fundamental components of program review process
- Explore emergent trends in academic program review
- Align program review results with strategic planning & budgeting

Workshop Outcomes

AFTERNOON SESSION:

- Illustrate the uses of strategies, tools, and resources in improving academic and student affairs review processes
- Assess organizational culture and type of partnership between student and academic affairs
- Differentiate different forms of review and develop strategies for tailoring the review process to meet the standards
- Develop and apply a culturally appropriate review process
- Align program review results with strategic planning & budgeting

Reflection on Program Review at your Institution

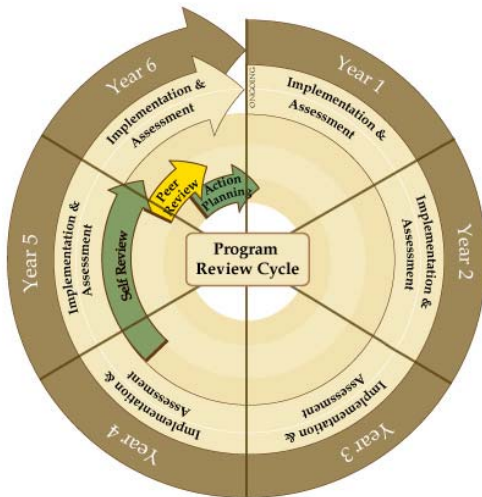
For each of the workshop's key concepts, note your current practices, those practices that need development, and the next steps you will take to the process and outcomes of program review at your institution

Key Concept	Current Practices	Practices to be Developed	Next Steps
Fundamental Components of Program Review (morning and afternoon)			
Emergent Trends			

Key Concept	Current Practices	Practices to be Developed	Next Steps
Organizational Cultural Perspectives and Connections			
Strategic planning and Resource Allocation			

Emerging Trends in Program Review

Cyd Jenefsky



Program Review: Key Features and Emergent Trends

Cyd Jenefsky, Ph.D.

Vice Provost
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Overview – Morning Session

Part I:

Program Review Basics

- Process Overview
- Evidence-Based
- Guiding Questions
- External Review
- Internal Review
- Action Plans
- Follow-up

Part II:

Emergent Trends

- Overview of Shifts
- Strategic Groupings
- Accessible Data
- Institutional Priorities
- Aggregating Results
- Follow-up Planning & Budgeting

PART I:

PROGRAM REVIEW BASICS

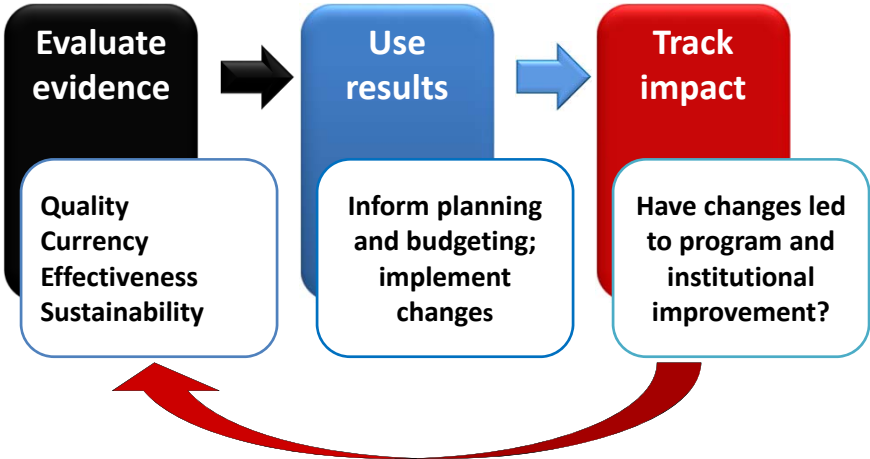
Purpose



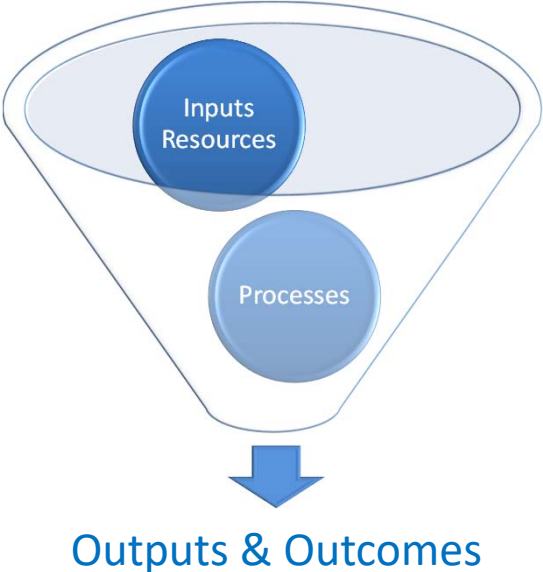
- Tool
for periodic analysis
- of currency, quality, effectiveness, alignment
 - of programs, services and departments

and strategic planning for
improvements

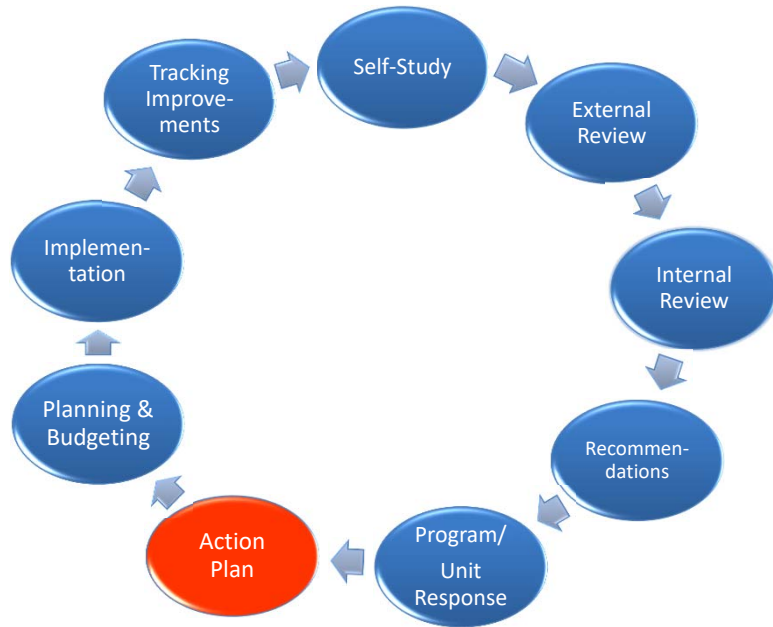
Evidence-Based



Learning Ecosystem



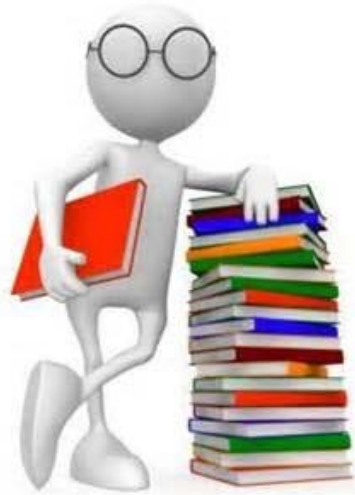
Program Review Process



Academic Program Review Process



SELF STUDY



START WITH QUESTIONS THAT MATTER

What questions
do you want answered
about your program/department's
quality, currency, effectiveness,
alignment, sustainability?



QUESTIONS THAT MATTER

Samples



- Does your department meet CAS standards?
- Are students in your program becoming effective campus leaders?
- Do your students meet learning outcome standards? What significant trends are indicated in your learning results? In what areas do you need to improve students' learning?
- How satisfied are students with your program's curriculum, faculty, program administration, general learning environment, campus facilities and student services? How proud are they of your program and the university?
- Is your program attracting, retaining, graduating the mix of students you seek (target markets, demographic mix, qualifications, etc.)?

QUESTIONS THAT MATTER: Quality, Currency, Effectiveness



Write 2-3 key questions
you want to know about your
programs/departments



What questions do you think matter to your students?

What data/evidence
do you need to see
to answer your questions
about
quality, currency,
effectiveness, sustainability?



Typical Program Data: Academic Quality/Effectiveness

- Student profile, selectivity, yield

- Curriculum

- Pedagogies, modalities, HIPs

- Co-curricular integration

- Advising, mentoring

- Assessment practices & results

- Retention/graduation rates

- Student satisfaction & other outcomes

- External constituency feedback

- Placement, licensure, alumni achievement

- Faculty credentials, performance

- Research, grants, awards

- Adequacy of resources



Typical Academic Program Data: Financial Sustainability

- Application & enrollment trends

- Market demands & trends

- Expenditures per FTE student

- Credit units generated

- Avg credit units per FTE faculty

- Cost per student credit unit

- Class size, lower/upper, % < 30

- Student/faculty ratio

- Mix of faculty rank/PT/FT

- Labor as % total dept costs

- Program net revenue: costs

- Facilities, IT

Other \$ measures your institution values?

Typical Data: Student Services Quality, Effectiveness, Sustainability

- Mission, strategic plan

- Curricula

- Policies, procedures

- Student/staff handbooks

- Student usage data

- Outcomes measures, methods

- Annual reports

- Service/business outcomes data

- External constituency feedback

- Professional staff resumes

- Contributions to academic enterprise

- Cost/revenue data

- Contributions to professions

- Adequacy of resources

Good Practice



Identify the

KEY EVIDENCE & QUESTIONS

for programs/units

to address



Evidence and Questions - Example



Student Learning Results and Assessment Processes

- **Data:** Five years of departmental assessment data and reports (direct & indirect evidence of student learning) for program learning outcomes (PLOs), institutional learning outcomes (ILOs), and WASC core competencies; other evidence of student learning
- **Questions for Analysis:** What significant trends are indicated in your student learning results? In what areas do you need to improve students' learning?

Evidence and Questions - Example



Q's →

Curriculum: What are the curricular requirements of the program and how current are they? Does the curriculum offer sufficient breadth and depth of learning for the program's degree? How well is it aligned with learning outcomes? Are the courses sequenced and reliably available in sequence? Where appropriate, have external stakeholders, such as practitioners in the field, reviewed the program? Programs are expected to conduct comparative analyses. In some cases, disciplinary ratings may be available.

Data →

Data for this section should include a comparative analysis of **curricula** from at least two benchmark and aspirational programs; curricular maps or flow charts to show how curriculum addresses outcomes; course enrollments for the last five years noting any trends; and a description of other relevant learning experiences (e.g., internships, research experiences, study abroad or other international experiences, community-service learning, etc.), as well as how many students participate in those experiences. The data presented in this section should be consistent with the program website information and the curricular catalog listings.

Examples - Evidence & Questions for Analysis



Student Satisfaction

Data: To assist you with the questions below, use (but not limited to) **evidence from Appendix J: Student Satisfaction Survey Results.**

- a. Based on student satisfaction survey results and any other evidence you have (e.g., focus groups with students), how satisfied are students with your program's curriculum, faculty program administration, general learning environment, campus facilities and student services? How proud are they of your program and JFKU?
- a. From the above answers, what did you learn? What changes do you want to make to improve your program's student satisfaction?

Program Review Guide, Edition 2.3 (2013).
John F. Kennedy University.

Retention and Student Success Analysis

Data provided: Enrollment, GPA trend analysis, disaggregated retention & grad rates, time to degree.

Summarize and evaluate the effectiveness of the program's recruitment & retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. **In the analysis, address the following elements:**

- a. What does the evidence from above data exhibits suggest regarding how well your program is producing successful students?
- b. List specific events/activities that the program uses to increase student retention and degree completion.
- c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do to determine why they have left.
- d. Identify any areas in need of improvement for producing successful students.

Program Review Report Template
Edition 8 (2014). Azusa Pacific University.




Good Practice



Focus on
FUTURE PLANNING:
What you need to do to
improve

EXTERNAL REVIEW





External Review Summary Sheet* for Program Review

Degree/Major: _____ Date of Review: _____
 Reviewer: _____ Institution: _____
 Reviewer: _____ Institution: _____

Instructions: Please complete this summary sheet at the end of your site visit and email it to Joe Slowensky, jslowensky@chapman.edu, prior to departing Chapman University. This will assist you with identifying key areas (strengths and improvements needed) to address in your final report.

Please rate the following program review criteria using the following:
 E = Exemplary S=Satisfactory N=Needs Improvement U=Unclear

1. PROGRAM DESCRIPTION, CHALLENGES AND OPPORTUNITIES		Evaluation (E,S,N,U)
1.1	The program's self study honestly reflects the program's strengths and weaknesses.	
1.2	The program makes use of assessment results, institutional research data, and other data or evidence obtained from student/alumni/employer surveys as the basis for its proposed improvements and goals.	
1.3	Self study identifies goals and proposes changes which are appropriate to the latest developments in the discipline and responsive to the program's most important needs.	
1.4	What are the major strengths and weaknesses of the program?	
1.5	Has the program made significant progress towards achieving national recognition during the period under review? Do you agree with their strategies for increasing national recognition? Within existing resources, are there other ways in which this program could achieve national recognition?	

<http://www.chapman.edu/academics/learning-at-chapman/program-review/overview-for-external-reviewers.aspx>

1.6	Chapman University's strategic plan has identified the themes listed below. How are these reflected in the program's curriculum and briefly list evidence you've seen. Internationalization Faculty/Student Research Interdisciplinarity Are there opportunities to support these themes which the program appears to be missing? Please suggest:	
2	What are the top three goals you would suggest that the program set for the next five years?	

2. EDUCATIONAL EFFECTIVENESS AND CURRICULUM		Evaluation (E,S,N,U)
2.1	The PROGRAM LEARNING OUTCOMES (PLOs) reflect the most important skills, knowledge, and values of the discipline/profession.	
2.2	The criteria and standards of achievement for the PLOs adequately match disciplinary/professional standards.	
2.3	The curriculum content is appropriate to the level and purpose of the program and reflective of current debates, trends, technologies, and latest important developments in the discipline.	
2.4	Curriculum Map: The design of the curriculum supports student achievement of the program learning outcomes, offering the required depth and breadth of study, flow and sequencing of courses with coherence, and ample culminating opportunities for students to demonstrate achievement of PLOs.	
2.5	Course Syllabi: Outline course learning outcomes that are appropriate to the level of the course and degree awarded.	

GUIDANCE



UCF Academic Program Review 2016-17
Consultant Undergraduate Program Review

Program:
Lead Reviewer(s) Name(s):

Report Author(s):

Instructions: Please offer your assessment of each item below, considering when appropriate, your knowledge of other public research institutions. While a few items solicit an open-ended response, most ask you to rate a particular characteristic of the program under review as exemplary, appropriate, or needing improvement. At the end of each section, please elaborate on any items in that section identified as exemplary or needing improvement. Additional comments are optional. You may offer recommendations for improvement on the topics covered in each section at the end of the respective section and/or you may provide all recommendations for program improvement in Item 8.3 at the end of this document.

Section 1 Program Goals and Planned Student Learning Outcomes (SLOs)

Please evaluate the following:

1.1 Program goals and objectives, including those related to planned student learning outcomes (in addition to program self-study, you may wish to consult the Student Learning Outcomes Assessment Library Web site.)

Please select only one option from the list below:
 Exemplary Appropriate Needs Improvement Don't Know Not Applicable

Please elaborate if you identified item 1.1 as exemplary or needing improvement. Optional comments are optional.

Recommendations, if any, in the area of program goals and planned student learning outcomes:

Section 2 Program Coordination and Administration

Please evaluate the following:

2.1 Program administrative and management structures to effectively run program (e.g., effectiveness of program coordination, process for monitoring students' progress to degree, program handbooks, process for selecting preceptors/thesis advisors/research mentors/clinical supervisors)

{ 1 }

Based upon your interactions with students in the program, please indicate how you believe students in the program view the program in the following areas:

4.6 Students' perception of the overall administration of the program

Please select only one option from the list below:
 Exemplary Appropriate Needs Improvement Don't Know Not Applicable

4.7 Students' perception of advising and mentoring

Please select only one option from the list below:
 Exemplary Appropriate Needs Improvement Don't Know Not Applicable

4.8 Students' perception of program quality and rigor

Please select only one option from the list below:
 Exemplary Appropriate Needs Improvement Don't Know Not Applicable

4.9 Students' perceptions of academic and collegial atmosphere of the program

Please select only one option from the list below:
 Exemplary Appropriate Needs Improvement Don't Know Not Applicable

Please elaborate if you identified any items in this section (4.1- 4.8) as exemplary or needing improvement. Comments are optional.

Recommendations, if any, in the area of program quality:

Section 5 Student Characteristics and Quality

Please evaluate the following:

5.1 Program's ability to attract high quality students

Please select only one option from the list below:
 Exemplary Appropriate Needs Improvement Don't Know Not Applicable

5.2 Incoming students' credentials

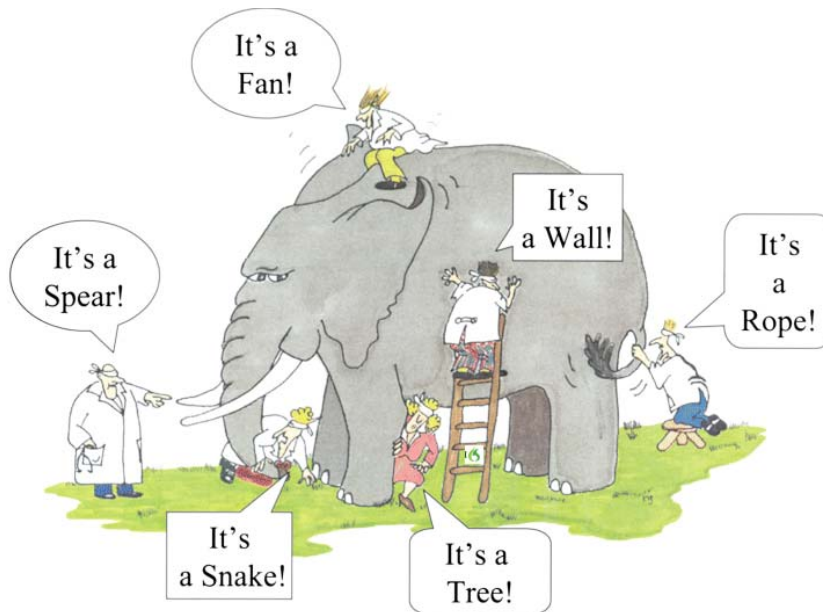
Please select only one option from the list below:
 Exemplary Appropriate Needs Improvement Don't Know Not Applicable

5.3 Student diversity

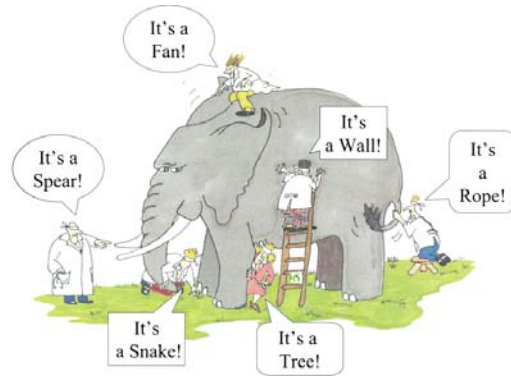
Please select only one option from the list below:
 Exemplary Appropriate Needs Improvement Don't Know Not Applicable

{ 4 }

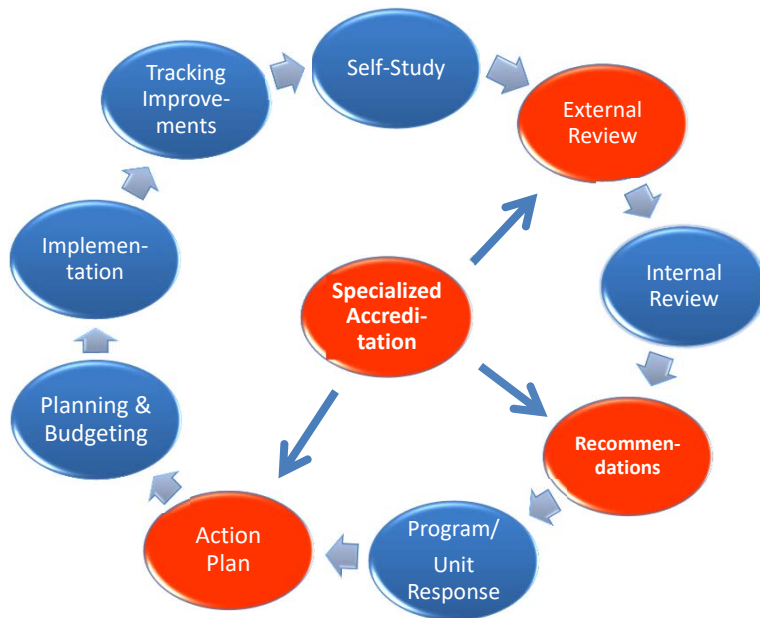
Focus Reviewers on What Matters to You



What matters to your program department institution?



Aligning Specialized Accreditation and Institutional Program Review



Loma Linda
University



Specific instructions for
accredited programs

TABLE OF CONTENTS

GLOSSARY	1
INTRODUCTION	4
SECTION ONE: REVIEW FOR PROGRAMS WHICH MAINTAIN DISCIPLINE-SPECIFIC ACCREDITATIONS	
CHAPTER ONE: THE REVIEW PROCESS	7
Program Review Timeline	7
Figure 1. Major Parts of the Program Review Process	7
Figure 2. Program Review Timeline for Programs with Discipline-specific Accreditations	8
Pre-initiation	9
Fall Orientation	9
Self-study	9
External Review	9
Action Plan and Executive Summary	9
Action Plan Progress Report	10
University's Annual Action Plan Summary	10
Roles and Responsibilities	11
Faculty & Staff Members and Department Chair	11
Program Director	11
Dean	11
Program Review Committee	11
Provost	12
Office of Educational Effectiveness	12
CHAPTER TWO: SELF-STUDY REPORT: ESSENTIAL ELEMENTS	13
CHAPTER THREE: ACTION PLAN, EXECUTIVE SUMMARY, AND ANNUAL PROGRESS REPORTS	15
Timeline	15
Figure 3. Timeline for Submitting Action Plan Executive Summary and Progress Report	15
Action Plan	15
Action Plan Executive Summary	16
Action Plan Progress Report	16
University's Annual Action Plan Summary	16
SECTION TWO: REVIEW FOR PROGRAMS WITHOUT DISCIPLINE-SPECIFIC ACCREDITATIONS	
CHAPTER FOUR: THE REVIEW PROCESS	19
Program Review Timeline	19

<http://www.llu.edu/assets/assessment/documents/Program%20Review%20Guide%202011-2012.pdf>

INTERNAL REVIEW





Five-year Academic Program Review Rubric

Report Sections	Early Development	Developing	Highly Developed
PART I- Introduction			
General Information	Process is incomplete, no evidence of meetings; self-study compiled primarily by program head or a senior faculty member; little faculty and staff input; no input from students or other stakeholders; no indication of a process for faculty to participate. Limited history of the program is provided.	Process is emerging, with evidence of meetings and narrow stakeholder engagement. A history of the program is complete but lacking detail.	Process is complete, with clear evidence of meetings; engagement of faculty, staff, students and other stakeholders is broad and collaborative. A complete history of the program is provided.
PART II- Response to Previous Recommendations			
Response and Implementation	No description of previous APR or recommendations. Program did not address or implement recommendations, nor provide an explanation for not doing so.	Limited description of previous APR and recommendations. Program implemented some recommendations and provides explanations for not addressing all.	A clear description of previous APR recommendations and program level response is provided. Program effectively addressed most, if not all, recommendations or incorporated them into its current 5-year plan.
PART III- Program Description & Analysis			
A.1 Program Mission Purpose and Goals (MPG)	Overview of program MPG's is incomplete; little or no discussion of how the mission influences program structure and decision making and stakeholder activities. Little or no discussion of how program MPG's are communicated to faculty, students and stakeholders.	Overview of program MPG's is emerging. Indicators of mission influence on program structure, decision making and stakeholder activities. Limited articulation of MPG's to program faculty, students or stakeholders.	Program has established its own set of MPG's unique to the program, AND are aligned with university MPG's and stated clearly and concisely. Evidence of MPG's influencing program design, decision making and stakeholder. Clear articulation of MPG's to program faculty, students and stakeholders; clear analysis of how relevant critical issues are reflected in this mission.
A.2 Current issues and alignment with OHSU MPG's.	Discussion of relevant current issues is incomplete. Incomplete description of how program MPG aligns with/contribute to OHSU mission fulfillment, goals and core themes.	Limited discussion of relevant current issues and impact to program. Program has established its own set of MPG's unique to the program, and has initiated preliminary analysis indicating MPG's are aligned with university MPG's.	Clear articulation of relevant current issues and impact to program's mission. Program has well developed set of unique MPG's and has analyzed how the MPG's align with OHSU MPG's.

Office of Academic Programs, Policy & Accreditation 7/13/2015
<http://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/academic-programs/upload/APR-Five-Year-Report-Rubric-New-layout-clean-3.pdf>



Program Assessment Rubric

Measure	Room for Improvement	Emerging	Developed
Alignment with university mission and strategic plan	Program has no mission, or, mission is not at all aligned with the university mission and strategic plan	Program mission is somewhat aligned with the university mission and strategic plan	Program mission is well-aligned with the university mission and strategic plan; many of the goals and the objectives of the strategic plan are manifest in the program
Program quality, distinctiveness, and recognition	Program lacks examples of recognition for quality; is not uniquely distinct	Program has some examples of recognition for quality, and has distinct elements	Program has many examples of recognition for quality and is clearly unique and distinct
Learning outcomes and assessment	Program has not articulated clear program learning outcomes	Program has learning outcomes but has not yet defined assessment or has not acquired assessment data	Program has learning outcomes, a plan for assessment, has gathered data, and has used the data to improve the program
Program relevance (curricular updates, graduate placement, employment prospects)	Program has not been updated in past 5 years; does not have data or failed to place graduates; and is not aligned with employment projections	Program has had some curricular updates; has some data on graduate placement; and has some alignment with employment projections	Program has many innovative curricular updates, data showing excellent graduate placement, and is well aligned with employment projections
Faculty excellence (teaching and research)	Program has no evidence or examples of faculty excellence	Program has some evidence, examples of faculty excellence	Program has many examples of faculty excellence
Capacity for growth and enhancement	Program is unable to justify need for growth or enhancement	Program has some reasons justifying need or opportunity to grow program	Program has ample reasons why program should have resources to grow or enhance
Program enrollment and graduation (Note: all programs saw increase in graduation in 11-12)	Enrollment and graduation are trending downward	Enrollment and graduation are stable	Enrollment and graduation are trending upward

<https://www.wright.edu/academic-affairs/academic-program-review/program-review-instructions-timeline-and-template>

ACTION PLANS



Action Plan = PR Results

- Responsive to recommendations
- Concrete actions
- Persons responsible
- Timeline
- Resources procurement
- Tracking progress and impact





ACTION PLAN

1. Specific area where improvement is needed	2. Evidence to support the recommended change(s)	3. Person(s) responsible for implementing the change(s)	4. Timeline for implementing the change(s)	5. Resources needed to implement the change(s)	6. Plan to assess change(s) after implementation
Item #1					
Item #2					
Item #3					
Etc.					

http://assessment.vt.edu/content/dam/assessment_vt.edu/Academic_Program_Assessment/Academic_Program_Review_Report_Format_2016-2017_Final.pdf

ACTION PLAN

California State University Fresno



BACHELOR OF SCIENCE DEGREE
Department of Mechanical Engineering

ACTION PLAN

I. Vision for the Program
Provide a program of study that will allow students to meet or exceed the level of academic preparedness necessary for successful professional employment and for graduate study through curricula and instruction based upon a rigorous theoretical foundation and practical applications.

II. Specific actions to be taken to achieve the vision

- Incorporate additional direct measures of student learning. These are as follows:
 - Degree of project success in capstone course, as determined by the sponsoring companies
 - Number of ME students who enter graduate programs of study
 - Scores on Senior Exit Exam, similar to Fundamentals of Engineering test (under consideration)
 - Degree of success in collegiate competitions such as SAE Formula Racing Car
 Other direct measure that were used in the last self-study, and will continue to be used, are:
 - Pass rate for ME students taking the Fundamentals-of-Engineering examination
 - Number of ME students employed in ME field at graduation and within one year of graduation
 - Valley Industry Partnership program feedback on performance of ME interns
- The expected outcome is identification of weaknesses (and strong points) in the ME program that can be strengthened (and used as templates) to improve the ME program. Data collected by the direct methods listed above and other indirect measures will be used to measure the degree to which the Department achieves its vision.
- There are no additional costs to this action item; the additional effort can be handled by the existing faculty and staff.
- No additional funds are needed.
- Assessment tools for these measures are in place. Measurements will be done and evaluated every two years.

2. Faculty to increase involvement in research and scholarly activities

- More faculty proposals and more grants and contracts. This may require seed funds for proposal activity and will lead to the need to modernize or expand laboratories.
- The cost of this action item is estimated to be in the range of \$100,000-\$250,000 and possibly more.
- Some of the funds necessary for research and labs will be obtained through grants and contracts. To obtain additional funds, the Department has undertaken, with the help of the ME Industry Advisory Council, to raise more than \$200,000 to be matched by the Lyles gift.
- This is a requirement that is part of the new tenure-track faculty members' probationary plan. It is expected that at least \$300,000 in grants and contracts will be brought in within three years.

BACHELOR OF SCIENCE DEGREE
Department of Mechanical Engineering

ACTION PLAN

3. Use assessment results for program improvement

- Expected outcomes include 1) a more rapid action with respect to improving the curriculum in response to changes in technology and in industry needs, and 2) more information that may be used in hiring faculty to meet the changes in needs.
- The cost of any curriculum changes, including improving laboratories, will be in excess of \$100,000.
- The source of funds for major changes in the ME program will be funds raised by the program through gifts and the matching funds from the Lyles gift.
- The ME curriculum is currently under review by the ME Curriculum Committee. Initial changes in the program will be in place by end of the Spring 2013 semester. However, this is a continue process and improvements will be made to the program systematically.

4. Upgrade laboratory equipment

- ME laboratories, with some exceptions, are in severe need of upgrading and expanding to include new systems and technologies being used in industry. There is also a need to improve the facilities in order to bring them up to a condition at which it will not be embarrassing to give a tour of the laboratories to prospective students and industry visitors.
- It was estimated by the ME faculty members that the cost of the desired improvements will be nearly \$1,000,000. This is far beyond what can be expected from the University and other resources will be sought.
- The ME Department has put together a plan to raise nearly \$1,000,000 and get additional matching funds from the Lyles gift. The ME Industry Advisory Council has endorsed the plan and is taking a lead in raising the necessary funds by agreeing to lead the effort in contacting industry members and alumni.
- The fundraising efforts have begun, starting with meetings of Industry Advisory Board with the Lyles College of Engineering Development Office, preparation of brochures and working on a strategy that includes involving managers and administrative officers of companies related to mechanical engineering in the fund raising efforts. This effort has a time frame of four years.

5. Have ME faculty members study pedagogy

- The ME faculty members are committed to quality and up-to-date teaching methods. Their focus is on scholarship of teaching that includes study of pedagogy and how they can improve presentation, modify course materials, use advanced course instruments, and upgrade the curriculum.

<http://fresnostate.edu/academics/curriculum/prog-review/>

ACTION PLAN



Loma Linda University

LOMA LINDA UNIVERSITY

Resources for Program Review

Sample Action Plan

Now ^a	Vision (Goals) ^b	Action ^c	Levels of Involvement ^d
1 Alignment with: Vision, Mission, and Goal Statements; Academic and Professional Trends; Societal and Professional Demand			
Professional associations recommend entry into the profession be at the doctoral level by 2018. We currently offer only the masters degree.	Offer a professional doctorate as an option by fall quarter 2016.	Review existing doctorates in our field. Perform a curriculum analysis and survey of existing LLU courses to determine resources needed prior to offering a professional doctorate.	1,2 1, 2, 3, 4
2 Administration and Management of Resources (space, equipment, and funding)			
External reviewers recommended new construction to replace outdated laboratory facilities, technology, and equipment.	Obtain updated laboratory space with state-of-the-art instrumentation and equipment.	Conduct a needs assessment and feasibility study to determine extent of resources necessary to provide suitable laboratory facilities.	3, 4
3 Faculty and Staff: Profiles; Scholarship; Achievements			
Currently, the size of the teaching staff is constrained by limited resources. It is a goal of the School to increase faculty numbers by identifying and hiring additional faculty members with research experience. The number of students in the program, however, must correspondingly increase if we are to remain fiscally solvent.	Define the role of doctoral faculty members.	Match new role definitions with Faculty of Graduate Studies guidelines and criteria identified in the AACN PhD Task Force Report (AACN, 2010). Professional expectations should be addressed so that workload, promotion and tenure guidelines, and rewards support the development of younger/newer and midcareer faculty.	1,2 3

<http://home.llu.edu/sites/home.llu.edu/files/docs/assessment/Program%20Review%20Guide-2015-2016%20V%2012-15-2015.pdf>



UNIVERSITY OF THE PACIFIC

5-Year Action Plan

Program Name: _____

Recommendation from External Review (verbatim)	Optional: Recommendation from other source (include supporting evidence)	Proposed Actions/Responses (include rationale, if needed)	Responsible Person; Start and Completion Dates	Measurements of Success

(add rows as needed)

Approvals:

Program / Department Chair: _____ Date: _____

Dean: _____ Date: _____

Provost: _____ Date: _____

After obtaining Chair and Dean signatures, forward this Action Plan to Ann Rose (arose@pacific.edu) the Office for Strategy and Educational Effectiveness. The Office will obtain Provost approval and post the Action Plan on the [Program Review Sharepoint](#) site. You will be asked to submit a brief progress report in three years and again in your self-study in the next program review cycle.

USE RESULTS



**CHECK ON
PROGRESS!**

Program-Level USE of Results

- Refine service/learning outcomes
- Redesign courses/procedures to align better with outcomes
- Re-sequence courses for better scaffolding
- Refocus curricula to reflect changes in discipline
- Cut redundant classes or low-impact services
- Coordinate assignments between GE & major
- Integrate student support services into key courses

*Some
really useful
stuff!*

Program-Level (cont'd)

- Strengthen or streamline assessment practices
- Create digital learning community for students
- Reassign faculty/staff
- Design professional development program to improve customer service, online teaching, assessment
- Develop applied learning initiative with employers, community, clinicians, career center
- Strengthen undergraduate research



Some really useful stuff!

USE of Results Beyond the Program

- Identify and respond to trends across programs
 - Classroom technology updates
 - Writing, research or info literacy across the curriculum
 - Clear flow-charts & paths to completion for degrees
 - Co-location of student services
 - Addition of professional advisors
 - Software for easily tracking assessment results
 - Laboratory upgrades
 - Improvements in IT services for students
- Measure progress on strategic plan initiatives



Some really useful stuff!

Beyond the Program (cont'd)

- Enhance intra-institutional synergies to promote student success:
 - Collaborate with student affairs & general education to improve student retention and performance
 - Implement early-warning system for retention
 - Create university-wide first-year program
 - Integration of co-curricular and GE program
 - Reallocate resources to academic support services
 - Utilize expertise across disciplines to expand high-impact practices
- Communicate institutional good practices and outcomes

Some really useful stuff!



PART II:

EMERGENT



Shifting Purpose of Program Review

Moving beyond just
individual PROGRAM improvement.

New need:

**align programs with
strategic/institutional priorities**

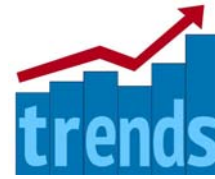
Emerging Needs

Historical PR	New Needs for PR
Comprehensive self-examination	Focused on strategic/critical needs
Overwhelming data charts	Accessible, visualized, contextualized data
1-2 year process every 5-10 years	Faster, less time-consuming process and more frequent analyses
Focus on inputs, processes	Focus on outputs/outcomes
Data about individual program, sometimes in relation to external programs in discipline	Data about individual program in relation to others inside (and outside) the institution
Program improvements	Also institutional improvements
Advocacy for additional program resources	Planning for reallocations, synergies, institutional needs
"Results" not widely known and sit on the shelf	Can't afford to have results sit on the shelf: action plans transparent with concerted follow-up; aggregated for unit/institutional planning

5 Emerging Strategies for Adaptation

1. Review in strategic groupings
2. Integrate accessible data
3. Embed institutional priorities/goals
4. Aggregate results and make trends visible
5. Connect results to planning and budgeting

1. STRATEGIC GROUPINGS



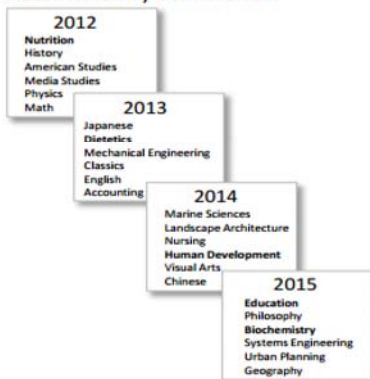
- Related Programs
- Institution-Wide Portfolio

Identifying Strategic Opportunities

Reviewing Related Programs Together¹

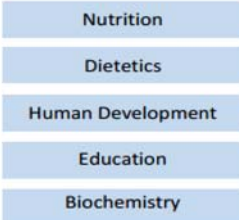


The Typical Approach Determined by the Calendar



The Strategic Approach Cluster Related Programs

Nutrition Science Cluster



The Benefits Identify Joint Opportunities

- Hire joint faculty
- Share equipment
- Share lab space
- Launch new interdisciplinary programs
- Consolidate programs
- Differentiate programs

Note: Hypothetical example

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Source: Education Advisory Board interviews and analysis.

Portfolio Review

- Response to higher ed challenges
- Aggregate internal review
- Academic and/or administrative
- Comparative
- Common data and criteria - not comprehensive
- Aligned with institutional strategies
- Evaluated by internal review team
- **Used for holistic planning:**
 - Strengths/weaknesses in portfolio
 - Shape overall portfolio “mix”
 - Identify x-divisional themes (e.g., grad rates, selectivity, remediation, research/teaching clusters, grants, facilities, customer service)



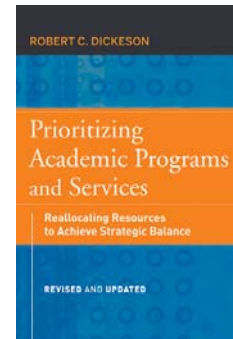
Portfolio Review

Academic Program Rubric Criteria

- Criterion 1: History, Adaptation, and Relevance to Institutional Mission and Vision**
- Criterion 2: External Demand for the Program**
- Criterion 3: Internal Demand for the Program**
- Criterion 4: Quality of Program Inputs and Processes**
- Criterion 5: Quality of Program Outcomes**
- Criterion 6: Size, Scope, and Productivity of the Program**
- Criterion 7: Revenue, Costs, Other Direct Expenses, and Net Surplus Generated***
- Criterion 8: Costs and Other Expenses Associated with the Program***
- Criterion 9: Opportunity Analysis of the Program**

Program Prioritization – NOT Review

Dickeson (2010)



- Focused on ranking programs – not improvement
- Review and rankings by internal constituents
- Common data sets and criteria for review
- Audit and evaluation of entire portfolio
- Permits strategic reallocation to mission-critical and high-performing areas in effort to strengthen the institution
- Requires strong leadership, positive thinking, courage, careful planning, transparent processes, intentional collaboration and widespread buy-in
- Can accelerate distrust or create trauma in the organization

Program Prioritization

- University of Colorado System
- North Carolina State
- University of Arizona
- Lewis and Clark
- Appalachian State
- Boise State
- University of Central Michigan
- Western Carolina University
- Idaho State
- Cleveland State
- Drake University
- Howard University
- Indiana State University
- University of Minnesota-Duluth
- Humboldt State University
- University of Central Oklahoma
- East Carolina State
- University of Guelph
- Vancouver Island University
- University of Regina
- Washington State
- Tennessee State
- Kansas State
- University of Nebraska
- Southern Connecticut State University
- University of West Florida
- Cal State Polytechnic University – Pomona
- University of Alaska
- Florida A & M

ACCESSIBLE DATA



- Visualization
- Analytics

Typical PR Data

QUANTITATIVE INDICATORS FOR PROGRAM REVIEW						
SAMPLE UNIVERSITY						
Bachelors of Applied Science						
Data are for Fall semesters, except as noted						
	2010-11	2011-12	2012-13	2013-14	2014-15	
HEADCOUNT MAJORS TOTAL	33	55	107	118	118	
Lower Division (BA)	14	12	27	26	15	13
Upper Division (BA)	19	43	80	92	103	103
GENDER						
Men	29	45	84	102	101	87
Women	4	10	23	16	17	31
ETHNICITY						
Asian / Pacific Islander	20	38	78	90	90	84
Hispanic	2	0	0	0	0	23
Caucasian	7	10	15	13	12	16
African American or Black	0	3	2	2	2	0
Amer Indian or Alaskan Native	0	0	0	0	0	0
Mixed Race (2 or more)	4	4	12	11	14	15
ONE-YEAR RETENTION RATES BY MAJORS TOTAL	77.7%	76.4%	72.9%	75.4%	73.0%	75.4%
STUDENT SEMESTER HOURS ATTEMPTED BY MAJORS TOTAL	238	325	799	988	947	988
COURSE FTE ENROLLMENT TOTAL 1/	2.2	3.2	6.7	13.1	13.4	13.4
NUMBER OF CLASSES (APSC, CENT, ISA, IT) 1, 5/	10	15	20	25	35	35
AVERAGE CLASS SIZE 1, 2, 5/	12	15	14	15	16	16
DEGREES & CERTIFICATES AWARDED TOTAL (fiscal Year) 3/	5	9	28	29	30	30
AVERAGE TIME-TO-DEGREE IN YEARS FOR DEGREE EARNERS	4.65	4.55	4.65	4.55	4.65	4.65
SSH TAUGHT TOTAL 1/	33	48	100	196	201	201
FTE FACULTY 1/ 4/	1.33	1.33	1.00	1.43	1.43	1.43
STUDENT-FACULTY RATIO 1/	1.65	2.41	6.67	9.14	9.37	9.37
EXPENDITURES (Fiscal Year)	10.65	12.55				

- Typical 'descriptive-report' data included:
- Capacity Data (Headcounts, SSH, Course Enrollments, Faculty Counts)
 - Output Data (Degrees Awarded)
 - Student Success Data (Program Time-to-Degree, Retention/Graduation Rates, Gainful Employment)
 - Financials (Budget, Costs)

- ???
- Less commonly used analytics:
- Direct, objective data on student learning.
 - Predictive models combining student demographic and learning data to record progress and predict future outcomes.
 - Learning analytics studies

Stanley, J., Using Data Analytics to Engage Stakeholders in Decision-Making, WSCUC Educational Workshop, May 2015.

Visual Data Briefs

ENDURING COLLEGE
FALL 2015

In part of an effort to provide improved analysis and visualization of data on ongoing program performance, we are producing these analytical briefs.

Enduring College Institutional Research

Program Review Brief

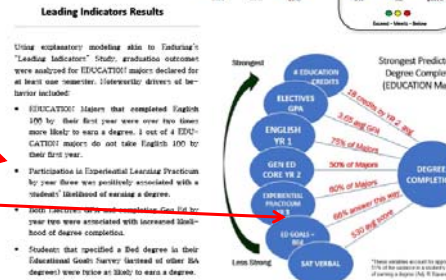
Department of Education

Descriptive 'baseline' data

Quality and KPI outcomes using benchmarking visuals

Targeted data analysis on challenges identified by program

Regression analysis of factors involved in student completion



Stanley, J., Using Data Analytics to Engage Stakeholders in Decision-Making, WSCUC Educational Workshop, May 2015.

PR - Interactive Data Visualization

Data Visualizations

Data Visualizations

Enrollment

Degrees

Financial Aid

Faculty & Staff

Academic Program Review (APR) *

Academic Program Review (APR)

Geography

Biology

Math & Statistics

Spanish & Portuguese



Academic Program Review

In this section, you can find data pertaining to individual departments' Academic Program Review processes. Please contact OIA (oia@unm.edu) to request additional data resources on this site.

If you use any of the data visualizations housed on this site in your self-study document, please use the following footnote under each graphic as a citation:

Source data and graphics courtesy of the University of New Mexico Office of Institutional Analytics

Course Enrollments by Department and Faculty Status, AY2015-2016

Course Enrollment, by Faculty | Enrollment by Course ID, Depa... | High Freq Course Failrates | Course ID by Department

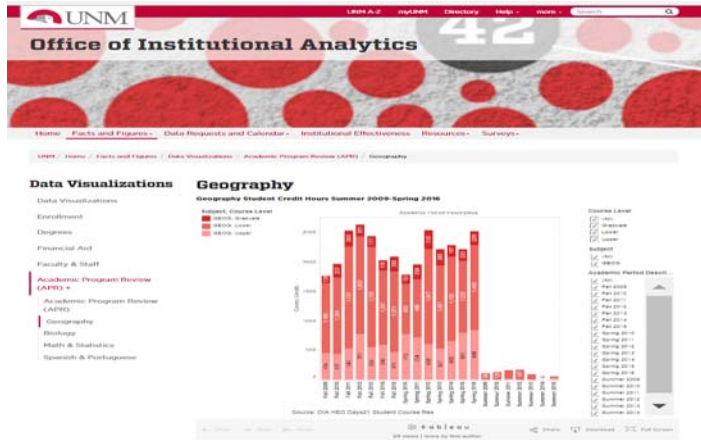
Fail rate by course and faculty type

ACADEMIC...	DEPT_ORG_CODE_DESC	JOB_TITLE	COURSE_ID	COURSE_REF	FAIL_RATE
Fall 2015	AS BIOLOGY GENERAL	Lecturer III	BIO120L	10321	22
			BIO120L	10326	22
			BIO124L	20879	22
			BIO123	10282	22
			BIO123	51467	22
		Principal Lecturer	BIO124L	10373	20
			BIO1203L	10368	1
				20660	0
		Professor	SUST434	44577	1
			BIO1403L	44419	2
			BIO1204	10371	20
		Senior Lecturer	BIO1238	46610	2
			BIO1202L	10394	2
		Temp Parttime Faculty	BIO123	10274	2
			BIO123	21460	2

Maximum of failrate for each COURSE_REFERENCE_NUMBER broken down by ACADEMIC_PERIOD, DEPT_ORG_CODE_DESC, JOB_TITLE and COURSE_IDENTIFICATION. Color shows details about JOB_TITLE. The data is filtered on sum of failrate. Such includes values greater than or equal to 20. The value is filtered on ACADEMIC_PERIOD, COURSE_IDENTIFICATION and DEPT_ORG_CODE_DESC. The ACADEMIC_PERIOD filter keeps Fall 2015 and Spring 2016. The COURSE_IDENTIFICATION filter keeps 121 of 173 members. The DEPT_ORG_CODE_DESC filter keeps 26 of 28 members.

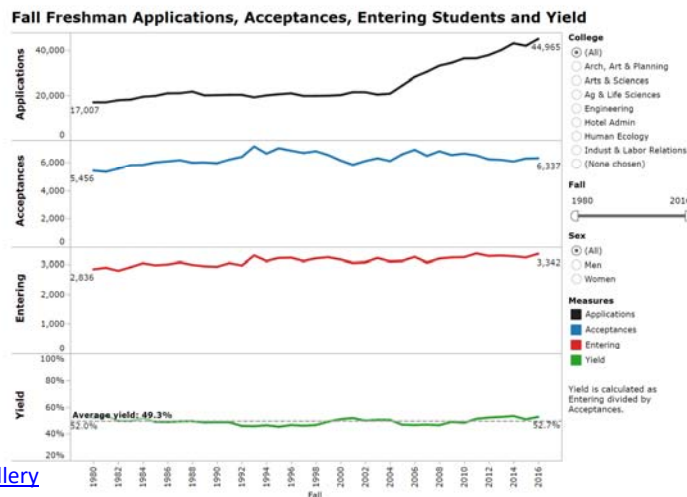
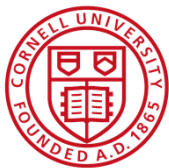
<http://oia.unm.edu/facts-and-figures/apr%20data.html>

PR - Interactive Data Visualization



<http://oia.unm.edu/facts-and-figures/apr%20data.html>

Aggregate Interactive Data Visualization

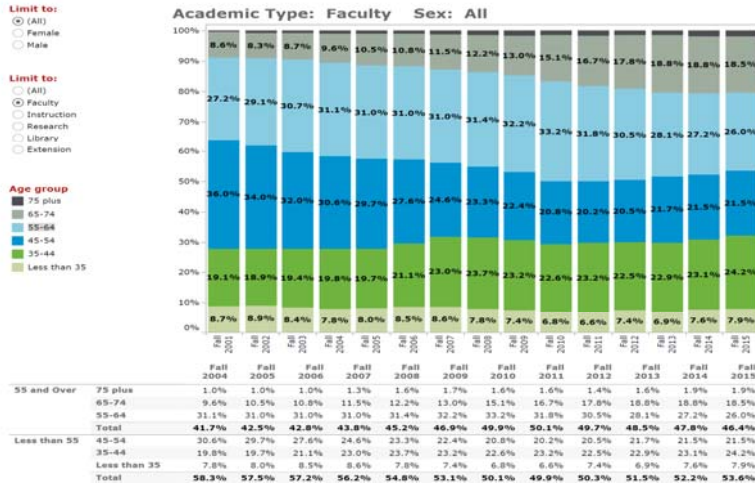


<http://irp.dpb.cornell.edu/gallery>

Aggregate Interactive Data Visualization



Academic Workforce, Distribution by Age

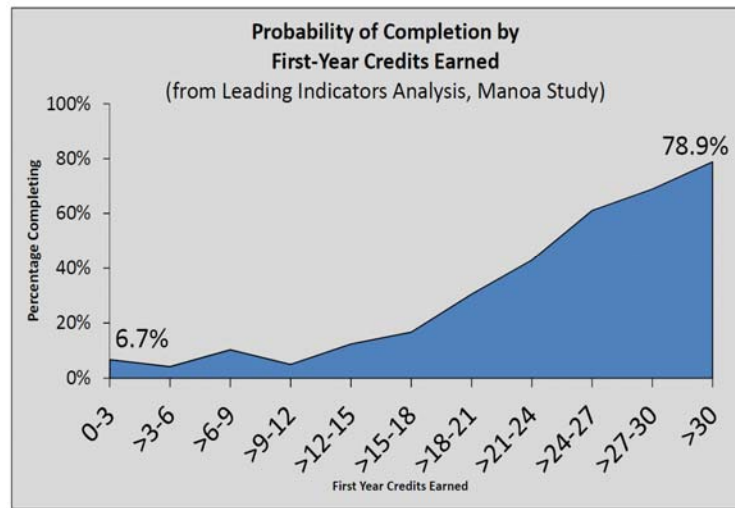


<http://irp.dpb.cornell.edu/gallery>



UNIVERSITY of HAWAII
MĀNOA

Data Analytics



Stanley, J., Using Data Analytics to Engage Stakeholders in Decision-Making, WSCUC Educational Workshop, May 2015.



Learning Analytics: Predictors and Indicators

- Activity & Performance Indicators in Class (from LMS)
 - Number and frequency of LMS logins
 - Amount of time spend on course website
 - Number of discussion posts
 - Responses to class polls
 - Grades and formative quiz scores
 - Percentage of points earned in course to date
 - Change between past and current test/quiz scores
- Student Artifacts (from LMS or hard-copy in-class assignments)
 - Blogs, discussion forum posts,
 - Essays, written assignments
- Student Learning Outcomes
 - Measurements of student achievements in core competencies in class.

Stanley, J., Using Data Analytics to Engage Stakeholders in Decision-Making, WSCUC Educational Workshop, May 2015.

Learning/Academic Analytics

Explanatory and predictive models that can help programs determine

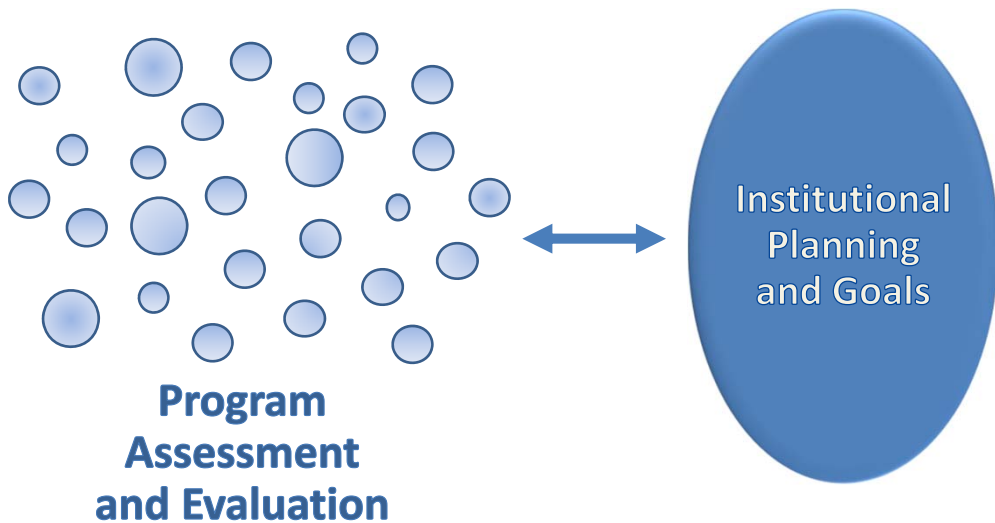
- Kinds of actions to  grad rate by 2%
- In which low-success courses we might  learning engagement activities (or tutoring) to improve students' successful completion
- Kinds of data that would be useful to collect to understand more about our students' learning
- Ways we could expand faculty use of the LMS to gain a deeper understanding of student learning

INSTITUTIONAL PRIORITIES

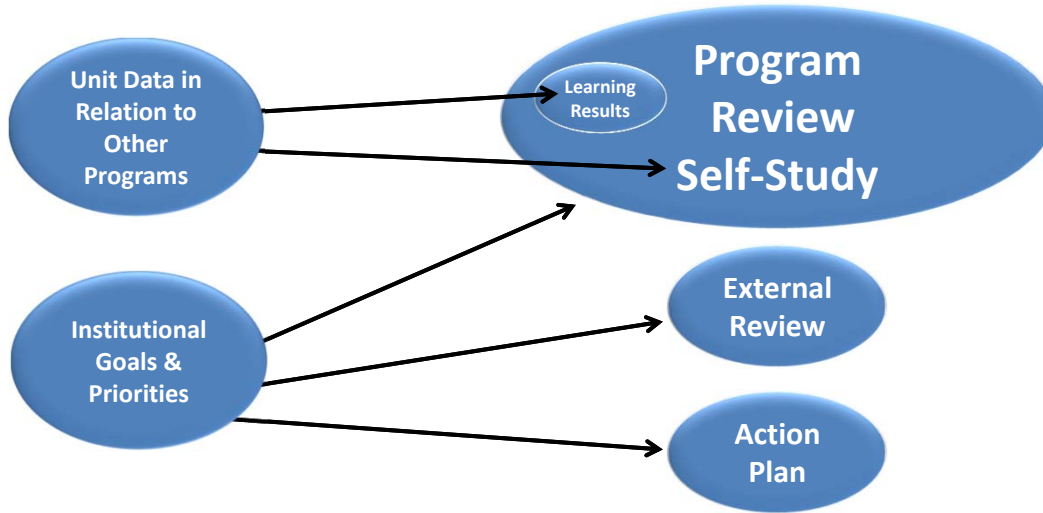


- Embed in PR process

Inherent Tension



3. Embed Institutional Priorities/Goals



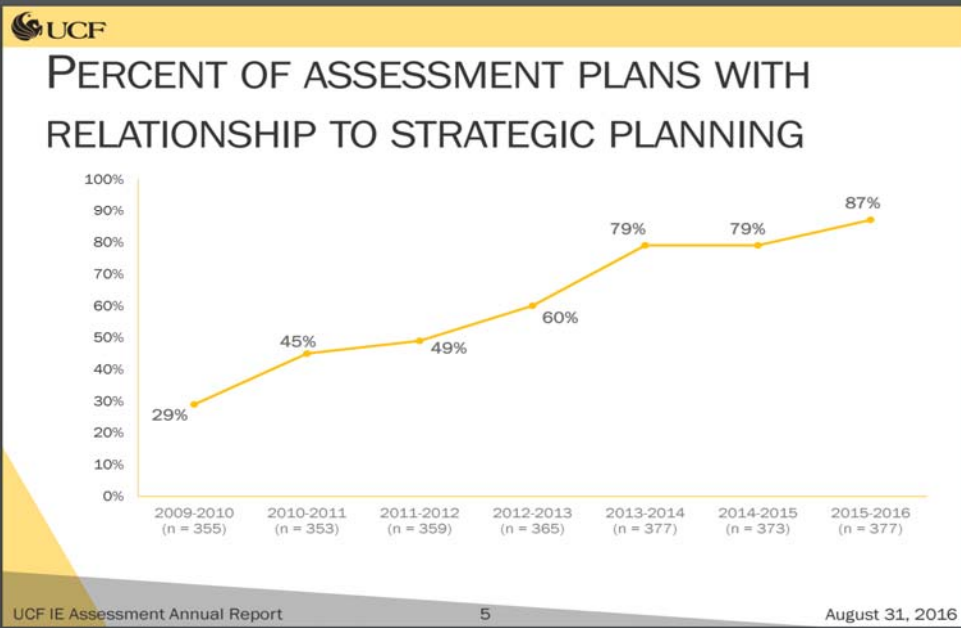
Diablo Valley College



https://web.dvc.edu/wepr/documents/PR_Rubric_AS_Adopted_8_9_16_as_accepted_by_FS_and_CC_10-5-2016.pdf

2016-2017 Program Review Rubric

1. Unlinked strategic directive	
10 points possible	0-10 Student Success: To what degree does the request justify a strategy (through one or more of the four college goals) to increase student success? 0 _____ 5 _____ 10 None or unclear Linked, but indirectly Strongly and directly linked
2. Student Impact	
25 points possible	0-10 Core Values: To what degree does the request address commitment to Equity, Excellence, and Student Learning? 0 _____ 5 _____ 10 Minor Moderate Major
	0-10 Student Success Achievement Gap: To what degree does this request target closure of achievement gaps for sub-populations of students across any or all five student success indicators: Access, Course Completion, Persistence, ESL/Basic Skills Completion, Degree/Certificate Completion and Transfer Rate 0 _____ 5 _____ 10 Not supported Incomplete support Solid support
	0-5 College Scale: What is the scale of the potential impact in terms of number and percentage of students in the college? 0 _____ 3 _____ 5 Small # Moderate# Campus-wide
3. Program Impact	
25 points possible	0-10 Consequences: To what degree will the request affect the ability of the area/program to continue to operate and function? 0 _____ 5 _____ 10 0 = Program could function the same without request 10 = Program could not function without request
	0-10 Improvement: To what degree will the request have an impact on the identified area, allowing the program to improve and/or expand? 0 _____ 5 _____ 10 0 = no impact 5 = moderately improves & expands program, while having an effect on some students 10 = program could improve in way a that affects the majority of students in the program, and may have college-level impact.
	0-5 How well did the program justify the cost and need of the request? 0 _____ 5 Not supported Highly supported
4. Themes: Qualitative	
What overall themes are found in this request?	Previous themes captured: Proliferation of technology; Campus-wide policies for tech and publications; Subject specific counseling; Reassign time; New themes

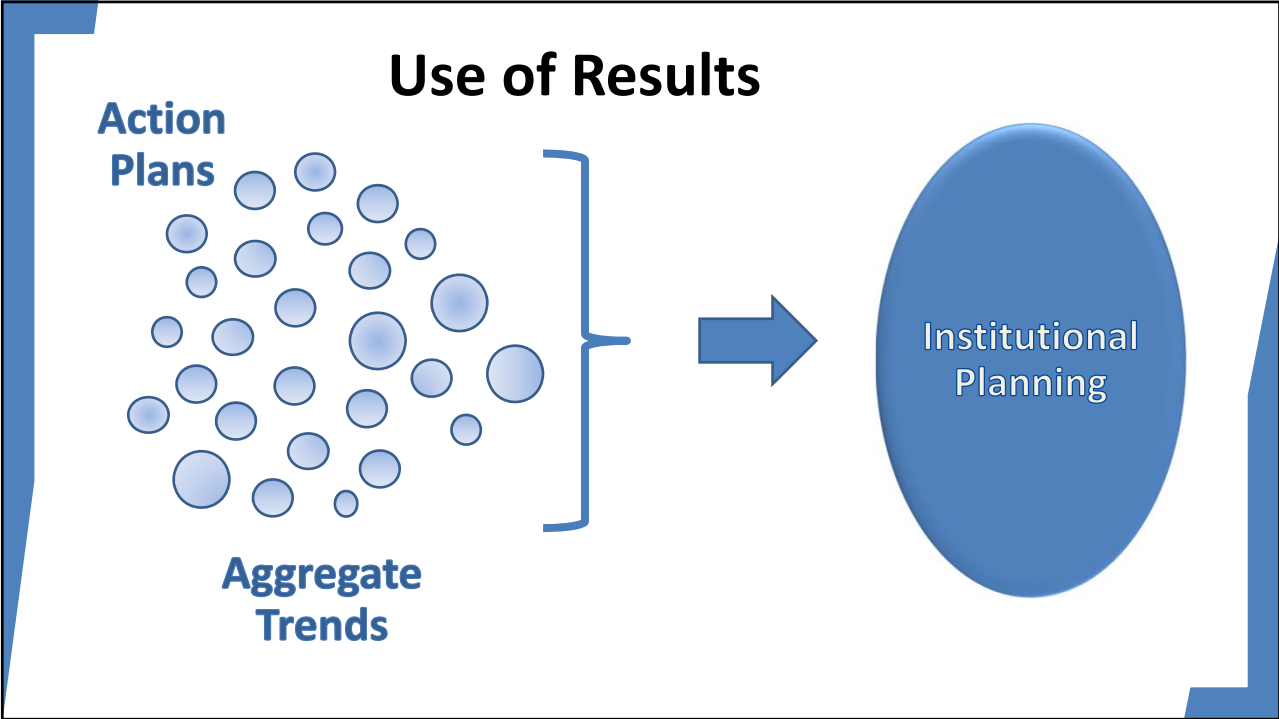



https://oeas.ucf.edu/doc/institutional_effectiveness_uac_annual_report_2016.pdf

AGGREGATE ANALYSIS



- Aggregate Results
- Analyze Trends
- Disseminate to Stakeholders





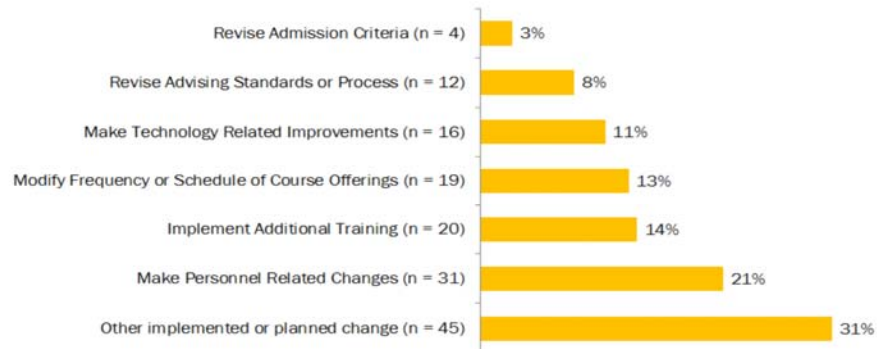
CSU Fullerton – Meta-Analysis

Commendations	Recommendations	Resource Requests
High Impact Practices (45%)	Curriculum Improvements (91%)	Faculty Hiring (55%)
Faculty Collegiality (35%)	Assessment (64%)	Faculty Support (for Service, Curriculum Innovation, etc.) (27%)
Faculty Scholarly Productivity (36%)	Advising (64%)	Space Addition & Renovation (27%)
Space Addition & Renovation (35%)	Faculty Development (45%)	

Babcock, Swarat & Nwosu, ARC 2016 - http://2016.wascarc.org/sites/default/files/MetaAnalysis_QA_Swarat_Babcock_ARC_2016.pdf

IMPLEMENTED AND PLANNED CHANGES 2014-2015 RESULTS FOR ACADEMIC PROGRAMS

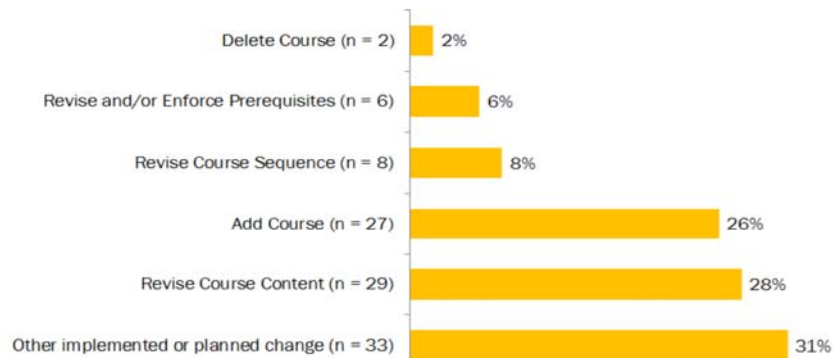
Changes to Academic Process



https://oeas.ucf.edu/doc/institutional_effectiveness_uac_annual_report_2016.pdf

IMPLEMENTED AND PLANNED CHANGES 2014-2015 RESULTS FOR ACADEMIC PROGRAMS

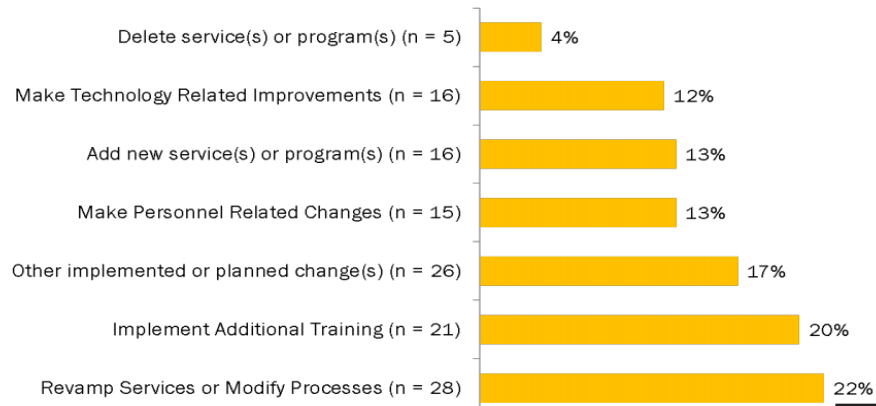
Changes to Curriculum



https://oeas.ucf.edu/doc/institutional_effectiveness_uac_annual_report_2016.pdf

Implemented and Planned Changes 2015-2016 Results for Administrative Units

Changes to Operation



https://oeas.ucf.edu/doc/institutional_effectiveness_uac_annual_report_2017.pdf

2017 UCF IE Assessment Annual Report

11

September 5, 2017



CONNECT RESULTS



- Integrate into University Planning and Budgeting

Follow-Up Planning and Budgeting



Integration with Planning and Budgeting



Long Range Planning Council Program Review Rubric

Academic Year of Review:	Program:	School/College:		
Criteria for Evaluation	Mission The mission of Chapman University is to provide personalized education of distinction that leads to inquiring, ethical and productive lives as global citizens.			
I. The mission and description of the program are consistent with Chapman's mission and identity.	Vision Chapman University will be a preeminent university engaged in distinguished liberal arts and professional programs that are interconnected, reach beyond the boundaries of the classroom and work toward developing the whole person: the intellectual, social and spiritual dimensions of life.			
	Comments:			
II. The program has made significant progress towards achieving national recognition during the period under review	Initial The program does not attract faculty and students from outside CA/achieved national accreditation/faculty scholarship is not nationally recognized/students do not participate in national events.	Emerging The program is attractive to faculty and students from outside CA/received national accreditation/faculty scholarship is nationally recognized/students participate in national events.	Developed The program has very high likelihood of attracting faculty and students from outside CA and the US/received national accreditation/faculty scholarship is nationally and internationally recognized/students participate and excel at national events/positive media presence.	
	Comments:			
III. The program has contributed to the Strategic Plan themes of:	Initial	Emerging	Developed	
a. Personalized Education	Program displays little or no commitment to personalized education	Program exhibits partial commitment to personalized education	Program exhibits strong commitment to personalized education	
	Comments:			
b. Knowledge in Action	Program shows no commitment to Knowledge in Action	Program displays partial commitment to K in A	Program displays strong commitment to K in A	
	Comments:			

<http://www.chapman.edu/students/graduate-students/files/program-review-rubric.pdf>

c. Global Scholarly Engagement	Program shows no commitment to internationalization	Program exhibits a commitment to internationalization	Program shows a strong commitment to internationalization
	Comments:		
d. Excellence in Teaching	Program exhibits no commitment to excellence in teaching	Program exhibits a commitment to excellence in teaching	Program exhibits a strong commitment to excellence in teaching
	Comments:		
e. Excellence in Scholarship	Program exhibits no commitment to promoting excellence in scholarship	Program exhibits a commitment to excellence in scholarship	Program exhibits a strong commitment to excellence in scholarship
	Comments:		
IV. Following the recommendations made by the department/school and external reviewers will bring national recognition to Chapman University.	Comments:		
V. The University resources required to implement the recommendations are reasonable.	Comments:		

Good Practice

Embed institutional strategic priorities into multiple dimensions of the program review process

Integrating WASC Requirements

- Meaning, quality and integrity of degree (2.2)
- Demonstrate learning, including core competencies, effectiveness of co-curricular programs (2.2a,b, 2.3, 2.4, 2.6, 2.11)
- Quality Assurance (2.7, 4.1,)
- Multiple constituencies engaged in improvement based on the results of inquiry, evidence, evaluation (4.3, 4.6)
- Responsibility for evaluating effectiveness of teaching and learning processes and using results for improvement of student learning and success (4.4)
- Appropriate stakeholders regularly involved in assessment and alignment of programs (4.5)
- Planning for a changing higher education environment (4.7)





External Review Summary Sheet* for Program Review

Degree/Major: _____ Date of Review: _____
 Reviewer: _____ Institution: _____
 Reviewer: _____ Institution: _____

Instructions: Please complete this summary sheet at the end of your site visit and email it to Joe Slowensky, slowensky@chapman.edu, prior to departing Chapman University. This will assist you with identifying key areas (strengths and improvements needed) to address in your final report.

Please rate the following program review criteria using the following:

E = Exemplary **S=Satisfactory** **N=Needs Improvement** **U=Unclear**

1. PROGRAM DESCRIPTION, CHALLENGES AND OPPORTUNITIES		Evaluation (E,S,N,U)
1.1	The program’s self study honestly reflects the program’s strengths and weaknesses.	
1.2	The program makes use of assessment results, institutional research data, and other data or evidence obtained from student/alumni/employer surveys as the basis for its proposed improvements and goals.	
1.3	Self study identifies goals and proposes changes which are appropriate to the latest developments in the discipline and responsive to the program’s most important needs.	
1.4	What are the major strengths and weaknesses of the program?	
1.5	Has the program made significant progress towards achieving national recognition during the period under review? Do you agree with their strategies for increasing national recognition? Within existing resources, are there other ways in which this program could achieve national recognition?	

*Adapted from John F. Kennedy University Program Review Templates & Tools

1.6	<p>Chapman University’s strategic plan has identified the themes listed below. How are these reflected in the program’s curriculum and briefly list evidence you’ve seen.</p> <p style="padding-left: 40px;">Internationalization</p> <p style="padding-left: 40px;">Faculty/Student Research</p> <p style="padding-left: 40px;">Interdisciplinarity</p> <p>Are there opportunities to support these themes which the program appears to be missing? Please suggest:</p>
1.7	<p>What are the top three goals you would suggest that the program set for the next five years?</p>
2. EDUCATIONAL EFFECTIVENESS AND CURRICULUM	
2.1	<p>The PROGRAM LEARNING OUTCOMES (PLOs) reflect the most important skills, knowledge, and values of the discipline/profession.</p>
2.2	<p>The criteria and standards of achievement for the PLOs adequately match disciplinary/professional standards.</p>
2.3	<p>The curriculum <i>content</i> is appropriate to the level and purpose of the program and reflective of current debates, trends, technologies, and latest important developments in the discipline.</p>
2.4	<p>Curriculum Map: The <i>design</i> of the curriculum supports student achievement of the program learning outcomes, offering the required depth and breadth of study, flow and sequencing of courses with coherence, and ample culminating opportunities for students to demonstrate achievement of PLOs.</p>
2.5	<p>Course Syllabi: Outline course learning outcomes that are appropriate to the level of the course and degree awarded.</p>

2.6	The standards of evidence or indicators the program uses to compare its performance to its competitors or other like programs are valid and indicative of high professional standards.	
2.7	Based on your review of student work samples, the educational effectiveness evaluation plan, and annual learning outcomes assessment reports; the program regularly and effectively uses assessment findings to improve student learning.	
2.8	Do you recommend any changes to enhance student achievement or program assessment of the PLOs? If so, please explain and advise.	
2.9	Do you recommend any changes to enhance the curriculum (content, currency, design, relevance, course availability, etc.)? If so, please explain and advise.	
3. STUDENTS AND LEARNING ENVIRONMENT		Evaluation (E,S,N,U)
3.1	Students are satisfied with the overall quality of their learning experience and feel adequately supported through the curriculum to graduation.	
3.2	Students are aware of program requirements and PLOs.	
3.3	Retention and graduation rates are consistent with disciplinary standards. The program proposes effective strategies to improve in these areas as appropriate.	
3.4	Class size levels ensure productive learning.	
3.5	The program provides adequate opportunities for internships, practica, professional development, and/or field experiences, as appropriate.	
3.6	Students feel that support services, staff and administration are adequate and supportive.	
3.7	Admission Trends: number of inquiries, applications, deposits, and enrollment indicate program health and increasing student selectivity.	
3.8	Students receive the kind of advising they need from faculty to improve their chance for success.	
3.9	Students are provided with sufficient experiences with the equipment and technologies	

	that will prepare them for success after graduation.	
3.10	Do you recommend any changes to improve student experiences and the learning environment? If so, please explain and advise.	
4. FACULTY: FULLTIME AND ADJUNCT		Evaluation (E,S,N,U)
4.1	Faculty competencies/credentials are appropriate for the discipline and degree.	
4.2	Faculty specialties correspond to program needs and to the concentrations in which they teach.	
4.3	The system for evaluating teaching practices facilitates continuous improvement of teaching and learning throughout the program.	
4.4	Fulltime faculty are adequately supported and engaged in ongoing professional development necessary for staying current in their field and continuously updating their courses/curriculum.	
4.5	Tenure and Promotion: Guidelines are updated regularly and establish a high standard for tenure and promotion.	
4.6	Do you recommend faculty changes (qualifications, expertise, teaching practices, professional development, etc.) to enhance program quality and student learning? If so, please explain and advise.	
5. PROGRAM ADMINISTRATION AND SUPPORT		Evaluation (E,S,N,U)
5.1	The administrative staff and student support resources are adequate in meeting student and faculty needs.	
5.2	Overall organizational structure and program administration is well organized, efficient and effective.	
5.3	Do you recommend any changes to strengthen the program's current structure, administration, staff, student support services, and resources (including possible reallocation)?	

External Review

The purpose of an external review is to provide an outside perspective that provides a constructive, expert analysis of program quality and recommendations for future planning and improvements.

The external review takes place after the Self-study Report is completed and submitted to the Dean. However, because of the potential difficulty of scheduling the site visit with short notice, selection and invitation of the external reviewers should be done very early, well before completion of the self-study. Two or more external disciplinary experts will review the Self-study Report and accompanying evidence and then visit the campus to meet with faculty members, students, alumni, and senior administrators. Online programs that are WSCUC-only will give the external review team the option of conducting an on-site visit.

The External Review Team will submit its completed evaluation report to the Self-study Committee Chair within one month of the site visit, and the Chair will forward an electronic copy to the Office of Educational Effectiveness (assessment@llu.edu) shortly after for review by the Program Review Committee leadership.

Selection of External Reviewers

During the first month of the program review, the program will submit a list of candidates and their current CVs to the Dean. It is the responsibility of the Dean to contact potential site reviewers and to determine if they are willing and able to serve. The Dean will review the qualifications of potential candidates to ensure they meet the eligibility criteria and approve nominees for the External Review Team.

By the end of the second month, the Dean should confirm the site visit dates with the reviewers and issue a formal letter of invitation to members of the External Review Team.

Eligibility Criteria for External Reviewers

When submitting recommendations for external reviewers, please take into account the following:

Expertise

Candidates must have appropriate terminal degrees with sufficient years of experience in university teaching, administration or other relevant professional activity. Their experience is appropriate when, where, and at a level commensurate with the program under review. They are recognized as experts in their field.

Program Review Experience

Candidates will have experience with program review, student learning assessment, institutional effectiveness, external review or accreditation, and overall good fit for your program.

Conflicts of Interest

Candidates are ineligible if they were employed or worked under contract for the program under review within the past five years. Disclose all relationships between the proposed external reviewer and your Dean, Department Chair, Program Directors, and faculty or staff members.

Reviewer Expenses

The Dean and Program Director should be prepared to reimburse expenses. Each person is to receive an honorarium and reimbursement for accommodations, local travel and other appropriate expenses incurred by the site visit.

External Reviewers' Participation

Following is an outline of the external reviewers' responsibilities before, during, and after the site visit.

- Review the Self-study Report and other program materials prior to the site visit. The report and other materials will be provided by the program one month before the date of the site visit.
- Participate in a pre-visit conference call with the program prior to the site visit to identify key issues or concerns related to the self-study and site visit.
- During the site visit, conduct interviews with faculty members, students, alumni, and senior administrators
- Complete an External Review Report within one month of the site visit.

The Site Visit

The program's students, alumni, faculty members (adjunct and essential), Self-study Committee, Dean, Academic Dean, Department Chair, Program Director, Director of the Office of Educational Effectiveness, and Provost will actively participate in discussions about the program with the external reviewers.

As the host, the program, in consultation with the Program Review Committee, is responsible for:

- Scheduling rooms for all external reviewer meetings with students, alumni, faculty, and staff.
- Sending the final Site Visit Schedule to the Office of Educational Effectiveness (assessment@llu.edu) no later than two weeks prior to the visit.
- Informing the program's students, faculty and staff members about the site visit and preparing them to participate in group discussions with the external reviewers.
- Designating a private, secure office and workspace for the external reviewers to use during their stay. This includes the provision of office supplies and additional documentary evidence requested by the reviewers.

- Assigning a person to escort the external reviewers between venues during the site visit.
- Scheduling at least one-half hour for individual faculty members or groups of faculty members to meet privately with representatives of the review team.
- Providing morning and lunch hospitality.
- Optional – providing afternoon and evening hospitality.

External Reviewers' Report

This report focuses on insights from the Self-study Report and the site visit, and provides recommendations from the perspective of experts in the program's discipline.

The External Review Team sends its External Review Report to the Self-study Committee Chair. The Chair shares it with the Dean, Academic Dean, Department Chair, Program Director, and Self-study Committee, and sends an electronic copy to the Office of Educational Effectiveness (assessment@llu.edu) for review and reference by the Program Review Committee Co-chairs. The Dean will send a thank you letter to each member of the External Review Team.

Guidelines for Program Review Site Visit and External Review Report

The goal of program review at Loma Linda University is to promote a culture of analysis and evidenced-based program improvement. The process begins with the program undertaking a thorough self-evaluation. Significant findings from that examination are summarized in the Self-study Report. Subsequently, a team of external reviewers are invited to evaluate it from a broader perspective. Our expectation is that you will use information provided in the Self-study Report and gathered from interviews with program personnel to evaluate its standing in the academic community. Your significant findings, evaluations and recommendations are summarized in an External Review Report. If you are reviewing an online program, you have the option to request an on-site visit. We greatly appreciate your willingness to participate in this quality improvement process.

Preparation for the Site Visit

Prior to the visit, you will receive from the chair of the Self-study Committee or department:

1. A packet of information regarding the logistics of the visit (confirmation letter, arrival and departure times of site review team members, name and location of your hotel, map of the area, directions to the campus, map of the campus, parking information and permits, and a travel expense report form with instructions).
2. The Self-study Report including a narrative section and supporting appendices.
3. The names and contact information of the site review team members.
4. The name of a designated team chair who will serve as the liaison between the team and Loma Linda University. By common consent of the team members, the responsibility of site review team chair may be reassigned to another individual on the team.

In preparation for the visit, you will:

1. Review the self-study documents and supporting appendices to familiarize yourself with the programs under review.
2. Review and recommend modifications to the site review schedule proposed by the chair of the Self-study Committee (responsibility for the site visit schedule should be assumed jointly by the chair of the program Self-study Committee and the chair of the site team).
3. Confirm with the chair of Self-study Committee or department your contact information (email address, preferred mailing address) and social security number to be used in arranging for reimbursements and honoraria.
4. Make travel arrangements in consultation with the chair of the Self-study Committee or department (a site visit is typically two days in length, but may be extended if deemed desirable by the program under review).

5. Maintain written records and receipts of related expenses for reimbursement (the program or department will reimburse the members of the site review team for expenses related to their visit).

Guidelines for the Site Visit

Within the time limits of the schedule, the site visit will include:

1. Sessions with the Provost and President (if possible), Dean(s) overseeing the program, Department Chair, Program Director, faculty, staff members, and students (to the extent possible, confidentiality will be observed in these discussions). Meetings with individuals should generally be at least 15 minutes, small group meetings at least 30 minutes, and larger groups at least one hour.
2. Time for faculty members, staff members, or students to meet privately and confidentially with one or more members of the site review team.
3. Breaks for informal interactions (unscheduled time, particularly toward the end of the second day will allow for unforeseen delays and/or additional meetings, as needed).
4. Opportunities for the team to examine instructional facilities, classrooms or clinical sites used by the program.
5. Reserved time for the team to confer and plan their report (as a minimum, evenings and a working lunch session on the last day of the visit).
6. Opportunities for the site review team to request additional information or data from the program or department, though the Self-study Report will be the primary information resource for the site visit.
7. Time at the conclusion of the site visit for the team to review its findings and discuss their report. (During this discussion, the site review team should agree upon format, content, and individual assignments for various components of the External Review Report.)
8. A scheduled meeting with program faculty and administrators prior to the site review team's departure to present the preliminary assessment.

Overview of the External Review Report

In preparing the External Review Report, the site review team should:

1. Agree before leaving the campus upon its structure and the responsibilities of individual team members for the preparation of various sections.
2. Review additional information provided by individuals associated with the program within one week subsequent to the site visit.
3. Prepare the written External Review Report by addressing the following areas:
 - **Findings:** This section includes facts, evidence and observations that the team considers to be significant with respect to their subsequent evaluations and recommendations.
 - **Evaluations:** Based upon the findings, the team should make judgments about such features as the sufficiency or adequacy of physical resources (e.g.,

laboratories, classrooms, research equipment, clinical sites, etc.), of personnel resources (e.g., faculty mentors, technical staff, support personnel, etc.), the administrative structure, the number of applicants and quality of accepted students, the educational program and curriculum, the subsequent success of graduates, the adequacy of faculty and student publications and extramural funding, etc. Evaluations should recognize areas in which the program exceeds expectations as well as those that represent challenges.

- **Recommendations:** For areas of weakness, the External Review Report should recommend potential remedies or strategies for improvement. It is especially useful to indicate how strengths may be leveraged to address limitations. The goal of the recommendations will be to improve program quality, productivity and efficiency.
4. Assemble drafts of the various sections into the final version of the External Review Report (unless the team has made other arrangements, this is the responsibility of the team chair).
 5. Submit the completed External Review Report as an electronic document to the Program Director within 30 days of the site visit (the site review team chair will submit the document).

Purpose of the External Review Report

The External Review Report conveys to the program under review and to the institution the team's findings and recommendations about the program's capacity to offer degrees within Loma Linda University. The report also includes observations about the effectiveness of its programs and recommendations for the future of the program.

Team Chair Responsibility for the External Review Report

The Chair prepares and finalizes the team report as follows.

- Compile and edit team members' contributions into a coherent document and return the draft External Review Report to the team members for review.
- The Chair makes requested revisions that are deemed necessary for the accuracy and completeness of the report.
- The Team Chair sends the final report to the Chair of the program's Self-Study Committee.

The External Review Report should contain:

- Title page
- Table of contents with page numbers
- One-page Executive Summary
- Body of the External Review Report (Sections I, II, and III)
- Relevant appendices

External Review Report Length and Page Format

The report should be 1½ -spaced, using 10 or 12-point font, and should include page headers and page numbers. Generally, reports are three to ten pages in length.

Body of the External Review Report

Section I. Overview and Findings

Provide background information on the mission and nature of the program, including brief history, location(s), size, levels and kinds of degrees awarded. Indicate whether the program has off-campus sites or distance education formats, and, if so, which ones were reviewed on this visit. Record observations and data provided in the Self-study Report that are the basis for subsequent evaluations and recommendations.

Section II. Evaluations

A. Program Quality

This section of the External Review Report addresses the overall quality of the program. Suggested guidelines for your comments are:

- Have goals (student learning outcomes) for student success been established?
- How are student learning outcomes reviewed?
- Are the data complete and accurate enough to make an informed analysis?
- Are benchmark data for comparable institutions available?
- To what extent has the program achieved its standards of success?
- Provide critical assessments of:
 - How the program addresses its stated mission and the mission of the University
 - The design of the curriculum: coursework, sequencing, available learning experiences
 - Faculty composition
 - Faculty productivity
 - Support for faculty development, mentoring, and coaching
 - Student satisfaction
 - Graduate achievement
 - Support for program revisions and growth

B. Program Sustainability

This section of the review connects outcomes with expected standards and with the program's ability to move forward. Suggested guidelines for your comments are:

- What do data on student attrition and retention show for various sub-groups of students, including different demographic groups, degree levels, and majors?
- What do data show about graduation rates and time to completion?
- Are retention and graduation rates satisfactory? If not, what plans should be made to address student success?
- Has the program identified its major challenges? How? Are there processes and plans underway to address these challenges?

- Are there adequate resources for the program to continue to operate and fulfill its mission effectively? In what areas are more resources needed?
- Is there effective planning that takes into account human, physical, technological and financial and academic needs, and sets clear priorities?
- Is there an effective alignment between program resource allocations and its priorities, mission and goals?
- Has the program identified indicators of its effectiveness and the evidence that it needs to determine whether it is achieving its educational purposes and learning objectives?

Section III. Recommendations

After reviewing the data and considering the programs plans for change, provide recommendations, insights, and potential strategies as appropriate.

Sample Title Page and Table of Contents

<p>LOMA LINDA UNIVERSITY (NAME OF SCHOOL)</p> <p>EXTERNAL REVIEW REPORT OF (NAME OF PROGRAM)</p> <p>Date of visit</p> <p>Review Team Roster List names of members.</p>
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Table of Contents

EXECUTIVE SUMMARY

SECTION I. OVERVIEW AND CONTEXT

SECTION II. EVALUATION

A. Program Quality

B. Program Sustainability

SECTION III. RECOMMENDATIONS

Five-year Academic Program Review Rubric

Report Sections	Early Development	Developing	Highly Developed
PART I- Introduction			
General Information	Process is incomplete, no evidence of meetings; self-study compiled primarily by program head or a senior faculty member; little faculty and staff input; no input from students or other stakeholders; no indication of a process for faculty to participate. Limited history of the program is provided.	Process is emerging, with evidence of meetings and narrow stakeholder engagement. A history of the program is complete but lacking detail.	Process is complete, with clear evidence of meetings; engagement of faculty, staff, students and other stakeholders is broad and collaborative. A complete history of the program is provided.
PART II- Response to Previous Recommendations			
Response and Implementation	No description of previous APR or recommendations. Program did not address or implement recommendations, nor provide an explanation for not doing so.	Limited description of previous APR and recommendations. Program implemented some recommendations and provides explanations for not addressing all.	A clear description of previous APR recommendations and program level response is provided. Program effectively addressed most, if not all, recommendations or incorporated them into its current 5-year plan.
PART III- Program Description & Analysis			
A.1 Program Mission Purpose and Goals (MPG)	Overview of program MPG's is incomplete; little or no discussion of how the mission influences program structure and decision making and stakeholder activities. Little or no discussion of how program MPG's are communicated to faculty, students and stakeholders.	Overview of program MPG's is emerging. Indicators of mission influence on program structure, decision making and stakeholder activities. Limited articulation of MPG's to program faculty, students or stakeholders.	Program has established its own set of MPGs unique to the program, AND are aligned with university MPGs and stated clearly and concisely. Evidence of MPG's influencing program design, decision making and stakeholder. Clear articulation of MPG's to program faculty, students and stakeholders; clear analysis of how relevant critical issues are reflected in this mission.
A.2 Current issues and alignment with OHSU MPGs.	Discussion of relevant current issues is incomplete. Incomplete description of how program MPG aligns with/contribute to OHSU mission fulfillment, goals and core themes.	Limited discussion of relevant current issues and impact to program. Program has established its own set of MPGs unique to the program, and has initiated preliminary analysis indicating MPGs are aligned with university MPGs.	Clear articulation of relevant current issues and impact to program's mission. Program has well developed set of unique MPG's and has analyzed how the MPG's align with OHSU MPGs.

Five-year Academic Program Review Rubric

B.1 Evaluation of Program	Limited discussion of curricular modification over the past 5 years. Static curriculum unreflective of changes in the field. Summary and analysis of Assessment Plan incomplete. Did not provide Assessment Plan and/or Program Effectiveness Plan in Appendix.	Program has provided overview of curricular modifications and discussion of programmatic impact over the last 5 years. Summary and analysis of Assessment plan is complete, with Assessment Plan and Program Effectiveness Plan in Self-Study Appendix.	Program has provided thorough overview of curricular modification, programmatic impacts and implementation over the last 5 years. Summary and analysis of Assessment Plan is complete with clear indicators for measuring program quality and effectiveness.
B.2 Stakeholder Engagement and Program Planning	Little evidence of stakeholder engagement in assessment planning and/or course evaluations to promote program effectiveness.	Program-level student learning outcomes clear and measurable. Evidence of stakeholder engagement in assessment planning, and uses results from course evaluation to begin planning for increased curricular and program level outcomes.	Program-level student learning outcomes are clear and measurable; assessment results regularly discussed by faculty committee and stakeholders; uses evidence and course evaluations in program planning.
C.1 Faculty	No discussion of faculty trends that affect program development and faculty diversity; no succession planning (recruitment, retention, retirement) is evident.	Emerging discussion of faculty trends; preliminary planning for program development, faculty diversity recruitment and retention.	Explicit planning for program development based on faculty diversity and recruitment/retention needs. Supporting data used in planning.
C.2 Teaching Evaluations and Faculty Development	Little or no discussion of how teaching evaluations are used for program improvement. Limited discussion of faculty development opportunities/gap analysis. cursory information about faculty grants	Moderate discussion of use of teaching evaluations for program improvement. Emerging discussion of faculty development opportunities/gap analysis. Provides information related to faculty grants/awards.	Provides analysis of use of teaching evaluations for program improvement. Provides examples and relevant data related to faculty development opportunities/gap analysis. Reports complete information related to faculty grants/awards.
D.1 Students	No analysis of program enrollment and degree production in the context of program development, capacity and sustainability. No discussion of student diversity and plans to increase student diversity.	Curriculum appears to reflect current practice in the discipline. Uses some rudimentary analysis of trends in enrollment and degree production in the context of program quality and sustainability. Some discussion about student diversity and recruitment planning.	Data about student performance and developmental needs informs program improvement. Well-developed and successful plans for student diversity recruitment, retention and success.
D.2 Student Services and Career Development	Limited discussion of student support services; little analysis on adequacy of services. Initial discussion of program support and student career development. Incomplete information about scholarly output and student grants/awards. cursory analysis of student feedback processes.	Emerging discussion of student support services; initial analysis on adequacy of services. Preliminary discussion of program support and career development for students. General information about scholarly output and student grants/awards. Preliminary analysis of student feedback processes.	Provides strong analysis of student support services and program goals for student career development. Provides complete information about scholarly output and student awards/grants. Thorough analysis of how student feedback is collected and utilized for program improvement

Five-year Academic Program Review Rubric

E.1 Budget/ Obligations	Initial data on revenue sources and annual financial obligations related to program operations. Does not identify important contextual factors or extenuating circumstances related to resource planning.	Preliminary discussion of the adequacy of resources; emerging resource planning for or identification of potential new revenue streams for the next 5 years. Identifies needs or sets priorities, but not linked to data. Limited discussion of context and extenuating circumstances affecting resource planning.	Detailed analysis of resource adequacy for the 5-year period; uses data to identify program needs and priorities. Developed understanding of unique program circumstances affecting resource needs. Informed by comparison to peer universities.
E.2 Tuition and Resource Utilization	Preliminary evaluation of tuition and comparators. Limited discussion of students on faculty grants. Little to no discussion of resources utilized for mission fulfillment.	Evaluation of tuition and comparator programs. Provides data linked to students on faculty grants. Emerging discussion of resources utilized for mission fulfillment.	Complete information and analysis related to program tuition and comparators. Complete data linked to students on faculty grants. Full analysis of resources utilized for mission fulfillment.
PART IV- Supplemental Information			
Other Information (Optional for Programs)	Additional information provided about the program did not contribute to the reviewers' understanding of the program and its effectiveness.	Additional information was relevant, but did not contribute significantly to the reviewers' evaluation of program effectiveness.	Additional information enhanced the discussion of specific actions or changes to be taken in the next 5 years.
PART V- Program Goals and Reflection			
A. Program Goals	Discussion of strengths, accomplishments and improvements needed are superficial and not likely to lead to needed improvements over the next 5 years.	Reflects spirit of continuous improvement; directions for next 5 years are reasonably developed.	Reflects spirit of continuous improvement and self-reflection; established goals and indicators for improvement.
B. Program Reflection	Provided limited narrative that addresses what was learned through the self-study.	Emerging narrative about what was learned through the process. Identified key areas for reflection and evaluation.	Strong reflection about self-study and integrated feedback into planning process. Articulates plan for future assessment of program needs and outcomes.
PART VI- Supporting Documentation			
	Some but not all of required supporting documents were provided. Information is limited and somewhat supports the program level goals.	Required supporting documents were provided. Documentation is sufficient and provides relevant information to support program level goals.	All supporting documents were provided and complete. Documentation is well thought out and provides context for program level goals.



Wright State University
Program Review
Rubric

Periodic program review is a critical component of Wright State University's commitment to continuous improvement and alignment of its mission and strategic plan with its curricular and co-curricular programs. In the periodic review, programs and departments are reviewed every five years. Program review follows the adoption of the five-year Strategic Plan and provides each department with the opportunity to reflect on its programs; review its internal methods for assessment and program improvement; review trends in enrollment, graduation, and resources; and outline plans for the upcoming years.

Each department will submit the program review document, which will be reviewed in the following manner using the rubrics below.

1. Each academic program within the unit will be reviewed using the program assessment rubric.
2. The department will be reviewed using the results of the program assessment reviews and the department level data in the program review template.

The resulting analysis will be provided to the Deans, Vice Presidents, and the Provost to assist them in strategic decision making and resource allocation. The results will also be made available to the university community.

Program Assessment Rubric

Measure	Room for Improvement	Emerging	Developed
Alignment with university mission and strategic plan	Program has no mission, or, mission is not at all aligned with the university mission and strategic plan	Program mission is somewhat aligned with the university mission and strategic plan	Program mission is well-aligned with the university mission and strategic plan; many of the goals and the objectives of the strategic plan are manifest in the program
Program quality, distinctiveness, and recognition	Program lacks examples of recognition for quality; is not uniquely distinct	Program has some examples of recognition for quality, and has distinct elements	Program has many examples of recognition for quality and is clearly unique and distinct
Learning outcomes and assessment	Program has not articulated clear program learning outcomes	Program has learning outcomes but has not yet defined assessment or has not acquired assessment data	Program has learning outcomes, a plan for assessment, has gathered data, and has used the data to improve the program
Program relevance (curricular updates, graduate placement, employment prospects)	Program has not been updated in past 5 years; does not have data or failed to place graduates; and is not aligned with employment projections	Program has had some curricular updates; has some data on graduate placement; and has some alignment with employment projections	Program has many innovative curricular updates, data showing excellent graduate placement, and is well aligned with employment projections
Faculty excellence (teaching and research)	Program has no evidence or examples of faculty excellence	Program has some evidence, examples of faculty excellence	Program has many examples of faculty excellence
Capacity for growth and enhancement	Program is unable to justify need for growth or enhancement	Program has some reasons justifying need or opportunity to grow program	Program has ample reasons why program should have resources to grow or enhance
Program enrollment and graduation (Note: all programs saw increase in graduation in 11-12)	Enrollment and graduation are trending downward	Enrollment and graduation are stable	Enrollment and graduation are trending upward

Department Assessment Rubric

Resources

Measure	May need fewer resources	Resources adequate	May need more resources to meet need or to expand
Faculty numbers	Faculty numbers are trending upwards	Faculty numbers are stable	Faculty numbers are decreasing
Student FTE/Faculty FTE ratio	Ratio is decreasing; student FTEs are falling while faculty stay the same or increase	Ratio is stable; faculty hires are keeping pace with student FTEs	Ratio is increasing; faculty hires are needed to keep pace with student FTEs
Average class size	Class sizes are trending downwards	Class sizes are stable	Class sizes are trending upwards
Total student credit hours	Student credit hours are trending downwards	Student credit hours are stable	Student credit hours are trending upwards

Success

Measure	Room for improvement	Adequate	Exemplary
Course completions	Course completions are trending downward	Course completions are stable	Course completions are trending upward
Total enrollment: majors and intending	Enrollment is trending downward	Enrollment is stable	Enrollment is trending upward
Total graduates	Number of graduates is trending downward	Number of graduates is stable	Number of graduates is trending upward

Measure	Room for improvement	Adequate	Effective	Exemplary
Alignment with University Mission and Program Goals	Few or none of the department's programs are aligned with the university mission or strategic plan	Some of the department's programs are aligned with the university mission or strategic plan	Most of the department's programs are aligned with the university mission and strategic plan	All of the department's programs are well aligned with the university mission and strategic plan
Program quality, distinctiveness, and recognition	Few or none of the programs in the department have provided examples of recognition for quality or uniqueness	Some programs in the department have provided examples of recognition for quality or uniqueness	Most programs in the department have provided examples of recognition for quality or uniqueness	All programs in the department have provided examples of recognition for quality or uniqueness
Academic Assessment	Few programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	Some programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	Most programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	All programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement
Faculty Scholarship	Department provided no examples to demonstrate faculty excellence in scholarship in the program field	Department demonstrates faculty scholarship by providing examples of excellence in a few programs	Department demonstrates faculty scholarship by providing examples of excellence in most programs	Department provides multiple examples to demonstrate faculty excellence in scholarship in all programs

Measure	Room for improvement	Adequate	Effective	Exemplary
Quality Teaching	Department provided no examples to demonstrate excellence in teaching, pedagogy, curricular innovation, or student success	Department demonstrates excellence by providing examples in one or two of the following: teaching, pedagogy, curricular innovation, or student success	Department demonstrates excellence by providing some examples in more than two of the following: teaching, pedagogy, curricular innovation, and student success	Department demonstrates excellence by providing multiple examples in each of the following: teaching, pedagogy, curricular innovation, and student success
Enrollment trends (degree and credential seeking students)	Enrollment is generally decreasing	Enrollment is flat	Enrollment is generally increasing in the department but is below university and college average enrollment trends	Enrollment is up in most programs and departmental enrollment growth is above university and college average enrollment trends
Student FTE to Faculty FTE	The student to faculty ratio does not meet the criteria for adequate	In top 25% of student to faculty FTE ratio in the college OR the top 50% in the university	In top 25% of student to faculty FTE ratio in the college AND the top 50% in the university	In top 25% of student to faculty FTE ratio in the university
Financial Sustainability	The revenue to expense ratio does not meet the criteria for adequate	In top 50% of revenue to expense ratio in the college OR the top 25% in university	In top 25% of revenue to expense ratio in the college AND the top 50% in the university	In top 25% of revenue to expense ratio in the university
External Funding Expenditures	Has no external funding or the faculty to external funding ratio does not meet the criteria for adequate	In top 25% of faculty to external funding ratio in the college OR the top 50% in the university	In top 25% of faculty to external funding ratio in the college AND the top 50% in the university	In top 25% of faculty to external funding ratio in the university
Plans for growth and improvement	The department does not provide a plan for growth and improvement	The department provides a plan for growth or improvement	The department provides a plan with a specific timeline and outcomes for growth and improvement	The department provides a plan for growth and improvement based on the review and aligns it to the University Strategic Plan

Academic Program Review Rubric 2016-2017 Review Cycle

Department Name:

Degree Programs and Certificates Offered by the Department:

Rubric Scale:

- **Absent:** No information is provided.
- **Developing:** Some information is provided, but the description and/or discussion is incomplete.
- **Developed:** Information and/or discussion is provided on all key components.

Part 1: Where is the department now?				
Part 1A. Department Overview	Rating			Comments
1. Brief history of the department	Absent	Developing	Developed	
2. Mission, goals, and strategic priorities of the department	Absent	Developing	Developed	
3. Alignment of the department's goals and priorities with college and institutional goals and priorities	Absent	Developing	Developed	
4. Summary of recommendations from previous reviews and any changes made in response	Absent	Developing	Developed	
5. Significant accomplishments, challenges, and major changes that have occurred in the past 5 years	Absent	Developing	Developed	
6. Emerging trends in the discipline and how the department is responding	Absent	Developing	Developed	
Part 1A Overall: Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Part 1A Overall: Department/program-level data or other evidence is included and supports the report narrative	Absent	Developing	Developed	

Part 1B. Academic Program Information	Rating			Comments
1. Brief summary of each program or certificate offered by the department <ul style="list-style-type: none"> Information on mission, location, format, student learning outcomes, program outcomes, and information on external accreditation (if applicable) is provided 	Absent	Developing	Developed	
2. Description of the curriculum for each program or certificate	Absent	Developing	Developed	
3. Contribution to general education and/or other service teaching areas (if applicable)	Absent	Developing	Developed	
4. Successes and challenges related to student recruitment, enrollment, retention, progression to degree, and graduation rates/number of degrees conferred	Absent	Developing	Developed	
Part 1B Overall: Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Part 1B Overall: Department/program-level data or other evidence is included and supports the report narrative	Absent	Developing	Developed	
Part 1C. Student Learning and Support	Rating			Comments
1. How program curricula reflect identified student learning outcomes	Absent	Developing	Developed	
2. How students are exceeding, meeting, or not meeting expectations	Absent	Developing	Developed	
3. Changes/improvements made based on assessment of student learning outcomes	Absent	Developing	Developed	
4. How the department is exceeding, meeting, or not meeting students' expectations	Absent	Developing	Developed	
5. How departmental services, activities, and education foster student success and career preparation	Absent	Developing	Developed	

6. Other initiatives undertaken to enhance the student experience	Absent	Developing	Developed	
Part 1C Overall: Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Part 1C Overall: Department/program-level data or other evidence is included and supports the report narrative	Absent	Developing	Developed	
Part 1D. Faculty and Staff Profile	Rating			Comments
1. How success/productivity is defined and communicated to faculty members	Absent	Developing	Developed	
2. How faculty are exceeding, meeting, or not meeting expectations for research, creative activity, and/or scholarly work	Absent	Developing	Developed	
3. How faculty are exceeding, meeting, or not meeting expectations for teaching/pedagogical competency	Absent	Developing	Developed	
4. Impact of new hires and departures on program quality and diversity	Absent	Developing	Developed	
5. How the department supports professional growth of faculty members	Absent	Developing	Developed	
6. How faculty expertise supports the strategic direction of the department	Absent	Developing	Developed	
7. Results of collaborative or interdisciplinary work	Absent	Developing	Developed	
8. How the department engages in outreach and contributes to the university's land-grant mission	Absent	Developing	Developed	
Part 1D Overall: Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Part 1D Overall: Department/program-level data or other evidence is included and supports the report narrative	Absent	Developing	Developed	
Part 1E. Inclusion and Diversity	Rating			Comments

1. How the department contributes to the college's and university's strategic plans for inclusion and diversity	Absent	Developing	Developed	
2. How the department's efforts to recruit and retain underrepresented students and faculty advance the university's commitment to inclusion and diversity	Absent	Developing	Developed	
3. How the department's organizational environment acknowledges and celebrates diversity and employs inclusive practices throughout daily operations	Absent	Developing	Developed	
4. How the department's infrastructure supports progress towards achieving the goals of the college's and university's strategic plans for inclusion and diversity	Absent	Developing	Developed	
Part 1E Overall: Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Part 1E Overall: Department/program-level data or other evidence is included and supports the report narrative	Absent	Developing	Developed	

Part 2: Where does the department hope to be in five years?

Departmental Vision	Rating			Comments
Department presents a vision for where it would like to be in 5 years <ul style="list-style-type: none"> Vision addresses all relevant aspects, including academic programs, student learning and support, faculty and staff, research, teaching, outreach and international involvement, and diversity and inclusion 	Absent	Developing	Developed	
Department describes any gaps that exist between the department's vision for the future and where it is now	Absent	Developing	Developed	

Department describes the extent to which available resources reflect the department's capacity to achieve its desired goals <ul style="list-style-type: none"> Types of resources include personnel, financial, facilities, and technology 	Absent	Developing	Developed	
Part 2 Overall: Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Part 2 Overall: Department/program-level data or other evidence is included and supports the report narrative	Absent	Developing	Developed	

Part 3: How will the department get there?

Improvement Strategy and Implementation Items	Rating			Comments
Department presents an overarching plan for continuous improvement over the next 5 years	Absent	Developing	Developed	
Continuous improvement plan includes 3 to 5 high-priority, actionable implementation items	Absent	Developing	Developed	
Implementation items are detailed enough to effectively guide departmental improvement efforts	Absent	Developing	Developed	
Implementation items are consistent with the department's vision for the future	Absent	Developing	Developed	
Implementation items are supported by data and trends presented in the report	Absent	Developing	Developed	
Implementation items appear to be feasible (e.g., mixing items utilizing existing resources with items requiring additional resources may be more feasible to implement than every implementation item requiring additional resources)	Absent	Developing	Developed	

Overall Self-Study Report / Academic Program Review Process

Self-Study Report	Rating			Comments
Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Department uses data/supporting evidence to inform improvement efforts	Absent	Developing	Developed	
Evidence of broad participation in the self-study process (e.g., multiple faculty members, staff members, current students, alumni, etc.)	Absent	Developing	Developed	

Brief Narrative Report (3-4 pages):

The review team’s narrative report should include summaries of the department’s strengths, opportunities for further reflection and action, and the review team’s face-to-face conversation with the department. The review team should focus on the department’s interpretation of data presented, depth of analysis/reflection, and resulting implementation items with a focus on alignment rather than making judgments on the overall quality of the department. The primary goal of the peer review process for Academic Program Review at Virginia Tech is to support departments’ continuous improvement efforts.



Academic Program Review Rubric

by

Kay M. Sagmiller, Ph.D
Oregon State Center for Teaching and Learning



Program Review Rubric

Program Name _____ **Evaluator** _____ **Date** _____

		Exceeds (4)	Meets (3)	Developing (2)	Beginning (1)
1	Program mission directly aligns to university mission 2.C.1	Mission is aligned to the institutional goals; guides planning; published widely, (including institutional data system); Program has a scheduled process for reviewing mission and its alignment to the university mission	The mission statement is articulated and aligned to the University mission; Mission guides strategic planning; is clearly communicated and published in the institutional data system	Program mission is articulated, but alignment to University mission is incomplete or in process OR the mission is not integral to strategic planning	Department or program has not articulated a formal mission statement
2	Faculty have a central role in planning and evaluating educational programs 2.C.5; 4.A.3; 4.A.2	Faculty's reflective practice and data analysis feeds into the larger dialogues of program and institutional improvement	Faculty cooperatively collect and analyze data (including student work), to align courses, clarify academic expectations, and improve student achievement	Individual faculty independently collect and assess data to improve the courses they teach, but data does not feed into major or program articulation	Curricular planning and evaluation is not systematic or inclusive of faculty input
3	Program exit outcomes are clearly articulated for the development of skills and knowledge 2.C.1; 2.C.2; 2.C.4; 4.A.3	Complete program outcomes are written at appropriate level of generality; outcomes are published in the institutional data system. Academic expectations are clearly and regularly communicated to students	Program outcomes include knowledge and skills. Outcomes are written at appropriate level of generality and are published in an institutional data system	Some exit learning outcomes are identified, but outcomes are unclear and/or incomplete	Degree and program graduation exit outcomes are not articulated
4	Graduation proficiency levels and expectations are clearly communicated to students 2.C.1; 2.C.2; 2.C.4	<u>Program proficiency levels</u> are identified and comprehensively communicated; examples of exemplary work is available to illustrate proficiency expectations; alumni data is used to evaluate graduates' proficiencies	Proficiency levels are identified for all program outcomes; rubrics communicate proficiency levels for graduation	Proficiency levels are identified for all program outcomes; proficiency levels are implied but not made explicit	Program outcomes exist, but proficiency levels have not been formally identified

(Numerical notations reference NWCCU Accreditation Standards 2012)

		Exceeds (4)	Meets (3)	Developing (2)	Beginning (1)
5	Summative assessments are aligned to program outcomes 2.C.2; 2.C.4; 4.A.3	Summative assessments are aligned to program exit outcomes; a common scoring rubric is used to assess students' proficiencies; data is entered in institutional data system; curricular modifications are data-based	Summative assessments are directly aligned to program exit outcomes; a common scoring rubric is used to assess student work; data is entered in institutional data system	Summative assessments are somewhat aligned with program exit outcomes, but alignment is assumed and/or inconsistently evaluated by supervising faculty	Summative assessments are not clearly identified and/or aligned to program outcomes
6	Formative (mid-program) assessments are embedded in required courses 2.C.4; 2.C.5 4.A.1; 4.A.3	Mid-program assessments are aligned to and feed into the evaluation of institutional academic effectiveness; a common scoring rubric is used by the program to assess student work; data is entered in institutional data system	Mid-program data is systematically collected on student progress as part of program effectiveness review process; assessments are embedded in required courses (e.g., 300-level courses) to determine continued academic progress in identified areas	Mid-program data is collected on student progress, but data is not formally reviewed, summarized or incorporated into curricular improvement	Mid-program data is not systematically collected or analyzed to determine students' continued academic progress in knowledge or skill levels
7	Course design aligns with, and contributes to mastery of program learning outcomes 2.C.2; 2.C.4; 2.C.5 4.A.1; 4.A.3	All courses (including electives) are organized to scaffold students' developing knowledge and skills; assignments align to course <i>and</i> program outcomes; clear, exit outcomes are written at the appropriate level of generality; outcomes are published in institutional data system	Required courses are organized to scaffold students' developing knowledge and skills; assignments align to course <i>and</i> program outcomes; clear, exit outcomes are written at the appropriate level of generality	Course outcomes are aligned haphazardly or inconsistently with program exit outcomes; skills or content are not intentionally developed to align with exit outcomes as students progress through the program	Individual course outcomes are not aligned to program and/or degree exit outcomes
8	Program courses incorporate general education strands 2.C.9; 2.C.4	Cross-curricular skills and knowledge (general education outcomes) are systematically and intentionally integrated into all program courses; proficiency benchmarks are set for each strand; student performance is systematically monitored; assessment is published in institutional data system	Cross-curricular skills and knowledge (general education outcomes) are integrated into all required courses; proficiency benchmarks are set for each strand; student performance is systematically monitored; assessment is published in institutional data system	General education outcomes are present and assessed in some courses, but student performance is not systematically monitored across program coursework	General education outcomes appear haphazardly in the major or program; general education outcomes are implied, but not assessed programmatically

		Exceeds (4)	Meets (3)	Developing (2)	Beginning (1)
9	Program syllabi are well-designed and published 2.C.2; 4.A.3	All program syllabi share a consistent design: course outcomes are aligned to program outcomes; academic expectations are clearly communicated prior to assigning work; student supports and academic honesty codes are included	Syllabi have a consistent design; syllabi clearly list program, course outcomes and catalog description; academic expectations are clear for assignments; references to student supports and academic honesty codes are included	Some course syllabi share a common format, course outcomes are not clearly tied to program outcomes, and/or references to student supports and academic honesty codes are rarely included	Program syllabi are inconsistent in design and content; program outcomes are not included with course outcomes
10	Faculty's instructional methods are reviewed to ensure effective and varied delivery of content and skills 2.D.1; 4.A.2; 2.B.6	Clearly defined process is systematically followed for frequent, formal review of instructional effectiveness of all instructors; scheduled reviews are integrated into professional plans	Clearly defined process for the evaluation of teaching is systematically followed. Classroom visits are more frequent than those required by senate by-laws	Review of the teaching quality of program instructors is erratic, incomplete or informal	Review of the instructional quality of adjuncts and tenure-track faculty is haphazard or nonexistent
11	Faculty collaborate with library personnel 2.C.6	Faculty and library personnel engage in formal, ongoing, collaborative inquiry; information literacy goals and proficiencies are integrated in program courses and capstone	Faculty collaborate with library and information literacy personnel to ensure information literacy goals and proficiencies are integrated in the learning process	Some information literacy goals and proficiencies are incorporated into course work and are occasionally taught collaboratively	Information literacy goals and proficiencies are left to library personnel to teach or remain unaddressed
12	Student information is systematically collected to inform program design and quality 4.A.1; 4.A.2; 4.A.3; 4.B.2	Student information guides program design, implementation, and evaluation; recruitment and retention issues are woven into discussions of program quality	Information on enrolled students is systematically analyzed and integrated into program design and revision: number of transfer students, mean measured aptitude over time, grade distributions, gender, etc.	Student information is haphazardly or sporadically collected and reviewed	Student information is not formally collected or reviewed for the purpose of program review
13	Program effectiveness data is used to guide policy changes 2.A.12; 4.B.1	Entire faculty can explain how instructional policies reflect program review data; policies are easily accessible to students, faculty and others	Program effectiveness data is used to revise policies; revised policies are published and integrated into program systems: handbooks, websites, etc.	Instructional policies are published, but are not systematically reviewed and revised as part of ongoing program review	Instructional policies are developed independently from program review data
14	Program policies are regularly reviewed to ensure alignment to institutional policies and mission 2.A.12	Clearly defined process exists for the periodic review of instructional policies to ensure alignment with the institution; scheduled reviews are integrated into long-range planning	Clearly defined process exists for the periodic review of program and departmental instructional policies to ensure alignment with institutional policies	Instructional policy reviews are erratic, episodic or informal; policy discussions rarely include alignment with institutional policies and mission	Instructional policy reviews are strictly episodic, driven by events rather than established processes

Associated Terminology

Proficiency Levels – Knowledge and skills develop over time. Proficiency levels are stages in this development. From a program design point of view, we expect our program will have a direct impact on our students' development of a specific set of knowledge and skills. As professionals, we know what our majors must know and be able to do by graduation. So, if we work backwards, what must our majors know and do by the end of their junior year...by the end of the sophomore year? These “critical junctures” are the proficiency levels in an academic program.

Rubric – A rubric is an instructional tool that clearly articulates proficiency levels associated with a task. While rubrics can be used to calculate grades, their original purpose was to clarify academic expectations for learners. In rubric design, the requirements (criteria) for an assignment are listed on the left hand side.

Scaffold – According to Vygotsky (social cognition theorist), learners have a “zone of proximal development,” a state of readiness to learn. In a sense, the “zone of proximal development is the “edge of their knowledge base.” Instructors must therefore provide more support (scaffolding) when the learners are integrating “new” knowledge. As learners’ “master” the new knowledge the instructor withdraws support. From a program point of view, this suggests faculty need to identify the difficult concepts in courses and intentionally plan how to scaffold the instructional support for the learners.

2016-2017 Program Review Rubric

1. Link to strategic directive

10 points possible	0-10	<p>Student Success: To what degree does the request justify a strategy (through one or more of the four college goals) to increase student success?</p> <p>0 _____ 5 _____ 10</p> <p>None or unclear Linked, but indirectly Strongly and directly linked</p>
--------------------	------	--

2. Student Impact

25 points possible	0-10	<p>Core Values: To what degree does the request address commitment to Equity, Excellence, and Student Learning?</p> <p>0 _____ 5 _____ 10</p> <p>Minor Moderate Major</p>
	0-10	<p>Student Success/ Achievement Gap: To what degree does this request target closure of achievement gaps for sub-populations of students across any or all five student success indicators: Access, Course Completion, Persistence, ESL/Basic Skills Completion, Degree/Certificate Completion and Transfer Rate</p> <p>0 _____ 5 _____ 10</p> <p>Not supported Incomplete support Solid support</p>
	0-5	<p>College Scale: What is the scale of the potential impact in terms of number and percentage of students in the college?</p> <p>0 _____ 3 _____ 5</p> <p>Small # Moderate# Campus-wide</p>

3. Program Impact

25 points possible	0-10	<p>Consequences: To what degree will the request affect the ability of the area/program to continue to operate and function?</p> <p>0 _____ 5 _____ 10</p> <p>0 = Program could function the same without request 10 = Program could not function without request</p>
	0-10	<p>Improvement: To what degree will the request have an impact on the identified area, allowing the program to improve and/or expand?</p> <p>0 _____ 5 _____ 10</p> <p>0 = no impact 5 = moderately improves & expands program, while having an effect on some students 10 = program could improve in way a that effects the majority of students in the program, and may have college-level impact.</p>
	0 -5	<p>How well did the program justify the cost and need of the request?</p> <p>0 _____ 5</p> <p>Not supported Highly supported</p>

4. Themes: Qualitative

<p>What overall themes are found in this request?</p>	<p>Previous themes captured: Proliferation of technology; Campus-wide policies for tech and publications; Subject specific counseling; Reassign time; New themes</p>
---	---



Long Range Planning Council Program Review Rubric

Academic Year of Review:	Program:	School/College:	
Criteria for Evaluation	Mission The mission of Chapman University is to provide personalized education of distinction that leads to inquiring, ethical and productive lives as global citizens.		
I. The mission and description of the program are consistent with Chapman’s mission and identity.	Vision Chapman University will be a preeminent university engaged in distinguished liberal arts and professional programs that are interconnected, reach beyond the boundaries of the classroom and work toward developing the whole person: the intellectual, social and spiritual dimensions of life.		
	Comments:		
II. The program has made significant progress towards achieving national recognition during the period under review	Initial	Emerging	Developed
	The program does not attract faculty and students from outside CA/achieved national accreditation/faculty scholarship is not nationally recognized/students do not participate in national events.	The program is attractive to faculty and students from outside CA/received national accreditation/faculty scholarship is nationally recognized/students participate in national events.	The program has very high likelihood of attracting faculty and students from outside CA and the US/received national accreditation/faculty scholarship is nationally and internationally recognized/students participate and excel at national events/positive media presence.
	Comments:		
III. The program has contributed to the Strategic Plan themes of:	Initial	Emerging	Developed
a. Personalized Education	Program displays little or no commitment to personalized education	Program exhibits partial commitment to personalized education	Program exhibits strong commitment to personalized education
	Comments:		
b. Knowledge in Action	Program shows no commitment to Knowledge in Action	Program displays partial commitment to K in A	Program displays strong commitment to K in A
	Comments:		

c. Global Scholarly Engagement	Program shows no commitment to internationalization	Program exhibits a commitment to internationalization	Program shows a strong commitment to internationalization
	Comments:		
d. Excellence in Teaching	Program exhibits no commitment to excellence in teaching	Program exhibits a commitment to excellence in teaching	Program exhibits a strong commitment to excellence in teaching
	Comments:		
e. Excellence in Scholarship	Program exhibits no commitment to promoting excellence in scholarship	Program exhibits a commitment to excellence in scholarship	Program exhibits a strong commitment to excellence in scholarship
	Comments:		
IV. Following the recommendations made by the department/school and external reviewers will bring national recognition to Chapman University.	Comments:		
V. The University resources required to implement the recommendations are reasonable.	Comments:		

Program Review: Comprehensive and Sustainable Approaches for Educational Effectiveness

Frameworks

Self-studies

External and Internal Review Processes

Collaboration

Carole Huston

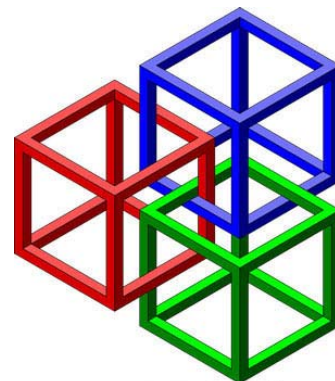
Margaret Leary

Workshop learning outcomes

- Identify and describe the fundamental components of the program review process
- Explore emergent trends in academic program review
- **Illustrate the uses of strategies, tools, and resources in improving academic and student affairs review processes**
- **Assess organizational culture and type of partnership between student and academic affairs**
- **Differentiate different forms of review and develop strategies for tailoring the review process to meet the standards**
- **Develop and apply a culturally appropriate review process**
- **Align program review results with strategic planning and budget process**

Frameworks for Understanding the Value of Program Review

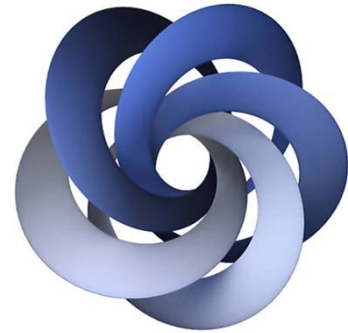
1. Learning Institution Characteristics
2. Holistic Models of Student Learning
3. Organizational Cultures in Higher Education



ComputerHope.com

Learning Institution Characteristics

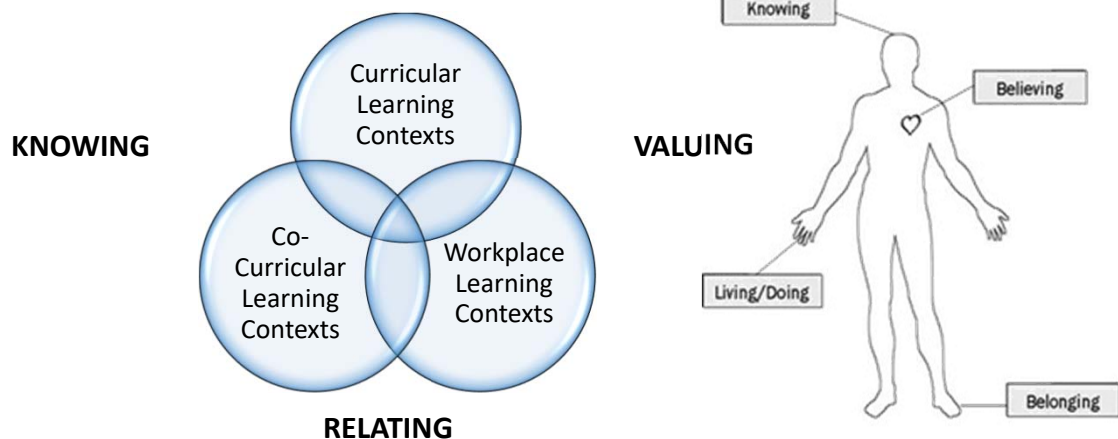
1. Intentionality and shared meaning
2. Alignment, collaboration and integration
3. Holistic, learner-centered focus
4. Communication and transparency
5. Development and improvement
6. Engaged leadership



Jankowski, N. & Marshall, D.W, (2017). *Degrees That Matter*

Albertine, S. et al (2016). *The Emerging Learning System*

Holistic Model of Student Learning*: Beyond Silos in Review Processes



*Adapted from Tosh, Werdmuller, Chen, Penny Light, & Haywood, (2006)

Traditional

Out of Classroom Centered

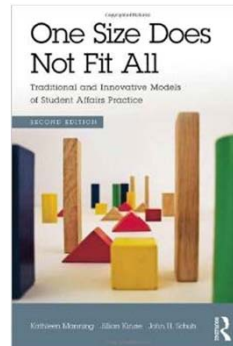
Extra-curricular
Co-curricular

Learning Centered

Competitive and Adversarial
Seamless Learning

Administrative Centered

Functional Silos
Student Services



Innovative

Student Centered

Ethic of Care
Student Driven
Student Agency

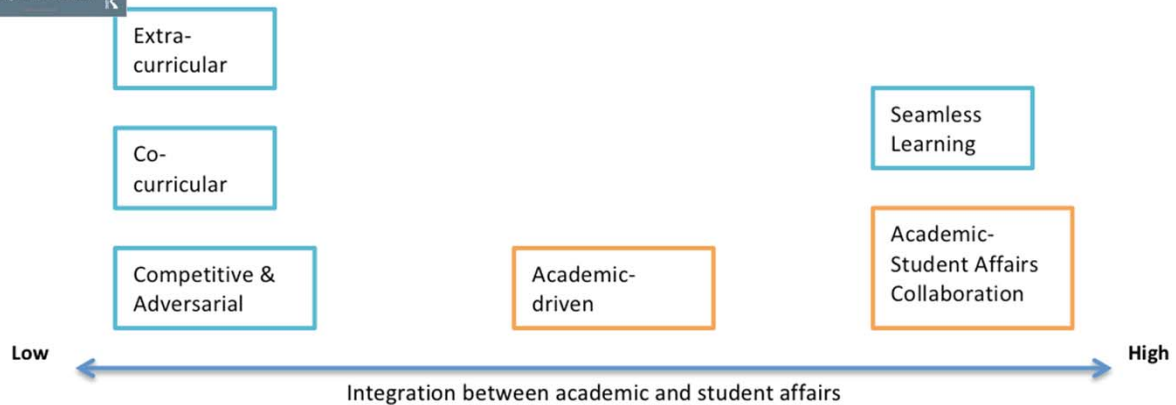
Academic Centered

Academic-Student Affairs
Collaboration
Academic Driven

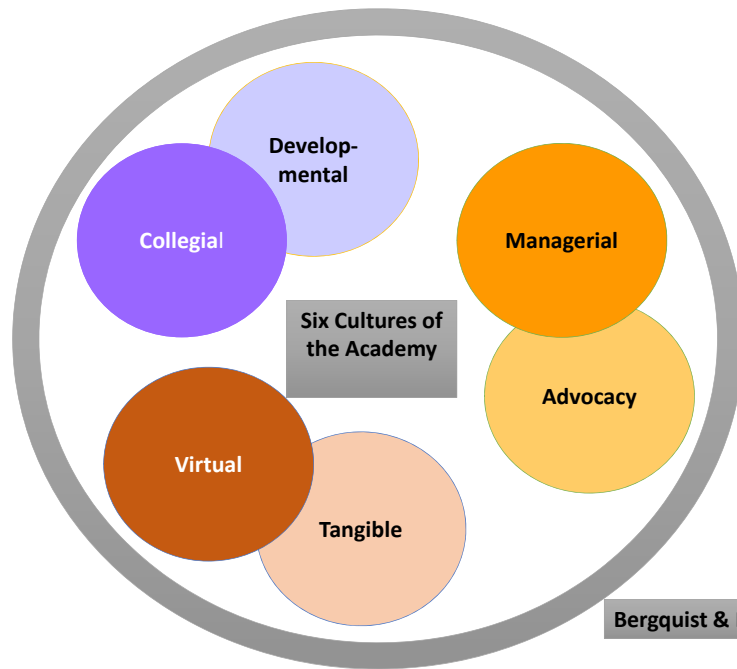
Manning, K., Kinzie, J., & Schuh, J. (2013). One size does not fit all: traditional and innovative models of student affairs practice. New York: Routledge.



Models on an SA & AA Integration Continuum



**Using Cultural Lenses:
Understanding
Language and
Meaning in
Program or Unit
Cultures**



Six Cultures Activity

1. What is the value of doing program review at your institution?
2. What are the most important outcomes of program review?



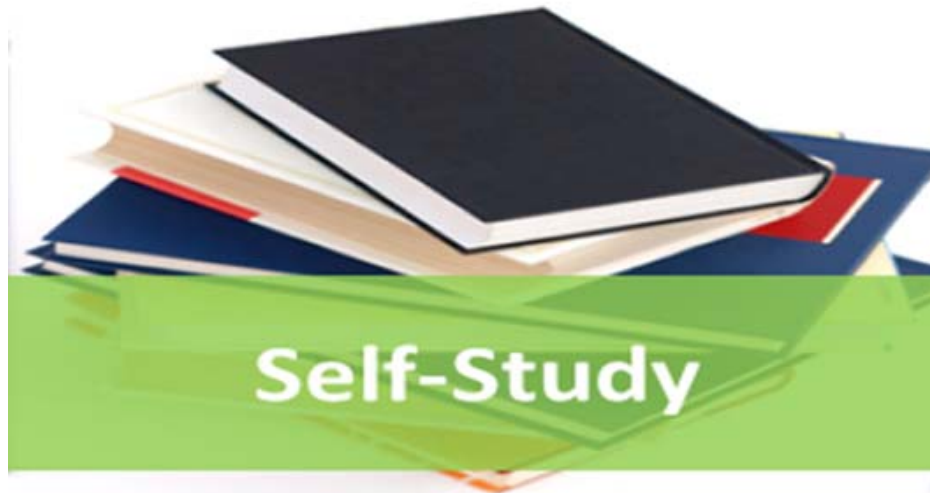
Types

- Academic Review of Curricular Programs
- Accrediting Agencies Review
- Student Affairs Review of co-curricular programs
- Administrative Review

Common components of Program Review

1. Self Study
2. External/Internal Review
3. Long-term Planning and Resource Allocation





Self-Studies: Types

- Curricular Self-Studies for WSCUC review
 - On site
 - Online
- Curricular Self-Studies for reviews by other external agencies
- Student Affairs Self-Studies
- Other Administrative Support Self-Studies

University of San Diego® SEARCH

STUDENT OUTCOMES Student Learning Retention and Graduation Rates Career Outcomes

Student Learning

- Learning and Assessment
- Student Engagement
- Program Review**
- Retention and Graduation Rates
- Career Outcomes

Program Review

The University of San Diego's academic program review provides a systematic and continuous means of assuring academic excellence in student learning. It is designed to encourage accountability and dialogue among members within the program under review as a self-reflective, continuous process within the broader institutional and discipline-based contexts.

The Academic Program Review (APR) is a four-stage process:

1. Program self-study
2. External review team site visit and report
3. Academic Review Committee (ARC) recommendations
4. Program's long-term plan and administrative memorandum of understanding (MOU)

Each stage is fully elaborated in [USD's Academic Program Review Guidelines](#). The [Academic Review Committee \(ARC\)](#) meets once or twice per semester to discuss program review materials. Members are chosen by the schools' deans and by the Academic Assembly for the College of Arts and Sciences.

A number of USD programs undergo accreditation comprehensive reviews and site visits from external agencies. For these programs, [USD's APR Guidelines for Programs with Accrediting Bodies](#) have been adapted. Finally, several Master's programs are delivered fully online; each of these programs must also undergo a full review using [USD's Online Program Review Guidelines](#).

The [Student Affairs Unit and Area Review process](#) establishes a systematic process for individual units and areas within the division to rigorously reflect on their programs and services. In support of the organizational excellence goal in the Student Affairs Strategic Plan, "the primary purpose of outcomes-based assessment [unit] review is for faculty and co-curricular programs to engage in a systematic, reflective process that allows them to gather evidence to improve their programs." (Bresciani, 2006) Building on the primary purpose of improvement, the following key principles guide this process:

<http://www.sandiego.edu/outcomes/student-learning/program-review.php>

Curricular Self-Study Areas

- Evidence of Program Quality
- Learning in a Sustainable Environment
- Integration of Self-Study Findings in Planning Budgeting, and Institutional Review Systems



Examples of Self-Study Guidelines

- Santa Clara University: [https://www.scu.edu/media/offices/provost/Program-Review-Guidelines-9.21.16-final-\(1\).pdf](https://www.scu.edu/media/offices/provost/Program-Review-Guidelines-9.21.16-final-(1).pdf)
- Loma Linda: <https://home.llu.edu/sites/home.llu.edu/files/docs/Program%20Review%20Guide%20-%20Jan%2031%2C%202017.pdf>
- Azusa Pacific University: <https://www.apu.edu/slapr/programreview/>
- Chapman University: <https://www.chapman.edu/academics/learning-at-chapman/program-review/self-study-template.aspx>
- California State University Northridge: <http://www.csun.edu/assessment-and-program-review>
- University of California Merced: <http://assessment.ucmerced.edu/assessment-campus/annual-assessment/program-review>

Self-studies in Programs with External Agency Reviews

- Self-studies demonstrate proficiency /excellence in achieving external agency standards
- Examples: CCNE (4 Stds); ABET (8 Stds); ABA (7 std grps); CACREP (6 std sec); CAAHEP (5 std grps).
- Crosswalks and supplementary table examples:
 - Loma Linda: WSCUC PLUS: <https://home.llu.edu/education/office-of-provost/educational-effectiveness/program-review>
 - Azusa Pacific: https://www.apu.edu/live_data/files/333/program_review_handbook.pdf
 - University of San Diego: <http://www.sandiego.edu/outcomes/documents/USD-APR-Guidelines-for-Programs-with-Accrediting-Bodies-2016.pdf>

Example: Supplement for Programs with External Accreditors

Supplemental Template			
Evidence Areas			
Sustainability Plan Areas			
Action Plan Summary			
Action Plan Area	Goals/Vision	Plan (strategies)	Timeline

Co-Curricular Self-Studies

- CAS Standards
- CAS Review Categories
- Examples of Student Affairs and Administrative Units

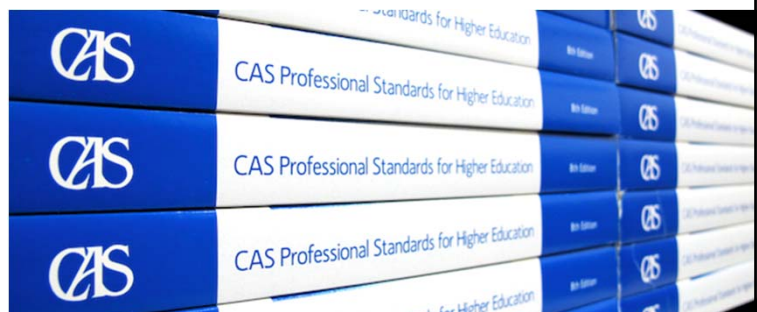


CAS Standards <http://www.cas.edu/>

1. Academic Advising Programs**
2. Adult Learner Programs and Services
3. Alcohol and Other Drug Programs**
4. Assessment Services
5. Auxiliary Services Functional Areas
6. Campus Activities Programs
7. Campus Information and Visitor Services
8. Campus Police and Security Programs
9. Campus Religious, Secular, and Spiritual Programs*
10. Career Services
11. Civic Engagement and Service-Learning Programs**
12. Clinical Health Services*
13. College Honor Society Programs**
14. College Unions
15. Collegiate Recreation Programs*
16. Commuter and Off-Campus Living Programs
17. Conference and Event Programs
18. Counseling Services
19. Dining Service Programs*
20. Disability Resources and Services**
21. Education Abroad Programs and Services**
22. Financial Aid Programs**
23. Fraternity and Sorority Advising Programs
24. Graduate and Professional Student Programs and Services
25. Health Promotion Services*
26. Housing and Residential Life Programs**
27. International Student Programs and Services
28. Internship Programs*
29. Learning Assistance Programs*
30. Lesbian, Gay, Bisexual, and Transgender Programs and Services
31. Master's Level Student Affairs Professional Preparation Programs
32. Multicultural Student Programs and Services*
33. Orientation Programs**
34. Parent and Family Programs
35. Registrar Programs and Services
36. Sexual Violence-Related Programs and Services**
37. Student Conduct Programs**
38. Student Leadership Programs
39. Student Media Programs*
40. Transfer Student Programs and Services
41. TRIO and Other Educational Opportunity Programs
42. Undergraduate Admissions Programs and Services
43. Undergraduate Research Programs*
44. Veterans and Military Programs and Services
45. Women's and Gender Programs and Services

CAS Review Categories

1. Mission
2. Program
3. Organization and Leadership
4. Human Resources
5. Ethics
6. Law, Policy, and Governance
7. Diversity, Equity, and Access
8. Internal and External Relations
9. Financial Resources
10. Technology
11. Facilities and Equipment
12. Assessment



Example of a Self-Study Template in Student Affairs Programs

- Mission, Values, Planning, & Outcomes Alignment
- Unit Overview
- Stakeholder Feedback
- Cost Analysis
- Benchmark
- Assessment Summary
- Program Viability
- Key Finding and Draft Unit Recommendations
- Action Plan



Example of Self-Study in Administrative Support Unit

- Evidence of program quality
- Sustainability & growth:
- Long-term plan:
 - *UC Merced's example:
<http://assessment.ucmerced.edu/administrative/policies-guidelines-and-templates>



Self Studies at Your Institution:

- Identify one element of self-studies you're doing well

AND

- Identify one element of self-studies you'd like to improve

External/Internal Review



Overview: External/Internal Reviews

- Purposes & Types
- Components
 - Selection
 - Off-Site Review
 - On-Site Review
 - Report
- Key Questions

Examples of Reviews

- Curricular External Reviews:
 - University of California, Santa Cruz:
<https://academicaffairs.ucsc.edu/external-review/>
 - University of San Francisco:
https://myusf.usfca.edu/sites/default/files/Attachment_06_Academic_Program_Review_Guidelines.pdf
 - Fresno State University:
<http://fresnostate.edu/academics/curriculum/prog-review/>
- Co-Curricular/Administrative External Reviews:
 - Ohio State: Student Life:
<https://studentlife.osu.edu/programreview/>
 - UC, Merced:
<http://assessment.ucmerced.edu/administrative/policies-guidelines-and-templates>

Example Excerpt: External Reviewer Report

- Evidence of Program Excellence
 - Students - To what extent are student profiles related to program and university mission?
 - Curriculum - How current are curricular requirements
 - Student Learning and Success - To what extent are students being retained and graduating in a timely fashion?
 - Faculty - To what extent do the qualifications and achievements of program faculty align with the program's mission/goals?

Example Excerpt: External Online Reviewer Report

- Program Content Review –
 - Are the program goals and outcomes aligned well with the mission and values of the institution?
 - In what ways could the program improve its assessment processes?
- Program Delivery System Review –
 - Is the course grading policy stated clearly? Is the system set up in such a way that learners have multiple opportunities to track their progress?
 - Do students receive adequate training for navigating the online environment? Do they receive adequate online support for learning in an online environment? Do students have sufficient access to faculty and to support services?

Student Affairs

- Criteria for selecting external reviewers
 - Mission and values
 - Expertise
- Open reporting format



Planning and Resource Allocation



Long-term Planning & Resource Allocation

- Components:
 - Action plan cycle
 - Administrative Response or MOU Process
 - Annual or mid-cycle check up
- Cultural Perspectives & Tensions
- Administrative Frameworks for Resource Allocation:
 - Sustainability (maintenance, operational) Costs
 - Strategic Planning

Examples of Curricular Planning and Resource Allocation

- Santa Clara University: between deans and program directors with annual updates; dean provides provost with annual update
- Vanguard University: Assessment Committee works annually with Budget Committee on resource allocation
- University of Central Florida: University Assessment Committee reports on annual basis to leadership on key milestones, results, and changes as a result of assessment and review; reviews are linked directly to strategic planning

Example of Student Affairs Review: Planning and Resources

- Cross-unit Action Plan
- Monthly report on targeted goals
- Resource allocation
- Review summary in next self-study



Examples of Administrative Review: Planning and Resources

- Components:
 - Action plan cycle: 6-8 years
 - Annual update on targeted goals
 - Prioritization of existing resources
 - Identification and application of new resources
 - Review summary in next self-study
- Two example campuses:
 - University of Central Florida:
https://oeas.ucf.edu/doc/adm_assess_handbook.pdf
 - University of California, Merced:
<http://assessment.ucmerced.edu/administrative/policies-guidelines-and-templates>

Benefits of Various Cultural Lenses in Resource Allocation Processes

- Collegial approaches: leads to excellence in program quality and reputation
- Developmental approaches: leads to integrated campus efforts in resource groupings/collaborations, strategic and campus planning, budgeting processes
- Managerial/Advocacy tensions: cost efficiency apparent in resource allocation and budgeting processes

How to link resource allocation with strategic planning?

Strategic Plan: Aligned Components



SCUP offers planning institutes for institutional teams: <https://www.scup.org/page/eventsandeducation/pi>

Example of Integrated Planning: University of Central Florida



Linking Resources to Quality Assurance



Linking Strategic Goals to Quality Assurance

- Pursuit of Academic Excellence for Human Well-being (Marquette)
- Rejecting Complacency and Embracing Excellence (U Minnesota)
- Become a National Model for Undergraduate Education (Georgia State)
- Advance Student Learning and Superior Scholarship (Pepperdine)
- Enhance Student Success (Oakland Community College, MI)



Strategic Initiatives & Implementation

UCF Example: Increasing Student Access, Success, and Prominence

- Develop strategies with business and employer community that increase bachelor's and graduate degree attainment in fields aligned with current and future industry growth in the region
- Enhance or refine student support programs using evidence-based practices and information from student assessment surveys

USD Example: Enhance Student Learning and Success

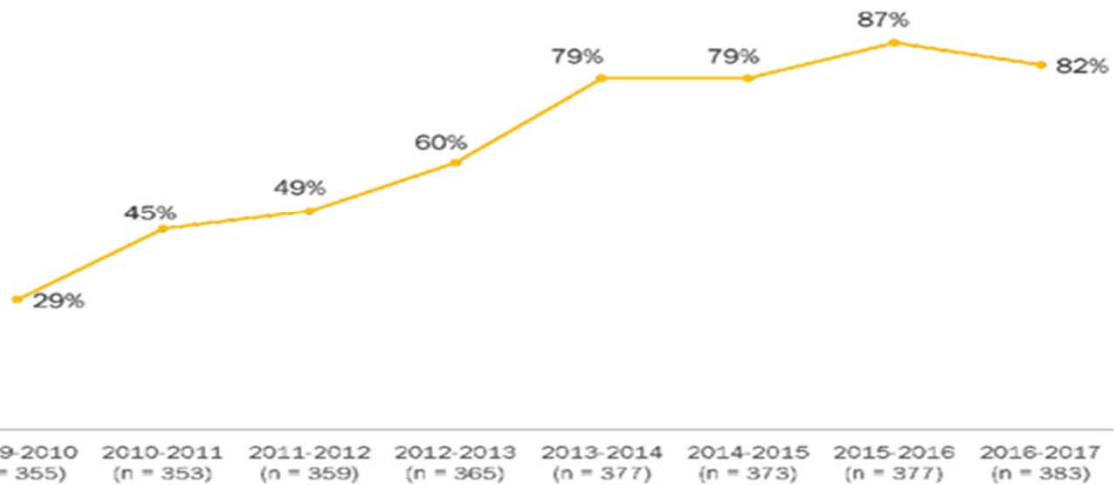
- Fully implement the core curriculum by 2021 (includes assessment plan in implementation).
- Increase interdisciplinary learning opportunities, pilot new educational delivery systems, and expand online offerings.

Similarities and Differences

IE Assessment	Program Reviews	Strategic Planning
Formative	Summative	Integrated; Highly formative and summative
Evidence-based decisions	Evidence-based decisions	Evidence-based decisions
Supports continuous quality improvement	Evaluates current status	Integrates current status, ongoing improvements, and future requirements
Possible budgetary impact	Possible budgetary impact	Major contributor to budgetary decisions
Opportunity to strengthen alignment of planning processes		



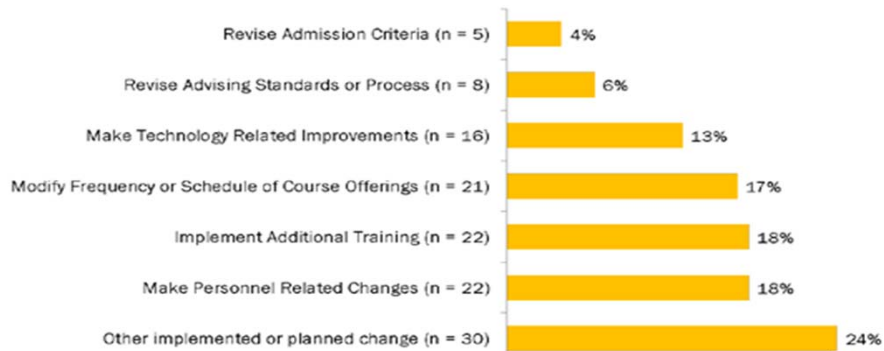
% of Assessment Plans with a Relationship to UCF Strategic Plan



UCF Report of Academic Program Change

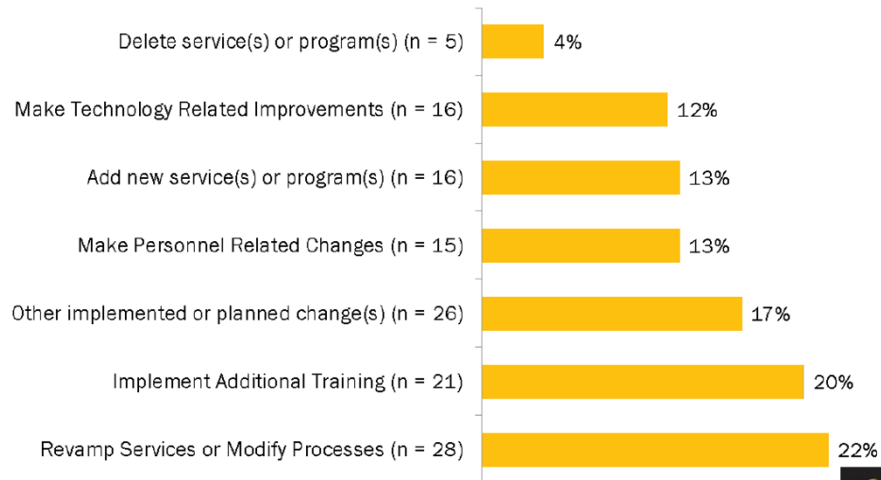
Implemented and Planned Changes 2015-2016 Results for Academic Programs

Changes to Academic Process



Implemented and Planned Changes 2015-2016 Results for Administrative Units

Changes to Operation



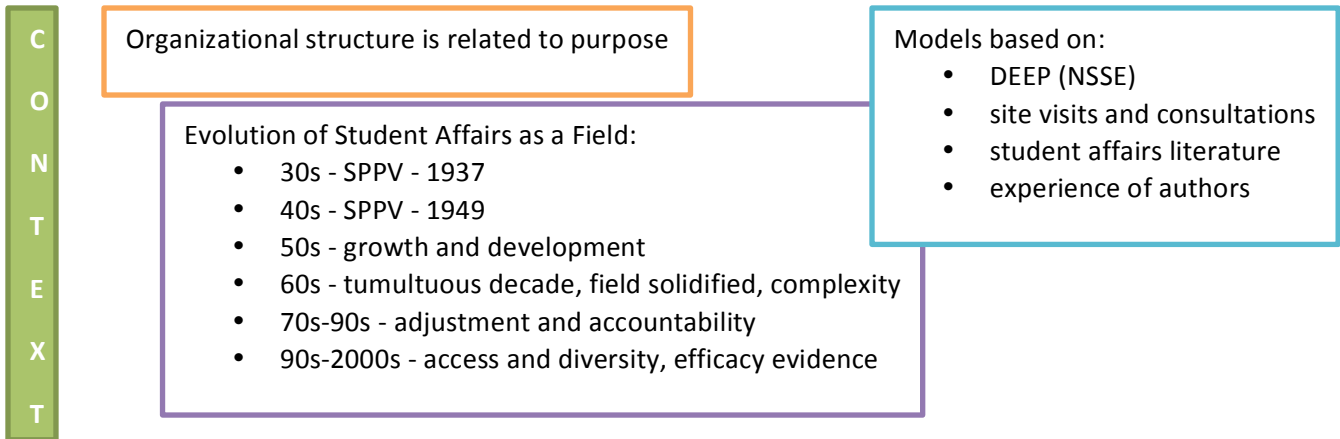
Workshop Summary Activity

- Review of Workshop Outcomes
- Main takeaways from today's workshop
- Current practices this workshop reinforced
- Three new applications to try on campus
- Engaging leaders idea....
- If you could create the ideal...

One Size Does Not Fit All

Traditional and Innovative Models of Student Affairs Practice

Manning, K., Kinzie, J., & Schuh, J. (2013). *One size does not fit all: traditional and innovative models of student affairs practice*. New York: Routledge.

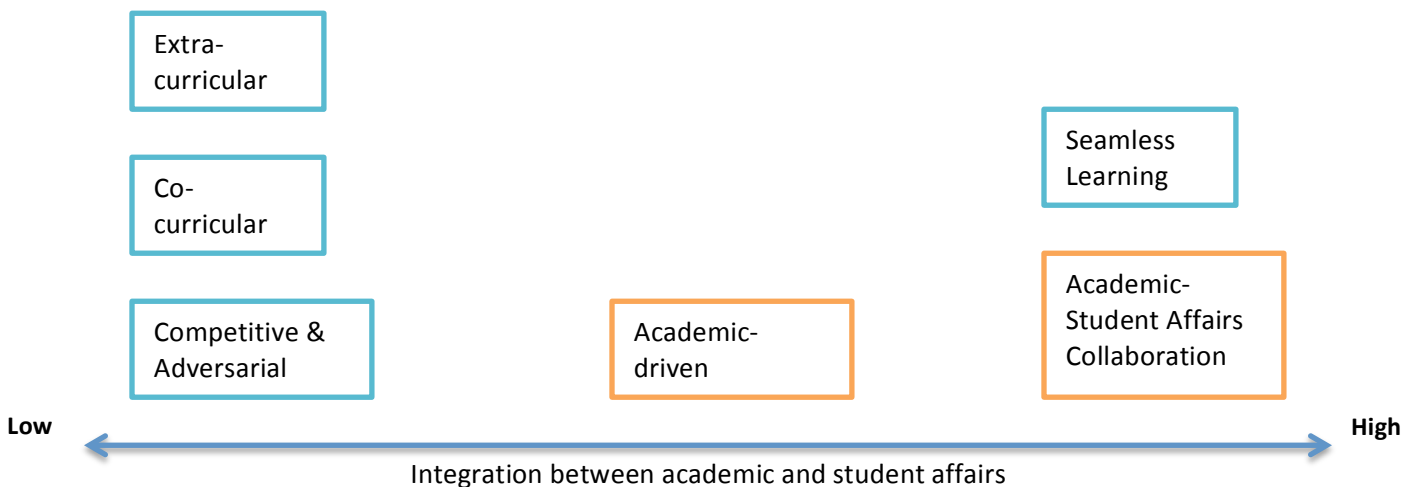


TRADITIONAL	
Out-of-Classroom Centered cede responsibility	
<p style="text-align: center;">Extra-curricular</p> <ul style="list-style-type: none"> • independent practice (SA and AA) • academic and student affairs missions may conflict • infinite possibilities for student development and learning outside the classroom • organizational structures are detached 	<p style="text-align: center;">Co-curricular</p> <ul style="list-style-type: none"> • complementary but separate missions • work independently with some communication • learning outcomes are separate and assessed as such • boundaries characterize the work environment • organizational structures are detached
Administrative Centered administration, leadership, management	
<p style="text-align: center;">Functional Silos</p> <ul style="list-style-type: none"> • allegiance to functional area literature • autonomy by function, space, resources • decentralized supervision and goals • competition for resources and students 	<p style="text-align: center;">Student Services</p> <ul style="list-style-type: none"> • deliver service *not* developmentally-oriented education to students • students best served when services are conveniently organized and provided • customer-oriented management • office reputation supersedes relationships with students
Learning Centered parceled student development approach	
<p style="text-align: center;">Competitive and Adversarial</p> <ul style="list-style-type: none"> • distinctive missions and loci of learning • student affairs activities conflict with classroom activities • segmented organizational boundaries 	<p style="text-align: center;">Seamless Learning</p> <ul style="list-style-type: none"> • missions contribute to total learning experience • shared initiatives • everyone contributes to student learning • in-and out-of-classroom learning is blurred • boundaries are indistinguishable

INNOVATIVE		
Student-centered whole person philosophy		
<p>Ethic of Care</p> <ul style="list-style-type: none"> • some students come to college underprepared academically or socially • institutions have a moral and educational obligation to provide the academic, personal, and social support students need to succeed • focus attention on students most in need of support 	<p>Student-driven</p> <ul style="list-style-type: none"> • trust in students' ability to manage college functions • understand the potential of the college environment to teach student leadership • belief in empowered students 	<p>Student Agency</p> <ul style="list-style-type: none"> • create a climate... <ul style="list-style-type: none"> ○ where students are responsible for their education and agents for their learning process ○ with a hands-off approach to student success ○ with structures that empower rather than limit ○ of shared governance

Academic Centered students at center of shared learning enterprise	
<p>Academic-Student Affairs Collaboration</p> <ul style="list-style-type: none"> • student affairs is a full partner in the learning enterprise • shared educational mission, student affairs' mission fully complements and coincides with the institution's • student affairs activities emphasize intellectual growth and challenge • collaboration is a high priority and guiding operating principle • tightly coupled, structural bridges • working in concert rather than at cross purposes 	<p>Academic-driven</p> <ul style="list-style-type: none"> • Student Affairs... <ul style="list-style-type: none"> ○ focuses on students' studies and academic goals ○ supports the academic environment focused on academic work ○ participates in the academic community ○ works alongside faculty and students to develop a rich intellectual community ○ sponsors enriched programming and recreational/relaxing opportunities

Models on an SA and AA Integration Continuum



The Six Cultures of the Academy

	Collegial	Managerial	Developmental	Advocacy	Virtual	Tangible
Finds Meaning In	academic disciplines represented by the faculty	organization, implementation, and evaluation of work that is directed toward specified goals and purposes	creation of programs and activities furthering the personal and professional growth of all members of the higher education community	establishment of equitable and egalitarian policies and procedures for the distribution of resources and benefits in the institution	answering the knowledge generation and dissemination capacity of the postmodern world	the institution's roots, its community, and its spiritual grounding
Values	faculty research and scholarship; self-governance	fiscal responsibility and effective supervisory skills	personal openness and service to others as well as systematic institutional research and curricular planning	confrontation and fair bargaining among constituencies, primarily management and faculty or staff, who have vested interests that are inherently in opposition	global perspective of open, shared, responsive education systems	the predictability of a values-based, face-to-face education in an owned physical location
Holds Assumptions About	the dominance of rationality in the institution	the capacity of the institution to define and measure its goals and objectives clearly	inherent desire of all men and women to attain their own personal maturation while helping others mature as well	the ultimate role of power and the frequent need for outside mediation in a viable academic institution	ability to make sense of the fragmentation and ambiguity that exists in the postmodern world	the ability of old systems and technologies being able to instill the institution's values
The institution's purpose is	generation, interpretation, and dissemination of knowledge; development of specific values and qualities of character among young men and women who are future leaders of our society	inculcation of specific knowledge, skills, and attitudes in student so that they might become successful and responsible citizens	encouragement of potential for cognitive, affective, and behavioral maturation among students, faculty, administrators, and staff	undesirable promulgation of existing (and often repressive) social attitudes and structures or the establishment of new and more liberating social attitudes and structures	linking its educational resources to global and technological resources, thus broadening the global learning network	the honoring and reintegration of learning from a local perspective

Bergquist, W. H., Pawlak, K, (2008). *Engaging the six cultures of the academy*. San Francisco, CA. Jossey-Bass.

Purpose

The University of San Diego’s academic program review (APR) provides a systematic and continuous means of assuring academic excellence in student learning. It is designed to encourage accountability and dialogue among members within the program under review as a self-reflective, continuous process within the broader institutional and discipline-based contexts. The process is meant to assist programs in understanding their distinctive and collaborative roles within the university community and with relevant external constituents. It provides the foundation for assessing student learning and for making evidence-based plans and decisions to foster improvements at all levels of the institution. Program reviews are integral to planning, resource allocation, and other decision-making within the university.

The four-stage process, shown in Figure 1, begins with the reflective process of department/program members completing a self-study; continues with an external peer review of the self-study and a campus visit by the external reviewers; proceeds to an internal review by the Academic Review Committee (ARC); and culminates with a long-term plan and Memorandum of Understanding (MOU).

Figure 1. Four-Stage Process

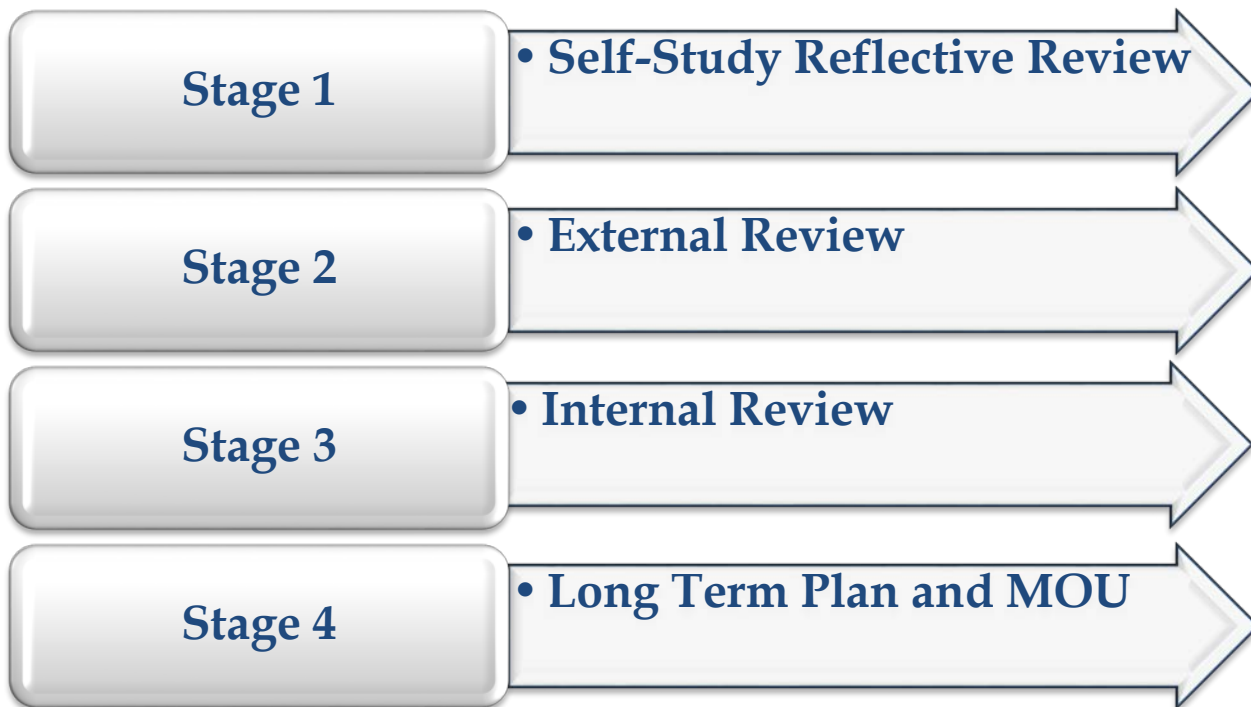


TABLE OF CONTENTS

Stage 1: Self-Study Reflective Review page 3

- A. Self-Study Preparation
- B. Drafting and Submitting the Self-Study Report

Stage 2: External Review pages 4-5

- A. External Review Team
- B. Choosing Reviewers
- C. External Reviewer Documents
- D. Preparation for Site Visit and Site Visit Itinerary
- E. External Review Report and Responses
- F. Reimbursement and Honoraria Procedure

Stage 3: Internal Review page 6

Stage 4: Long-Term Plan and MOU pages 6

USD Academic Program Review Checklist page 7

List of Appendices pages 9-27

Appendix I	Self-Study Report Template
Appendix II	Sample Site Visit Schedule and Contact Information
Appendix III	Site Visit Logistics
Appendix IV	External Review Document – Letter of Agreement
Appendix V	External Review Document – W9 Form
Appendix VI	External Review Report Guidelines
Appendix VII	Long-Term Plan Guidelines

Stage 1: Self-Study Reflective Review

Stage 1 Self-Study Reflective Review

A. Self-Study Preparation:

1. Initiation of process
 - The program administrator and dean confirm with each other the date that the self-study is to commence.
 - The self-study begins one semester prior to the semester of the site visit.
 - The program administrator and program faculty appoint members of the Self-Study Team.
 - Departments in the College meet with the associate dean of the College and school programs meet with designated representatives from their academic unit to plan the review process.
2. Resources
 - The Office of Institutional Effectiveness and Strategic Initiatives (IESI) provides a Program Review Guideline for the Self-Study Team.
 - The Center for Educational Excellence (CEE), in conjunction with the IESI Office, offers a Program Review Workshop for Self-Study teams to receive training in the program review process the semester prior to submission of the self-study. Teams should also schedule individual sessions with the dean's office prior to and following the workshop.
 - [The website of the Office of Institutional Research and Planning \(IRP\)](#) contains valuable data that should be used as evidence in responding to self-study items (e.g., enrollment, retention, graduation, faculty)
 - The Registrar's office can provide course enrollment data.

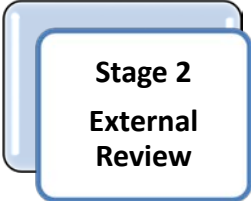
B. Drafting and Submitting the Self-Study Report:

- The self-study report template (**Appendix I**) assists programs by providing an organized format with the senate identified key characteristics, a series of questions, and suggested supporting data.
- Excluding appendices, the self-study report should not exceed 20 pages.
- Pending permission, programs will receive samples of other program review self-study reports and can consult with program self-study teams that have successfully completed the full program review cycle. Faculty whose programs are in various stages of the review process attend the CEE training workshop and provide mentoring roles to programs initiating the self-study phase.
- The final self-study report is to be uploaded to the IESI SharePoint site by the Self-Study Team (see checklist for due date).

Senate Identified Key Characteristics

1. Articulation of program mission/goals, and alignment between these and the university's and college's/school's mission and goals.
2. Articulation of program learning outcomes, evidence of effectiveness through outcomes assessment, and alignment with the university's undergraduate goals and outcomes.
3. Description and analysis of data or evidence, including information about the curriculum, the learning environment, students, and faculty.
4. Articulation of the program's promotion of scholarly work, creative productivity, curricular and instructional innovations, and linkages among scholarship, teaching, student learning, and service.
5. Identification of and comparison with benchmark/aspiration programs.
6. Description of service in support of the program's academic mission.
7. Identification of support for student development.
8. Investment in faculty and staff.
9. Evaluation of facilities and equipment.
10. Long-term plan for improvement.

Stage 2: External Review



Stage 2
External
Review

A. External Review Team:

1. The external review process allows for objective feedback about the program: degree and concentration offerings, curriculum and learning experiences, assessment of student learning, resources, program strengths, program areas in need of strengthening, opportunities, and plans for program sustainability.
2. The two external reviewers are faculty members from peer institutions.
3. A USD faculty member, external to the program under review, serves as a liaison between the program and external reviewers. The liaison situates the program within the College or school by providing a historical context during a dinner meeting on the eve of the site visit. The USD liaison does not participate in the evaluation of the program.

B. Choosing Reviewers:

1. The external reviewers are faculty chosen by the self-study team, in consultation with the dean's office and IESI. The program administrator submits a list of potential faculty reviewers to the IESI office (see checklist for date). The external reviewers should have a terminal degree, several years of experience, and a level of teaching appropriate to review the program. Preferably, at least one of the external reviewers should have prior program review experience, knowledge of student learning outcomes assessment, and knowledge of the WASC Senior College and University Commission (WSCUC) reaccreditation process (see wascsenior.org for more information).
2. External reviewers are ineligible if they graduated from USD, worked at USD within the past five years, were a prospective candidate at USD, are related to a USD employee, or have other conflicts of interest. External reviewers must disclose their relationships with USD employees; any current ties with program faculty should not interfere with reviewers' ability to serve with complete candor.
3. The USD liaison is a faculty member appointed by the dean's office in consultation with the self-study team. The USD liaison may not be directly affiliated with the program or its faculty under review; nor can the USD liaison be a non-tenured faculty member or an Academic Review Committee member.
4. External review candidates are selected by the end of the semester prior to the semester during which the site visit is to take place (see Checklist for date).

C. External Reviewer Documents:

1. Once external reviewers are selected, they must sign a Letter of Agreement (**Appendix IV**), complete a W9 form (**Appendix V**), and return both forms to iesi@sandiego.edu
2. External reviewers will be given access to a Dropbox folder containing the completed self-study and other pertinent documents prior to the site visit (see checklist for dates):
 - a. The USD Academic Program Review Guidelines with Appendices
 - b. Site Visit Schedule and Contact Information (**Appendix II**)
 - c. Site Visit Logistics (**Appendix III**)
 - d. The Letter of Agreement (**Appendix IV**)
 - e. W9 form (**Appendix V**)
 - f. The External Reviewer Report Guidelines (**Appendix VI**)
 - g. Other relevant documentation requested by reviewers or supplied by the program

D. Preparation for Site Visit and Site Visit Itinerary

1. The IESI Office arranges lodging accommodations (**Appendix III**).
2. The external reviewers make their own travel arrangements to campus. If flying, reviewers should email flight itineraries to the IESI Office. Reviewers should keep original boarding passes to submit at the end of the visit or mail upon return home. If driving, the reviewers should indicate their mileage for mileage reimbursement.
3. The program constructs the itinerary for the site visit in consultation with the IESI Office (**Appendix II**). A typical site visit lasts 1 ½ to 2 days and 1-2 nights. The IESI Office will email the itinerary to the external reviewers and place a copy in the Dropbox.
4. The USD liaison meets with the external reviewers over dinner the night before the site visit begins.
5. The external reviewers should meet separately with the dean and program administrator on the first full day of the site visit. These meetings are used to welcome the external reviewers, provide an overview of the program, and answer questions.
6. At least one hour should be scheduled each day for the external reviewers to meet alone.
7. At the end of the site visit, the external reviewers provide a preliminary report at an exit meeting with the program administrator, dean, and provost.

E. External Review Report and Responses

1. The external review report should follow the format of the External Review Report Guidelines provided in **Appendix VI** and in the Dropbox.
2. The external review report should be uploaded to the Dropbox within 4 weeks after the site visit (see checklist for dates). The IESI Office will upload the report to SharePoint.
3. Program faculty and the dean write their responses to the external review report. Both responses should mirror the structure of the External Review Report Guidelines provided in **Appendix VI** (please see checklist for due dates).

F. Reimbursement and Honoraria Procedure

1. The external reviewers either drop off their airline boarding passes and original itemized receipts at the Office of Institutional Effectiveness and Strategic Initiatives at the end of the visit or mail them to:

Office of IESI
Hughes Admin #204
University of San Diego
5998 Alcalá Park
San Diego, CA, 92110-2492

2. Upon receipt of the external review report, a check for the honorarium and reimbursement for travel and incidentals is mailed to the external reviewers at the addresses listed on their submitted W9 forms.


Stage 3: Internal Review

- A. The Academic Review Committee (ARC) meets after the dean and program administrator have submitted their responses to the external review report (see check list for dates). The ARC reviews the self-study, external review report, and the program's and dean's responses. (In consultation with the program, the dean may also distribute these materials to appropriate internal governing bodies, such as faculty assessment and planning committees.)
- B. When making its recommendations, the Academic Review Committee takes into account current structures in the program under review, program specific goals and learning outcomes, and the educational mission of the academic unit to which the program is assigned. ARC discussions center on identifying areas of agreement or disagreement as found in the self-study, the external reviewers' report, the program's response, and the dean's response.
- C. The chair of the Academic Review Committee uploads the ARC recommendations to Dropbox.



Stage 3
Internal
Review

Stage 4: Long-Term Plan and MOU: The value of academic program review rests on its process, its outcomes, and its usefulness. Because the process and outcomes are developed for purposes of improving educational opportunities, curriculum quality, and program relevance, it is essential that the university make appropriate use of the results. The final stage of program review is the blueprint for evidence-based decision-making that will impact academic planning at all levels of the institution. Based on discussion at the long-term plan meeting, the program faculty, program administrator, and the dean's office work together to finalize a long-term plan (**Appendix VII**).



Stage 4
Long-Term Plan
and MOU

- A. The IESI office coordinates with the provost office, dean's office, and program administrators, to schedule a long-term plan meeting after submittal of the ARC recommendations (see checklist for dates). The provost, dean, department chair, and program administrator meet to discuss the program's long-term plan, based on the self-study, external reviewers' report, program and dean's responses, and the ARC recommendations. The program's long-term plan should follow the guidelines in **Appendix VII** and include the following: goals for improving and sustaining the program, identification and outline of suggested strategies for responding to recommendations, prioritization of the recommendations, identification and listing of needed resources with a clear differentiation between existing and additional resources, an appropriate timeline and budget for obtaining new resources, and a timeline for completion and implementation of each item.
- B. The dean and provost will issue a memorandum of understanding (MOU), acknowledging the program's long-term plan with commitments from the dean and provost to provide identified resources to the program during the stipulated timeline. The program administrator will document all actions and provide progress updates to the dean and IESI Office as requested.
 1. The MOU serves as a guide for continuous program revision and improvement.
 2. The IESI Office will enter the contents of the MOU into USD's assessment management system for follow-up.
 3. After the signing of the MOU, the program will receive a standard stipend for program review to be distributed to faculty as the program deems appropriate. The program administrator notifies the IESI Office via email of program faculty members who are to receive stipends and the corresponding stipend amount.

USD Academic Program Review Checklist

		Important Dates by Cohort: Self-Study/Site Visit			
Check	Actions	Guideline Reference	Cohort: F17/Spl18	Cohort: F18/Spl19	Cohort: Spl19/F19
			Spring 2018 Self-Study and Fall 2018 Site Visit	Fall 2018 Self-Study and Spring 2019 Site Visit	Spring 2019 Self-Study and Fall 2019 Site Visit
	Dean's Office Notifies Program Members of Self-Study Initiation	Stage 1 Section A.1	Fall Semester of 2016	Fall Semester of 2017	Spring Semester of 2018
	Program's Self-Study Team Attends IESI Program Review Workshop, Sponsored by the Center for Educational Excellence	Stage 1 Section A.2	Friday, February 17, 2017	Friday, February 16, 2018	Friday, September 21, 2018
	Program's Self-Study Team Submits List of Potential Reviewers (6 to 10) to IESI office	Stage 2 Section B.1	Friday, March 17, 2017	Friday, March 16, 2018	Friday, October 19, 2018
	Draft, Review, and Revise Self-Study using template in Appendix I	Stage 1 Section B	Fall 2017 Semester	Fall 2018 Semester	Spring 2019 Semester
	IESI Finalizes Selection of External Reviewers and Completes Paperwork (Agreement Letter and W9)	Stage 2 Sections B4, C1	Fall 2017 Semester	Fall 2018 Semester	Spring 2019 Semester
	Program's Self-Study Team Submits Self-Study to IESI Share Point folder	Stage 1 Section B	Friday, December 15, 2017	Friday, December 14, 2018	Friday, May 17, 2019
	Program's Self-Study Team Coordinates with IESI to Prepare for External Review: Site Visit	Stage 2 Section D	Early Spring 2018 Semester (January or February 2018)	Early Spring 2019 Semester (January or February 2019)	Early Fall 2019 Semester (September or October 2019)
	IESI Shares the Self-Study and Academic Review Guidelines with External Reviewers via Dropbox	Stage 2 Section C2	Early Spring 2018 Semester (January or February)	Early Spring 2019 Semester (January or February 2019)	Early Fall 2019 Semester (September or October 2019)
	Program's Self-Study Team Hosts External Review Site Visit (follow itinerary)	Stage 2 Section D	Mid-Spring 2018 Semester (February or March 2018)	Mid-Spring 2019 Semester (February or March 2019)	Mid-Fall 2019 Semester (October or November 2019)
	External Reviewers Submit their Report to IESI via Dropbox. IESI uploads the Report to SharePoint.	Stage 2 Section E	Within 4 weeks of site visit (March or April 2018)	Within 4 weeks of site visit (March or April 2019)	Within 4 weeks of site visit (November and December 2019)
	Dean's Response to External Review Report uploaded to SharePoint	Stage 2 Section E4	Within 4 Weeks of Receiving report (April or May 2018)	Within 4 Weeks of Receiving report (April or May 2019)	Within 4 Weeks of Receiving report (January or February 2020)
	Program's Response to External Review Report uploaded to SharePoint	Stage 2 Section E4	Within 4 Weeks of Receiving report (April or May 2018)	Within 4 Weeks of Receiving report (April or May 2019)	Within 4 Weeks of Receiving report (January or February 2020)
	Academic Review Committee (ARC) Reviews Self-Study, External Review Report, Dean's Response, and Program's Response and uploads its Recommendations to Share Point	Stage 3	By October 31, 2018	By October 31, 2019	By March 31, 2020
	Program Faculty, Administrators, and the Dean draft a Long Term Plan, with consideration of the Academic Review Committee's recommendations.	Stage 4	Early November 2018	Early November 2019	Early April 2020
	Long-Term Plan Meeting: Program Administrators, Dean, Provost, IESI Representative	Stage 4	November or December 2018	November or December 2019	April or May 2020
	Signing of Memorandum of Understanding (MOU) that explicates the allocation of resources	Stage 4 Section B	November or December 2018	November or December 2019	April or May 2020
	IESI enters outcomes of the MOU into TracDat for follow-up	Stage 4 Section B2	November or December 2018	November or December 2019	April or May 2020

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APPENDIX I: SELF STUDY REPORT TEMPLATE

- I. Introduction and Context:** This section describes central features of the program. Information in this section typically include answers to the following:
- A. **History and Development:** Provide a brief introduction and history of the program/department. Name the College or school within which the program/department resides and what year the program began. Describe degrees and concentrations. This section should especially focus on any major changes that have taken place within the program since the last review.
 - B. **Mission and Goals:** What is the program’s mission and what are its operational and strategic goals? How are these goals aligned with the mission and strategic directions of the university? If the program resides in the College or one of the schools, how does it also align with the mission of the College or school?
 - C. **Program Contribution to University and Community:** How does the program contribute to its discipline and to the university? How does the program respond to the needs of the community/region/profession?
 - D. **Overview of Special Issues:** Provide an overview of any special issues or concerns the program will address in this self-study, such as a response to a previous self-study or recognition of unique needs or concerns.
- II. Evidence of Program Excellence:** This section provides profiles of the central elements (students, curriculum, and faculty) and evidence of student learning effectiveness. This section identifies what the program provides or contributes to the intellectual community. The program profile is based on program planning, curricular assessment using direct and indirect evidence, and data provided by the Office of Institutional Research and Planning (IRP).
- A. **Students:** What is the profile of students in the program? How does the profile relate to or enhance the mission and goals of the program?

Data such as number of majors/graduate students, gender, ethnicity, average GPAs, and standardized test scores (general and discipline-specific), and retention and graduation rates are available in the program’s profile on the IRP website. Additional information about students such as membership in honors’ societies and post-graduation activities of students may be collected in exit and/or alumni surveys (contact the College or school’s dean’s office administrators for more information). For graduate programs, descriptions could include the various means used to recruit and retain students.

- B. **Curriculum:** What are the curricular requirements of the program and how current are they? Does the curriculum offer sufficient breadth and depth of learning for the program’s degree? How well is it aligned with learning outcomes? Are the courses sequenced and reliably available in sequence? Where appropriate, have external stakeholders, such as practitioners in the field, reviewed the program? Programs are expected to conduct comparative analyses. In some cases, disciplinary ratings may be available.

Data for this section should include a comparative analysis of **curricula** from at least two benchmark and aspirational programs; curricular maps or flow charts to show how curriculum addresses outcomes; course enrollments for the last five years noting any trends; and a description of other relevant learning experiences (e.g., internships, research experiences, study abroad or other international experiences, community-service learning, etc.), as well as how many students participate in those experiences. The data presented in this section should be consistent with the program website information and the curricular catalog listings.

- C. **Student Learning and Success:** Are the students achieving the desired learning outcomes for the program? Are they achieving those outcomes at the expected levels of learning, and how is the expected level determined? Are they being retained and graduating in a timely fashion? Are they prepared to apply their advanced study to the world of work?

Data for this section should be available in the assessment reports of the program, including annual results of direct and indirect assessments of student learning (qualitative and/or quantitative); the degree to which students achieve the program’s desired outcomes and standards; ongoing efforts by the program to respond to assessment results, student retention and graduation rates (disaggregated by demographics) and student satisfaction; assessment may also include placement of graduates in graduate or professional schools and/or jobs, graduating senior surveys, employer critiques of student performance or employer satisfaction surveys, and alumni achievements. This data can be collected by exit and alumni surveys (contact the College or school’s dean’s office administrators for more information).

- D. **Faculty:** What are the qualifications and achievements of the faculty in the program in relation to the program’s mission and goals? How do faculty members’ backgrounds, expertise, and professional work contribute to the academic excellence of the program?

Data should include the proportion of faculty with terminal degrees, institutions from which faculty earned terminal degrees, list of faculty specialties within discipline (and how these align with the program curriculum); evidence of teaching quality and effectiveness (e.g., peer observations and evaluations, faculty self-evaluations, students’ course evaluations, faculty scholarship on teaching and learning, and participation in faculty development related to teaching, learning, and/or assessment record of scholarship; external funding awards; professional practice and service; distribution of faculty ranks; diversity; and general awards and recognition. In addition to the compilation of this information, faculty CVs should be appended. In the initial review cycle, data should be comprehensive; in subsequent reviews, the compilation should focus on faculty accomplishments in the previous 5-6 years.

III. Program Sustainability and Support: This section identifies student demand for the program and the degree to which resources are allocated appropriately and are sufficient in amount to maintain program quality. In the “dialogue,” this section identifies what the program needs to be sustained.

- A. **Program Demand:** In terms of similarity and distinctiveness, evaluate how well this program compares with other programs in the field. What are the trends in numbers of student major declarations and enrollments reflected over a 5-8 year period? What is happening within the profession, local community, or society generally that identifies an anticipated need for this program in the future?

Data in this section might emphasize how the unique elements identified in previous sections are expected to attract students to this program.

B. Allocation of Resources:

1. **Faculty:** Are there sufficient numbers of faculty to maintain program quality? Do program faculty have the support they need to do their work?

Data in this section might include the number of full-time faculty (ratio of full-time-to-part-time faculty), student-faculty ratio, faculty workload, faculty review and evaluation processes, mentoring processes/programs, professional development opportunities/resources (including travel funds), release time for course development, research, etc.

2. **Student support:** Are there sufficient mechanisms in place to assist students with achieving their academic goals?

Data in this section might include academic and career advising programs and resources, tutoring and supplemental instruction, basic skills remediation, support for connecting general learning requirements to discipline requirements, orientation and transition programs, financial support, support for engagement across the community, and support for non-cognitive variables of success (including emotional, psychological, and physical interventions if necessary).

3. **Technology and Information Literacy Resources:** What technology and information literacy resources do the program currently use? Are there adequate Library and IT resources for sustaining the program?

Data in this section might include library print and electronic holdings in the teaching and research areas of the program, development and achievement of information literacy outcomes, technology resources available to support pedagogy and research in the program, and technology resources available to support students' program needs.

4. **Facilities:** What facilities and unique space or equipment (e.g., labs) does the program use? Are the facilities adequate for sustaining the quality of the program?

Data in this section might include classroom space, instructional laboratories, research laboratories, office space, student study spaces, access to classrooms suited for IT purposes, and access to classrooms designed for alternative learning styles/universal design.

5. **Staff:** Clerical and technical staff supporting program operations:

Calculate data in terms of faculty/student load, FTE, etc.

6. **Financial resources:** What do the operational budget trends (revenues and expenditures) show over a 3-5 year period?

Evidence in this category might include increasing or decreasing revenues in areas directly related to sustainability issues (e.g., no increases or replacements in tenure lines with rising numbers of students, or little funding available for necessary equipment to keep students current in the practice of their fields).

IV. Reflection Summary:

The self-study concludes with a general analysis or interpretation of the evidence for program excellence and effectiveness, and support for sustainability. Provide an overview of the program's strengths, weaknesses, and opportunities for improvement.

V. Goals and Planning for Improvement:

The reflection summary serves as a foundation for developing the program's long-term plan. Several guiding questions include:

- What are the program's primary goals for the next five-seven years?
- In order to achieve these goals, how will the program address any weaknesses and build on existing strengths?
- How will the program make improvements with existing resources (through reallocation) and with new and innovative collaborations?
- What additional resources will be needed?
- If the program is currently using an already developed and executed long-term plan, please indicate how the current plan will integrate with the existing plan.

APPENDIX II: SAMPLE SITE VISIT SCHEDULE AND CONTACT INFORMATION

The site visit begins with the USD liaison dinner meeting with the two external reviewers the night before the two-day campus visit. This meeting serves as an opportunity to review the itinerary. The external reviewers will meet with the dean, the dean’s office administration (associate dean, etc.), and program administration on the first day of the visit. Meetings with various faculty groups and students are scheduled throughout the visit. At least one hour per day is scheduled for the reviewers to meet alone to draft their report. During the exit meeting held at the end of the site visit, the external reviewers share their preliminary observations with the provost, dean, and program administration.

The department arranges breakfast, lunch, and dinner for the external reviewers for the duration of the visit. The program, with assistance from the dean’s office, is responsible for constructing and coordinating the basic itinerary and arranging travel to and from campus. The dean’s office and the IESI Office arrange lodging, dinner reservations with the liaison on the first night, and meetings with the dean and associate provost/provost. The reviewers make their own dinner arrangement the second night. Below is a sample schedule:

Sample Site Visit Itinerary	
Eve of Campus Site Visit	<input type="checkbox"/> USD liaison hosts dinner with external reviewers
Site Visit Day 1	<input type="checkbox"/> Breakfast <input type="checkbox"/> Meetings with the dean, dean’s office coordinator, the program administrator, and various faculty groups, students, and relevant community partners/staff, etc. One of these meetings should include lunch. <input type="checkbox"/> External review of departmental materials <input type="checkbox"/> External reviewers arrange for their own dinner
Site Visit Day 2	<input type="checkbox"/> Breakfast <input type="checkbox"/> Meetings with various faculty groups and students. Meeting with most or all faculty simultaneously may be desirable. One of these meetings should include lunch. <input type="checkbox"/> External Reviewers meeting for observational summaries and report preparation. <input type="checkbox"/> Exit meeting with department chair, dean, and provost.

Please provide the external reviewers with important contact information:

- USD liaison email/work/cell phone
- External Reviewers’ email/cell phone
- Program Chair or program review coordinator email/work/cell phone
- IESI Office; (619) 260-4816; email: iesi@sandiego.edu
- Hotel address and phone number

APPENDIX III: SITE VISIT LOGISTICS

For External Reviewers

Travel

The external reviewer should make his or her own plane reservations and request reimbursement from the IESI Office (please submit original boarding passes). The university will reimburse round-trip, coach airfare.

Lodging

The IESI Office will make hotel accommodations for external reviewers, consistent with university policy.

Reimbursement

Meals and local travel expenses associated with the visit will be reimbursed by the IESI Office upon request and with the submission of original receipts. Meal expenses should be held within the \$71/day per diem rate for San Diego (or the current M&IE per diem rate as published on the US General Services' web site www.gsa.gov/perdiem).

For Departments

Meals and Other Expenses

The IESI Office will provide a USD-One card to the USD liaison and a program faculty member responsible for external reviewers' meals and incidental costs. All original itemized receipts and names of attendees must be submitted to IESI.

If using a personal credit card or cash, fill out the petty cash form (if under \$100) or expense reimbursement form. Check requests, petty cash forms or expense reports should be sent to the IESI Office for approval. Forms are available online from the Accounting Office's web site found at: <http://www.sandiego.edu/finance/accounts-payable/forms.php#accordion1>. Please follow all Accounts Payable policies.

If the department chooses to use its own USD One card, please contact IESI for the POETS code.

Appendix IV: External Review– Letter of Agreement

LETTER OF AGREEMENT PERTAINING TO EXTERNAL REVIEW PARTICIPATION

Thank you for serving as an external reviewer for the University of San Diego (USD). For your participation, you receive an honorarium of one thousand dollars and reimbursement for travel to and from USD.

As an external reviewer, your responsibilities include reviewing the self-study and any additional relevant materials delivered to you 4-6 weeks prior to the 1 ½ to 2 day site visit. You will be invited to participate in a dinner meeting on the eve of the site visit.

During the site visit you will meet with faculty, students, staff, and senior administrators. Before you depart campus, you will have an exit meeting with administrators from the provost’s office, dean’s office, and program. You will have four (4) weeks from the last day of the site visit to write and submit the external review report using the External Review Report Guidelines in Appendix VI of the USD Academic Program Review Guidelines.

Every program review requires the utmost care in preserving confidentiality. You will secure all documents and refrain from discussing issues with anyone other than the other external reviewer or USD faculty and staff. We would also expect that any personal and/or professional ties you may have with the program faculty would not affect your ability to serve with complete candor.

Occasionally, you may hear allegations of misconduct (e.g., harassment, falsification, etc.) during the site visit. It is not your responsibility to handle these allegations. You should report allegations to the IESI Assistant Vice President, who will discuss them with the appropriate USD personnel.

If you agree with these terms, please sign and date this form and e-mail to the Office of Institutional Effectiveness and Strategic Initiatives: iesi@sandiego.edu.

Print Name/Signature

Date

IESI-AVP Signature

Date

Appendix V: External Reviewer - W9 Form

Form <b style="font-size: 24pt;">W-9 (Rev. December 2014) Department of the Treasury Internal Revenue Service	<h2 style="margin: 0;">Request for Taxpayer Identification Number and Certification</h2>	Give Form to the requester. Do not send to the IRS.
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Print or type See Specific Instructions on page 2.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.	
	2 Business name/disregarded entity name, if different from above	
	3 Check appropriate box for federal tax classification; check only one of the following seven boxes: <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____ Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> Other (see instructions) ▶ _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <i>(Applies to accounts maintained outside the U.S.)</i>
	5 Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
	6 City, state, and ZIP code	
	7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN) Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> on page 3. Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="10" style="text-align: center; font-size: 8pt;">Social security number</td> </tr> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> <tr> <td colspan="10" style="text-align: center;">- -</td> </tr> <tr> <td colspan="10" style="text-align: center; font-size: 8pt;">OR</td> </tr> <tr> <td colspan="10" style="text-align: center; font-size: 8pt;">Employer identification number</td> </tr> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> <tr> <td colspan="10" style="text-align: center;">- - - - -</td> </tr> </table>	Social security number																				- -										OR										Employer identification number																				- - - - -									
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Part II Certification Under penalties of perjury, I certify that:	
1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and	
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and	
3. I am a U.S. citizen or other U.S. person (defined below); and	
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.	
Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.	

Sign Here	Signature of U.S. person ▶	Date ▶
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General Instructions Section references are to the Internal Revenue Code unless otherwise noted. Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/fw9 . Purpose of Form An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:	<ul style="list-style-type: none"> • Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition) • Form 1099-C (canceled debt) • Form 1099-A (acquisition or abandonment of secured property) Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN. <i>If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding? on page 2.</i> By signing the filled-out form, you:
<ul style="list-style-type: none"> • Form 1099-INT (interest earned or paid) • Form 1099-DIV (dividends, including those from stocks or mutual funds) • Form 1099-MISC (various types of income, prizes, awards, or gross proceeds) • Form 1099-B (stock or mutual fund sales and certain other transactions by brokers) • Form 1099-S (proceeds from real estate transactions) • Form 1099-K (merchant card and third party network transactions) 	<ul style="list-style-type: none"> 1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued), 2. Certify that you are not subject to backup withholding, or 3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and 4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See <i>What is FATCA reporting?</i> on page 2 for further information.

Cat. No. 10231X

Form **W-9** (Rev. 12-2014)

Directions for completing this form are included in the Dropbox with other pertinent documents.



External Review Report Guidelines USD Academic Program Review

The external review process provides a means for gathering objective feedback about the many aspects of a program. In addition to reviewing the program's self-study, the external reviewers participate in an on-site campus visit to observe firsthand how the program operates. The reviewers will produce a report that discusses the program's strengths, areas that could benefit from attention, and opportunities for long-term improvement and sustainability. This report follows the structure of the self-study, but may include additional topics as well.

Please provide us with the following information:

Program Name

Name of Reviewers

Date

I. Introduction and Context

Use Section I of the self-study and your site visit observations to provide feedback about the following aspects of the program:

IA. History and Development: *Program offerings and development.*

How do the program's current status and future plans connect to or follow from its history and past development?

IB. Mission and Goals: *Program's alignment of mission and goals with the university's mission and strategic directions.*

To what extent has the program aligned its mission and goals with the university's mission and strategic directions?

IC. Program's Contribution to University and Community:

To what extent is the program contributing to the University and the needs of the community?

ID. Program's Overview of Special Issues or Concerns:

If there were any special issues or concerns, how were they presented in the self-study?

Section I. Reviewers' Comments: Introduction and Context of Program

Section I. Reviewers' Recommendations: Introduction and Context of Program

II. Evidence of Program Excellence

Use Section II of the self-study and your site visit observations to provide feedback about the following aspects of the program:

IIA. Students: *Evidence of student profiles related to program and university mission.*

To what extent are student profiles related to program and university mission?

IIB. Curriculum: *Evidence of a current curriculum and related learning experiences.*

How current are curricular requirements? Does the curriculum offer sufficient breadth and depth of learning for the program's degree? How well is the curriculum aligned with the learning outcomes? Are the courses sequenced and reliably available in sequence? What was revealed from the program's comparative analysis of similar and aspirational programs?

IIC. Student Learning and Success: *Evidence of student learning and success.*

How well are the student learning outcomes interwoven throughout the curriculum to provide opportunities for students to develop increasing sophistication? To what extent are the student learning outcomes reflective of national disciplinary standards or trends? To what extent are students achieving the desired learning outcomes for the program? To what extent are students being retained and graduating in a timely fashion? To what extent are students prepared to apply their advanced study to the world of work? To what extent is a program assessment plan being used to capture student learning outcomes, assessment measures, results, and opportunities for improvement?

IID. Faculty: *Evidence of faculty contribution to the academic excellence of the program.*

To what extent do the qualifications and achievements of program faculty align with the program's mission/goals? How do faculty members' backgrounds, expertise, and professional work contribute to the academic excellence of the program and service to the institution and community?

Section II. Reviewers' Comments: Evidence of Program Excellence

Section II. Reviewers' Recommendations: Evidence of Program Excellence

III. Program Sustainability and Support

Use Section III of the self-study and your site visit observations to provide feedback about the following aspects of the program:

IIIA. Program Demand: *Evidence that program offerings are determined with consideration of and in response to program demand.*

In terms of similarity and distinctiveness, how does the program compare to other programs in the field? What is happening within the profession, local community, or society in general that identifies an anticipated need for the program in the future? To what extent does the program enrollment trend suggest a sustainable program?

IIIB1. Resources - Faculty: *Evidence that there is a number of faculty members and a level of support identified to maintain program quality.*

To what extent can the program maintain a quality program with the current number and distribution of faculty? How does the student/faculty ratio compare to similar programs? How does the tenure-line faculty/adjunct faculty ratio compare to similar programs? To what extent do program faculty have the support they need to do their work (e.g., mentoring program, professional development opportunities, release time opportunities for course development or research, travel funds, and a well-defined review and evaluation process)?

IIIB2. Resources - Student Support: *Evidence that there are sufficient mechanisms (student support services) identified to help students achieve their academic goals.*

To what extent are there mechanisms in place to assist students with achieving their academic goals (e.g., academic and career advising; tutoring or remediation; orientation; financial support; and emotional, psychological, and physical interventions)?

IIIB3. Resources - Technology and Information Literacy: *Evidence that there are adequate technology and information literacy resources identified for program sustainability.*

To what extent are there technology and information literacy resources to support and sustain the program (e.g., electronic and print holdings, development and achievement of information literacy outcomes, technology to support pedagogical and research needs, and technology and information literacy resources to support student program needs)?

IIIB4. Resources - Facilities: *Evidence that there are adequate facilities identified for sustaining the quality of the program.*

To what extent are the facilities and equipment adequate for sustaining a quality program?

IIIB5. Resources - Staff: *Evidence that there are a sufficient number of clerical and technical staff identified to support program operations.*

To what extent does the program have clerical and technical staff to support program operations?

IIIB6. Resources - Financial Resources: *Evidence of operational budget trends that support program sustainability.* To what extent do the operational budget trends (revenues and expenditures) suggest a sustainable quality program?

Section III. Reviewers' Comments: Section III. Program Sustainability and Support

Section III. Reviewers' Recommendations: Section III. Program Sustainability and Support

IV. Reviewers' Comments

This section allows for reviewers' comments about the overall strengths of the program, areas that could benefit from attention, and program opportunities for long-term improvement and sustainability.

Section IV. Reviewers' Comments: Program Strengths

Section IV. Reviewers' Comments: Program Areas that can Benefit from Attention

Section IV. Reviewers' Comments: Program Opportunities for Long-Term Improvement and Sustainability:

Section IV. Additional Reviewers' Comments:

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**Academic Program Review
Long-Term Plan Guidelines**

Department/Program Name:

Date:

The long-term plan for the department/program should stem from the academic program review findings and the responses and recommendations received from the external reviewers, the Dean’s Office, program faculty, and the Academic Review Committee. Start by writing a narrative that explains the information that will be shown in the long-term summary tables that follow. Goal/Action areas can be taken directly from the self-study (e.g., students, curriculum, student learning outcomes, student success, faculty, program demand, student support, information literacy, technology, facilities, staff, financial resources, other). The table format can be copied or deleted as needed.

Program/Department Name

Goal/ Action Area	Year 1	Year 2	Year 3	Year 4	Year 5 and Beyond
	2017-2018	2018-2019	2019-2020	2020-2021	2021 -
Resources Needed:					

Program/Department Name

Goal/ Action Area	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 and Beyond 2021 -
	Resources Needed:				

Program/Department Name

Goal/ Action Area	Year 1	Year 2	Year 3	Year 4	Year 5 and Beyond
	2017-2018	2018-2019	2019-2020	2020-2021	2021 -
Resources Needed:					

Program/Department Name

Goal/ Action Area	Year 1	Year 2	Year 3	Year 4	Year 5 and Beyond
	2017-2018	2018-2019	2019-2020	2020-2021	2021 -
Resources Needed:					

Additional Resources

Program Review Resources

ACADEMIC PROGRAM REVIEW – GENERAL RESOURCES:

- Education Advisory Board (2012). *Revitalizing the program portfolio: Aligning program performance with institutional goals*. Washington, D.C.
- Hanover Research (2012). *Best Practices in Academic Program Review*. Retrieved from http://www.asa.mnscu.edu/academicprograms/program_planning/Hanover%20Research%20Best%20Practices%20in%20Academic%20Program%20Review%202012.pdf.
- Harlan, B. (2012). Meta-review: Systematic Assessment of Program Review. *US-China Education Review* (A8), 740-754.
- Pitter, G. W. (2007). Program review: A tool for continuous improvement of academic programs – Association of Institutional Research. *Professional File*, No. 105. Retrieved from: <http://airweb3.org/airpubs/105.pdf>
- Poindexter (2011). Literature review on academic program reviews - <https://www.nmu.edu/sites/Drupalaqip/files/UserFiles/Files/Pre-Drupal/SiteSections/ActionProjects/AnalyzeUpgradeProgramReviewProcess/LiteratureReview-APR-Jan2011.pdf>
- Suskie, L. (2015). Program reviews: Drilling down into programs and services. Ch 19 in *Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability*, pp. 229-237. SF: Josey-Bass.
- WSCUC (2015). *Resource guide for 'good practices' in academic program review*. Retrieved from: <https://www.wscuc.org/content/program-review-resource-guide>.

ACADEMIC PROGRAM REVIEW – INSTITUTIONAL SAMPLES

Sample Self-Study guides and templates:

- Loma Linda University Program Review Guide <https://home.llu.edu/academics/academic-resources/educational-effectiveness/program-review>
- Azusa Pacific University Program Review Handbook <http://www.apu.edu/slapr/programreview/>
- Florida A & M University Program Review Procedure Manual <http://new.famu.edu/OfficeofInstitutionalEffectiveness/ProgramReviewProcess.html>
- University of the Pacific <http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/Educational-Effectiveness/Program-Review/Program-Review-Self-Study.html>
- University of San Diego <http://www.sandiego.edu/outcomes/documents/USD%20Academic%20Program%20Review%20Guidelines%20Revised%20Fall%202017.pdf>
Guidelines for online academic programs: <http://www.sandiego.edu/outcomes/documents/USD-Online-Program-Review-Guidelines.pdf>

Integration of program review and specialized accreditation:

- Loma Linda University <https://home.llu.edu/academics/academic-resources/educational-effectiveness/program-review> (esp. pp. 33-35)
- University of San Diego <https://www.sandiego.edu/outcomes/documents/USD-APR-Guidelines-for-Programs-with-Accrediting-Bodies-2016.pdf>

External Review resources:

- Chapman University - Overview for External Reviewers <http://www.chapman.edu/academics/learning-at-chapman/program-review/overview-for-external-reviewers.aspx> (pp. 19-29) and External Reviewer Summary Sheet: <https://www.chapman.edu/academics/learning-at-chapman/files/program-review/External%20Review%20Summary%20Sheet%202015.pdf>
- Loma Linda University External Review Guide (includes integration with specialized accreditation) <https://home.llu.edu/academics/academic-resources/educational-effectiveness/program-review> (click on Guidelines for Program Review Site Visit and External Review Report)
- Florida A & M University – click on External Reviewers’ Handbook: <http://new.famu.edu/OfficeofInstitutionalEffectiveness/ProgramReviewProcess.html>
- University of Central Florida – scroll down to Consultant Report Templates (undergrad programs, grad programs, departments): <https://apq.ucf.edu/apr/>

Program Review rubrics for internal evaluation:

- Oregon Health & Science University <http://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/academic-programs/upload/APR-Five-Year-Report-Rubric-New-layout-clean-3.pdf>
- Wright State University <https://www.wright.edu/academic-affairs/academic-program-review/program-review-instructions-timeline-and-template>
- Diablo Valley College https://web.dvc.edu/wepr/documents/PR_Rubric_AS_Adopted_8_9_16_as_accepted_by_FS_and_CC_1_0-5-2016.pdf
- IUPUI <http://planning.iupui.edu/accreditation/program-review-files/academicguidelines.pdf> (pp. 10-11)

Sample Action Plan templates:

- University of the Pacific <http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/Educational-Effectiveness/Program-Review/Program-Review-Action-Plan.html> (click to download template)
- CSU Fresno <https://www.fresnostate.edu/academics/curriculum/prog-review/> (click on Action Plan template)
- Loma Linda University https://home.llu.edu/sites/home.llu.edu/files/docs/Program%20Review%20Guide%20-%20Jan_%2031%2C%202017.pdf (pp. 30-32)
- Virginia Tech University http://assessment.vt.edu/content/dam/assessment_vt.edu/Academic_Program_Assessment/Academic_Program_Review_Report_Format_2016-2017_Final.pdf (p. 6)

Connecting program review to institutional budgeting, planning, priorities:

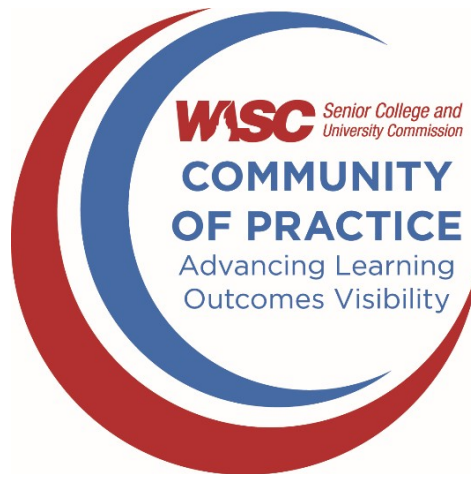
- Diablo Valley College Program Review Rubric https://web.dvc.edu/wepr/documents/PR_Rubric_AS_Adopted_8_9_16_as_accepted_by_FS_and_CC_1_0-5-2016.pdf
- Chapman University Long-Range Planning Council Rubric <https://www.chapman.edu/students/graduate-students/files/program-review-rubric.pdf>

STUDENT AFFAIRS & ADMINISTRATIVE PROGRAM REVIEW & ASSESSMENT RESOURCES – SAMPLE GUIDELINES

- ACPA/NASPA. (2010, July). *Professional Competency Areas for Student Affairs Practitioners*. Retrieved from: https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf
- California State University, Long Beach-Student Affairs Program Review Guidebook. (n.d.) Retrieved from <http://web.csulb.edu/divisions/students/assessment/resources.html>.
- Council for the Advancement of Standards in Higher Education. (2015). CAS professional standards for higher education (9th ed.). Washington, DC: Author IUPUI. (2005, April). IUPUI. Retrieved from: <http://www.planning.iupui.edu/assessment/>
- Council for the Advancement of Standards in Higher Education Self Study Guides. Retrieved from http://www.cas.edu/store_category.asp?id=6.
- James Madison University, Student Affairs Program Review. (n.d.) Retrieved from <https://www.jmu.edu/studentaffairs/program-review/index.shtml>.
- The Ohio State University Office of Student Life. (2004). The Ohio State University. Retrieved from: <http://studentlife.osu.edu/programreview/>
- UCF Operational Excellence & Administrative Support. (2005). *UCF Administrative Assessment Handbook*. Retrieved from https://oeas.ucf.edu/doc/adm_assess_handbook.pdf
- UCLA Student Affairs Information and Research Office- Program Review. (n.d.). Retrieved from <http://www.sairo.ucla.edu/Assessment/Program-Review>.
- UC Merced. Administrative program assessment. Retrieved from <http://assessment.ucmerced.edu/node/62>
- UC Merced. Administrative review: Policies, guidelines, templates. Retrieved from: <http://assessment.ucmerced.edu/administrative/policies-guidelines-and-templates>
- University of Connecticut Division of Student Affairs- Program Review. (n.d.). Retrieved from <http://studentaffairs.uconn.edu/program-review/>.
- University of North Carolina Greensboro Student Affairs- Program Review. (n.d.). Retrieved from <http://sa.uncg.edu/assessment/about-the-office/program-review/>.
- University of San Diego <http://www.sandiego.edu/student-affairs/documents/assessment/UnitReviewGuidelines3-22-16.pdf>
- Weber State University Student Affairs- Program Review. (n.d.). Retrieved from http://www.weber.edu/SAAssessment/SSA_Review.html.

STUDENT AFFAIRS & ADMINISTRATIVE PROGRAM REVIEW & ASSESSMENT - GENERAL RESOURCES

- Albertine, S., et al., (2016). *The emerging learning system: Report on the recent convening and new directions for action*. Lumina Foundation. < <https://www.luminafoundation.org/files/resources/the-emerging-learning-system-1.pdf>>
- Bergquist, W. H., & Pawlak, K. (2008). *Engaging the six cultures of the academy*. NY: John Wiley.
- Dickeson, R.C. (2014). *A prioritization update: Observations fifteen years after publication*. Retrieved from: http://www.academicstrategypartners.com/wp-content/uploads/2016/02/A_Prioritization_Update-.pdf
- Hinton, K. (2012). *A practical guide to strategic planning in higher education*. The Society for College and University Planning (SCUP). <https://oira.cortland.edu/webpage/planningandassessmentresources/planningresources/SCUPGuidonPlanning.pdf>
- Manning, K., Kinzie, J., & Schuh, J.H. (2014) *One size does not fit all*. Second edition. NY: Routledge.
- Nichols, K. W., & Nichols, J. O. (2000). *The department head's guide to assessment implementation in administrative and educational support units*. Bronx, NY: Agathon Press.



Community of Practice for Advancing Learning Outcomes Visibility

In spring 2017, with funding from Lumina Foundation, WSCUC launched the first cohort of the Community of Practice for Advancing Learning Outcomes Visibility. This initiative provides guidance and consulting for projects related to assessing student learning and the visibility of that learning. WSCUC is supporting participants as they implement their own projects, which will contribute to the development of a collection of good practices, resources, and guides to share both regionally and nationally.

Participants in the Community of Practice are engaging in student learning assessment and visibility projects that are informed by national and regional thought leadership, knowledge generation, capacity building, and resource sharing within the Community of Practice, with the intention of broad-based engagement across the region over time. Expert consultants are guiding projects and highlighting best practices, and participants are building networks to support projects and share ideas and information.

Community of Practice outcomes include:

- **Improved Learning Outcomes Visibility:** to support WSCUC institutions in making good evidence of student learning more visible and accessible to a general public and various stakeholders.
- **Learning Outcomes Capacity Building:** to further develop WSCUC's regional capacity and national leadership in providing evidence of student learning as one crucial component of student achievement. The key focus is on using learning outcomes assessment results to support authentic student learning and/or institutional improvement.
- **Quality Assurance / Accreditation Resource Development, Curation, and Dissemination:** to develop a curated collection of accreditation process resources, including exemplars and learning guides for the WSCUC region – and nationally – around aligning and assessing student learning outcomes per the Standards or Accreditation, the visibility of evidence, and using evidence for improvement.

*Visit the Community of Practice on WSCUC's website to
learn about current projects and mentors:*

www.wscuc.org/cop

**An Opportunity for Your Institution to Develop Assessment Expertise and Leadership
March 2018 - January 2019**

Applications will be accepted November 15, 2017 - February 15, 2018

Purpose of the Academy

The WSCUC Assessment Leadership Academy (ALA) prepares postsecondary professionals to provide leadership in a wide range of activities related to the assessment of student learning, from facilitating workshops and supporting the scholarship of assessment to assisting administrative leadership in planning, budgeting, and decision-making related to educational effectiveness. ALA graduates have also provided consultation to the WSCUC region and served on WSCUC committees and evaluation teams; some have moved on to new positions with greater responsibilities. The Academy curriculum includes both structured and institutionally-tailored learning activities that address the full spectrum of assessment issues, and places those issues in the national context of higher education policy on educational quality, accreditation, and accountability.

Who Should Participate in the Academy?

Higher education faculty, staff, and administrators who are committed to:

- Developing assessment expertise;
- Serving in an on-going assessment leadership role at their institution;
- Devoting significant time to complete ALA reading and homework assignments.

Assessment Leadership Academy Faculty

ALA participants will interact with and learn from nationally-recognized higher education leaders. Faculty lead interactive class sessions and are available to participants for one-on-one consultations.

Faculty Facilitators of the ALA:

- **Amy Driscoll**, Former Director of Teaching, Learning, and Assessment, CSU Monterey Bay
- **Carole Huston**, Associate Provost, University of San Diego (ALA Alum)

Guest Faculty Include:

- **Peter Ewell**, President Emeritus, National Center for Higher Education Management Systems
- **Adrianna Kezar**, Associate Professor for Higher Education, University of Southern California
- **Jillian Kinzie**, Associate Director, Center for Postsecondary Research & NSSE Institute
- **Kathleen Yancey**, Kellogg W. Hunt Professor of English, Florida State University
- **Laurie Dodge**, Vice Chancellor of Institutional Assessment and Planning, Brandman University (ALA Alum)
- **Kevin Grant**, Assistant Dean of Student Development, Biola University (ALA Alum)
- **Susan Platt**, Executive Director of Assessment Emerita, CSU Long Beach (ALA Alum)
- **And others!**

Learning Goals

Participants who complete Academy requirements will acquire foundational knowledge of the history, theory, and concepts of assessment; they will also develop expertise in training and consultation, institutional leadership for assessment, and the scholarship of assessment.

Application Deadline and More Information

Applications for the 2018-19 cohort will be accepted from November 15, 2017 until February 15, 2018.

For more information and application materials, please see **Assessment Leadership Academy** on the WSCUC website <http://www.wascsenior.org/ala/overview>



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