University of La Verne

Academic Program Review

Guidelines

8/9/10
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I. Purpose

The primary purpose of the program or department review is to determine how well program or departmental goals and learning outcomes are being met, and use the findings for program improvement, planning and budgeting. This guide is intended to facilitate the process of conducting program reviews and preparing the report.

II. Implementation Steps

Step 1: Identify leadership

The program or department chair designates a faculty member to spearhead the program review process. The program or department chair may take on this leadership. The responsibilities of this faculty member include but are not limited to (a) forming a team of faculty, (b) calling regular meeting of the team, (c) leading the team to refine and/or formulate the program's goals and learning outcomes, (d) distributing the data gathering and analysis tasks, (e) leading the department and program faculty to identify action recommendations, and (f) drafting the report.

Step 2: Form a team

The team comprises two or three faculty members from the program or department. In smaller departments or programs all full-time faculty may be involved. It is advisable to include an adjunct faculty member on the team if the department offers many courses taught by adjunct faculty. The responsibilities of the team involve sharing the tasks of data collection and drafting different pieces of the report.

Step 3: Distribute tasks

The team leader together with the other faculty members determines the distribution of tasks to gather, analyze and report data. Each member of the team or the department faculty may select a particular goal or learning outcome to address. Or they can take on a particular task, such as surveying alumni, evaluating senior projects, generating the curriculum map, reviewing the syllabi, or assembling the enrollment and graduation trend data.

Step 4: Set up timelines

Set up deadlines for completing different tasks and establish regular meetings for reporting on progress. Completion of the program review may take six to nine months.

Step 5: Write the program review report

The program review is written following the general outline provided below. Allow for variations in the outline to reflect unique aspects of the department or program. One person may draft the whole report, or compile the pieces written by different individuals. The final report should have an executive summary on the front end and action recommendations at the back end. The executive summary includes the action recommendations. Department or program members arrive at the action recommendations, arranged in priority order, collectively after reviewing and discussing the complete draft. Such a collective deliberation may be conducted during a departmental retreat, and it may lead to a revised draft.

Step 6: Present the report to the college curriculum committee and/or the dean

Present a summary of the report, including the process and findings, to the curriculum committee of the college, and provide a complete copy to the dean for review and feedback about the action recommendations. The action recommendations include resource needs and program improvement efforts independent of resource needs.

Step 7: Invite external review of the program

External reviewer(s) with familiarity and expertise in the field are invited to read and respond in writing to the report, after a campus visit (Honorarium is provided). This should be done within three months of the completion of the report. The external review report should be attached to the final report as an appendix. The recommendations of the reviewer(s) are incorporated into the action recommendations. (See the external reviewer guide at: http://laverne.edu/institutional-research/assessment_academic/assets/WASC-external%20reviewer-guide-10-12-2009.pdf).

Step 8: Submit the report to the Office of University Assessment

Submit an electronic copy to the office of University Assessment. If not all the appendices are in the electronic draft also submit a hard copy. The report is evaluated for quality (may be returned for revision), and is posted on the Institutional Research web page (password protected) as part of the university's assessment portfolio.

Step 9: Present the program review orally to the Educational Effectiveness Committee (EEC)

This committee is composed of faculty representatives from the three colleges: CAS, CBPM, and CEOL. The EEC invites programs to make an oral presentation, and advises the office of the Provost regarding the quality of the overall report as well as the action recommendation.

Step 10: MOU response by the Dean

The Dean of the college responds to the program review with a MOU that includes an evaluation of the quality of the program review report, and indicates how the action recommendations will be supported for program improvement. The Dean advocates for support in budget deliberation with the Office of the Provost. The Office of University Assessment receives a copy of the MOU for posting.

Step 11: Action updates

At the end of each fiscal year the program submits electronically a brief action update to the office of University Assessment, and to the Dean of the college showing progress on the action recommendations. These action updates are posted next to the program review on the Institutional Research website.

III. Program Review Outline

Purpose

The purpose of the program review outline is to facilitate the process of conducting the program review, and writing up the report. Below is an outline for departments and programs to use to describe the capacity of their programs and the outcomes of their assessment activities. Each of the elements of the outline is elaborated on the following pages.

General Outline Elements

Executive Summary

I. Program Mission

II. Program Learning Outcomes and Goals/Objectives

III. Program Capacity and Description

- Faculty
- Students and Majors
- Degree conferred
- Enrollment history (Average class size)
- Program maps (4-year Course rotations)
- Curriculum maps (Courses where learning outcomes are met)
- Advising
- Facilities, labs, computers, library, other resources (Inventory)
- Curriculum comparisons (With other universities)
- Locations and sites where program is offered
- Etc

VI. Assessment Procedures (List only)

- Senior Exit Surveys (EBI for Business)
- Alumni Survey
- Focus Group
- Stakeholder interviews or surveys
- Comprehensive exams (GRE, ETS Field Tests, etc)
- Capstone research projects and papers, simulations, Dissertations, etc
- Internship evaluations
- Syllabus review
- Etc

V. Findings (Organize by learning outcomes)

VI. Action Recommendations (Include resource needs and improvement efforts independent of resource needs)

IV. Elaboration of Outline Elements

Executive Summary

The executive summary is a 1-2 page statement that states the learning outcomes of the department, addresses the highlight of the departments capacity and description, lists the assessment procedures used, mentions salient findings and identifies briefly all the action recommendations including resource needs and improvement efforts independent of resources.

I. Program Mission
The mission communicates a vision of what matters most with reference to student learning and achievement in the program. This should be no more than a short paragraph, perhaps no more than several sentences.

II. Program Learning Outcomes and Goals
Program learning outcomes communicate anticipated skills, and competencies expected of program graduates. Goals are general statements that my have specific objectives attached to them. However, it is not helpful to have more than 5 or 6 learning outcomes or goals. Each learning outcome, goal or objective would have to be assessed.

III. Program Capacity and Description
This section describes the program in terms of its content and capacity to meet the stated learning outcomes and goals. It mentions the number of faculty and their qualifications, number of majors and conferred degrees in the last five or so years, courses and prerequisites required in the major or the program that are designed to meet the program goals, enrollment history, average class size, scheduling and rotation or courses (Program map), curriculum map that identifies in a matrix what courses meet what learning outcomes or goals, advising process in terms of who and how, and description of the facilities and resources, such as labs, computers, software, work or practice space, etc. Some templates are provided at the end of this document. But departments or programs may generate their own depending on need.

IV. Assessment Procedures
DO NOT REPORT FINDINGS UNDER THIS SECTION – JUST LIST AND DESCRIBE

Assessment procedures are data collection strategies designed to measure the attainment of learning outcomes and program goals. There should be two types of procedures or measures: Self-report (Indirect) and performance (direct).

(1) Self-report (**Indirect**) measures such as senior exit surveys and alumni surveys where students indicate the degree to which they have learned certain skills or are satisfied with what is offered and what they have learned. These surveys should also address satisfaction with courses, scheduling, advising, facilities, etc. SWOT interviews (For comprehensive SWOT analyses procedure-See Appendix A) and focus

groups with stakeholders may be used to assess if the program is meeting its goals, and what opportunities and challenges exist.

(2) Performance (**Direct**) measures such as exit exams, simulations, projects, capstone experiences, culminating papers, stage performances, internship supervisor ratings, or experiences that are faculty evaluated.

Assessment procedures may include:

- Senior projects or capstone courses, simulations
- Case studies
- Content analysis (e.g., writing samples, papers)
- Departmental exams and essays
- Focus groups
- Interviews (e.g., midpoint, exit)
- Portfolios
- Performance based assessments
- Reflective essays
- Rubric-based evaluations of student work (i.e., holistic rating sheets for student products, performances, portfolios, etc.)
- Examinations prepared locally or available nationally
- Student projects (e.g., junior or senior projects)
- Ratings by fieldwork or internship supervisors
- Alumni surveys
- Senior exit surveys

V. Findings

This sections reports the results of the assessment efforts. It is organized by Learning outcomes and goals. Mention each learning outcome or goal/objective and pull data from the different assessment procedures that address that particular goal. Use charts tables and figures to summarize the results, or refer to appendices where they may be found if the tables and charts address multiple goals and are too elaborate. Appendix B provides possible template that may be used. Have a summarizing sentence or two at the end of each learning outcome or goal section that captures the strengths and the areas that need attention. See samples provided for how this may be done. Samples of program reviews can be found on the ULV Institutional Research website at: (http://www.laverne.edu/institutional-research/assessment_academic/academic-program-review/college-of-arts-sciences/).

VI. Action Recommendations

This section lists the action recommendations that emerge from the assessment of learning outcomes or the analysis of program's capacity to deliver its curriculum to meet stated outcomes and goals. The list is presented in priority order. Before recommendations are made department or program faculty and stakeholders discuss the findings and arrive at the recommendations collectively with consensus. Recommendations by external reviewers should be incorporated in the final list. These action recommendations are acted upon during the ensuing 5 years with yearly updates. They will also be used to inform and update the strategic plans of the colleges and the budgeting process. Deans will respond to these action recommendations in and MOU in terms of how they would support them, and advocate for them with the Provost in budgetary discussions.

Appendix A

S.W.O.T. Analysis Steps

Steps of S.W.O.T. Analysis Involving Stakeholders

(These steps are provided in case a program decides to use this procedure to identify Strengths, Weaknesses, Opportunities and Threats facing the program as part of their program review. S.W.O.T. analysis does not replace the program review, it may be a part of it, especially as an indirect assessment of outcomes)

1. Identify Stake Holders
   a. Internal to the department at present:
      Faculty, students, staff, etc.
   b. External to the department but internal to ULV
      Registrar, Enrollment Services, Student Affairs, SCE/CAPA, other departments, University Relations, etc.
   c. External to ULV at present:
      Alumni, community agencies, potential employers, colleagues at other universities, etc.
2. Prepare Questions
   Suggested questions:
   a. What do you think are the strengths of our current department or program? What things are we doing well?
   b. What are the shortcomings of our current program? What could we be doing better?
   c. Are there opportunities we are not taking advantage of at the present time?
   d. What are your expectations from our program at the present time and in the future?
   e. What potential difficulties or problems do we foresee for our program in the coming years?
3. Determine strategies for gathering information
   Some suggested strategies
   a. One-on-one interviews with selected key individuals.
   b. Form focus groups to address the questions: 5 to 7 individuals representing the stake holders.
   c. Mail questionnaires to the selected members of the identified stake holders.
   d. Administer questionnaires to “captive audiences”, such as classes, meetings of the chamber of commerce, students visiting the campus, etc.
   e. Inspect existing survey data in ULV archives, such as Institutional Research, Student Affairs, Enrollment Management, Registrar, etc.
   f. Other universities/comparative analysis.
4. Determine a deadline for completion of data collection
5. Analyze the collected information

a. Compile the data.
b. Identify major themes and issues under each question.
c. Summarize themes and issues in a tabular form using bullets.
Do this separately for each of the questions.

Appendix B

Templates

Template 1

Majors and Degrees Conferred

Students	2004-05	2005-06	2006-07	2007-08	2008-09
Unduplicated headcount of majors-All campuses Fall #s					
Main campus					
CAPA					
RCA					
On-line					
FTE students– All campuses (Based on Units generated/30 for undergraduates or 18 for graduates)					
Degree conferred-All campuses (for the whole year, 7/1 to 6/30					

Template 2

Average Class Size and FTE students/FT faculty ratio
(Fall semester or term only)

Location	2004	2005	2006	2007	2008
All Campus					
Main campus					
RCA					
On-Line					
FTE Faculty (Number of courses per year/6)					
FTE students/FT faculty ratio					

Template 3

Full-time Faculty Profile

(Attach latest CVs)

Name	Highest degree	Year degree obtained	Degree area or specialization	Faculty status	Year hired

Template 4

Adjunct Faculty Profile

(List only adjunct faculty active in the last two academic years)

Name	Highest degree	Year degree obtained	Degree area or specialization	Adjunct faculty status-title	Teaching since

Template 5

Percentage of courses taught by FT and PT faculty

Faculty	2006-08	2007-08	2008-09
% taught by FT faculty on load			
% taught by FT faculty overload			
% taught by PT faculty			

Template 6

Program Map

(4-year rotation of courses)

Course prefix and number	Course Title	2009-10	2010-11	2011-12	2012-13

Template 7

Curriculum Map

(Which learning outcome is addressed in what course)

Course prefix and number	Learning outcome 1: (state)	Learning outcome 2: (State)	Learning outcome 3: (state)	Learning outcome 4: (State)	Learning outcome 5: (State)	Learning outcome 6: (state)

Template 8

Degree Requirements at Comparison Institutions

ULV Courses	Univ. X (Give Name)	Univ. Y	Univ. Z		
Required					
Elective					
Support					

Template 9

Inventory of Equipment and Space

Type of equipment	Number	Adequate Yes/No	Need	
Computers				
Lab equipment				
Space				