Program Review

Self Study Process for Continuous Program Improvement

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Program Review Orientation Agenda

- Learn about Program Review process
- Review the Self Study template
- Understand how the Self Study will be evaluated.
- Learn about assessment, and IE resources
- Review strategies for inclusive participation of Self Study and five–year plan.
- Understand the post review process and its utility.
A program review is a cyclical process for evaluating and continuously enhancing the quality and currency of programs.

- The evaluation is conducted through a combination of self-evaluation, followed by peer-evaluation by external reviewers to the department and the University (external review by outside disciplinary experts).

- The results of the evaluation process are then used to inform follow-up planning and budgeting processes at various levels of the institution-program, department, college, university.
Why program review?

- Your program’s regular check up...
  - Gather numbers and qualitative data
    - Who are your students?: Enrollments, majors and graduation numbers
    - What will they know and be able to do upon graduation?: Assess quality of program and graduates through alumni surveys, student surveys and focus groups, employer data
  - How to improve the program?
    - Need evidence to demonstrate educational effectiveness
    - Need evidence to support resource requests (faculty, space, staff, educational technology equipment...)
    - Discussion of notable achievements and areas for improvement
    - Assessment data can sometimes upset the conventional wisdom
    - Examine the impact of changes in faculty and curriculum
    - PR recommendations can make a difference
WSCUC’s Requirements for Program Review

The Program Review Process includes, but is not limited to:

- Analysis of student achievement of the program’s learning outcomes (PLOs)
- Retention and graduation rates
- Results of licensing exams and placement
- Evidence from external constituencies such as employers and professional organizations.
Program review—the circle

Mission/Purposes
Goals
Outcomes

Implement methods to deliver outcomes and methods to gather data

Gather Data (evidence)

Interpret the data

Make decisions based on evidence to improve outcomes

Resource allocation or reallocation if needed to improve outcome delivery
Steps in Program Review

- Year 1: The Preparation Year (this year)
- Year 2: The Review Year
- Year 3: Action Plan is approved by the Provost through a MOU. Annual report due.

Post Review

- Years 4–6: Action Plan implementation continues along with annual reports.
This year: The Preparation Year

- Gathering data and conducting a self study
- Writing the self study report
- Developing a Five Year Plan
- Finding candidates to recommend as external reviewers
- This impacts and should involve ALL faculty members
Self Study: Contents

1.0 History, Mission, Goals, and Objectives
2.0 Program Data
3.0 Curriculum and Instruction
4.0 Assessment of Program Level Outcomes
5.0 Department Faculty
6.0 Student Engagement, Outreach and Recruitment
7.0 Program Self Recommendations

The Five Year Plan
Establish working groups that will address different sections of the Self Study.

Utilize existing standing committees (e.g., the curriculum committee addresses the curriculum section, the appropriate Assessment committee addresses the PLO section, etc.).

Develop a timeline for drafts to be finished.
Self Study preparation

- Establishing coordination and communication mechanisms.

- Complete a draft of the Self Study by/before early Spring Semester.
  - The faculty can discuss it and reflect on the data with a view toward developing the core goals of the Five-Year Plan for the program(s).

- Self Study report Due May 1, 2020
  - College Dean’s must sign approval before submission
Resources for Program Review

- Program Review Website
  http://www.calstatela.edu/apra/program-review-resources

- Institutional Effectiveness
  http://www.calstatela.edu/InstitutionalEffectiveness
What should be in a good Self Study? The PR Rubrics

- PRS developed a rubric to describe expectations for informative Self Studies (review self study template).

- Specific sections of Self Studies required more detail (assessment and Five-Year Plan).
## Assessment Rubric

<table>
<thead>
<tr>
<th>Progress</th>
<th>Stage Element</th>
<th>DEVELOPED (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Student Learning Outcomes (SLOs)</strong></td>
<td>Student learning outcomes specific to program and measurable.</td>
</tr>
<tr>
<td></td>
<td><strong>Curriculum/Program Mapping</strong></td>
<td>Courses are listed and are linked to SLOs. Clear levels of learning are defined for SLOs at all levels (I, D, M)*. Some mapping evident. Program level outcomes map to college and institutional outcomes.</td>
</tr>
<tr>
<td></td>
<td><strong>Methods/Measures</strong></td>
<td>Multiple methods and measures used and linked to SLOs. Assessment at only 1 level of learning. Indirect and direct methods used.</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment Infrastructure</strong></td>
<td>Faculty committee and program faculty communicate regularly. Admin support evident and evidence seen of regular data collection. Regular use of technology seen.</td>
</tr>
<tr>
<td></td>
<td><strong>Presentation and Publication of Findings</strong></td>
<td>Findings explained and available online, current and accessible and some are linked to SLOs or standards. Some students are aware of findings</td>
</tr>
<tr>
<td></td>
<td><strong>Use of Findings</strong></td>
<td>Findings discussed among faculty, issues are identified and changes are made to program (e.g. pedagogy, courses changed or added) Annual reports seen.</td>
</tr>
</tbody>
</table>
## The 5–Year Plan Rubric

<table>
<thead>
<tr>
<th>Progress</th>
<th>Stage Element</th>
<th>DEVELOPED (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Recommendations</td>
<td>Recommendations and concerns identified in the PR self–study are partially addressed.</td>
<td></td>
</tr>
<tr>
<td>Curricular Changes</td>
<td>Specific curricular changes are discussed as they are affected by emerging developments using recent supporting data.</td>
<td></td>
</tr>
<tr>
<td>Student Factors (including SLOs)</td>
<td>Some student factors based on trends are described. Preliminary planning in the areas of curriculum, outreach, scheduling and student retention are documented.</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>Preliminary analysis of adequacy of resources for 5–yr period. Needs are identified based on program priorities or data.</td>
<td></td>
</tr>
<tr>
<td>Action Plan and Timeline</td>
<td>Preliminary action plan included. May include revised curriculum, timeline for task, person/committee, responsible, and cost.</td>
<td></td>
</tr>
</tbody>
</table>
Accredited programs (with external reviewers)

- These programs may opt to use a modified Self Study report (MSSR).
- Most accreditation agencies require elements in their Self Study that are similar to those in the CSULA Self Study (and usually many that are beyond the scope of the CSULA requirements).
- In most cases, these programs can use the MSSR matrix (a selected portion is shown on the next slide).
# The MSSR matrix (a fragment)

<table>
<thead>
<tr>
<th>PROGRAM REVIEW SELF-STUDY SECTIONS</th>
<th>ACCREDITATION SELF-STUDY SECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History, Mission, Goals, and Objectives</td>
<td>Refer to page numbers or use hyperlinks to the relevant portion of an electronic document submitted with the MSSR</td>
</tr>
<tr>
<td>Overview and history</td>
<td></td>
</tr>
<tr>
<td>Mission, Goals and objectives</td>
<td><a href="https://spcc.calstatela.edu/mission_statement.php">https://spcc.calstatela.edu/mission_statement.php</a></td>
</tr>
<tr>
<td>Changes in goals and objectives</td>
<td></td>
</tr>
<tr>
<td>Recommendations from last program review and responses</td>
<td></td>
</tr>
<tr>
<td>Accrediting body recommendations and responses</td>
<td></td>
</tr>
</tbody>
</table>
The Review Year

- External Review in Fall Semester

- Internal Review (Meetings, meetings, meetings, with you, the College Dean, and the PRS committee meets most of all)
  - PRS review of self study and external reviewers report
  - Questions
  - Drafts of recommendations
  - Draft of the final summary report
External reviewers selected by PRS prepare a review document that contains recommendations and commendations after visiting the Program, meeting with the Program faculty and students as well as College and University administrators.

PRS examines both the self-study and the external reviewers' report. PRS meets multiple times (as needed) with the program representative(s) and the College Dean(s) to forge the final summary report that contains commendations and recommendations (addressed to the program, College and University as appropriate).
Year Three: Action Plan and MOU

- The Program Chair will meet with the College Dean to discuss the report and collaboratively develop an Action Plan to implement the recommendations in the report.

- The action plan has roots in the Five-Year Plan and reflects the recommendations of PRS and accreditation bodies (if any).

- The Action Plan will specify the goals and objectives for implementation before the next review and the steps to be taken by all participants to accomplish them. Reflected in a MOU with the Provost.
Annual reports

- Will be due in April of Spring Semester.

- The annual report is important for several reasons.
  - It will be a piece of your next Self Study, both as an appendix and summarized in your assessment section.
  - It is an odometer reading on your progress in accomplishing the goals the program set in its action plan (are we there yet?).
  - It is submitted to WSCUC through the Indicators of Educational Effectiveness (IEEI) report.
Questions?