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 IR resources
- Review one strategy 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 (PRS) 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.
Program review—the circle

1. Gather Data (evidence)
2. Interpret the data
3. Make decisions based on evidence to improve outcomes
4. Resource allocation or reallocation if needed to improve outcome delivery
5. Implement methods to deliver outcomes and methods to gather data

Mission/Purposes
Goals
Outcomes
Why program review?

Your program’s periodic 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, employer data, discipline specific metrics

- How to improve your program?
  - Need evidence to demonstrate educational effectiveness
  - Need evidence to support requests for resources (faculty, space, staff, educational technology equipment…)
  - Discussion of options for improvement
  - Assessment data can sometimes upset the conventional wisdom
  - 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.
Steps in Program Review

- The preparation year (this year)
- The review year
- Post review
This year: The preparation year

- Gathering Data
  - Pull from Annual Assessment Data
  - Comprehensive Assessment Plan: Assess signature assignments
- Writing the self study
- Developing a Five Year Plan
- Finding candidates to serve as external reviewers
- This impacts and should involve ALL faculty members
Self Study: Contents

- History, Mission, Goals, and Objectives
- Program Data
- Curriculum and Instruction
- Assessment of Program Learning Outcomes (PLOs measured through SLOs)
- Department Faculty
- Student Engagement, Outreach and Recruitment
- Program Self Recommendations
- The Five Year Plan
Self Study preparation

- Establish working groups that will address different sections of the Self Study.

- Utilize existing standing committees (e.g., the curriculum committee, assessment committee, the appropriate faculty committee addresses the faculty section, etc.).

- Develop a timeline for drafts to be finished.
Establishing coordination and communication mechanisms.

Complete a draft of the Self Study by/before early Spring Semester.

Faculty retreat and/or time–certain discussions at scheduled faculty meetings.

The faculty should discuss the Self Study Report and reflect on the data with a view toward developing the core goals of the Five–Year Plan for the program(s).
The gateway for Program Review information.

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

- Institutional Research
  http://www.calstatela.edu/institutionalresearch

  - Frequently asked questions.
The data-mart…

- At the IR web site
  - [http://ir.calstatela.edu/ir/Data/COLL.html](http://ir.calstatela.edu/ir/Data/COLL.html)
- “Interactive Reporting” – provides real time data.
- Reports for the PR Self Study may be exported to Excel.
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<thead>
<tr>
<th>Progress</th>
<th>Stage Element</th>
<th>DEVELOPED (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes (SLOs)</strong></td>
<td>Student learning outcomes specific to program and measurable.</td>
<td></td>
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<tr>
<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>
<td></td>
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<tr>
<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>
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<tr>
<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>
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<tr>
<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>
<td></td>
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<tr>
<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>
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# The 5-Year Plan

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<th>Progress</th>
<th>Stage Element</th>
<th>DEVELOPED (3)</th>
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</thead>
<tbody>
<tr>
<td><strong>Internal Recommendations</strong></td>
<td>Recommendations and concerns identified in the PR self-study are partially addressed.</td>
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<tr>
<td><strong>Curricular Changes</strong></td>
<td>Specific curricular changes are discussed as they are affected by emerging developments using recent supporting data.</td>
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<tr>
<td><strong>Student Factors (including SLOs)</strong></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>
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<tr>
<td><strong>Resources</strong></td>
<td>Preliminary analysis of adequacy of resources for 5-yr period. Needs are identified but not based on program priorities or data.</td>
<td></td>
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<tr>
<td><strong>Action Plan and Timeline</strong></td>
<td>Preliminary action plan included. May include revised curriculum, timeline for task, person/committee, responsible, and cost.</td>
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The review year

- **External Review:** two-day site visit, report with commendations and recommendations

- **Internal Review:** Meetings, meetings, meetings, with you, the College Dean, and the committee meets most of all
  - Committee review of self study and external reviewers report
  - Questions
  - Drafts of recommendations
  - Draft of the final summary report
  - MOU with Provost, College Dean and Department
Post review

- The action plan revised based on MOU
  - Development
  - Execution

- Reporting
  - The annual report
After the Summary Report

- 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.
Annual reports

- Will be due the first Friday of May each 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?).
Orientation and Workshops Schedule:

9/29/2017  Orientation for Self-Study Process

10/6/2017  How to organize the Self-Study and developing a calendar

10/13/2017  Data Pull (M. Dunbar)

10/20/2017  Meaningful Assessment (J. Dennis)
https://youtu.be/QhN4wBfQ9yl

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