Preparing a Winning Program Review
A University Program Review Committee Workshop

OCTOBER 25, 2019

UPRC MEMBERS: DRS. KEGLEY (CHAIR), ANDERSON-FACILE, LOPEZ, SOLANO, VAZQUEZ-ROMOS, ZHOU, JACKSON (EX-OFFICIO)

ADMINISTRATIVE SUPPORT: MARTA RUZ
What is the value of Program Review?

✓ For your program, students, and peers (not for administration or forWSCUC)

✓ For self-reflection and future planning (like an RPT for a program)

✓ For ensuring program quality and improvement efforts

✓ For sharing program strengths and serving as a role model
Getting the Process Started

✓ All faculty should be involved
✓ Appoint a Committee and Chair to lead the review
✓ Involve your School Assessment Coordinator
✓ Every faculty member should submit content
✓ Committee organizes the information into one document
Program appoints committee and Chair to carry out review. Chair meets with Associate Vice President for Academic Programs (AVP-AP) or designee to review policies and procedures.

Departments notify University Program Review Committee (UPRC) Chair of Self-Study and Program Plan status.

Program Committee completes Self-Study and Program Plan and submits to the AVP-AP. External reviewer conducts an on-site visit to examine program and assess the Self-Study and Program Plan.

UPRC submits report to Academic Senate Chair.
What Happens after Program Review Submission?

1. External reviewer’s report is received.
2. School Dean has the option to provide written comments and recommendations.
3. UPRC reviews Self-Study, Program Plan, and any other documents.
4. UPRC submits report to Chair of the Academic Senate (with copies to Program Chair and Provost).
5. The Provost, in negotiation with the program faculty, Chair, and Dean develop and finalize the Memorandum of Understanding and Action Plan (MOUAP).
Helpful Tips

✓ Avoid jargon.
✓ Define discipline-specific terms.
✓ Provide evidence for claims.
✓ Number and label figures and tables.
✓ Use a double-sided pages.
✓ Number pages sequentially.
✓ Bind document.
✓ Provide an electronic copy plus seven complete hard copies (including all appendices) to the Office of Academic Programs.
Part 1: Self-Study
Introduction
(1 page max)

✓ Describe the mission, role, and function of the program within the context of the larger University educational experience.
  ✓ What do you do as a program of which you are proud and how does it contribute to the university?

Include any noteworthy differences in scope or approach when compared to similar programs at other institutions.
  ✓ How are you consistent?
  ✓ How are you unique?
What has changed since the Previous Review? (2-3 pages max)

How were other recommendations from previous External Reviewer, UPRC, and Provost addressed by the Program?

Other relevant changes may be included here if not discussed elsewhere.
Relate the Program mission, goals, and objectives to those of the University.

Describe the relationship between program objectives and the university learning outcomes (ULOs).

Alignment Matrix Example: http://www.csub.edu/q2s/_files/fac-staff/prgmInfo/NSME/CHEM/BCHEM_BS_map.pdf

Describe how curriculum design serves the program objectives and intended outcomes.

Briefly describe the relationship of your program to other associated programs.
Evidence of Program Quality: General Advice

Start this section early
✓ Request any necessary data from IPRA
✓ Conduct any needed surveys
✓ Involve your School Assessment Coordinator

✓ Use figures, graphs, tables, etc.
✓ Explain what the figure shows
✓ Reflect on the meaning of the data

Remember! Your audience is typically not familiar with your discipline
Evidence of Program Quality: Student Learning Outcomes (SLOs)

Use SLO data to demonstrate program quality as it relates to:

- Degree curriculum
- Other impacted programs (e.g., general education or service)

Changes in the curriculum due to assessment of SLOs

Placement of students in careers, graduate/professional programs

Student involvement in scholarship or creative activities

Other evidence

- e.g. alumni satisfaction surveys, employer satisfaction surveys
Evidence of Program Quality: Faculty and Program Effectiveness

Measures of successful degree completion

• Analyze student retention and graduation measures
• Describe efforts to improve such measures

Compare your program to similar programs at other universities

Record of peer-reviewed scholarship for each faculty member

• Summarize grants, presentations, manuscripts, exhibitions, performances, and creative works under the review period
• Provide indicators of quality
• Describe how the scholarship has enhanced the program
Evidence of Program Quality: Service to the Community

- Describe program activities for applied learning
  - e.g., field placements, internships, practice-based learning opportunities, grant partnerships
- Efforts to recruit students who reflect the community
- Efforts to recruit faculty who reflect the community
Program Viability and Sustainability 
(10 pages max)

Analyze trends for demand and need for the Program

✓ Number of student majors, applications, and admits in the case of post baccalaureate programs, enrollments, and degrees granted since the previous review

✓ Trends within the profession, local community of society generally that identifies an anticipated need, or lack of thereof, for the program in the future (including, if available, market research)
Evidence of Program Viability and Sustainability: Faculty Resources

✓ Proportions of faculty ranks, SFR, cost/FTES, class size and FTES by category
✓ Faculty workload (i.e., direct WTU teaching assignments and reassigned time by faculty member) disaggregated by course category (GE, major, service, developmental)
✓ Professional and Leadership Development
✓ Mentoring
✓ Retention and Succession planning
Evidence of Program Viability and Sustainability: Financial Resources

✓ Analyze the operational budget (revenues and expenditures)
✓ Percentage of external funding in relationship to operational costs
✓ Assessment of administrative support services
Supplies, Equipment; Oversight and Management of Required Resources

- Information and Technology Resources
- Equipment
- Facilities
How are the curriculum, practices, processes and resources properly aligned with the goals of the program?

How are department/programs goals aligned with the goals of constituents that the program serves?

How is the program quality aligned with college/university’s and constituents’ level of program quality?

How well are program goals being achieved?

What student learning outcomes are achieved at the expected level?

What are the challenges to the Program quality?
Questions?
Part 2: Program Plan
Program Plan
(15 pages max)

✓ Goals for the next seven years
✓ Build on program strengths
✓ Address areas of improvement
  ✓ Curriculum planning
  ✓ Collaboration with other programs
  ✓ Resource utilization
1. Changing the sequence of courses in the major curriculum
2. Adding or deleting courses
3. Refinement or articulation of pre-requisite or disciplinary requirements
4. Re-design of the content or pedagogy of specific courses

Obviously, the primary questions driving such changes would be:

- Are our students achieving the desired learning outcomes for the program?
- If not, what elements of the curriculum could be changed to improve learning?
Resource Utilization

1. Should some programs be placed on moratorium, discontinued, return from moratorium? Should new programs be developed?

2. Assignment of faculty to teach specific courses or sections

3. Change the scheduling of certain courses or the frequency with which they are offered

4. Adjust the number of students in course sections so that student learning and effectiveness of teaching are maximized
Resource Utilization (Continued)

4. Improve advising/support services to increase learning, retention, and/or graduation rates
5. Adjust allocation of faculty resources across GE, major, and graduate programs (if appropriate)
6. Provide additional professional development/research resources for faculty
7. Adjust faculty teaching load and assigned/release time
Guiding Questions

How can resources within the department be allocated in such a way as to better achieve the mission and goals of the department?

At what point in the prioritization of departmental goals do these recommendations fall?

What are the costs of each recommendation (both the direct monetary cost and the opportunity cost in the form of lost resources for other initiatives)?

What is the extent of departmental funds available and where might the department turn for external funding?
Make recommendations for how resources outside the program should be used

Information and Technology Resources

Equipment

Facilities
Make the case for additional resources

For example, the program may request:

- Additional or reduction of faculty or support staff
- Additional funds to support faculty professional travel or research
- Release time for program assessment activities, curriculum development or research-related activities
- A reduction or increase in program enrollment target
Appendices provide supporting evidence that is too detailed to be included in the text itself

- In addition to the required appendices below, the program may add its own.

- Academic Program Data Profile (provided by IRPA)
- Up-to-date catalog copy
- Roadmaps to graduation
- Current Faculty Abbreviated Vitae (2 pages max)
Questions?