

Identifying Institutional Purpose & Supporting Academic Program Review

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Intros & Context



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10 Academic Programs

3 Centers

7 Campus Locations

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Intros & Context



Academic Affairs Office

Office of Institutional Research
Office of Educational Effectiveness

Presentation Learning Outcomes

At the end of this presentation, attendees should be able to:

- 1.) Differentiate between several institutional purposes for program review, and articulate how they are similar to / different from the approach employed at their institution.

Presentation Learning Outcomes

At the end of this presentation, attendees should be able to:

2.) Evaluate commonly used data elements in program review toward intended institutional purposes, and for feasibility within their institutional context.

Presentation Learning Outcomes

At the end of this presentation, attendees should be able to:

3.) Evaluate program review rubric criteria toward intended institutional purposes, and for feasibility within their institutional context.

Overview

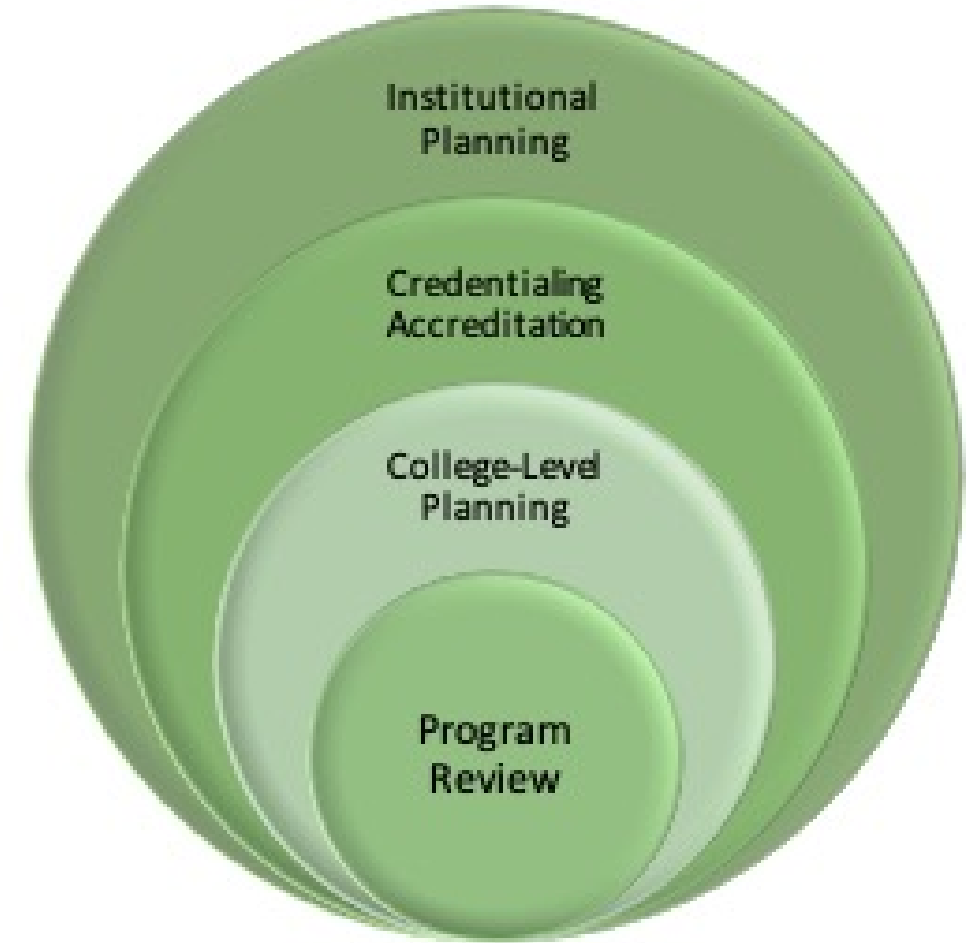
- What is Academic Program Review (APR)?
- College Level and Program Response to APR
- Institutional Purpose for APR
 - Institutional Decision-Making: Planning and Resource Allocation
 - Supporting APR
- Common Data Elements in APR
- Comparing Rubrics in APR
- Closing the Loop and Institutional Change
- Future Directions?

Academic Program Review

- Process of inquiry, reflection, and collaboration to ascertain the impact of our work and make improvements, as necessary.
- Interpretation of evidence related to student learning outcomes & program operational outcomes
- Internal and external perspective
- Looks to the future
- Key Outcome: Action plan to sustain continuous improvement through next cycle.

College-Level and Program Response to APR

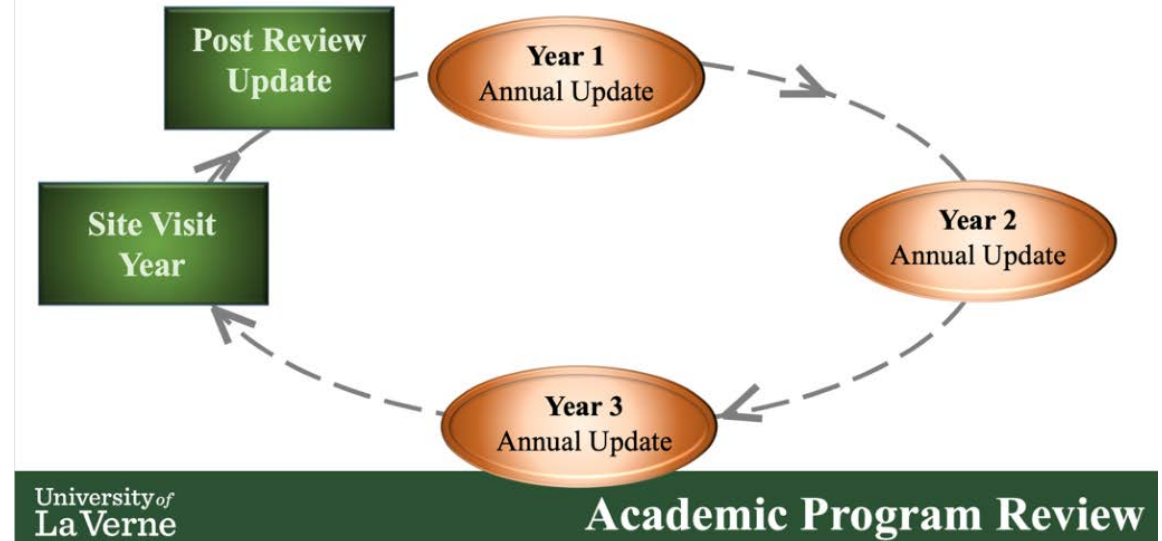
- Program Reflection
- “Continuous Improvement”
- Strategic Planning
- State Credentialing Accreditation



Institutional Purpose for APR

- Student Success
- “Continuous Improvement”
- Goal / Outcome-Based Approaches
- Action Plan / Action Update Cycle

Conceptual Framework for Continuous Improvement



Institutional Decision-Making: Planning and Resource Allocation

Program Review → Evidence-based conversations about programs

→ Strategic Planning

→ Resource Re-Allocation

→ New Resources

Alignment

- Standardized components across programs for comparison purposes
- Institutional-level data provided across programs
- Alignment with College Strategic Plan & Institutional Strategic Plan

Supporting APR

- Messaging
- Community Support
- Documentation / Committee reports
- Data Stewards / Data Champions

The Need for Support and Contextualized Information



- Comparatives
- Support Approaches
 - Workshops
 - One-to-One Consultations
 - Flipped Approach
 - Ad-Hoc Check-Ins

Time to Pause

Differentiate between several institutional purposes for program review, and articulate how they are similar to / different from the approach employed at their institution.

Common Data Elements in APR

Evidence of Student Learning

- Direct measures: "Student products or performances"
 - Course-embedded assessment
- Indirect measures
 - "Characteristics associated with learning"
 - Student assessment of learning gains
 - Institutional-level surveys: "Use old data to answer new questions"

Common Data Elements in APR

External Demand

- Student demand for program
 - Applications, Admits, Enrolled; Yield Rates
 - Enrollment Management data vs. IPEDS Completions
- *Overweighting incoming major preference for FTFT?*

Common Data Elements in APR

Internal Demand

- Program's interdependence within the institution
 - Tracking major flow
 - Enrollment in courses required for other programs
 - Proportion of CR HRs for Gen Ed; for major
- *Accounting for contribution to General Education / Core Curriculum?*

Common Data Elements in APR

Quality of Inputs & Processes

- Historically how "quality" operationally defined
 - Faculty profile; student profile
 - Curricular breadth, depth, currency
 - Equipment, facilities
- *Relevance of incoming student profile?*
- *Instruction offered by full-time faculty?*
- *Disciplinary variations?*

Common Data Elements in APR

Quality of Program Outcomes

- Performance demonstrated
 - Student Learning; Student Success; Faculty Outcomes
 - Program Learning Outcome (PLO) achievement
 - First Destination Survey, grad school admits, licensure test scores
 - Research productivity, grant money
- *Learning evidence -- direct assessment methods?*

Common Data Elements in APR

Size, Scope, Productivity

- Size
 - Student headcounts at census
 - Full-time, part-time faculty headcounts
- Scope
 - Curricular offerings by course level
- Productivity
 - Degrees conferred
 - Credit hours generated
 - Different preps taught
 - Research, creative activities

Common Data Elements in APR

Revenue & Other Resources Generated

- All programs use institutional resources; some generate substantial revenue
 - General metrics: headcount enrollments; credits carried by program majors
 - Grant activity
 - Advancement/Fundraising
 - Other revenues – event admissions, course/ lab fees
- *Accounting for the non-financial resources that impact institution?*

Common Data Elements in APR

Costs & Other Associated Expenses

- All costs associated with program delivery
 - Though -- not all of these are under the program's control
 - Indirect costs
 - Direct instructional costs
 - Delaware Cost Study – disciplinary context for cost per CR HR
- *What other data elements are being used for decision-making?*

Time to Pause

Evaluate commonly used data elements in program review toward intended institutional purposes, and for feasibility within their institutional context.

Comparing Rubrics in APR

- Quality of Outcome Achievement vs. Quality of Self-Study Sections

Criterion	Initial	Emerging	Developed	Highly Developed	Notes and Comments
Quality: Outcomes <i>Degree of Outcome Achievement</i>	No desired program outcomes have been achieved.	<p><i>Some</i> desired program outcomes have been achieved.</p> <p>Overall, the program outcomes achieved represent <i>relative progress</i> toward intended goals and objectives/ desired outcomes.</p>	<p>The <i>vast majority</i> of desired program outcomes (e.g., program learning outcomes, institutional learning outcomes, baccalaureate learning outcomes, post-graduation outcomes – including career, graduation and retention outcomes, student experience outcomes – including well-being and inclusion) have been achieved.</p> <p>Overall, the outcomes achieved represent <i>some absolute achievement</i> of intended goals and objectives/ desired outcomes, and <i>some relative progress</i> toward others.</p>	<p><i>All</i> desired program outcomes (e.g., program learning outcomes, institutional learning outcomes, baccalaureate learning outcomes, post-graduation outcomes – including career, graduation and retention outcomes, student experience outcomes – including well-being and inclusion) have been achieved.</p> <p>Overall, all the program outcomes achieved represent <i>absolute achievement</i> of intended goals and objectives/ desired outcomes.</p>	<p>Quality : Outcomes <i>Degree of Outcome Achievement</i> : _____</p>

Time to Pause

Evaluate program review rubric criteria toward intended institutional purposes, and for feasibility within their institutional context.

Closing the Loop and Institutional Change

- Data discussions incorporated into meetings
- Data protocols
 - Reflection on previous data discussion
 - Reviewing current data set for themes, areas of strength, areas of growth, and suggestions for next steps.
- Program review never ends

Future directions?

- Continued cross department collaboration
 - Supporting common data elements
 - Non-academic sources of evidence
- Training, support, and formative feedback
- Dissemination of Findings
 - Program-initiated
 - Annual Reports; Institutional Effectiveness Days
- Reward "closing the loop"

Future directions?

“Assessment needs to be a transformative process that looks at where we want to go and how close we came.

With so much ahead of you,
you need strong numbers behind you.

There needs to be reinforcement for doing assessment well – a reward structure not for “doing” assessment but for **actually transforming** based on good and meaningful data.”

Wehlburg, 2013, *Assessment Update*, p. 15



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Thanks!

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