

# Program Review, Evaluation & Planning

The primary purpose of program review, evaluation, and planning is to strengthen the quality of academic programs through evidence-based decision-making and reflective planning to foster student success. Moreover, a periodic formal review of all degree programs is required by the California State University Board of Trustees, and various accrediting bodies, including the Western Association of State Colleges.

## Foundational Assumptions

Program review, evaluation, and planning is best accomplished within a model of continuous improvement. Ongoing assessment of program outcomes, viability, and curriculum form the basis for short- and long-term planning.

Faculty participation in ongoing program assessment is central to program improvement. Thus, participation should be an integral part of faculty workload, rather than an additional expectation to an already overfull set of expectations for faculty.

Transparency within and among academic units will better inform coordinated planning. Thus, all program review, evaluation, and planning artifacts will be available to the academic community on a common document/data management system.

The full process proposed here applies to degree (bachelors and masters) and credential programs. **Customization of this process will be made by the appropriate Dean's Office for professionally accredited programs.** The review processes for other academic programs (certificates, minors, general education) is yet to be defined.

## Annual and Periodic Review

<u>EVERY YEAR</u>	<u>EVERY N YEARS, N = 5 FOR MOST PROGRAMS</u>
<p><i>Discussions and Reports</i></p> <p><i>September:</i> Assessment</p> <p><i>October:</i> Enrollment and Efficiency (IRP)</p> <p><i>November:</i> Diversity and Inclusive Excellence</p> <p><i>January:</i> <b>PREP Update and Resource Request</b></p> <p><i>May:</i> Department Activity</p> <p><i>Meetings</i></p> <p><i>Fall:</i> Community Meetings on diversity (with D&amp;I office) or assessment (with assessment coordinator)</p> <p><i>Spring:</i> Department and Dean to review PREP Update and Resource Request</p>	<p><i>January:</i> <b>PREP Document and Resource Request</b></p> <ol style="list-style-type: none"> <li>I. Mission, Goals, and Programs (2 pages)</li> <li>II. Enrollment and Efficiency (2 pages)</li> <li>III. Assessment (2 pages)</li> <li>IV. Diversity and Inclusive Excellence (2 pages)</li> <li>V. Strength and Challenges (3 pages)</li> <li>VI. <b>5-year Action plan (3 pages)</b></li> </ol> <p><i>February:</i> External Review</p> <p><i>March:</i> Dean and Department develop an MOU for action</p> <p><i>April:</i> Comments regarding 5-year plan and MOU from ICC and Provost to Deans and Departments</p> <p><i>May:</i> If necessary, Department and Dean amend MOU and/or 5-year plan</p>

## Getting Started – Guiding Documents

The PREP process begins with the 2011-2012 academic year. The following guiding documents should be uploaded into the common information management system for each academic degree program by July 1, 2011. **Programs housed in the same department may have identical guiding documents.**

1. Departmental mission and goals; student learning outcomes

Baseline information is contained in the “Departmental Reports” of Program Prioritization that were submitted in Fall of 2008.

2. Diversity and Inclusive Excellence Plan

Each department should already have a document which outlines the two best practices to be implemented and tracked over a 3-year period. In addition, if programs have planning documents regarding improving graduation rates and closing achievement gaps, they should be included here.

3. Program Assessment Plan

Each academic program (bachelors, masters, credential) should have an assessment plan that allows for all key features of the program to be assessed between periodic reviews (for most programs, this means every 5 years). Departments already have assessment plans for their programs in their “orange binder.” The existing plans may need to be updated and expanded, as appropriate, to include the following:

Part 1: Assessing Student Learning Outcomes

Central to the assessment plan is an evenly-distributed assessment schedule of student learning outcomes. Data on student learning in the program should be collected and analyzed annually.

Part 2: Other Program Assessments

Additional program assessments may address key program features including, but not limited to

- Academic Advising
- Supplemental Instruction
- Courses with large service components or other purposes
- Graduate School and/or Employment placements

4. Program Plan

For programs reviewed in 2009-2010 or 2010-2011, include the program review summary and the MOU with the Dean’s office. For all other programs, start with the most recent 5-year program plan. In the long term, the program plan guiding document is the 5-year action plan and the MOU from the most recent review.

## PREP Components

Note: **Templates for each component are to be developed by the appropriate parties.** What follows are general descriptions of the contents of the discussions and reports which make up the PREP processes. Discussions and reports are annual, unless otherwise noted. Programs housed in the same department may have identical documents for some of the components.

### ASSESSMENT (SEPTEMBER)

Faculty review, discuss, and evaluate the assessment data and related activities from the prior academic year. The annual report contains two parts: 1) A summary of the evidence collected during the prior year on student learning (through assessment of student learning outcomes) and program effectiveness (through other assessment methods, such as exit interviews, alumni surveys, placement rates, and the like), faculty interpretation of the evidence, and implications for program planning; and 2) An outline of assessment activities that will be completed during the current academic year. The text of the report (not including the tables and/or graphs used to present data) is limited to 2 pages.

### ENROLLMENT AND EFFICIENCY (OCTOBER)

The Office of Institutional Research and Planning will develop an annotated document that links to updated data sources from the prior academic year. Data will be available in the following categories, and **include historical data for comparisons within the program:**

**Enrollment** (disaggregated by gender and ethnicity): FTES by applicable course code(s), FTES generated by program code, major headcount, number of graduates, course enrollments

**Retention** (disaggregated by gender and ethnicity): Graduate rates for FTF and transfer students; student migration data into the program and out from the program, courses with high failure rates.

**Investments** Faculty and staff FTEF (by type, gender, and ethnicity); release-time report; cost-center reports which include expenditures for TT Faculty, Temp Faculty, Staff, and OE; a summary of Departmental/ Program trust fund activity.

**Efficiency** SFR by course code and by department; cost per FTES by course code; average class size (lower division, upper division, and graduate).

Programs may elect to comment on aspects of this data. Commentary is limited to 1 page.

### DIVERSITY AND INCLUSIVE EXCELLENCE (NOVEMBER)

Programs summarize the implementation of their diversity plan during the prior year (1 page). Program faculty meet to examine trends in the disaggregated enrollment and retention data, discuss overall campus progress on diversity as reported in the HSU's annual diversity report, and decide if the examined evidence requires any modification to the departmental (or program) diversity plan. If appropriate, modifications are made to the program's guiding document on diversity. The summary of faculty discussion and decisions is limited to 1 page.

### COMMUNITY MEETINGS (FALL)

Faculty from three or four academic programs meet every fall with either the director of the Office of Diversity and Inclusion, or the Director of Assessment to discuss what is working and what is not working relative to program plans for assessment and diversity.

PREP UPDATE (JANUARY) EVERY YEAR EXCEPT IN THE YEAR OF PERIODIC REVIEW

This 3-page update on program planning includes the following elements:

- A summary of any program changes (curriculum, faculty, staff, facilities) over the past year
- A report on progress on the five-year plan and MOU (if available)
- A discussion of opportunities and obstacles that have affected this progress.
- If necessary, a discussion of strategies for overcoming the identified obstacles.

If appropriate, an addenda is written to the program's 5-year action plan

PREP DOCUMENT (JANUARY) IN THE YEAR OF PERIODIC REVIEW

**Note that the period review draws from the evidence contained in the annual PREP process. The first five sections inform the sixth and most important section: The 5-year action plan.**

I. Mission, Goals, and Programs (2 pages)

The mission, goals, and student learning outcomes are discussed and evaluated relative to the mission, goals and student learning outcomes of Humboldt State University. A combination of evidence of alignment of program and university goals and/or a summary of the changes required for better alignment are the text of this section. The guiding document on Mission, Goals, and Student Learning Outcomes is modified, as appropriate.

II. Enrollment and Efficiency (2 pages)

The Office of Institutional Research and Planning provides contextual data for the program, including the following:

1. Benchmarking data (such as that which is to be used in enrollment management) for the programs from comparable institutions, including

- Program size (FTES, graduates, faculty)
- Retention rates
- SFR, upper division and lower division
- Curriculum (# of program units required for graduation)

2. Contextualized data within HSU

SFR, disaggregated enrollments, and other comparable measures are summarized in the context of academic programs at HSU.

Program faculty discuss trends in the relevant data since the previous periodic review, and highlight features of the data that are relevant to the quality of their program. The evaluation and commentary is limited to 2 pages.

III. Assessment (2 pages)

Program faculty take a long view of the assessment completed over the past five years, indicating trends observed in the data, identifying areas of strength, areas for improvement and discussing next steps in program assessment. The evaluation and commentary is limited to two pages. The assessment plan for the program is updated, as appropriate.

IV. Diversity and Inclusive Excellence (2 pages)

Program faculty take a long view of the practices that have been applied toward improving diversity within the program, reviewing the data of the past five years, and examining the effectiveness of the practices that have been implemented. The evaluation and commentary is limited to two pages. The diversity plan for the program is updated, as appropriate.

V. Strength and Challenges (3 pages)

Based on the program review, evaluation, and planning of the past 5 years, three to five themes are identified relative to the strengths and weaknesses of the program. The discussion of these themes will provide a rationale for the five-year action plan to follow. Themes may include:

- Trends in the discipline that have impacted your curricular and co-curricular programs and your actions or planned actions in response to these changes
- Scholarly and professional contributions made by your students, graduates and faculty to their disciplines and/or local, regional, global society and plans to enhance development of opportunities for faculty and students to pursue research and scholarly activities
- Resources (faculty, staff, OE, space, IT and/or equipment) that have been crucial in enhancing or hindering your programs
- External funding and/or entrepreneurial activities that have enhanced your programs
- How learning communities engage students, faculty and staff

VI. **5-year Action plan (3 pages)**

Based on parts I through V, the program faculty recommend a 5-year plan of action to improve the program.

RESOURCE REQUEST (JANUARY) EVERY YEAR

After completing the appropriate PREP process (PREP Update or PREP Document), department faculty identify resource needs that are required to preserve or enhance the quality of their program for the next academic year (and perhaps for the long-term). Requests may be made to either reallocate funds within a program or department, or to provide new allocations. Requests may include new faculty, staff, IT services, equipment, facilities, or other operating expenses. All requests must be linked to needs that have been identified in the PREP processes.

EXTERNAL REVIEW (FEBRUARY) IN THE YEAR OF PERIODIC REVIEW

Guidelines forthcoming

DEAN'S REVIEW (SPRING) EVERY YEAR EXCEPT IN THE YEAR OF PERIODIC REVIEW

The College Dean's Office or the Academic Programs and Undergraduate/Graduate Studies Office provides feedback through a meeting with the program faculty based on the PREP process completed in January.

MEMORANDUM OF UNDERSTANDING (MARCH, APRIL, MAY) IN THE YEAR OF PERIODIC REVIEW

The Dean, ICC (or a designated committee on program review), and Provost work with program faculty to create a memorandum of understanding that contextualizes the five-year plan for the academic program within the priorities of the college and university.

DEPARTMENTAL ACTIVITY (MAY)

The program provides a summary and evaluation of significant activities in the department or program from the academic year that are important to realizing its mission and goals, and/or relevant to program planning. The report may include such items as student accomplishments, faculty scholarship, grants, and contracts, professional events, and community outreach. The text is limited to 2 pages.

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