

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 Schools and 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 evaluation 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 information 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.**

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> PREP Update and Resource Request</p> <p><i>May:</i> Department Activity</p> <p><i>Meetings</i></p> <p><i>Fall:</i> Community Meetings on diversity (with D&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> PREP Document and Resource Request</p> <p>I. Mission, Goals, and Programs (1-2 pages)</p> <p>II. Enrollment and Efficiency (1-2 pages)</p> <p>III. Assessment (1-2 pages)</p> <p>IV. Diversity and Inclusive Excellence (1-2 pages)</p> <p>V. Strength and Challenges (1-3 pages)</p> <p>VI. 5-year Action plan (2-3 pages)</p> <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</p>

March 2011

1 | Page

Passed – Academic Senate – March 8, 2011

Approved – President Richmond – March 10, 2011

Getting Started – Guiding Documents

The PREP process begins with the 2011-2012 academic year. The following guiding documents, each of which already exists in one form or another, should be uploaded into the common information management system for each academic degree program by Sept. 1, 2011. The college associate deans will review all guiding documents, and provide feedback by Sept. 30, 2011. **Note: Programs housed in the same department may have identical guiding documents.**

1. Departmental mission and goals; student learning outcomes

The basic information is contained in the “Departmental Reports” of Program Prioritization that were submitted in fall of 2008. Programs may cut and paste from this document or update, as appropriate.

2. Diversity and Inclusive Excellence Plan

Each department has 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, these 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 within a periodic review cycle (for most programs, this means every 5 years). Departments likely developed assessment plans for their programs in their “orange binder.” These 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, the program review summary (item 9) and the MOU created with the Dean’s office should be included here. For all other

programs, the most recent 5-year plan which was submitted with the most recent request for tenure-track positions should be included here. In the long term, the program plan guiding document is the 5-year action plan and the MOU from the most recent periodic review.

PREP Components

Note: The PREP components described below were selected to **combine** the annual reporting already required for programs with the periodic program reviews of the past. All reports and responses are uploaded by program leaders or administrative coordinators to the information management system, where they are reviewed by the Dean's office and by other relevant administrators (e.g., The HSU Assessment Coordinator).

Report Templates: Templates for program responses for Assessment and Diversity are similar to those which were submitted in the fall of 2010. Templates for each remaining component will be developed during the summer of 2011. Programs housed in the same department may submit identical responses for some of the components, as appropriate.

EVERY YEAR BETWEEN PERIODIC REVIEWS

SEPTEMBER: ASSESSMENT REPORT

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 on program effectiveness (through other assessment methods that may not be done annually, such as exit interviews, alumni surveys, advising surveys, 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.

OCTOBER: DATA UPLOAD FROM IRP

The Office of Institutional Research and Planning is developing new program data sheets so that programs may conduct an annual review of relevant data. These program data sheets, including the information listed below, will **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.

NOVEMBER: DIVERSITY AND INCLUSION REPORT

March 2011

Passed – Academic Senate – March 8, 2011

Approved – President Richmond – March 10, 2011

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 departmental efforts to diversify faculty and staff, 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 diversity plans. If appropriate, modifications are made to the program's guiding document on diversity.

FALL: OPPORTUNITIES FOR INTER-DEPARTMENTAL DISCUSSION

Every fall the Office of the Vice Provost organizes faculty conversations on critical campus themes, including assessment, diversity and inclusion, and retention. Ideally, the conversations are organized to bring together as many faculty as possible from three or four academic programs to share ideas and insights in an informal setting.

JANUARY: PREP DOCUMENT UPDATE AND RESOURCE REQUEST

A 1-3-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

After completing the PREP Update, 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 to the Dean (1 – 2 pages) may be made to either reallocate funds within a program or department, or to provide new allocations. Requests may include new faculty, staff, IT or library services, equipment, facilities, or other operating expenses.

SPRING: DEAN'S REVIEW

The College Dean's Office or the Academic Programs and Undergraduate/Graduate Studies Office provides feedback in writing or in person to the program faculty based on the PREP process completed in January.

MAY: DEPARTMENTAL ACTIVITY REPORT

The program provides a summary of 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, but not reported elsewhere in the PREP process. 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.

IN THE YEAR OF PERIODIC REVIEW

March 2011

Passed – Academic Senate – March 8, 2011

Approved – President Richmond – March 10, 2011

SEPTEMBER: ASSESSMENT REPORT See “Every Year”

OCTOBER: DATA UPLOAD FROM IRP See “Every Year”

NOVEMBER: DIVERSITY AND INCLUSION REPORT See “Every Year”

FALL: INTER-DEPARTMENTAL DISCUSSION

Every fall the Office of the Vice Provost organizes faculty conversations on the central campus themes, including assessment, diversity and inclusion, and retention. Ideally, the conversations are organized to bring together as many faculty as possible from three or four academic programs to share ideas and insights in an informal setting. Departments undergoing Periodic Review will find participation in these discussions to be especially valuable.

JANUARY: PREP DOCUMENT AND RESOURCE REQUEST

Note that the period review evaluates 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 (1-2 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 (1-2 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 (1-2 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 (1-2 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 (1-3 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
- Scholarly and professional contributions made by your students, graduates and faculty
- Resource Impacts (faculty, staff, OE, space, Library, IT and/or equipment)
- Grants and contracts
- University Community

VI. **5-year Action plan (2-3 pages)**

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

After completing the 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 or library services, equipment, facilities, or other operating expenses. All requests must be linked to needs that have been identified in the PREP processes.

FEBRUARY: EXTERNAL REVIEW

The College Dean and the Provost will work together to provide appropriate resources for conducting an external review the program. The parameters of the external review are to be defined over summer 2011, including the process for recruiting and selecting reviewers, essential components of the work to be accomplished, and resource constraints. Accreditation visits may serve as the external review for some programs.

SPRING: MEMORANDUM OF UNDERSTANDING

March 2011

Passed – Academic Senate – March 8, 2011

Approved – President Richmond – March 10, 2011

The Dean, College Council of Chairs, ICC, 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.

MAY: DEPARTMENTAL ACTIVITY

The program provides a summary of 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.