


IUP Program Review Workshop

March 23 and 24, 2016

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General Overview of Program Review Process

Why does IUP require program reviews?

1. Program review is meant to be a meaningful, participatory activity that results in a living action plan that can help move the program forward.
2. A formal program review gives programs an opportunity to demonstrate success as well as ensure that concerns are known and solutions are supported.
3. Pennsylvania State System of Higher Education requires it.

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When do we do program review at IUP?

Program review is a five-year cycle.

- Year before annual review is due: Quinquennial spring workshop
- REVIEW YEAR: (Year One): Draft report due to Dean Dec. 30; dean's revisions in January; Provost review and outside reviewer visit in spring
- Fall semester after annual review (Year Two): Program Reflection meeting; some deans also require annual update on action plan in spring
- Years Three, Four, and Five: Annual updates on action plans due to Dean
- Spring of Year Five: Quinquennial spring workshop


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Forms, Guidelines, Procedures, and Deadlines

<http://www.iup.edu/page.aspx?id=66719>
(Academic Affairs Program Review Webpage)


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How do we do program review at IUP?


1. We always start with the basic assumption that programs know themselves best. A program review should be constructive and forward-looking.
2. IUP follows the State System Program Review Templates for the most part, with some additional IUP requirements.
3. Program reviews do NOT have to include every single detail of a program. A very effective review can be done in less than 20 single-spaced pages per program, and succinct reports are encouraged. Additional materials may be placed into appendices. Each program should be its own document, and each should have approximately the same number of pages devoted to it (so, if you have an BA and an MA under review, your target is around 40 pages).

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4. Reviews are focused primarily on the future. At least 70% of the document should be about the future.
5. IUP program reviews are data-driven, and need to look outside the program as well as inside.


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6. IUP program reviews take a 360 degree view, including college, university, and relevant stakeholders. Programs also need to think of how they stand relevant to external competitors. Reviews should include:

- a. A SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). Specifically how your program's retention, progress-to-graduation, time-to-degree rates, and placement results **compare to competing programs**. Graduate programs might refer to www.gradschools.com to help determine who their competitors are. **The SWOT analysis can be included in whatever section of the review that makes the most sense for your program.**
- b. Consideration of what opportunities exist for your program to redefine itself via new courses, curricular tracks, or modes of delivery that might improve your program and make it more competitive, *if applicable*.
- c. Consideration of how changes in competing programs might affect your program and how your program plans to mitigate any negative impacts.

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Reviews should also include:

- d. Consideration of what other IUP faculty think about your program. This is especially important for programs that offer service courses for other disciplines.
- e. Discussion of what your alumni think of the education that they received and improvements they would recommend, if any.
- f. Evidence of how employers see your graduates.

7. All program reviews must include student learning outcomes assessment plans, for all undergraduate AND graduate programs.


NOTE: You have flexibility as to how you organize your program review narrative (but do follow the State System template, generally, with regard to the 10 main sections).



To start:
CHOOSE CORRECT TEMPLATE
(available on program review website)

1. Academic Program Review Summary Form
(academic programs, both graduate and undergraduate)
2. Student Support Program Review Summary Form
(Library, Registrar, International Education, etc.)

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PASSHE PROGRAM REVIEW TEMPLATE

(*Note: this PowerPoint follows the Academic Program Review Summary Form template)

Section I. Executive Summary and Composition of Review Team

A few paragraphs about your program and its history, as well as the roster of your review team members.


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II. Program Data (Summary Table)

	Insert Appropriate Academic Years Below				
	Current Year est.	Year	Year	Year	Year
Student Enrollment – Annualized FTES					
Program Budget/Cost* (personnel, operating, equipment)					
Program Cost/FTES*					
Faculty FTE					
Majors Enrolled – Fall Headcount					
Program Graduates					

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Institutional Data: Where do I get the data that I need?

University data: Enrollment, degrees awarded, retention, demographics
Chris Kitas
Office of Institutional Research, Planning, and Assessment

Divisional data: Program cost and enrollment measures
Elizabeth Poje Hawk
Office of Academic Administration


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III. Progress Since Last Review

Action Item	Steps Taken / Progress Reported	Date

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IV. Outcomes Assessment


A. Program Outcomes

Show how your program is effective.

Describe results of past strategic assessment cycles and any resulting changes in program action plans.

Examples: student recruitment, retention and graduation data, program diversity data, faculty and student scholarly achievements (grants, publications, awards); student placement and employment rates, employer assessments of the program itself, peer comparisons, national benchmarks.


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IV. Outcomes Assessment

B. Student Learning Outcomes and Assessment Plans

- Outline the knowledge and skill outcomes your program graduates should have and how those outcomes fulfill university and program missions as well as workforce needs.
- Include your student learning outcomes assessment plans. Describe results of past assessment cycles and any resulting curriculum or program changes (that is, show how you "close the loop" in assessing student learning outcomes) (More details later).
- Examples of assessment data: student coursework (graded and ungraded) assessments, student work samples, student portfolios, nationally-normed tests or content inventories, indirect assessment such as student, alumni and employers surveys. NOTE: course grades are not considered good indicators of achievement of student learning outcomes. If your assessment plan is based on course grades it should be reconsidered.
- Include information on how your undergraduate program courses help address the university's "Liberal Studies Student Learning Outcomes" of Informed, Empowered, and Responsible Learners. **THIS IS VERY IMPORTANT.**



V. Program Strengths


Demonstrate how your program is a valuable addition to both the university and system. Examples of possible indicators:

A. Mission Centrality
Place the program in the context of the PASSHE mission as well as the IUP, division and college strategic plans (where possible). You would include your program's mission statement here.

B. Environmental Scan
What external conditions have impacted the program over the past five years? What possible external conditions could impact it in the immediate future?

C. Program Demand
Review current workforce need and future demand for program graduates .


D. Enrollment Trends
Compare program enrollment to peer institutions and also to national cycles. 16



VI. Areas in Need of Improvement

- Summarize any aspects of the program that have been shown by evidence-based assessment to stand in need of improvement over the next five-year period.
- Honest self-evaluation accompanied by proof of action already being undertaken is more impressive than saying that nothing needs to be improved.

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VII. Action Plan

Describe the program's action plan for the next five years, including the specific steps to be taken to achieve stated goals. **This is the MOST important part of your review.**

Goals	Action Plan	Steps To Be Taken	Date


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VIII. Comments

This section contains the external reviewer’s report and also the department’s response to the external review (if one is written). Please consult the Guidelines for Program Review for selection criteria and a description of the role of external reviewers.

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IX. Actions Planned by the University (check boxes completed by Provost in final copy)

<input type="checkbox"/> Continue Program	<input type="checkbox"/> Continue Program and Revise as Indicated
<input type="checkbox"/> Place in Moratorium	<input type="checkbox"/> Interim Review
<input type="checkbox"/> Discontinue Program	<input type="checkbox"/> Reorganization
<input type="checkbox"/> Pursue Accreditation	<input type="checkbox"/> Other (Please explain below)

X. Signatures (required at draft AND final copy submission stages)

- Program Director/ Chair
- Dean
- Provost


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“Revised IUP Procedure for Review of Academic Programs July 23, 2015”


(Handouts in workshop packet; information regarding timelines and external reviewers)

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Questions?

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B. Sample Program Reviews


<http://www.iup.edu/page.aspx?id=66719>

1) Undergraduate: Philosophy (BA), Asian Studies (BA), and Criminology (BA)

2) Graduate: Student Affairs in Higher Education (MA), Criminology (MA, PhD), and Safety Sciences (MS)

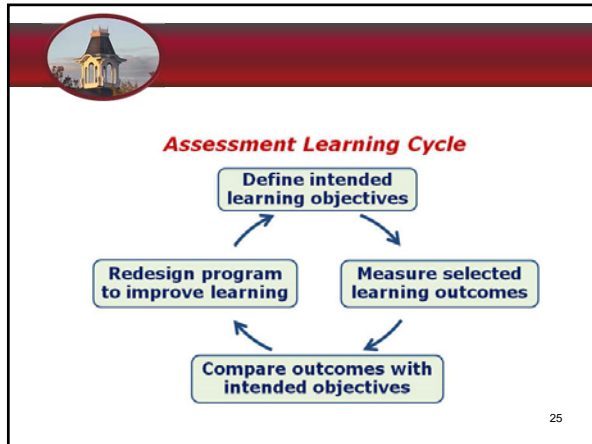
Note: some programs use TracDat for data storage; may be moving toward this at State System level for program review submission

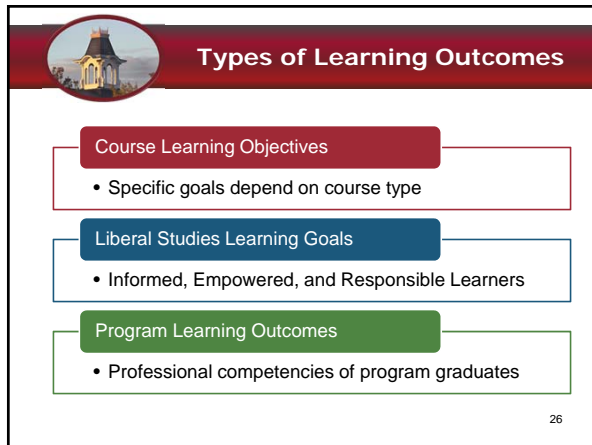
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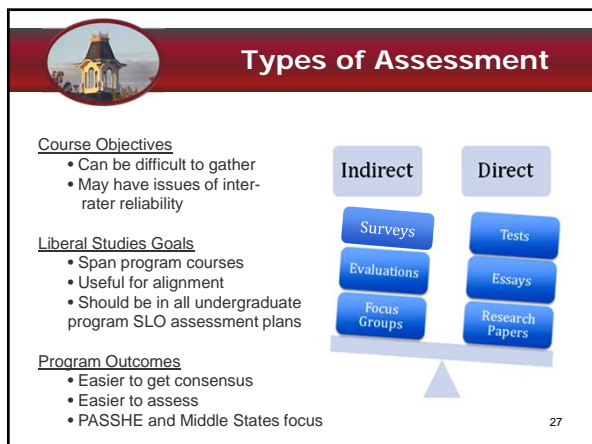



Assessing Student Learning Outcomes for Program Review

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Steps to Successful SLO

Student Learning Outcomes Assessment Plans (Section IV.b)

1. Choose a few key, meaningful, essential program level student learning outcomes for each program and assemble into a written plan.
2. If your program is undergraduate, map outcomes to Liberal Studies goals
3. Decide how and when you will assess these outcomes and design the measures you will use (rubrics, scales). *It is not recommended that an assessment plan be based on course grades.*
4. Do the assessments.
5. Analyze the findings.
6. Decide what to do about the findings. Are you making changes to your curriculum as a result? Link changes you have or intend to make to assessment results you already have.
7. Make the changes and then update the assessment plan for the next year.
8. Remember to use both direct and indirect assessment (not just indirect).

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Sample Student Learning Outcomes Assessment plan Department of Economics

Majors' Learning Goals (See handout)


Learning Goal #1: Concept Mastery: Students will be able to demonstrate mastery of core economic concepts and theories

Learning Goal #2: Critical Thinking/Analytical Skills: Students will be able to demonstrate critical thinking and analytical skills by applying economic concepts, theories, and models to real-world or hypothetical situations

Learning Goal #3: Effective Writing: Students will be able to effectively articulate economic analyses in writing

Learning Goal #4: Quantitative Skills: Students will be able to apply quantitative reasoning skills and/or computational skills to economic problems

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Current Geoscience Example with links to Liberal Studies Outcomes

Learning Goals / Program Competencies	Methods and Timing of Outcome Assessment
What should students be able to do after they successfully complete this academic program?	How does your program assess whether students have achieved this learning goal? At what points in the program is student learning assessed?
Informed Learners: Geoscience graduates can demonstrate knowledge and understanding of three major core concepts: plate tectonics, organic evolution and environmental change.	We measure understanding of fundamental concepts by giving a nationally benchmarked content inventory assessment to entering freshman, rising sophomores and graduating seniors.
Empowered Learners (Part 1): Geoscience graduates can analyze earth science problems using critical thinking and quantitative tools.	We use an internally developed rubric to evaluate critical thinking abilities demonstrated by student research presentations or teacher work samples in senior capstone courses.
Empowered Learners (Part 2): Geoscience graduates can apply professional skills such as rock and mineral analysis, GPS and map-reading, and data-logging or field journal keeping.	We measure student mastery of professional field techniques such as use of Brunton Compasses and GPS instruments using field journals and field-based class assignments in the freshman, sophomore and junior years.
Empowered Learners (Part 3): Geoscience graduates can communicate the results of their work effectively in both oral and written form.	We use an internally-developed rubric to evaluate communication effectiveness of student research presentations or teacher work samples in senior capstone courses.
Responsible Learners: Geoscience graduates can predict and judge the ethical consequences of decisions made in hypothetical work scenarios.	During mock job interviews, we ask students to respond to hypothetical professional scenarios involving ethical issues such as fabricating scientific data or misrepresenting the results of an analysis to a supervisor.

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Contacts

1. General questions about program review including selection of outside reviewers, contact Laura Delbrugge at lauradel@iup.edu or (724) 357-2209.
2. Questions about scheduling and financial support for outside reviewers, contact Karen Pizarchik, karenpiz@iup.edu, or (724) 357-2209.
3. Questions about data should be directed to Chris Kitas (ckitas@iup.edu), or Elizabeth Poje Hawk (epoje@iup.edu), according to the data issue in question.

Please let us know how we can help you!

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