

College of Arts and Sciences

Program Review

Outline

10/3/07

Purpose

The primary purpose of program reviews is to define a program's learning objectives, collect and analyze evidence to determine the extent to which these objectives are being met, and use the results for program improvement, planning and goal setting. Below is an outline for departments and programs to use to describe their program and assessment endeavors and link them to program improvement and planning.

Executive Summary

(2 pages including action recommendations)

I. Program Mission

II. Program Goals

(Learning outcomes, skills, competencies, etc)

III. Program Description

- Faculty
- Students and Majors
- Courses offerings and scheduling
- Enrollment history
- Advising
- Facilities, labs, library, other resources

VI. Assessment Procedures

- Senior Exit Survey
- Alumni Survey
- Focus Group
- SWOT interviews
- Comprehensive exams (GRE, ETS Field Tests, etc)
- Senior projects
- Internship evaluations
- Curriculum comparisons (With other universities)
- Syllabus review
- Other

V. Findings

(Organize by goals)

VI. Action Recommendations

Elaborations of Outline Elements

Executive Summary

The executive summary is a 1-2 page statement that states the learning outcomes of the department, addresses the highlight of the departments characteristics and description, lists the assessment procedures used, mentions salient findings and identifies briefly all the action recommendations.

I. Program Mission

The mission communicates a vision of what matters most with reference to student learning and achievement in the program. This should be no more than a short paragraph, perhaps no more than several sentences.

II. Program Goals

Program goals are statements regarding learning outcomes. Goal statements communicate anticipated skills, and competencies expected of program graduates. Goals are general statements that may have specific objectives attached to them. However, it is not helpful to have more than 5 or 6 goals. Each goal or objective would have to be assessed.

III. Program Description

This section describes the program in terms of its content and capacity to meet the stated goal. It mentions the number of faculty and their qualifications, number of students and majors in the last five or so years, courses and prerequisites required in the major or the program that are designed to meet the program goals, enrollment history in terms of number of courses offered and average class size, scheduling and rotation plan, advising process in terms of who and how, and description of the facilities and resources, such as labs, computers, software, work or practice space, etc.

IV. Assessment Procedures

Assessment procedures are data collection strategies designed to measure the attainment of competencies and program goals. There should be two types of procedures or measures: 1. Self-report measures such as surveys where students indicate the degree to which they have learned certain skills or are satisfied with what is offered and what they have learned. SWOT interviews and focus groups with stakeholders may be used to assess if the program is meeting its goals, and what opportunities and challenges exist; 2. Performance measures such as exams, projects, performances, and experiences that are faculty and/or self evaluated.

Assessment procedures may include:

- Senior projects and capstone courses
- Case studies
- Content analysis (e.g., writing samples, papers, fieldwork or internship evaluations)
- Departmental exams and essays
- Focus groups

- Interviews (e.g., midpoint, exit)
- Charts summarizing relationship between program objectives and courses, course assignments, or course syllabi)
- Portfolios
- Performance based assessments
- Reflective essays
- Scoring rubrics (i.e., holistic rating sheets for student products, performances, portfolios, etc.)
- Examinations prepared locally or available nationally
- Student projects (e.g., junior or senior projects)

V. Findings

This sections reports the results of the assessment efforts. It is organized by goals. Mention each goal or objective and pull data from the different assessment procedures that address that particular goal. Use charts tables and figures to summarize the results, or refer to appendices where they may be found if the tables and charts address multiple goals and are too elaborate. Have a summarizing sentence or two at the end of each goal section that captures the strengths and the areas that need attention. See samples provided for how this may be done. Samples of program reviews can be found on the ULV Institutional Research website at:
(http://www.ulv.edu/ir/assessment_academic/review/cas/)

VI. Action Recommendations

This section lists the action recommendations that emerge from the assessment of learning outcomes or the analysis of program's capacity to deliver its curriculum to meet stated goals. Before recommendations are made department or program faculty and stakeholders are expected to discuss the findings and arrive at the recommendations collectively with consensus. These action recommendations will be acted upon during the ensuing 5 years with yearly updates. They will also be used to inform the strategic plan of the college and the budgeting process.

S.W.O.T. Analysis Steps

(These steps are provided in case a program decides to use this procedure to identify Strengths, Weaknesses, Opportunities and Threats facing the program)

1. Identify Stake Holders

- a. Internal to the department at present:
Faculty, students, staff, etc.
- b. External to the department but internal to ULV
Registrar, Enrollment Services, Student Affairs, SCE/CAPA,
other departments, University Relations, etc.
- c. External to ULV at present:
Alumni, community agencies, potential employers, colleagues at
other universities, etc.

2. Prepare Questions

Suggested questions:

- a. What do you think are the strengths of our current department or program? What things are we doing well?
- b. What are the shortcomings of our current program? What could we be doing better?
- c. Are there opportunities we are not taking advantage of at the present time?
- d. What are your expectations from our program at the present time and in the future?
- e. What potential difficulties or problems do we foresee for our program in the coming years?

3. Determine strategies for gathering information

Some suggested strategies

- a. One-on-one interviews with selected key individuals.
- b. Form focus groups to address the questions: 5 to 7 individuals representing the stake holders.
- c. Mail questionnaires to the selected members of the identified stake holders.
- d. Administer questionnaires to "captive audiences", such as classes, meetings of the chamber of commerce, students visiting the campus, etc.
- e. Inspect existing survey data in ULV archives, such as Institutional Research, Student Affairs, Enrollment Management, Registrar, etc.
- f. Other universities/comparative analysis.

4. Determine a deadline for completion of data collection

Suggested date:

5. Analyze the collected information

- a. Compile the data.
- b. Identify major themes and issues under each question.
- c. Summarize themes and issues in a tabular form using bullets.
Do this separately for each of the questions.