

PROGRAM REVIEW 2.0: A MODEL FACULTY AND ADMINISTRATORS CAN AGREE ON

2015 Assessment Institute in Indianapolis
October 25-27

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Utah Valley University

Problem

“These [program] reviews have taken place over the past several years according to designated schedules, yet results have not been broadly shared or used much in the institution’s strategic decision-making and program improvements” (NWCCU, 2010).

Charge

“Consider strengthening existing degrees before adopting new degrees. *Ensure the effectiveness and currency of established degrees. Program review, redesign, and discontinuation are essential in maintaining vibrant and responsive academic programs.*”

Unique Educational Mission

Pre-Pilot

- Consultant – Robert C. Dickeson
 - Stakeholders
 - Readiness
 - Commissioner’s Office
- Academic Affairs Council
 - Adopt Dickeson criteria
 - Expand role of the Academic Effectiveness Committee & the Director of Academic Assessment
 - Pilot in selected programs
- Data Analysis Group
 - Criteria
 - Data

- Why is the project being initiated?
- What do you see as the overall goal of the project?
- Is there a specific dollar target or percent of budget target?
- What are some of the positives you see as coming out of the project?
- What are some potential pitfalls?
- What is your institutional research capability; how much data can be generated centrally?
- Who are the key players/groups on campus?

Year 1 Pilot

1. Prepare – stakeholder discussion; resources
2. Identify Process – procedures, steps, timeline
3. Determine Structure – committees, roles, reporting
4. Establish Criteria & Prepare Data
5. Pilot, Train, Modify – departments, guidelines, refine
4. Review & Act – feedback, report, action plans

Prepare

Assessment Practices - Bob Dickeson Schedule

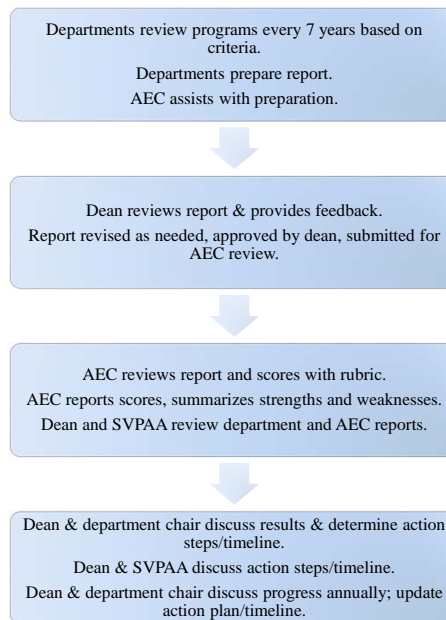
Thursday, November 1

8:30-10:00 BA 214	Breakfast Meeting Linda Makin – Chief Planning, B Maureen Andrade – Associate Vice Programs Marc Jorgensen – Director of Ins Tim Stanley – Assistant Director Effectiveness Michelle Baron – Academic Ass Liz Hitch, Associate Commission Utah System of Higher Education Blair K. Carruth, Assistant Comm Affairs Gary Wixom, Assistant Commiss Technical Education
10:00-11:00 BA 214	Liz Hitch, Blair Carruth, Gary Wixom
11:00-12:00 LC 243	Faculty Senate
12:30-1:00 SC 213c	Lunch Academic Affairs Council – Office of Academic Affairs staff, Commissioner's Office (Liz Hitch Wixom)
1:00- 3:00 SC 213c	Academic Affairs Council – Office of Academic Affairs staff
3:00-4:00 BA 214	Data Analysis Committee – Maureen Andrade - Associate Vice Programs Laura Busby – Senior Coordinato Technology Susan Thackeray – Director, Care Education Geoff Matthews – Institutional Research Michelle Baron – Academic Assessment Specialist
4:00- 5:00	Academic Effectiveness Committee –

Friday, November 2

8:00-9:30 BA 214	Breakfast Meeting President Holland Ian Wilson – Vice President of Academic Affairs Maureen Andrade – Associate Vice President of Academic Programs Brian Birch – Associate Vice President of Engaged Learning Kat Brown – Assistant Vice President of Administration Craig Klein – Assistant Vice President of Community College Programs
10:00-11:00 BA 214	Curriculum and Scheduling - Eva Bemfeld, Director Maggie Hewlett, Administrative Assistant University Curriculum Committee - Russ Thomley, Chair Curriculum Committee Members
11:00-12:00 BA 214	Accreditation Executive Team – Faculty, Staff, Administrators
12:00-2:00 Lakeview Room	Lunch Meeting Department Chairs
2:00-3:00 SC 206c	Open Forum UPAC Faculty Academic Staff

Process



Structure

- Departments
 - Marketing, Earth Science, Geology, Communication
 - Department Chairs & Associate Deans
- Academic Effectiveness Committee
 - Train, guide, mentor, facilitate
 - Iterative– changes in criteria, template, data
 - Guidelines
 - Feedback
 - Final evaluation – rubric
- IRI
 - Website with data for each criteria

Academic Effectiveness Council

What is the Academic Effectiveness Council?

The Academic Effectiveness Council (AEC) works together with the Office of Academic Affairs, the Office of Institutional Effectiveness and Planning and the Office of Academic Assessment and Program Review to support assessment at Utah Valley University.

AEC Representatives

The AEC Representative is the college/school point of contact for assessment. The AEC Representative communicates within the respective college/school and with the Academic Assessment Specialist to ensure the development of learning outcomes, means of assessment, assessment results, and use of assessment data for improvement at the college/school level. It is anticipated that the AEC Representative will become a leader in his/her college/school to encourage and facilitate assessment.

The duties and responsibilities of the AEC Representative include the following:

1. Serves as the primary point of contact for the college/school with regard to academic assessment.
2. Serves as a liaison between the college/school and the Academic Assessment Specialist.
3. Facilitates conversations within the college/school to identify outcomes and means of assessment, as well as interpret results and create initiatives for improvement of student learning.
4. Works with the respective Assessment Coordinators to ensure annual assessment plans and reports are created, revised, and reviewed. Receives training on and utilizes assessment software to review current program outcomes and assessment information for the college/school.



Criteria & Data

Criterion 1 – History, development, and expectations

» NA

Criterion 2 – External Demand

» Institutional Offerings

- » [USHE Bachelor's Degrees 2013-14 \(pdf\)](#)
- » [USHE Associate's Degrees 2013-14 \(pdf\)](#)
- » [UVU Degree Programs 2013-14 \(pdf\)](#)
- » [Master's Degree Peer Comparison 2011-12 \(pdf\)](#)
- » [UVU Peers Master's Degree Comparison 2011-12 \(pdf\)](#)
- » [USHE Master's Degrees 2013-14 \(pdf\)](#)
- » [USHE Programs Under Development and Review](#)
- » [Most Commonly Offered Associate's and Bachelor's 2008-2009 \(pdf\)](#)

» Workforce Demand

- » [DWS Occupation Data \(pdf\)](#)
- » [Workforce Services 2012](#)
- » [Master's Degree Workforce Demand 2012-14 \(pdf\)](#)
- » [General Employer Survey Degree Recommendations](#)

» Other Resources

- » [The Condition of Work Readiness in The United States: ACT 2013](#)
- » [Job Growth and Education Requirements Through 2020, Georgetown 2013](#)
- » [College To Career: Projected Job Openings in Occupations That Typically Require a Bachelor's Degree](#)
- » [ACT College Choice Report](#)

Criterion 3 – Internal Demand

» [Internal Demand](#)

Criterion 4 – Degree Profile

- » [Individual department pages](#)
- » [IRI Statistics Page](#)
- » [IRI Graduation Page](#)

Criterion 5 - Quality of degree program outcomes

» [IRI Alumni Data Explorer](#)

Criterion 6: Revenue and Other Resources Generated

» NA

Criterion 7: Costs and Other Expenses

- » [IRI Statistics Page \(Finance Tab\)](#)

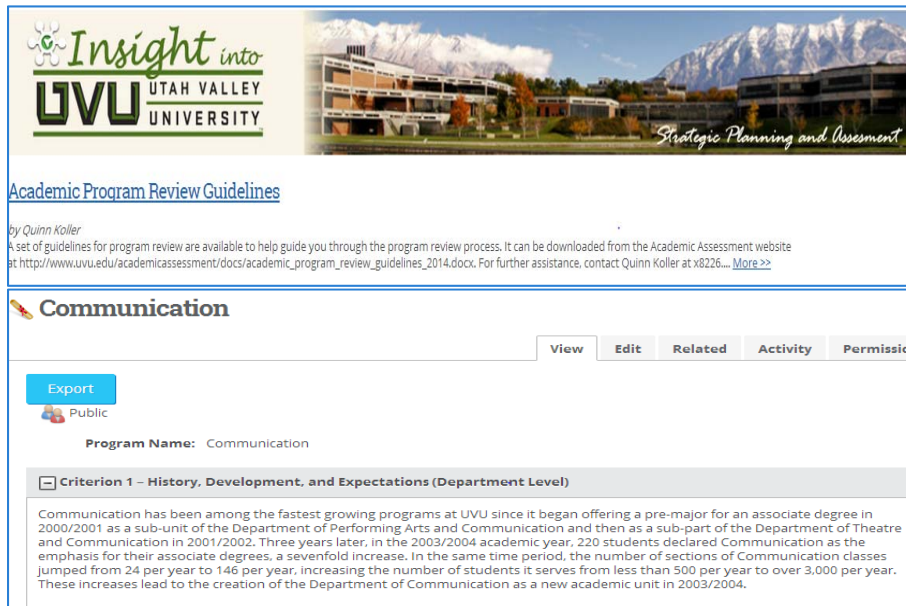
Criterion 8: Impact, justification, and overall essentiality

» NA

Criterion 9: Opportunity Analysis

» NA

Pilot, Train, Modify



Insight into
UTV UTAH VALLEY
UNIVERSITY

Strategic Planning and Assessment

[Academic Program Review Guidelines](#)

by Quinn Koller

A set of guidelines for program review are available to help guide you through the program review process. It can be downloaded from the Academic Assessment website at http://www.uvu.edu/academicassessment/docs/academic_program_review_guidelines_2014.docx. For further assistance, contact Quinn Koller at x8226... [More >>](#)

Communication

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Program Name: Communication

Criterion 1 - History, Development, and Expectations (Department Level)

Communication has been among the fastest growing programs at UVU since it began offering a pre-major for an associate degree in 2000/2001 as a sub-unit of the Department of Performing Arts and Communication and then as a sub-part of the Department of Theatre and Communication in 2001/2002. Three years later, in the 2003/2004 academic year, 220 students declared Communication as the emphasis for their associate degrees, a sevenfold increase. In the same time period, the number of sections of Communication classes jumped from 24 per year to 146 per year, increasing the number of students it serves from less than 500 per year to over 3,000 per year. These increases lead to the creation of the Department of Communication as a new academic unit in 2003/2004.

- *What external indicators show the need for the degree program? What are the employment opportunities for graduates? How does the program meet workforce needs? How do the local community and region benefit from the program?*

Communication majors are highly sought after because graduates have developed a range of transferable skills . . . Survey after survey cites skills in oral, written^[1], and interpersonal communication as the most sought-after attributes by employers, making communication a very practical field of study. The National Association of Colleges and Employers^[2] states that general communication skills are the most important traits sought in recruiting and hiring college graduates, noting that employers rank such skills as more important than discipline-specific technical skills, which are considered more transitory.

Review

- Specific feedback: *The response refers to 3 footnotes, but only 2 are included at the bottom of the screen. Also, since these footnotes include copies of entire reference documents, it would be helpful to indicate what page the reviewer should look at, and maybe what table/figure, etc. as appropriate. Another option would be to include a pdf of the relevant information in a folder in the File Library at the bottom of the page. The response needs to address the demand for communication majors not just communication skills, which can be developed in multiple majors. Also, consider including information about how the program is “seen as central to the University’s future” (see the rubric).*

Act - Findings & Recommendations

- Collaborative
 - Multiple voices
 - Peer review
 - Institution-wide perspective v. department perspective
 - Software limitations
 - Ease of input
 - Available text fields, formatting, links, reports
 - Department responses
 - Failed to address the questions, analyze the data, or use the correct data
 - Difficult to apply the rubric to evaluate the programs
- Use a Word template / new tool
 - Refine questions & data; list questions with a space below each so that departments will answer them.
 - Use comparative data – programs, departments, colleges/schools, institutional.
 - Do a second pilot with one college/school to allow for comparisons across programs
 - Get permission from the Commissioner’s Office to continue the pilot.

Year 2 Pilot

- College of Humanities & Social Sciences
- Academic Effectiveness Committee - subcommittee
- Criteria
- Data
 - Trends & comparisons
 - User friendly
 - Program emphasizes information
 - Packet; add narrative
- Department Chairs
 - Focus group
 - Program strengths & weaknesses

Original Criteria

- 1. History, development, and expectations of the program
- 2. External demand for the program
- 3. Internal demand for the program
- 4. Quality of program inputs and processes
- 5. Quality of program outcomes
- 6. Size, scope, and productivity of the program
- 7. Revenue and other resources generated
- 8. Costs and other expenses associate with the program
- 9. Impact, justification, and overall essentiality of the program
- 10. Opportunity analysis of the program

Revised Criteria

1. Description of Programs & Changes Since Last Review
2. Workforce Demand – EMSI, Burning Glass
3. Operational Data
4. Student Learning – impact of assessment efforts; data from assessment plans & reports
5. SWOT – summarize strengths & weaknesses, identify threats, discuss opportunities – 2-3 action steps; investments needed

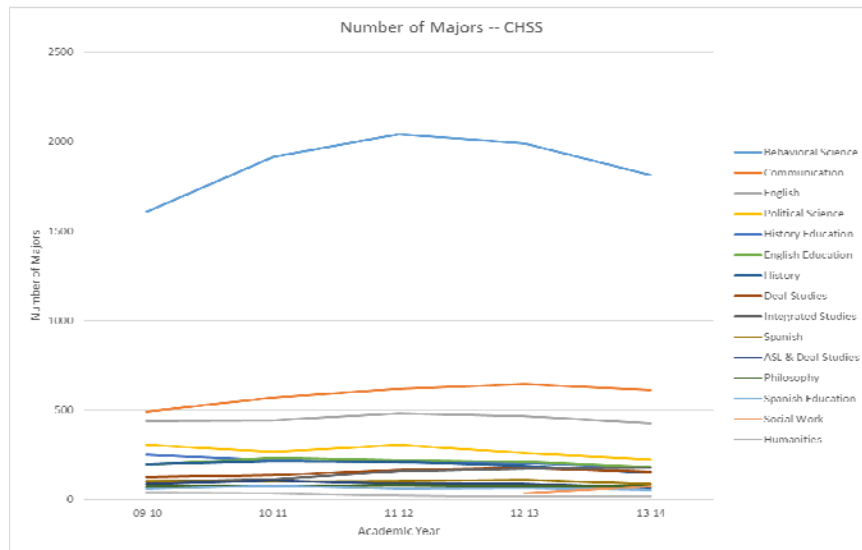
External Demand

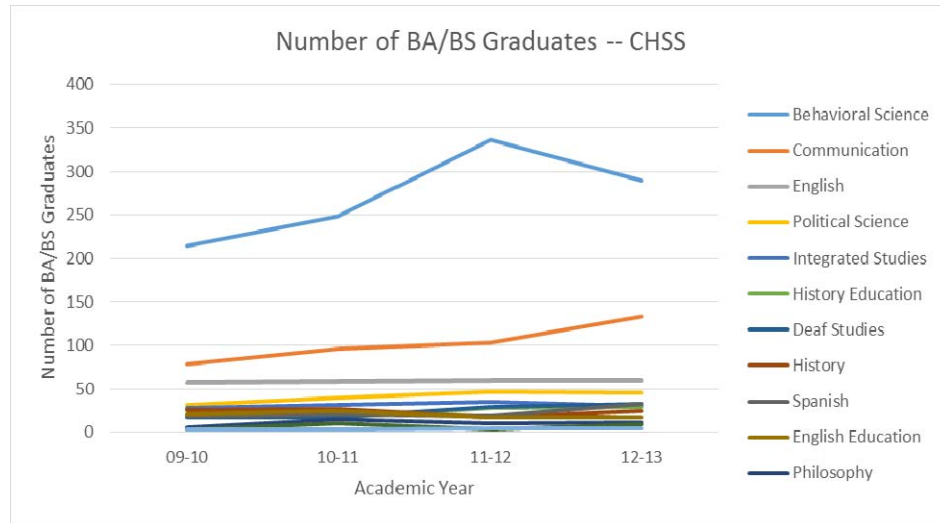
- Regional Institutions (2)
- Regional Program Completions (139)
- Annual Openings (52)
- Region, State, Nation – 10 year completions comparison
- Award Types Related to the Field
- Data for Similar Types of Degrees
- Job Openings in Area – national average, % change, median earnings; listing of jobs, growth

- IPEDS, Workforce Services, Occupational Employment Statistics (EMSI, Burning Glass)

Operational Data

- Student Data
 - Number of Majors
 - Class Standing
 - Student FTE
 - Enrollments Outside Department
 - Grade Distributions
- Graduation and Alumni Data
 - Number of Degrees Awarded
 - Number of Years and Terms to Graduate
 - Number and % of Graduates in Graduate School
 - Demographics of Graduates
 - Alumni Survey
- Faculty and Department Data
 - Faculty Head Count
 - Faculty FTE, FT/PT; ICHE, credit hours, sections
 - Enrollment by Location, Delivery Method, and Time of Day
- Finances
 - Appropriated Expenditures
 - Cost / Annualized FTE Student





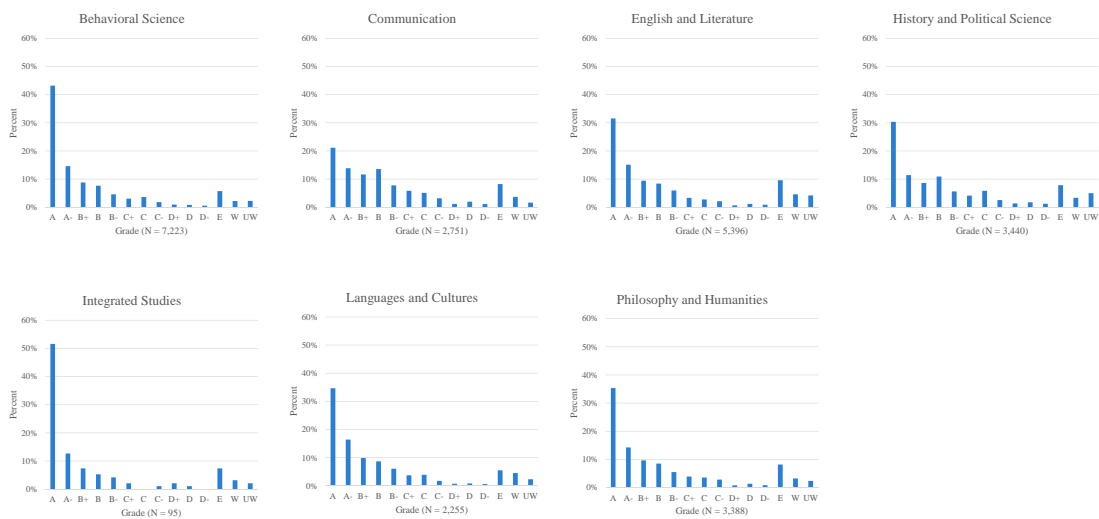
Number and Percent of BA/BS Graduates Who Have Enrolled at another Institution, by Department and Year Graduated from UVU



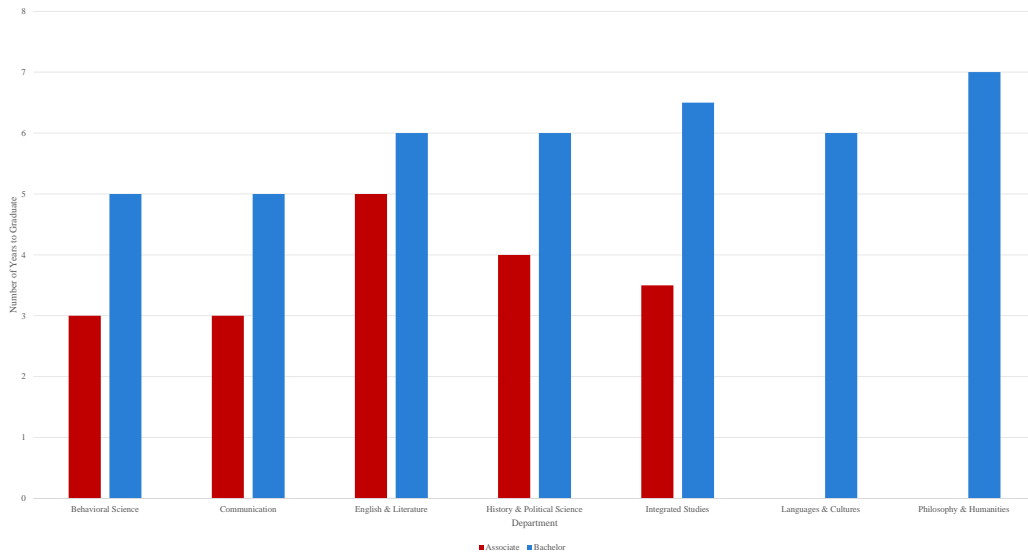
Student FTE for Lower and Upper Division (R411)



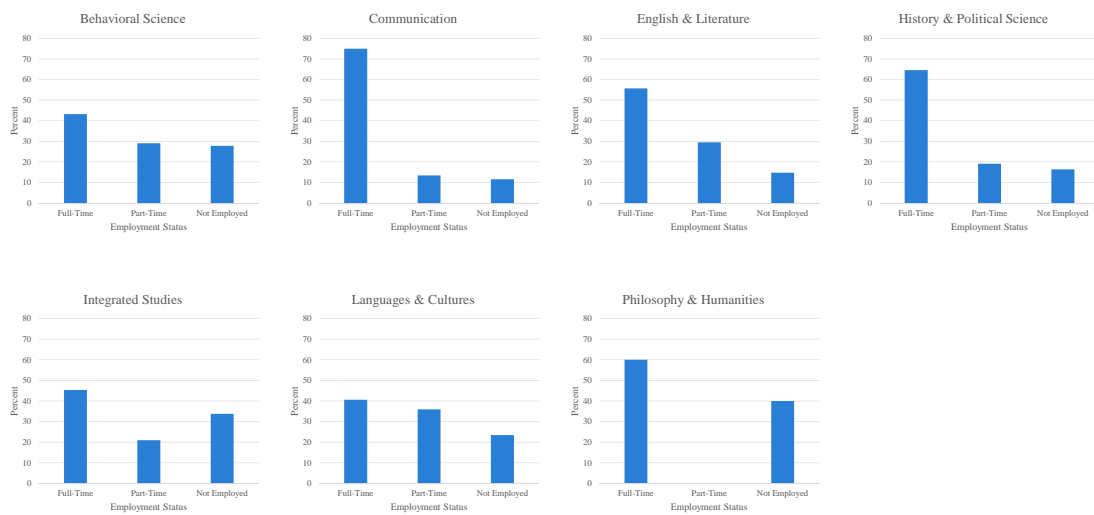
Grade Distributions, CHSS, Spring 2015



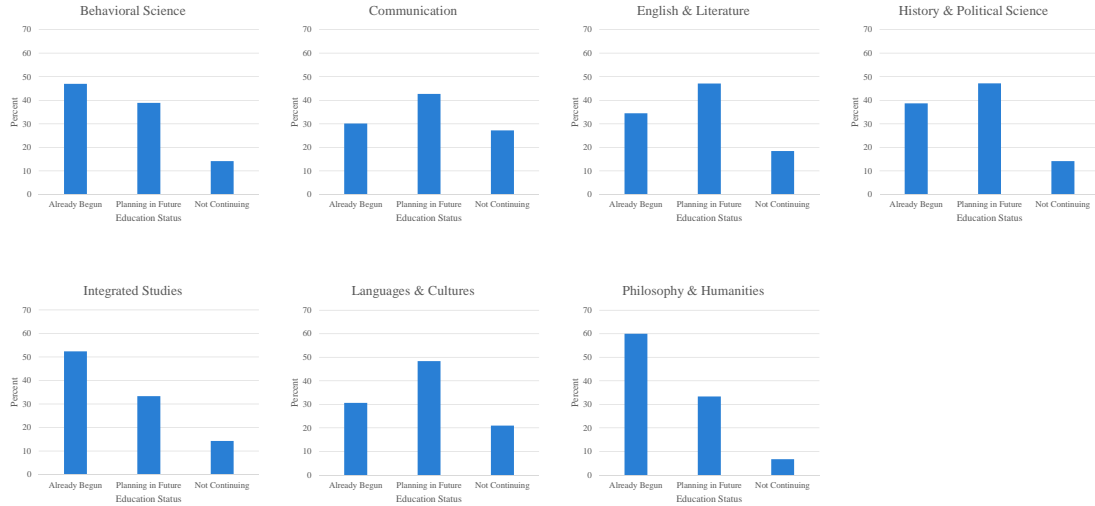
Median Years to Graduate with Associate and Bachelor Degrees, CHSS



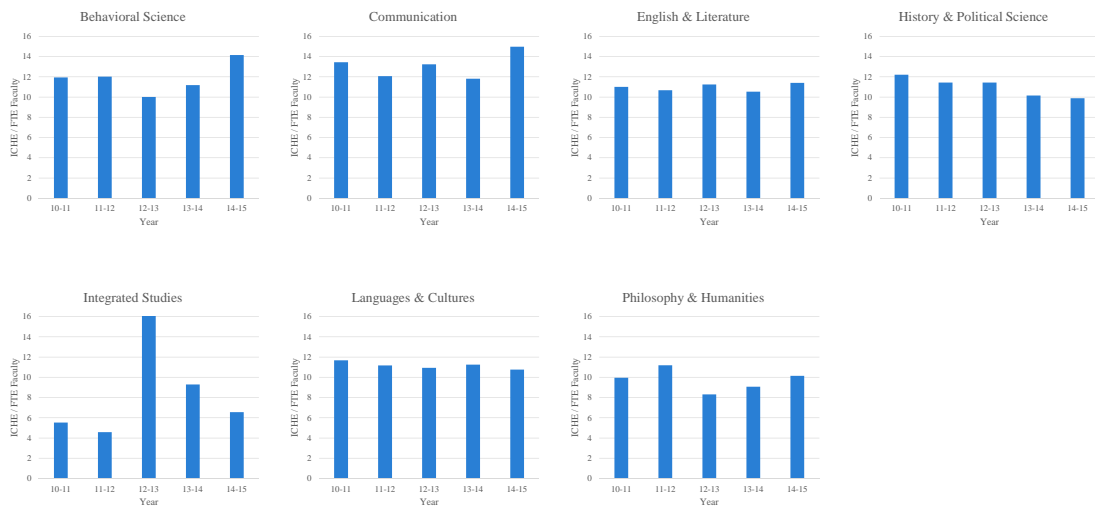
Alumni Survey Highlights, 3-Year Total—Employment Status, CHSS



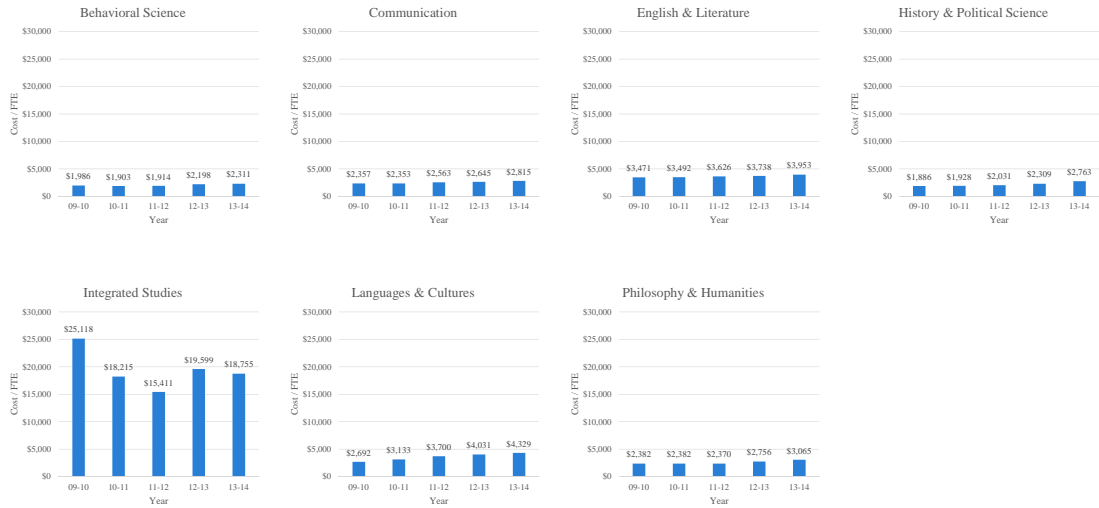
Alumni Survey Highlights, 3-Year Total—Continued Education, CHSS



Instructional Credit Hour Equivalents (ICHE) / FTE Full-time Faculty



Cost per Annualized FTE Student (R411), CHSS



Next Steps

- Conduct a department chair focus group
 - Data feedback
 - Program strengths & weaknesses
- Create a data dashboard
 - Required & optional data
- Finalize criteria & guiding questions
- Submit
 - AEC
 - AAC
 - Commissioner's Office
- Institute annual review & follow up on action plans
- Revise program review policy

Commissioner's Office

- Flexible format & process, especially in terms of the unit
- Analysis - process; action taken; improvements & timeline
- Current R411 information
- External review
 - Discipline-based
 - College level; national peers at the dean level
 - Similar type of institution
 - Infuse new ideas relative to quality
 - Not needed for accredited programs

Outcomes

- Streamlined & simplified
- Meaningful, comparative data
- Multiple levels of review
- Action plan
- Decisions
 - Discontinue
 - Probation
 - Continue with no additional resources
 - Pursue additional resources

Schedule

- 2015 College of Humanities and Social Sciences
- 2016 School of the Arts; School of Business
- 2017 College of Science & Health; School of Education
- 2018 College of Aviation and Public Service
- 2019 College of Technology & Computing
- 2020 University College

Thank You. Questions???

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