Program Review Timeline

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Program Review Timeline
Fall 2018 – Fall 2019

I.   Review Process and Timeline: This Program Review process will span the beginning of the spring semester through the end of the fall semester each year. Dates below indicate tasks must be completed by 5pm. Note the Program Review Committee (PRC) will complete an independent review and a final report. The independent review (initial report) will address the self-study, chair and dean letters. The final report will be a brief, overall efficiency evaluation (including the external reviewer report(s)).

2018:
1. December 7th: Programs to be reviewed receive written notification

2019:
2. January 18th: Program Review documents distributed to programs
3. January 18th- 25th: Optional Program Review Q&A meetings with deans and chairs
4. April 1st: Faculty complete self-study report
    - Report sent to chair for independent assessment (chair letter)
    - Report sent to PRC co-chairs for compliance check
        - If compliant, self-study reports uploaded to Program Review Sharepoint drive (PRC begin reading)
        - If non-compliant, reports returned to units for corrections and step repeated
5. April 10th: Chair completes independent assessment
    - Self-study report and chair letter sent to Dean
    - Chair letter shared with Faculty
    - Chair letter uploaded to Program Review Sharepoint drive for PRC work
6. May 1st: Dean completes independent assessment prioritizing areas of opportunity based upon college vision (dean letter)
    - Dean letter uploaded to Program Review Sharepoint drive for PRC work
    - Documents sent to outside reviewer(s) (Self-studies, chair letters and dean letters)
7. May 13th: PRC convenes to discuss charge and business rules
    - PRC meets as necessary (5/13-8/14) to discuss documents and prepare PRC initial report
8. June 17th: PRC initial report completed
9. July 15th: External reviewer report(s) completed
10. August 15th: PRC completes final report incorporating external review(s)
11. August 19th: All previous level reports and letters sent to Curriculum Review Committee (CRC) for formal comment (CRC report)
12. October 31st: CRC completes independent assessment
13. November 7th: CRC report presented to Faculty Senate for endorsement/comment
14. November 8th: All reports and letters sent to units for comment
15. November 21st: Unit's written response to all reviews received
16. December 1st : All reports (including unit written response) posted to Program Review website

NOTES: Reports and letters will be shared with PRC as they are received (no later than written deadline) to optimize time spent in overall assessment. This is a formative and transparent process for continuous improvement; **ALL** documents will be made available via the Program Review website.
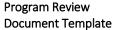
Program Review

Reviewer Guide

As part of the work of the Program Review Committee we will utilize the following Reviewer Guide as we work to identify and discuss the factors that impact the various aspects of each unit. In discussing and presenting factors that support the effectiveness and efficiency of the unit, it is our intention that using this approach will help foster a collaborative, holistic review that will support the formative program review process and result in unit-initiated program improvements. The goal is to provide meaningful information for each of the categories contained in the Program Review template (e.g., "Goals and Prospects", "Teaching and Learning", etc) to inform future planning for continuous improvement. Coupled with the detailed responses from the units, we believe that utilizing this Guide will help us to frame our narrative responses to the information provided by the units, Chairs/Directors, Deans, etc. Consistent with the formative process, our reviews will be formulated as observations addressing strengths, challenges, opportunities and areas of concern; there will be no quantitative scoring.

Review Matrix

	Strengths/Opportunities	Challenges/Concerns

INTERNAL (within the unit)	**Strengths**
	
	• What does the program do well?
	
	• What are the program's advantages?
	
	• What could the program boast about its operation?
	
	• Other key points/comments?
		Challenges
		
		• What can be improved?
		   ○ What could be done more effectively and efficiently in the program?
		   ○ What is the program not doing that it could be doing?
		
		• Other key points/comments?

EXTERNAL (outside the unit)	**Opportunities** • What are the opportunities facing the program? • What are some current trends that could have a positive impact on the program? • What do others see as the program's strengths? • Other key points/comments?	**Concerns** • What obstacles does the program face? • How are changing resources, technology, or externally required specifications affecting the program's ability to provide services? • What are some current trends that could have a negative impact on the program? • Other key points/comments?

Program Review
Document Template

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Program Review Documents
Fall 2018 – Fall 2019

Program Review Purpose:

This is a _formative_ process of departmental/unit strategic planning for continuous improvement and growth. All academic program degrees will be evaluated on a 7 year cycle consistent with HLC and ODHE policies.

Self-Study Format:

Please access the program review dashboards in preparation of your review. While much of the dashboards provide up to 10 years of data for your study, we ask that you focus upon the _last 5 years of data_ in answering the review questions. The self-study is intended to allow the department/unit to review the current quality and effectiveness of its programs in relation to the mission of the university while identifying opportunities for improvement, enhancement and growth. Given the outcome of program review is continuous improvement of education quality, you may find overlap in this review with your previous program review reports, accreditation reports, assessment reports and action plans. Where applicable and appropriate you are encouraged to draw from these materials (However, these reports may not be submitted in lieu of the program review documents).

This document is intended to accommodate programs of varying focus (eg, service teaching, teaching, research, creative activity, and any combination thereof). As such not all questions will apply to all programs. Please answers the questions that are relevant to your program in light of the goals of your program.

Directions:

The remainder of this document has been subdivided into sections (referred to in the bullets below). Please note that:
- All units must complete the Goals and Prospects section.
- All units must complete the Teaching and Learning section.
    - Fill out the sections that are appropriate to your unit based upon the criteria provided in the template. For example, only those programs with graduate students will fill out the template section pertaining to graduate education.
    - Programs are asked to assess their teaching independently as it relates to the education of their own major versus service to other programs. If your unit does not provide service courses to other majors, this section should be skipped.
- All units must fill out the Research/Scholarship/Creative Activity section.
    - Note that in item VI the scholarship of each faculty member is to be individually documented (this item is not asking for cumulative information for the unit as a whole, which is part of item VII).
- All units may complete the optional Supplemental section.
- All units must complete the Quality section.

Program Definition:

The word 'program' will mean different things to different units. As you complete this review, define 'program' as it makes sense in the context of your unit; be sure to include your unit's definition of the word 'program'. For example, in some units 'program' may be used to represent all of the activities taking place in the entire unit, while for others it might be that separating a subset of areas from the other activities makes more sense (leading to the submission of two separate discussions for a particular topic).

Data: 5 years of research expenditures have been provided; instructions and links for accessing benchmark data provided; and, program review dashboard access provided.

GOALS AND PROSPECTS

The University Mission Statement (University Rule 3359-20-01): *The University of Akron mission statement: The University of Akron, a publicly assisted metropolitan institution, strives to develop enlightened members of society. It offers comprehensive programs of instruction from associate through doctoral levels; pursues a vigorous agenda of research in the arts, sciences, and professions; and provides service to the community. The University pursues excellence in undergraduate education and distinction in selected areas of graduate instruction, inquiry, and creative activity.*

I.   **Goals:** In light of the university's mission statement, please state the goals of your program.

II.   **Prospective Assessment:** Address the current state of your field locally, nationally and globally. How do you anticipate your field will change over the next 5-10 years? How do you anticipate responding to the changes within the field and/or to changes that have already taken place to which your unit has not yet adapted? How do you anticipate capitalizing on opportunities (maximum 2 pgs)?

TEACHING AND LEARNING

III.   **General Course Makeup:** Please examine the 5 years of data available in the PR Dashboards and use these data as well as additional information available from your unit (as applicable) to provide information on/discuss the following for both undergraduate and graduate courses:
  i.   Designate each of your courses as one of the following categories:
       a. M (Major) – Course is primarily populated with students within your own major (with at most a small percentage from other areas) (M > 75%)
       b. M/S (Major/Service) – Course has a mix of students from your programs as well as others, with the majority being your majors (50% < M < 75%)
       c. S/M (Service/Major) – Course has a mix of students from your programs as well as others, with the majority of students being outside of your programs (50% < S < 75%)
       d. S (Service) – Course is primarily populated with students from other units (with at most a small percentage of your own students) (S > 75%)
  ii. Indicate (for each course) whether it is primarily taught by GA's, PT faculty, NTT faculty, T/TT faculty. In cases where there are multiple sections taught by different types of faculty, provide a rough estimate of the proportion of each.
  iii. Indicate (for each course) a "typical" size category
       a. I – Less than 10
       b. II – Between 10 and 14
       c. III – Between 15 and 35
       d. IV – Between 36 and 55
       e. V – Greater than 55
  iv. Comment on:
       a. The appropriateness of courses to the goals of your program(s)
       b. The appropriateness of the faculty assigned to teach the courses
       c. Student demand for the courses
  v.   Suggest any opportunities to maintain/improve your courses to enhance overall effectiveness of your programs.

IV.   **Undergraduate Education:** If your unit provides significant service to your own majors AND other disciplines, fill out both sections below.

A) Student learning of your unit's own majors: Complete this section for your majors.

    i. Assessment:

       a. Discuss the process your unit employs for developing learning outcomes.

       b. What are the program outcomes?

       c. How are outcomes assessed at the course level, as well as the degree level?

       d. With what frequency does your unit examine your assessment processes and outcomes?

       e. How do you assess quality for required courses taught by other units?

       f. How is feedback implemented to improve teaching quality? Give specific examples of changes the department has made in order to improve student learning. This may include changes to pedagogy, curriculum, courses, assignments, resources for students, advising practices, clinical placements, internships or experiential learning. Describe the impact these changes have had on student learning.

       g. Note any unique learning opportunities/innovative learning approaches that distinguish your program from peer institutions in the region.

       h. Please comment if you feel your assessment process is deficient in any areas and discuss actions you can take to correct any deficiencies.

    ii. Advising:

       a. How is undergraduate advising handled within your unit?

       b. Is this approach a result of value added or convenience/resources?

       c. How are you ensuring the quality and effectiveness of advising?

    iii. Enrollment & Graduation:

       a. What is the typical time to graduation?

       b. What is an executable strategy for increasing enrollment in your unit?

       c. What are reasonable goals and a timeline for improving these areas (provide tangible numbers) and explain how these were arrived at? If your unit does not have such a strategy, please explain the reason/justification for this.

       d. Discuss your unit's number of majors/degrees in perspective of the benchmark data provided (which is for other state schools in Ohio). See attached sheet for benchmark instructions to guide you in obtaining comparison data.

B) Teaching focus on service to other disciplines: Complete this section if your teaching focus includes service to other disciplines. If you have courses that contain a mixture of both your majors as well as students in other majors, include such courses under the category that represents the majority of the students in the course (for example, if 75% of the students in a particular course are from other disciplines, this should be considered a service course for the purposes of this section).

    i. Discuss the process you use to assess your unit's service courses to other majors:

       a. What is the frequency with which assessment is completed?

       b. How is assessment communicated to the recipient units and what is the frequency with which discussion among all stakeholders occurs? Please provide specific examples of how assessment has been used to modify teaching in service courses over the last 5 year period.

    ii. Is this approach sufficient, why or why not? If not, please provide discussion on how the approach could be improved.

V.   **Graduate Education (Graduate and Law Students): Complete this section if you have a graduate program and/or offer service courses to a graduate program(s)**

    i. Assessment:

       a. Discuss the process your unit employs for developing learning outcomes.

b. What are the program outcomes?

c. How are outcomes assessed at the course level, as well as the degree level?

d. With what frequency does your unit examine your assessment processes and outcomes?

e. How do you assess quality for required courses taught by other units?

f. How is feedback implemented to improve teaching quality? Give specific examples of changes the department has made in order to improve student learning. This may include changes to pedagogy, curriculum, courses, assignments, resources for students, advising practices, clinical placements, internships or experiential learning. Describe the impact these changes have had on student learning.

g. Note any unique learning opportunities/innovative learning approaches that distinguish your program from peer institutions in the region.

h. Please comment if you feel your assessment process is deficient in any areas and discuss actions you can take to correct any deficiencies.

ii. Graduate Student TA's in the Classroom:

a. How are TA's assigned within your unit? Note TA primary responsibility: grading, running course labs or teaching in the classroom.

b. What do student evaluations reveal about TA quality and productivity?

iii. Advising:

a. How is advising of graduate students handled within your unit?

b. Is this approach a result of value added or convenience/resources?

c. How are you ensuring the quality and effectiveness of advising?

iv. Enrollment & Graduation:

a. What is the typical time to graduation?

b. What is an executable strategy for increasing enrollment in your unit?

c. What are reasonable goals and a timeline for improving these areas (provide tangible numbers) and explain how these were arrived at? If your unit does not have such a strategy, please explain the reason/justification for this.

d. Discuss your unit's number of majors/degrees in perspective of the benchmark data provided (which is for other state schools in Ohio). See attached sheet for benchmark instructions to guide you in obtaining comparison data.

e. As appropriate, note the percentage of students in your program who have passed licensure or professional exams in the last 5 years.

RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITY

VI. **Faculty Scholarship:**

i. For each FT faculty member, complete a brief bio (no more than 1 pg each), specifying distinctive accomplishments over the last 5 years. Faculty should prioritize their accomplishments by importance within their respective discipline.

ii. Assess the research/creative activities of your faculty. Your assessment should be objective with emphasis on alignment with the goals of programs, units, the college and the university.

iii. If appropriate to your unit, note any distinctive accomplishments of PT/Adjunct faculty contributing to the goals of your program.

VII. **Information about your unit's research/scholarship/creative activity as a whole**:

i. How many of your faculty were involved in scholarly/creative activities over the last 5 years and what was the typical time commitment of these activities?

ii. Do these activities involve students in a significant manner?

iii. What stakeholder groups are involved in or impacted by these activities (for example, do they involve/impact community members, students outside your discipline, etc)?

iv. How do these activities help distinguish your program from peer institutions in the region?

v. Are there opportunities that you can identify where these activities could be utilized to strengthen your (or other) programs, or where they could be utilized to better distinguish the University?

vi. Reviewing the provided 5 year research expenditures data, how has external funding and sponsored research within your unit changed over the last 5 years? Address this with respect to <u>current</u> faculty funding over the last 5 years.

vii. What percentage of expenditures are credited to competitive funding sources versus CIGAs, gifts, awards not generating IDC, etc.?

viii. What is an executable strategy for increasing external funding over the next 5 and next 10 years? Please give reasonable funding goals (provide numbers) and explain how you arrived at these numbers.

-- ALL UNITS WITH GRADUATE STUDENTS ---

VIII. Graduate Student Support Mechanisms:

i. What percentage of students are funded by the graduate school as TAs? What is the typical duration of graduate school stipend support for your students servings as TAs in the classroom (ie, 1-5 years)?

ii. What percentage of your graduate students are funded by external grants (Note if these generate IDC)? What percentage of your graduate students are funded by CIGAs, gifts, etc?

iii. What is the typical duration of graduate school tuition remission support for your students serving as GAs? Please break this down by their duties (e.g. those in the classroom, laboratory, etc) if these groups receive different levels of support.

iv. To your knowledge, how does this compare with similar programs at other institutions?

--- ALL UNITS WITH PH.D. STUDENTS ---

IX. Ph.D. Placement: Over the last 5 years:

i. What number (and percentage) of PhDs have gone on to TT faculty appointments in the US? Please list the institutions where these students have taken positions. What number (and percentage) of PhDs have gone on to TT faculty appointments outside the US? How many PhDs have gone on to industry?

ii. Is the number of PhDs in academic settings appropriate given institutional rankings are enhanced by this metric? What is an executable strategy for improving this number and the visibility of The University of Akron?

SUPPLEMENTAL

X. If necessary, please note any additional highlights of your program that are relevant to this review (maximum 1 pg).

QUALITY

XI. Program Quality

i. Provide specific metrics as to how quality is determined in your field and note how those metrics were determined (maximum 2pgs).

ii. Address the current quality of your program with respect to the parameters noted above and in comparison to major competitors regionally and nationally (maximum 3 pgs).

iii. As a faculty, address whether (and why) your unit is (not meeting/meeting/exceeding) your expectations with respect to quality as it affects your ability to meet the goals of your unit in relation to the over-arching goals of your College and the University (maximum 2 pgs).

Accessing Benchmark data for Program Review

In prior Program Reviews, programs expressed concerns that the data were not necessarily aggregated correctly. As such, we are providing you with two links to access your own benchmark data by utilizing the "raw" data available from the State of Ohio. In this way you will be able to ensure that all of the correct data (based on the CIP codes that correspond to the programs related to your discipline) are included in the benchmarking data to which you are comparing.
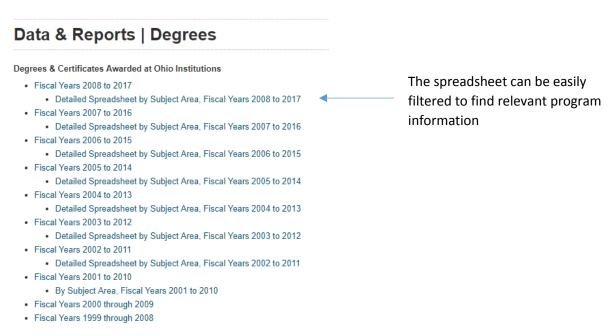
In constructing the benchmark data (which is for other state institutions in Ohio) that your programs will be compared with, you will want to utilize the following two links:

https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

(This first is a link to CIP codes, so you can determine which CIP codes correctly reflect your programs)

https://www.ohiohighered.org/data-reports/degrees

(The second is a link to the Ohio Dept of Higher Ed (ODHE) website and their degree data. The screenshot below shows the image upon opening the link. The report is the 2008-2017 (first link). We recommend using filters after opening the detailed spreadsheet for 2008-2017 (second link) to enable filtering of the data to easily restrict it to the programs of interest to you.

The spreadsheet can be easily filtered to find relevant program information

As you compare programs for appropriate benchmarking, please include in your writeup the CIP codes you included and any necessary justification for their inclusion. Please also explain/justify the omission of others that would normally be assumed to be relevant to units with the same name/purpose and/or degrees as yours.

If you have problems accessing or utilizing this information, please contact the Program Review Co-chairs for assistance.