



CAL POLY

Report on Program Review '

Academic Senate

March 7, 2017

Why We Do Program Review

- It's a system policy (AP 71-32).
- It's a WASC requirement (CFR 2.7).
 - WASC assures the quality of the program review process, not the programs themselves.
- It's a part of being a “reflective practitioner.”
 - Schön would say that this is what it means to be a professional (academic).
 - Periodically, we need to take the longer and more collective view.

Why Fix It If It's Not Broken? '

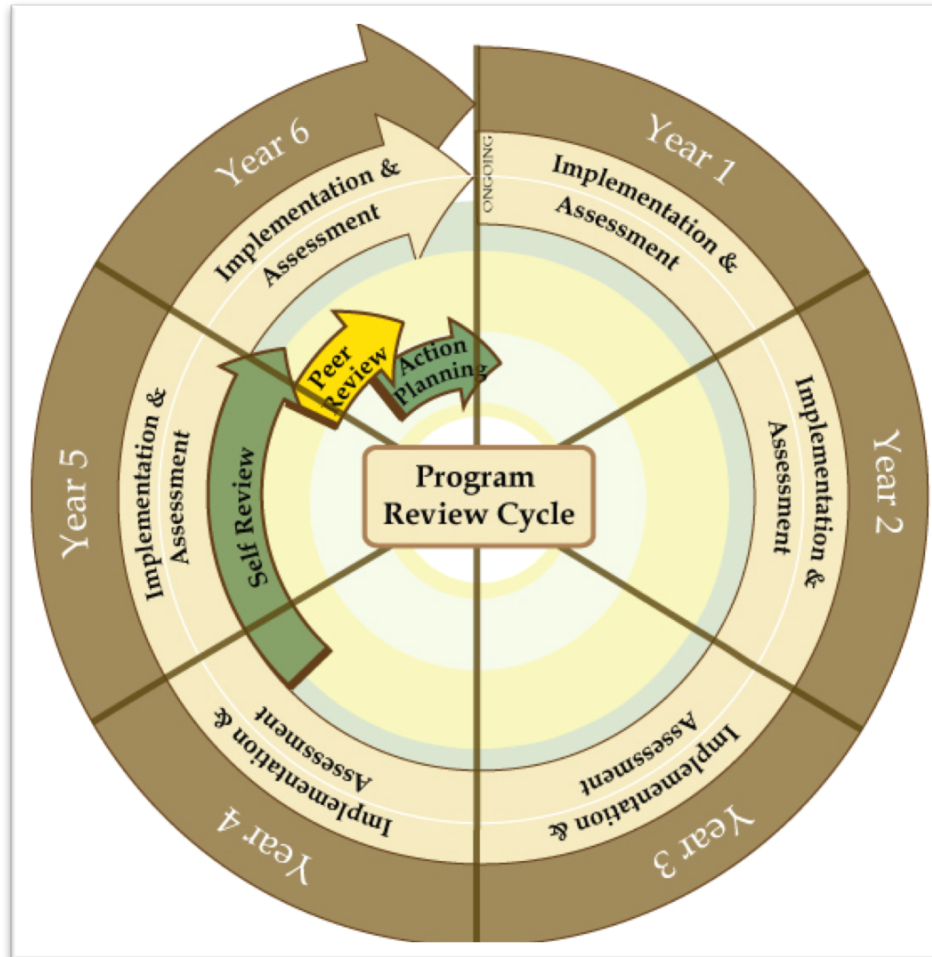
- Do you wait until your car breaks down to bring it in for service?



Why We Do This Report

- AS-718-10 resolved “that the Academic Programs Office provide **annual summaries** on the findings of academic programs that underwent academic program review in that year, including **a list of internal reviewers** as part of the report.”

Program Review Cycle '



Self Study Components

- , **Mission**: elements of strategic/action planning ,
- , **Capacity**: adequacy of resources — intellectual (curriculum and pedagogy), human (faculty and staff), physical (buildings and equipment), information (library, hard/software)
- , **Effectiveness**: use of resources to achieve the mission — student success

Typical Findings

- Based on a consideration of both capacity and effectiveness:
 - Revise program learning objectives
 - Update the curriculum: senior project
 - Develop new programs
 - Request new faculty/staff positions
 - Improve facilities, equipment, and information resources

Program Reviews and Internal Reviewers (AY 2014-16 Cohort) '

Programs	Internal Reviewers
Mathematics (BS & MS)	Ignatios Vakalis (CSC & SE)
Statistics (BS)	Brian Self (ME)
Architecture (MS)	Andrew Davol (ME)
Agricultural Communication (BS) and Agricultural Science (BS)	Mary Glick (JOUR)
Environmental Earth and Soil Science (BS)	Completed modified review due to consolidation of two programs
English (BA & MA)	Matt Moelter (PHYS)
History (BA & MA)	Neal MacDougall (AGB)
Education (MA)	Bob Detweiler, Emeritus
Graphic Communications (BA)	Lynn Metcalf (IT)

Current Program Review Summary ' (Multiple Cohorts) '

	Self Study	Site Visit	Action Plan
Academic Units	8	14	8
Degree Programs	20*	18	11

*Eight in OCOB

What We've Done to Support the Process '

- Meeting with department/program leaders at the beginning
- Supplying visualized data sets — admissions, persistence, and graduation rates
- Sharing results of the Graduate Status Report ,
- Sponsoring a program review learning community (11 programs in 6 departments)
- Providing general support via **Amy Robbins**

What We're Doing to Improve the Process '

- Communicating that PR is a collegial process ,
- Framing action planning as strategic planning ,
- Meeting with a focus group to improve the template and process
- Meeting with individual department/program leaders to scope the process and product ,
- Developing a cohort of internal reviewers

Senior Project as University Theme

- First university theme in program review
- Outgrowth of last WASC self-study
- Intentions: promote campus conversation and produce institution-level assessment results ,
- Indirect components: program survey, program self-assessment using WASC capstone rubric, and student survey (see EER report)
- Direct component: rubric-based assessment of writing and critical thinking in programs undergoing review

Senior Project as University Theme: Direct Assessment

- About 2/3 of non-accredited degree programs participated.
- General findings
 - Inconsistency in quality of projects
 - Need for better feedback, improved guidelines, and clearer expectations — CLOs and PLOs ,
 - Seniors performing at an intermediate level in writing and critical thinking
 - Concern about adequacy of senior project as capstone experience

Senior Project as University Theme: Typical Recommendations

- Incorporating significant written component ,
- Developing new guidelines and rubrics
- Enlisting help of Writing & Rhetoric Center ,
- Reviewing CLOs and PLOs
- Clarifying expectations to students
- Improving scaffold up to senior project
- Improving format of senior project
- Training faculty on assessment

Senior Project as University Theme: Some Conclusions

- This has been a period of change — move to course-based senior projects.
- The expectation that program-level results could be aggregated at the institutional level proved to be unrealistic.
- The theme led departments to examine their senior projects and make improvements. ,
- Senior project policies (AS-562-01/IC, AS-594-03/IC, and AS-683-09) need to be reviewed. ,

Our New Theme: Diversity and Inclusion

- WASC concern as expressed in commission letter extending our accreditation
- Campus priority as expressed in **Vision 2022**
- Developed with **OUDI** using structure of **Diversity Strategic Framework**
- Issues: demographics, achievement gaps, department climate, and development of cultural competence, including application of DLOs at program level

For a copy of this presentation, see
<http://academicprograms.calpoly.edu>

