Academic Programs: Report on Program Review

Academic Senate [February 11, 2014]
Presentation Outline

- Background, history
- Programs completing review
- Specific commendations
- General concerns
- Improving the process
- Concluding thoughts
Program Review at Cal Poly

- Dates to 1992, when AS adopted model based on audit-style evaluation by senate committee; dean not involved.

- In 2000, AS adopted current model based on self-study, simultaneous internal and external reviews, site visit, action plan, and specified roles for dean and AS Executive Committee.

- In 2010 the AS-718-10 resolution removed the Executive Committee as approving body for internal reviewers and requires annual summary by Academic Programs.
Six-Year Cycle of Program Review

- Year 6: Peer Review and Action Plan Development
- Year 5: Self-Study
- Years 1-4: Assessment and Action Plan Implementation
15 Programs Completing the Cycle in AY 2012-13

College of Agriculture, Food and Environmental Sciences
- Agriculture Science (BS)

College of Architecture and Environmental Design
- Architecture (BArch)
- City and Regional Planning (BS and MCRP)

College of Liberal Arts
- Journalism (BS)
- Liberal Studies (BS)
- Philosophy (BA)
- Theatre Arts (BA)
15 Programs Completing the Cycle in AY 2012-13

College of Science and Mathematics
- Chemistry and Biochemistry (BS)
- School of Education: teaching credential programs.

College of Engineering
- General Engineering (BS)
- Liberal Arts and Engineering Studies (BA with CLA)

Orfalea College of Business
- Business Administration (BS and MBA)
- Economics (BS and MS)
- Industrial Technology (BS)
- Accounting (MS)
Accreditation/Certification of Programs

These accredited/certified programs were all reaffirmed for the maximum period.

- Architecture (BArch)
- Chemistry (BS)
- City & Regional Planning (BS, MCRP)
- Business Administration (BS and MBA)
- Economics (BS)
- Industrial Technology (BS)
- Accounting (MS), Business and Technology (MS)
- School of Education: teaching credential programs.
Specific Program Review Issues:

Program Resources

- Plans for offering adequate sections of courses.
- Balancing faculty workload by developing plans for assigned time, and sabbatical schedules.
- More support needed for faculty development.
- Need to offer more graduate-level courses.
- Space for lab, projects, etc.
Specific Program Review Issues: Program Effectiveness

- Evaluate impact of transition to studio format courses (student learning and faculty workload).
- Potential areas for curriculum development identified by reviewers.
- Increased the “depth” of concentrations by adding courses with more rigor.
- Further development of assessment training and tools.
- Curricular improvements, redesigns, new courses, etc.
- Development of Advisory Board for program.
Specific Commendations

- *Design Intelligence* report ranked the Bachelor of Architecture program number **one** overall in the country.

University and Program Themes

- Continued assessment of critical thinking and writing in senior project courses.
- Focus on improving graduation rates.
- Focus on increasing student and faculty diversity.
- Recruitment for specific programs.
General Concerns

- Weakly stated PLOs
- Over-reliance on indirect assessment
- Lack of any program-level assessment in some programs
- Selection process for reviewers: dean’s role and selection criteria
Improving the Process: New Guidelines

Currently revising Program Review Guidelines to emphasize evidence and inquiry.

Example:

- **FTF Graduation.** Analyze the program’s graduation rates for first-time freshmen in years four, five, and six of the last six academic years.
  - Are students graduating in a timely manner?
  - How do program rates compare to college and university rates?
  - Are there discrepancies among student groups?
  - What has been done to improve graduation rates among all groups?
Improving the Process: Professional Development

- Faculty consultant on assessment: Linda Bomstadt (work with individual programs)
- Learning community on program reviews
- CTLT moving to Academic Programs
- Assessment Workshops CTLT Spring 2014
- Critical Thinking culminating event Fall 2014
WASC Action Items: More Progress

- Clarify program responsibility for assessing student achievement of PLOs.
- Make process more summative and forward-looking.
- Improve feedback to programs and university.
- Provide better support to faculty.
- Provide better guidance to reviewers.
- Ensure alignment and publication of objectives/outcomes at all levels.
WASC Action Items: Less Progress

- Formalize connection between planning, resources, and review.
- Strengthen role of students.
- Ensure that accredited programs satisfy external and internal expectations.
- Clarify program responsibility for assessing student achievement of ULOs.
- Ensure that course information is current and accurate.
Questions?