



Program Review Handbook

**Continuously Improving Student Learning and Advocating for
Programs**

Academic Year 2011 - 2012

Office of Educational Effectiveness and Institutional Research

**In consultation with faculty, staff, and administration
at California Lutheran University¹**



11 January 2012

Program Review Handbook

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INTRODUCTION

Program review is all about building hope about the program for all of the constituent communities associated with the program. A key hope you need to address is how your program is in harmony with CLU's Mission and Strategic Goals (Figure 1). An excellent program review persuades others about the value and robustness of the program. The bottom line is that program reviews form the basis for future staffing and funding decisions for the program. This *Program Review Handbook* is, therefore, designed to provide California Lutheran University (CLU) faculty, administrators, and external reviewer's information and processes to guide and support academic Program Reviews. The *Handbook* provides background on the purpose of Program Reviews, guiding principles, the process, report, assessment system, seven year cycle, an overview of report sections, external reviews, internal reviews, and comments from faculty. After the assessment components there is a summary, a list of resources, and appendices.

Program Reviews focus on determining academic quality, program integrity, and student learning. The Review is a well-planned, systematic, continuous improvement process.

Programs have an opportunity to carry out CLU's Mission, the college/school mission for undergraduate and graduate education, and the university and program **Student Learning Outcomes** (SLOs). Each of the eight institution-wide SLOs and the program specific SLOs guide academic planning. Here is the linkage between the University SLOs and the University Mission Statement:

California Lutheran University Mission

California Lutheran University is dedicated to educating leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

*The mission of California Lutheran University is...
to educate*

- Creative and critical thinking
- Information literacy
- Communication (written and oral) skills
- Quantitative literacy

leaders

- Interpersonal and teamwork skills
- Principled leadership

for a global society

- Cross cultural competency

*who are strong in character and judgment, confident in their identity and vocation
and committed to service and justice.*

- Identity and values

In addition, the seven goals of the CLU **Strategic Plan** provide guidance for academic programs to improve and assess their progress. Each of the seven goals (Figure 1) is listed below. A cross-map to the Program Review Template appendices:

Seven Strategic Goals	Program Review Report Appendices
<ul style="list-style-type: none"> Recruit and retain a distinguished and diverse faculty and staff who will support the mission and be dedicated to the highest professional standards and service; 	F Course Evaluation Data H Faculty Curriculum Vita I Faculty and Financial Resources
<ul style="list-style-type: none"> Recruit and graduate a well prepared and diverse student body that is academically accomplished and reflective of CLU's mission; 	G Grade Distribution and Completion Data K CLU Student Demographics L Enrollment, Retention and Graduation Rates M Conferred Degrees N Alumni Data
<ul style="list-style-type: none"> Enhance learning through the ongoing assessment and improvement of curricular and co-curricular programs; 	C Syllabi of Courses Offered D CLU's Student Learning Outcomes E Program Assessment F Course Evaluation Data G Grade Distribution and Completion Data J Library Holdings and Resources O Comparison Program Data P External Reviewer's Report
<ul style="list-style-type: none"> Invest in facilities and infrastructure that support and enhance the academic program; 	I Faculty and Financial Resources
<ul style="list-style-type: none"> Generate the resources necessary to support quality improvement initiatives; 	I Faculty and Financial Resources
<ul style="list-style-type: none"> Articulate the identity and enhance the reputation of the University; 	All
<ul style="list-style-type: none"> Develop leadership capacity as well as governance structures that foster institutional and program excellence. 	All

Program Review Report Appendices

- | | |
|---|---|
| A. Quick Facts about CLU | I. Faculty and Financial Resources |
| B. Program Catalog Description | J. Library Holdings and Resources |
| C. Syllabi of Courses Offered | K. CLU Student Demographics |
| D. CLU's Student Learning Outcomes | L. Enrollment, Retention and Graduation Rates |
| E. Program Assessment | M. Conferred Degrees |
| F. Course Evaluation Data | N. Alumni Data |
| G. Grade Distribution and Completion Data | O. Comparison Program Data |
| H. Faculty Curriculum Vita | P. External Reviewer's Report |

California Lutheran University Strategy Map

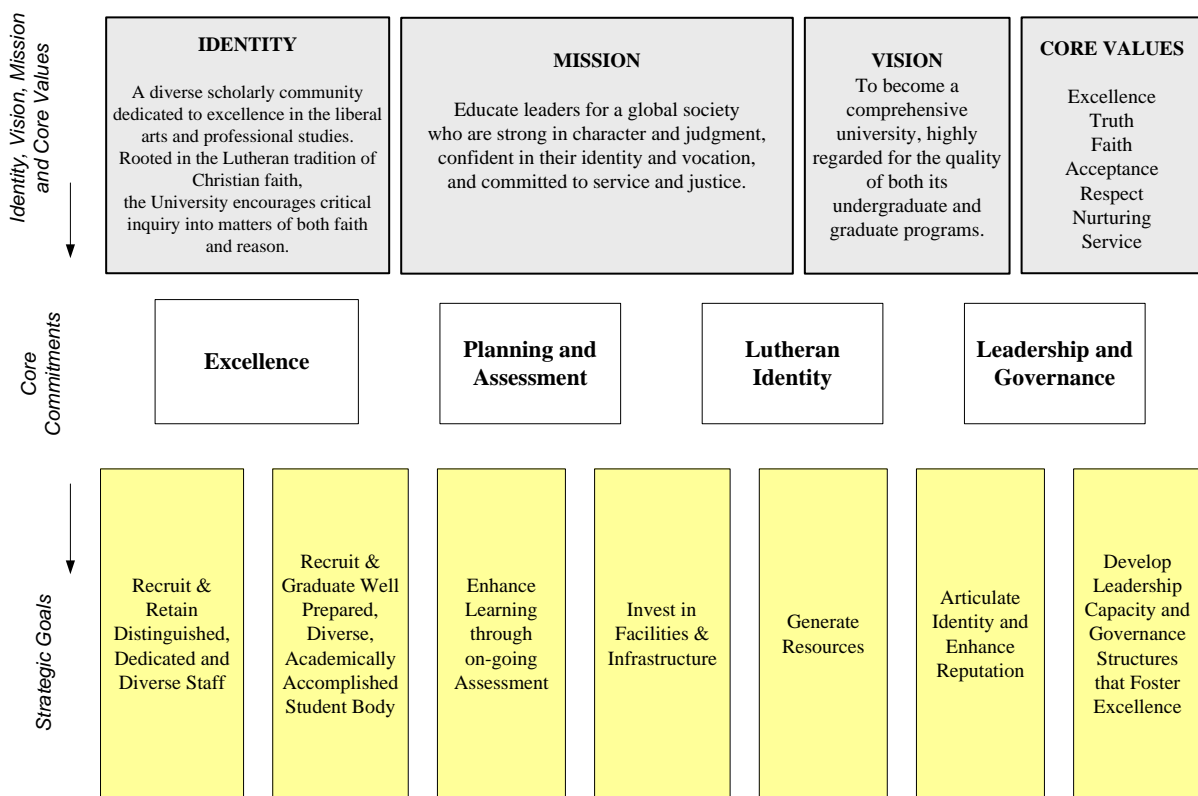


Figure 1. CLU’s Strategic Map with Strategic Goals

Online resources to assist in the completion of the Program Review include the *Program Review Handbook* and *Program Review Template* found on the CLU website at http://www.callutheran.edu/assessment/cycle/program_review.php. Data and information for Appendices are in the CLU Shared Files v-drive “Program Review” folder. (Note: Access to your program data is limited to specific individuals)

PROGRAM REVIEWS

A. Purpose

The purpose of CLU's Academic Program Review is to improve advocacy for programs through a focused, in-depth self-study completed by the program faculty. A Program Review is a continuous, collaborative process of gathering, interpreting, reflecting on and using data to inform decision making. The process culminates in a Program Review Report. Faculty members have seen the actual process of conducting the self-study as an invaluable process from which to learn new perspective about their program.

Most programs complete program reviews and reports every seven years. Some programs may need to complete more frequent reviews for a number of reasons (e.g., external accreditation or substantive change requests. See Appendix 1 for the program review schedule. The Dean's Council or the President's Cabinet determines which units constitute a "program" and, therefore, which units they require to complete program reviews.

C. Program Review Process

The Program Review should be a meaningful process. Just as professors require students to show evidence of educational development in a course, programs need to report on evidence of accomplishment and progress. The overall expectation of our Program Review process is for faculty to be engaged in continuous, ongoing data collection about student performance, student competence, and program effectiveness. The following elements should characterize the program review process:

- Use of Mission, Strategic Plan, University and Program Learning Outcomes to guide the Program Review. Learning Outcomes describe what the student will be able to perform, under what conditions, and the measurable results or product attained;
- Involvement of faculty with the CLU community of administrators, students, alumni, and employers;
- Assessment of educational effectiveness through a self-study of the program and individual courses;
- Use of multiple assessment methods to document that students are learning what we say we are teaching;
- Review and analysis of data to assess progress toward achievement of learning and to inform decision making;
- Develop and justify yearly action plans for the next six years.
- Establish criteria and benchmarks that form justifications for budgeting and planning to meet program goals over the next six years. Future requests for funds or changes must tie directly to the current accepted program review;

D. Program Review Report

A The Program Review Report provides evidence of program planning and continuous efforts to improve. Advocates for the program should be able to use the program review report as a resource. A key to an effective program review is to establish regular data collections that you review and use to inform program improvement decisions on an annual basis. The accumulation of the annual decisions contributes to the Report written approximately every seven years.

CLU's Program Review Report documents the review process. The organization for the report is in four sections (illustrated in Figure 4) followed by appendices with supporting documents:

1. **Program Foundation** (Introduction, Mission Statements, Program Goals and Learning Outcomes);
2. **Assessment Design** (Assessment Plan and Indicators of Student Achievement);
3. **Data Collection and Analysis** (Teaching and Learning, Program Data, Institutional Capacity for Quality); and
4. **Action Plans** (External Review, Summary and Action Plans).

The program faculty should collectively author the Program Review Report. Support, review, and assistance for the report will come from College/School Deans, Provost, Registrar, Institutional Research Officer, the Director of Educational Effectiveness, and the expert opinion of an external reviewer. Generally, the department/program chair is responsible for *coordinating* the review process with the program faculty. Appendix 3 provides the Review timeline and checklist; Appendix 4 is a chart that helps the chairs and faculty to distribute the tasks to be completed.

The Program Review process results in the writing of a report with these responsibilities:

- Program / department chair and faculty to prepare a report as described in this *Program Review Handbook* and using the *Program Review Template*. The Dean's Council may allow Programs with external accreditation to submit the most recent external accreditation report along with appropriate addenda responding to unique elements of the CLU Program Review Handbook.
- Director of Educational Effectiveness, Dean and Provost review the report prior to the External Reviewers' visit;
- If required, the program nominates up to three potential external program reviewers.
 - Because externally accredited programs often have external review processes built into their accreditation, an external reviewer may not be required for programs covered by external accreditation processes.
 - Nominations for external reviewers should meet the following criteria:
 - The nominated reviewers are distinguished scholars/ teachers/ practitioners in the field
 - The nominated reviewers are from a comparison university or program
 - The nominated reviewers have experience or knowledge about the administration of programs similar to the program under review.

- The nominated reviewers have experience with assessing student learning outcomes
 - The nominated reviews are familiar with the California Lutheran University mission and strategic goals. Nominated reviewers, however, must not have a current or past affiliation with program faculty, students, or alumni.
 - A campus visit by the external reviewer is not automatic. Campus visits by the External Reviewer(s) may be justified on the need to review new facilities or if there are special program circumstances that require a visit.
 - The Dean and the Provost approve the external reviewer. The Dean invites the reviewer(s) and the Director of Educational Effectiveness secures the reviewing agreement with the external reviewer.
- External Reviewer provides a report based on the CLU External Reviewer’s Report Template (Appendix 7b);
 - Faculty and Dean meet to review and provide a written response to the External Reviewer’s Report;
 - Provost provides a written response to the reports from the faculty, External Reviewer, and Dean that indicates what University actions will be taken;
 - Where appropriate, placement of redacted program review documents in the CLU Data Warehouse.

A **Program Review Template** provides an electronic outline with prompts for completing each of the four sections. The Template is available on the CLU Educational Effectiveness Website and in the CLU Shared Files v-drive “Program Review” folder. The supporting documents in the appendices have data provided by the offices of Institutional Research and Registrar, Academic Affairs, as well as by Information Specialists.

Program/department chairs have given their permission to provide their Program Review Reports as examples to enable faculty to view a finished report. Alumni surveys are also included. These documents are on the Educational Effectiveness Website under the tab for Resources and then the link to “Assessment Tools”

http://www.callutheran.edu/assessment/resources/assessment_tools.phpIn summary, your Program Review Report will:

- Clarify and refine the explanation of the program to anyone interested
- Help advocates for the program with arguments, graphics, and in-depth appreciative perspectives
- Document the academic quality of the program.
- Demonstrate educational effectiveness by assessing student learning outcomes;

- Acknowledge program strengths, weaknesses, opportunities, and threats
- Sets out a plan for future enhancements of the program
- Establishes clear priorities for contributions and assistance for the future of the program
- Establish plans to connect with constituents of the program in order to get regular feedback and to disseminate information about the program.

E. Assessment System

Figure 2 illustrates CLU's Assessment System:

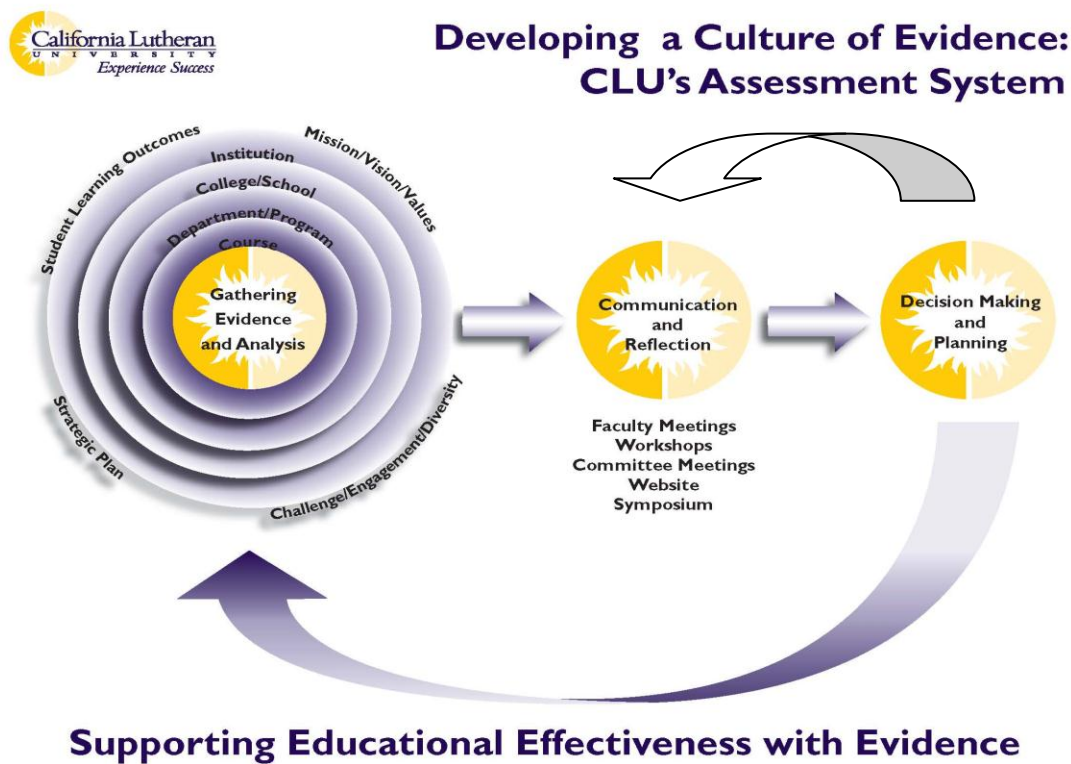


Figure 2. CLU's Assessment System

There are three actions in this assessment system that cycle back to its beginning:

1. Gathering Evidence and Analysis: Collect data systematically by gathering direct and indirect assessment evidence of educational effectiveness at various levels of the University.

Direct evidence includes the assessment of **student work** that provides evidence of *what* students know, what students can do, and the level of student competence on specific learning outcomes. Direct evidence should connect expectations for course levels to the cumulative progress toward program goals and program learning objectives. Direct evidence often comes from program faculty reviewing

together for the best practices and works in courses. Direct evidence can also include scores on exams (particularly standardized exams). Other forms of direct evidence can come from records of job placements or graduate admissions, presentations, publications, and awards.

Indirect evidence provides data gathered from participants' **perceptions** of *why and how well* students achieved on specific learning outcomes. Indirect evidence is usually from surveys, exit interviews, and focus groups. Indirect evidence should include perceptions of current students, alumni, potential employers, parents, and professionals.

2. Communication and Reflection: There are three elements to communication and reflection essential to effective program reviews.

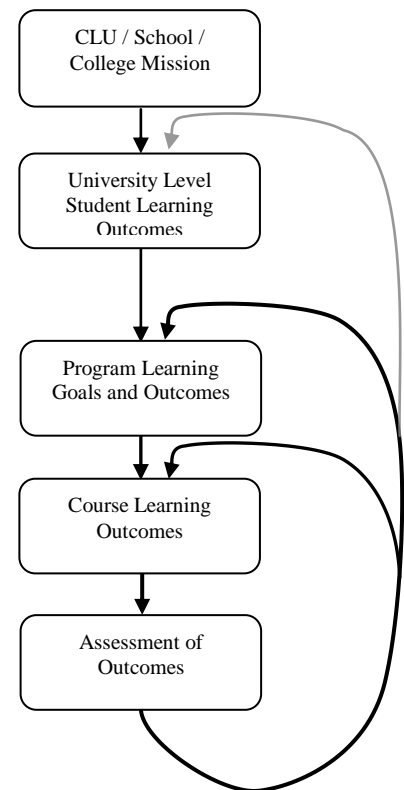
Collaboration. There should be clear evidence of engagement with assessment by each member of the program faculty. Possible evidence of collaboration might include minutes of meetings, reports by subcommittees, signatures on documents, or third party observations of meetings (i.e., 'fish bowl' observations). There should be evidence of consultation with student representatives. External reviews often involve interviews designed to verify collaboration on assessment.

Responses and adjustments. Following the decision making the faculty in the program should respond to feedback with appropriate adjustments and revised action plans. The adjustments should clearly include improvements in course design and curriculum offerings. Making meaningful changes is essential to an effective assessment system.

Advocacy. The program needs to disseminate information about the results of the assessments and the program review in ways that aid advocacy for the program. Advocacy might include program newsletters, symposia, webpage, and events for students, alumni, or supporters. Assessment and review should never be static documents collecting dust. Use the information to build your program.

3. Decision Making and Planning: The offices of the Dean and the Provost will provide feedback to the annual assessments and the Program Review Report. The program will then regularly use that feedback to inform decision making about making improvements. This action returns the cycle to begin the process again.

CLU's mission, strategic plan, themes of challenge, engagement and diversity, and student learning outcomes should serve to guide the actions of gathering evidence and doing program analysis. In a Program Review, these components provide the foundation for guiding programs and courses, and for aligning the mission with CLU's student learning outcomes, program learning outcomes, and course learning outcomes.



The example curriculum map in Appendix 6B illustrates the alignment of these components. The overlap of learning outcomes illustrates that data collected, for example, to demonstrate achievement of the CLU outcome interpersonal and teamwork skills, will contribute data for the program outcome of establishing a caring and collaborative learning community.

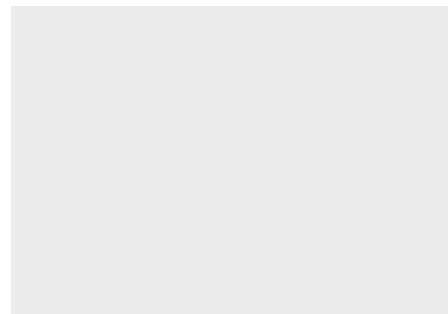
Identification of one assignment in each course, known as a *signature assignment* assists faculty to determine the achievement of identified learning outcomes (see Appendix 6C). Throughout the program, multiple methods of assessment are used (Appendix 6D), to collect direct assessment data which can be shared, analyzed and used to inform changes in curriculum.

In summary, CLU's Assessment System is:

- An ongoing process in harmony with CLU's [Mission](#) and [Student Learning Outcomes](#).
- Informed by the [Strategic Plan](#) goals that guide academic and administration members to set targeted goals and systematically review progress towards achieving those goals.
- Captured by combines CLU's Mission, Student Learning Outcomes, and Strategic Plan into the [Program Review](#) process.
- Communicated on the Educational Effectiveness webpage at [Assessment Training](#).

F. Seven Year Program Review Cycle

The Program Review Report is the culmination of the continuous, ongoing annual assessments (see Appendix 1 for schedule). Figure 3 illustrates this Program Review Cycle. ,



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SEVEN YEAR PROGRAM REVIEW CYCLE

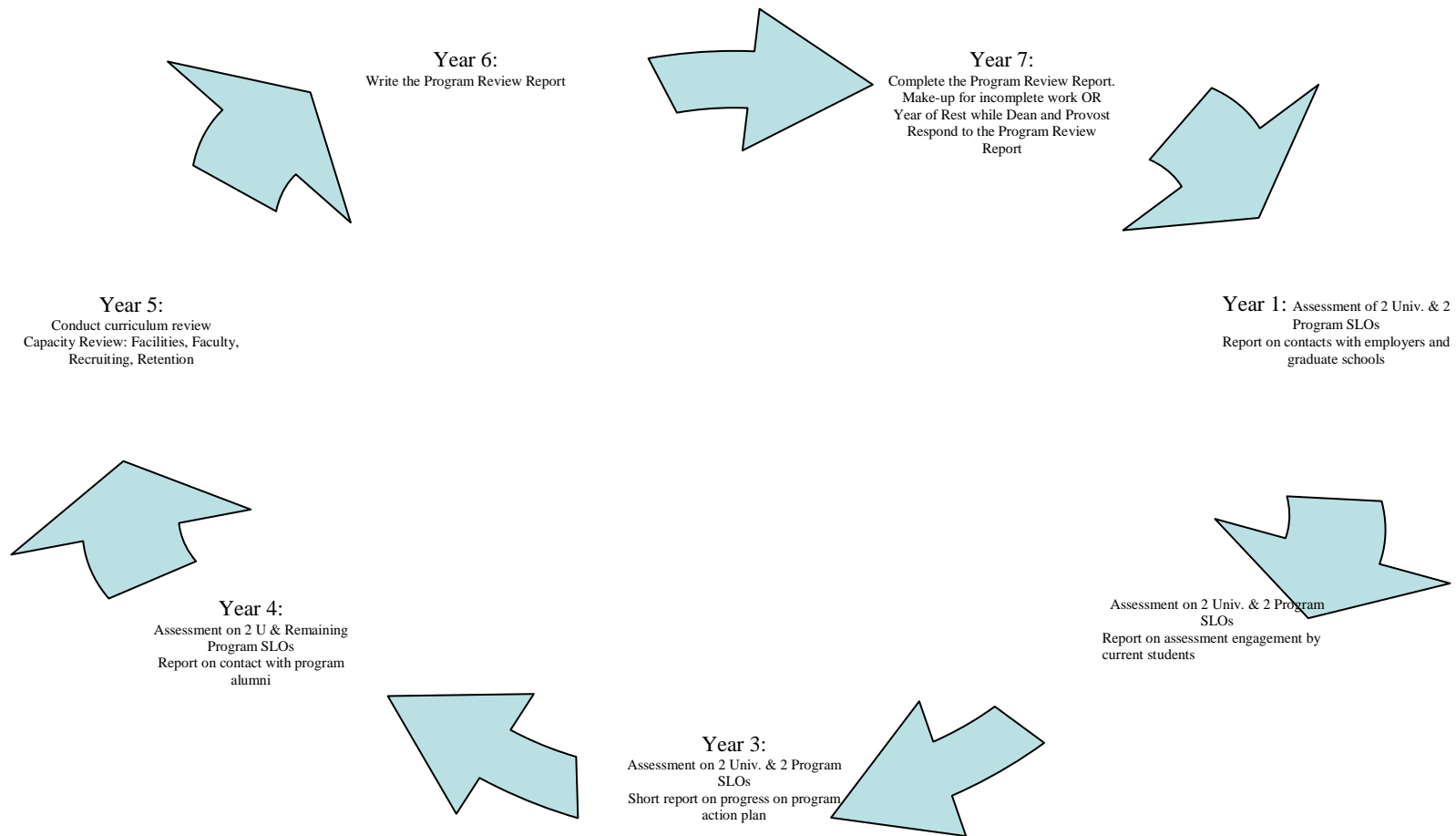


Figure 3. Program Review Cycle, Purpose, Guiding Principles, and Process

G. Program Review Report: An Overview of Sections

A There are five sections to the Program Review Report followed by appendices, as illustrated in Figure 3.

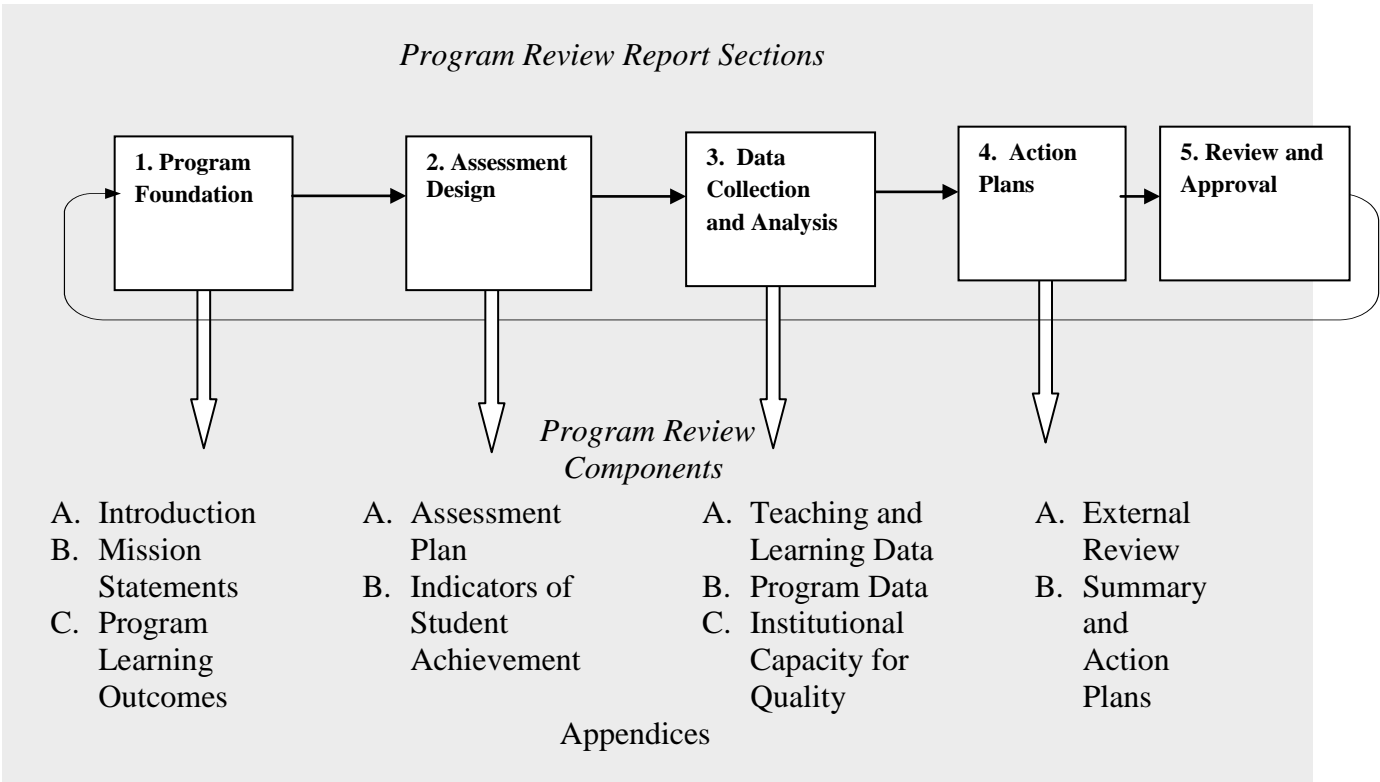


Figure 4. Program Review Report Sections with Components

There is a list of each Report Section below with a brief summary describing each of the section components. The Program Review Report also includes appendices of supporting documents.

1. Program Foundation

A. Introduction

A brief overview including program description and structure

B. Mission Statements

CLU, School/College, and Department Mission Statements

C. Program Learning Outcomes

Program purpose and list of program learning outcomes

2. Assessment Design

A. Assessment Plan

Curriculum maps illustrating connections between courses and the specific Program Goals and Program Learning Outcomes as well as the University level Student Learning Outcomes (sample in Appendix 6A).

B. Indicators of Student Achievement

Outcomes assessment data sources, identification of signature assignments. Section Summary Analysis.

3. Data Collection and Analysis (NOTE: Ed. Effectiveness and Inst. Research provide most of the data tables for this section. Please check with EEIR before collecting or reporting additional data.)

A. Teaching and Learning

Course Evaluation Data provides evidence teaching effectiveness; challenge and engagement; diversity initiatives. Includes grade distribution, samples of student work, and faculty profile. Summary Analysis.

B. Program Data

Student profile (demographics, enrollment, retention and graduation rates, conferred degrees, alumni data); program quality indicators including program comparisons and market forces. Summary Analysis.

C. Institutional Capacity for Quality

Program Support including physical facilities, technology resources and support, financial resources, and library holdings and resources; external resources and grants. Summary Analysis.

4. Action Plans

A. External Review

An individual or a team of scholars and experts provide an objective assessment of the quality and effectiveness of the academic program, services, resources, and operations based on questions asked by program faculty.

B. Report Summary and Action Plans

The Report Summary is a compilation of the Summary Analysis from each of the above sections and includes self-reflection, evaluation, and critical analysis; resources required, deadlines, persons responsible; actions for the interim six years prior to the subsequent Program Review.

5. Review and Approval. The Dean and the Provost will each review the Program Review Report, provide feedback to the program, and indicate what parts of the program action plan they will or will not support and fund over the following 7 years.

ASSESSMENT DESIGN

A. Assessment System

Program Reviews contribute to and are an important component of the CLU Assessment System (Figure 2), a systematic and ongoing process involving the gathering, interpretation, and application of assessment data for the continuous improvement of teaching and learning.

Assessment of all undergraduate and graduate programs provides an opportunity for faculty and administrators to determine learning outcomes; plan to reach those outcomes; collect, analyze and report data; collaborate and reflect on progress towards the achievement of learning outcomes; report the recommended data-informed program changes; and begin the cycle again.

Program Reviews include assessment as a means of gathering information that can be used in determining if a program or institution is accomplishing its mission. We measure performance and determine the extent to which learning outcomes are met. The culmination of six years of assessment contributes, during the seventh year, to the Program Review Report. The Program Review cycle begins again as each year, one component of the program is reviewed; the seventh year provides a cumulative report compiled into the Program Review Report.

The CLU Assessment System within the context of Program Reviews:

- Exists in relationship with the Mission, Strategic Planning, Educational Objectives and Student Learning Outcomes, and the Seven Year Program Review.
- Evolves as a systematic ongoing planning and review process consistently used by the College / Schools and programs / departments.
- Contributes to a comprehensive, university-wide approach to assessment. Multiple methods of data collection and analysis of student learning are used to assess progress towards achievement of learning outcomes and to make informed decisions regarding change.
- Provides for regular and ongoing opportunities for engagement and reflection based on gathering of data and data analysis.

B. Assessment Plan – Gradually building the case for your program.

The word “assessment” can be a bit daunting. Many of us associate that word with some financial burden often imposed by a process beyond our comprehension or control (e.g., a tax assessment). So, before we go any further, R E E L A A A X. It might be better to think of the educational assessment process as building the case for the future

development and growth of your program. How can you regularly collect evidence of your progress? How does that evidence support your case for others to back your goals and plans for the future? Think about the process more as helping advocates for your program as they go out to tell others about you. A major goal with the assessment plan is to coordinate the collection of data each year so that your 7th year Program Review Report is a relatively simple task.

Types of Evidence for your Case about the Quality of your Course or Program:

In most cases, the process of assessment starts with simply reporting the measures you probably already have for knowing if your students are learning what you hope they will learn. The most common measures of student learning will be the assignment content and grading criteria:

Exams (including standardized exams for your discipline)

Paper assignments

Special projects, recitals, or ‘shows’

There are also a number of additional existing ‘measures’ that you already think of as indicators of the quality of the education in your program. If you need help thinking about measures that you already have, please call on any member of the CLU Assessment committee (<http://www.callutheran.edu/assessment/contact.php>).

After you have an inventory of existing measurements of program quality, you should:

- Check to make sure that the existing measures adequately represent the University Learning Objectives as well as the Program Goals and Program Learning Objectives.
- Further develop your Assessment Plan.

Developing an Assessment Plan includes identifying:

- ***Program Goals and Program Learning Outcomes*** – Do you need to revise and improve the specific expectations for the program and for the students that complete your program?;
NOTE: There should be evidence of student involvement in the formation and statement of the Program Goals and Program Learning Outcomes.
- ***Course Learning Outcomes that support Program Learning Outcomes*** -- Do you need to revise and improve the Course Learning Outcomes?
NOTE: There should be evidence of student input and acceptance of Course Learning Outcomes.
- ***Relationship of Program Goals and Program Learning Outcomes to Course Learning Outcomes (Curriculum Map)*** – Do you need an original or improved Curriculum Map?
NOTE: In a curriculum map, you specify how the sequences of courses build toward the accomplishment of the program goals and program learning outcomes.
- ***Statement on how Learning Outcomes link to Credit Units and Levels of Performance.*** There are many new challenges and ideas about standards for credit units. These controversies center mostly on student accomplishments and levels of learning (as well as faculty workload). These Credit Unit issues are serious matters before the courts and multiple government bodies. Our accreditation agency defines a Credit Unit (a Carnegie Credit Unit) as “how much

time a typical student is expected to devote to learning in one [semester] of full-time undergraduate study” (Western Association of Schools and Colleges, 2008, p. 56). **At CLU, the policy is** that for one semester unit of credit, students spend the equivalent to 15 hours (50 min. hours) of ‘contact’ with a professor and 30 hours of professor assigned class work. The key elements to a Credit Unit are both TIME and what is TYPICAL. It is, therefore, incumbent on each program to have a clear statement of standards for both work load (time) and work level (what is typical) for the semester units assigned to courses.

For example,

Possible Statement for Credit Units in Physics

A credit unit is an indication of the estimated amount of time required for a student to learn and perform at a given course level. For a 3 unit lecture course, for example, the student at the level of the course should expect to spend 3 hours on ‘in-class’ contact with a professor and 6 to 9 hours on self-study on the course content. Lab units require twice the ‘in class’ lab time but the normal 2 to 3 times the lab time on self-study time (i.e., a 1 unit lab requires 2 hours per week in the lab and 2 to 3 hours doing self-study related to the lab work).

There is a regular 7-year review of units and assignments for the Physics program (as part of the CLU Program Review Process). Students, Alumni, and Faculty should contribute feedback on course units to help the program align assignments with the level and number of units for a course. A change in the level and number of units requires approval by the CLU Educational Policies and Planning Committee (EPPC) or the CLU Graduate and Professional Education Committee (GPEC).

- ***Evidence of student learning***
 - Identification of *Signature Assignments* that mark critical moments of student progress;
Note: A ‘signature assignment’ is that assignment or exam that best displays the knowledge or skills essential to the objectives of a course. Other coursework should build toward the completion of the course ‘signature’ assignment. Think of a signature assignment as a milestone in the student’s progress toward fulfilling the program objectives. Ideally, signature assignments are the types of works that students and professors would most like to present to others as evidence of accomplishment (i.e., work they would like to sign and have signed).
 - A set of assessments (e.g., criteria for evaluation of works, portfolios, performances or shows, etc.) that provide direct evidence of student learning;
 - An established set of surveys, focus groups, lists of accomplishments outside of class, or other means of providing indirect evidence of progress toward program goals and student achievement
 - A process to review and analyze direct and indirect results of student learning;
- ***Assessment Action Plans*** for year-by-year review and improvements. What will your program faculty do each year to improve knowing how the program is doing

with meeting the University Mission, University Student Learning Objectives, the Program Goals and Program Learning Objectives (i.e., how the curriculum, assignments and assessments are all working)?

Example of an Assessment Action Plan

Designing a seven year assessment Action Plan that has *an annual focus* might begin in Year 1, with a review of student progress on writing skills. Part of that first year of the assessment plan might therefore review how the students in the program are doing on the SLOs associated with writing skills for majors. The faculty program would then:

1. Identify two or more writing SLOS where the program might make improvements For example, assume the program faculty decides to re-examine two key writing skill SLOs in the program:
 - Students should know and identify the most common errors in grammar.
 - Students should explain how they could adapt an essay to two or more different audiences.
2. Review existing indicators on how students show progress toward achieving the outcome. Then identify potential alternative indicators of student achievement. Do professors use the existing rubric consistently? Do the professors need to develop common standards for the objectives? Do the students understand the standards? Are there better ways to teach the skills in the objectives? Are there better assignments for measuring student learning? ;
3. Collect and compile data. Design and try-out alternative measures;
4. Analyze data.
5. Report back to the rest of the program on what was learned.
6. Make recommendations and an action plan based on analysis.

Each subsequent year the program would focus on the assessment of 4 or more student learning outcomes (2 University Level SLOs and 2 or more Program level SLOs). Appendix 9 provides examples of annual Assessment Plans used by faculty in the CLU Mathematics Program and the Psy. D. program.

Year in Cycle	SEVEN YEAR ASSESSMENT ACTION PLAN				
	Areas for Improvement	Assessment Design	Data Collection	Data Analysis	Recommendations / Actions
	What learning outcomes or aspects of student learning will you study?	Identify measures (instrument / tool) to provide data on progress toward achieving the outcome.	Plan to collect data (e.g., Test common standards; Survey current students; etc.).	What method of analysis will you use (e.g., thematic analysis; Comparison to national standard;	Based on analysis, what standards do you affirm? What actions do you recommend for following years?

				etc.) ?	
Year 7	Program Review				
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					
Year 7	Program Review				

Figure 5. Assessment Plan

The Seven Year Assessment Action Plan (Figure 5) provides a planning structure that begins with the recommended actions identified from the just completed program review.

While the Program Review Report is written every seven years, it is composed of an analysis of data and actions occurring in each of the previous 6 years. There should be clear evidence that the annual assessments contribute to continuous growth in the program. The Office of Educational Effectiveness and Institutional Research can assist with developing your Seven Year Assessment Action Plan.

A key to the Seven Year Assessment Action Plan is the development of grading standards (aka ‘rubrics’) for assignments and achievements (particularly for the signature assignments) where the program can collect data about student achievement over time. Assessment becomes a dynamic process with yearly opportunities to use data to inform program improvement. The design and use of the Seven Year Assessment Action Plan should:

- Improve the teaching and learning process;
- Play an integral role in planning, budgeting, and allocating resources; and
- Help to improve student learning and student satisfaction.

C. Assessment is for the Improvement of the Program

Assessment of learning occurs by aligning one course learning outcome with a strategy, assignment, and assessment. Appendix 10 provides a guide to writing student learning outcomes. Verbs used in the designing of student learning outcomes are found in Bloom’s Cognitive Taxonomy of Educational Objectives (Appendix 11). Appendix 12, *Designing a Scoring Rubric*, provides instructions for the construction of a rubric. An analytic or holistic scoring rubric can be used to score student work and to aggregate data. Appendix 13 provides rubrics that describe quality Program Learning Outcomes and levels of integration of student learning assessment into Program Reviews.

The assessment process is not complete until the faculty use aggregated data to improve the educational effectiveness of courses. We need to show our constituent communities how we are improving our programs. Using data as evidence of student progress, learning from the data and putting that learning into action contributes to the CLU Program Review Cycle, as illustrated in Figure 3. Data analysis of lessons learned at the course level will inform action at the department/program level. Appendix 14 is a sample of how records kept at departmental faculty meetings can contribute to documenting improvement progress and ways in which data can inform decisions.

Identified Area for Improvement	Assessment Design	Data Collection	Data Analysis	Recommendations/ Actions
What outcome was studied? What aspects of student learning / service will be assessed?	Identify measures (instrument / tool) used to provide data on progress toward reaching the outcome. What process was used?	What data were collected?	What themes emerged? What was learned?	Based on analysis, what recommended action is set for following years?

Figure 6. Assessment: Research in Action

SUMMARY

This Program Review Handbook conceptualizes academic program reviews as an ongoing process that systemizes assessment by program and engages faculty in harmony with the mission and strategic plan of the University.

RESOURCES

The following references may assist programs as they constantly improve their Program Review and Assessment processes.

American Association for Higher Education (1991). *Nine principles of good practice for assessing student learning*. Retrieved January 10, 2007, from <http://teaching.uncc.edu/resources/best-practice-articles/assessment-grading/9-principles>

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Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (Eds.). (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York: David McKay.

Bok, D. (2006). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more*. Princeton, NJ: Princeton University Press.

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Kornuta, H., & Germaine, R. (2006). *Research in education: A student and faculty guide to writing a research study*. Bloomington, IN: AuthorHouse.

Maki, P.L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus Publishing.

Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *Phi Delta Kappan*, 87(4), 324 – 328.

APPENDICES

The Program Review Report Appendices provide supporting documents for the Review. Data sources included in the Program Review Report are provided from the Office of Institutional Research, the program department, benchmarks in the discipline, and other sources of relevance.

Appendix 1 Program Review Seven Year Schedule

Year 7 (in Seven Year Cycle)	Departments / Programs			
	<u>College of Arts & Sciences</u>	<u>School of Business</u>	<u>School of Education</u>	
2009 – 2010 2016 – 2017	Art Music Multimedia Theatre Arts History Psychology Grad Psy.D. Bioengineering/Physics Chemistry General Education University Honors	Michael Pearce Wyant Morton Tim Hengst Ken Gardner Paul Hanson Mindy Puopolo Mindy Puopolo * <i>Henri Mondschein</i> Craig Reinhardt Kristine Butcher Michael Arndt Jim Bond		EdD Higher Ed Dennis Sheridan
2010 – 2011 2003 – 2004	English Religion Mathematics	Joan Wines * Jarvis Streeter * <i>Lala Badal</i> Karrolyne Fogel *		
2011 – 2012 2004 – 2005	Communication Computer Science ESSM(AT)	Sharon Docter * Chang-Shyh Peng * Michele LeBlanc *	MSIST Paul Witman	
2012 – 2013 2005 – 2006	Philosophy Sociology Psy.D.	Bill Bersley * Jonathan Cordero * <i>Henri Mondschein</i> Mindy Puopolo	MBA Online MS Economics	
2013 – 2014 2006 – 2007	Criminal Justice Languages and Cultures: French German Spanish	Bob Meadows * <i>Henri Mondschein</i> Karen Renick Walter Stewart Ron Teichmann *	Economics Accounting	Jamshid Damooei * <i>Henri Mondschein</i> Ed Julius * <i>Henri Mondschein</i>
2007 – 2008 2014 - 2015	ESSM Geology MPPA Political Science Psychology UG	Michele LeBlanc * Bill Bilodeau * <i>Henri Mondschein</i> Herb Gooch * <i>Henri Mondschein</i> Gregory Freeland * <i>Henri Mondschein</i> Julie Kuehnel * <i>Henri Mondschein</i> Myungsook Klassen * <i>Henri Mondschein</i>	MBA / IMBA Ron Hagler * <i>Henri Mondschein</i> ADEP Org Leadership Bruce Gillies * <i>Henri Mondschein</i> MSIST Paul Witman Computer Sc G Myungsook Klassen * <i>Henri Mondschein</i>	Teacher Prep: Single Subject Multiple Subject Special Education Deaf and Hard of Hearing Master of Education M Ed Leadership MA Curriculum and Instruction
				Tom McCambridge Nancy Myers Silva Karayan Cecelia Travick-Jackson Deb Erickson Paul Gathercoal

2008 – 2009	Biology	Barbara Collins <i>* Henri Mondschein</i>	MBA – Fin. Planning	Harry Starn	Counseling and Guidance	Gail Uellendahl
2015 - 2016	Environmental Sc First Year Experience	Linda Ritterbush <i>*Lala Badal</i> Joan Griffin	Business Administration UG	Kapp Johnson Bonnie Johnson	Edd K-12 Liberal Studies	James Valadez Mike McCambridge <i>*Henri Mondschein</i>
			MBA Online MS Economics	Chuck Maxey Carol Coman		

**Information Specialist Programs in bold have completed the review process*

January 11, 2012

Appendix 2 Program Review Responsibilities, Roles, and 24-Month Reporting Timeline

To avoid bottlenecks, each program scheduled for a Program Review Report starts in a different month. This schedule means that the Deans and the Provost can anticipate having to process no more than 2 program review reports in any given month. NOTES: 1. Programs should anticipate vacation and sabbatical schedules and complete work IN ADVANCE of anticipated absences. 2. Getting off-schedule can disrupt the train of reviews and could result in programs being set on a sidetrack for funding and support until the university can re-sequenced their program review report into the system.

	Department / Program Chair & PR Committee	Deans	Provost	Institutional Research / Registrar	Educational Effectiveness Director	Assessment Committee	External Reviewer(s)	EPPC / GPEC
Date / Role	Responsible	Support and Consultant	Support and Consultant	Support	Support Consultant	Support Consultant	Consultant	Readers and reviewers
1st Month	Meet with Dean Review previous Program Review Report			Compiles Data	Plans / conducts PRC Workshop	Assigns liaison to Program		
2nd Month	Receives Data Forms PR Committee EE & IR conducts a Program Review workshop							
-3rd to 5th Months	Prepares / reviews PR draft Compiles list of External Reviewer(s)	Collaborates with Chair to recommend External Reviewers	Makes External Reviewers selection			Assists Program as needed		
6th Month					Reviews PR draft with Program and suggests edits	Liaison reviews and edits PR draft with Program		
7th & 8th Months		Approves program plan to approach EPPC / GPEC about changes	Approves program plan to approach EPPC / GPEC about changes	Completes updates on data if required		May help to advocate for Program changes with EPPC / GPEC		Reviews and approves or rejects proposed changes in Curriculum or units
9th & 10th Months	Sends PR Report to Dean and EE & IR	Receives PR Report Collaborates with Dir. of EE & IR. Writes comments and asks for changes.			Collaborates with Dean and helps Program with required changes			
12th Month		Sends PR Report to External Reviewer(s)					Receives PR report, possible site visit, completes preliminary report on site; submits report 2 weeks after visit	
13th and 14th Months		Receives External						

		Reviewer's report. May require additional External Review(s)						
15th and 16th Months	Receives and responds to External Reviewer's report. Submits final PR Report to Dean and to EPPC / GPEC							Receives and responds as needed to the final PR Report
17th Month		Receives and reviews final PR Report and responses from EPPC / GPEC. Provides comments to Provost.						
18th to 21st Month	Adjustments for Summer and possible make-up and catch-up time							
22nd to 23rd - Month			Receives and responds to final PR Report. Sends a copy to Dept. /Program Chair, Dean, and EPPC / GPEC					
24th Month	Disseminates information about PR and changes in the Program		Files final PR Report with the EE & IR office		Archives report and Consults with Program on implementation of Action Plan			
Years 1 – 6	Proceeds with Action Plan	Meet annually to provide updates			Consults and assists with implementation of Action Plan.			

PR: Program Review
EE & IR: Educational Effectiveness and Institutional Research

PRC: Program Review Committee
GPEC: Graduate and Professional Education Committee

EPPC: Educational Policies and Planning Committee

Appendix 3 Program Review Timeline and Checklist for Department / Program Chair.

Please print and then place a check by each completed action. Keep checklist available for meetings about the Program Review Report.

- Month 1 WRITE IN START DATE HERE: _____
 - Review previous Program Review Report.
 - Meet with Dean to discuss general direction, expectations, and approach for the upcoming Program Review Report. Clearly establish DUE DATE for the first draft of the Program Review Report.

- Month 2 WRITE IN MONTH AND YEAR HERE: _____
 - Attend Program Review Report writing workshop, receive *Program Review Handbook* and Template
 - Meet with Educational Effectiveness and Inst. Research Staff
 - Begin writing Report. Keep copy in shared V Drive [Program Reviews; by College/School, Program]. This copy is confidential to your department.
 - Search for data in Shared V Drive (labeled by Appendix title)
 - Meet with Department Faculty to review *Program Review Handbook* and Template; discuss responsibilities
 - Assure student and alumni involvement with the program review process and report.
 - Meet with Information Specialist

- Months 3 to 5 WRITE IN MONTHS AND YEAR HERE: _____
 - Draft the Program Review Report
 - Assure that report contains assessments on all Learning Outcomes (student and program)
 - Review Program Review Report draft
 - With Department Faculty, Educational Effectiveness Director
 - Prepare an Executive Summary
 - Draft questions to be answered by External Reviewer
 - Compile list of External Reviewer candidates
 - Review Report draft with Dean and collaborate to choose External Reviewer from list of candidates Discuss External Reviewer candidates
 - Consult with Dean about nominations for External Reviewers.
 - Send e-copy of the **FIRST DRAFT** of the Program Review Report and Appendices to Dean and to EE & IR
 - WRITE IN DUE DATE FOR **FIRST DRAFT** OF PROGRAM REVIEW REPORT HERE:

- Month 6 WRITE IN MONTH AND YEAR HERE: _____
 - Meet with Educational Effectives and Inst. Review Staff to review possible edits of the Program Review Report.

- Months 7 & 8 WRITE IN MONTHS AND YEAR HERE: _____
 - Verify with Dean's Office about a possible External Reviewer visit and schedule
 -
 - Review Executive Summary and Action Plans

- Months 9 & 10 WRITE IN MONTHS AND YEAR HERE: _____
 - Review and discuss final Program Review Report with faculty and Dean, Dean may invite the Provost
 - Distribute **SECOND DRAFT** OF Program Review Report to EPPC / GPEC / Dean / Provost who will each provide a response

- Month 15 and 16 WRITE IN MONTHS AND YEAR HERE: _____
 - Receive External Reviewer's report. Incorporate responses to the External Reviewer's report into the Program Review Report draft
 - Prepare and present required materials for presentation to EPPC/GPEC
 - Provide feedback on the Program Review and Assessment processes to the Assessment Committee (attend focus group on process).

- Month 24 WRITE IN MONTH AND YEAR HERE: _____ Disseminate information about the program review and the resulting improvements in the program
 - Assure that students know about and support impending improvements
 - Assure the alumni know about and support impending improvements
 - Assure that professional colleagues and associations know about and support impending improvements
 - Assure that potential employers of graduates know about and support impending improvements

- Year 1 of new Program Review and Assessment Cycle
 - Begin NEW Assessment Plan

Appendix 4 Program Review Tasks, Authors, and Deadlines

Program Review Components	Section / Tasks / Appendices	Authors	Deadlines
1. Program Foundation	A. Introduction A brief overview including program description and structure Appendix A, Appendix B		
	B. Mission Statements CLU, school/college, and department Appendix B		
	C. Program and Program Learning Outcomes List of program learning outcomes Appendix C		
2. Assessment Design	A. Assessment Plan Curriculum alignment / mapping and charts illustrating alignment of Program Learning Outcomes with CLU's Student Learning Outcomes; outcomes assessment data sources Appendix C, D, E and Tables 1, 2, and 3 in text B. Indicators of Student Achievement Assessment measures C. Assessment Design Summary		
3. Data Collection and Analysis	A. Teaching and Learning Course Evaluation Data provides evidence for challenge and engagement; diversity initiatives; teaching effectiveness. Include faculty profile. Appendix F, G, H, I		
	B. Program Data Student profile; program features and market forces Appendix K, L, M, N, O		
	C. Institutional Capacity for Quality Physical facilities and equipment; technology resources and support; financial resources; and library holdings and resources; external resources and grants Appendix I, J		
4. Action Plans	A. External Review An individual or a team of scholars and experts provide an objective assessment of the quality and effectiveness of the academic program, services, resources, and operations based on questions asked by program faculty Appendix P, Table 4		
	B. Report Summary and Action Plans Self-reflection, evaluation, and critical analysis; resources required, deadlines, persons responsible; actions for the interim six years prior to subsequent Program Review		

Appendix 5 Program Review Report Appendices, Sections, and Data Sources

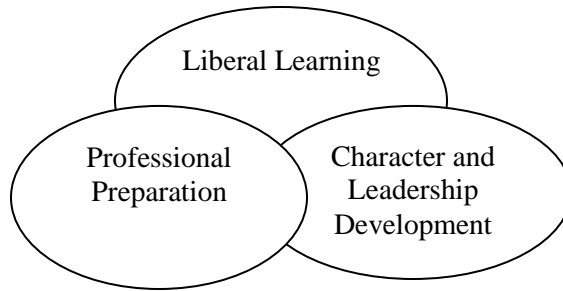
Report Appendices	Report Sections	Data Sources		
		Office of Institutional Research / Registrar	School / College	Other
Appendix A	1. Program Foundation A. Introduction	Quick Facts about CLU		
Appendix B	1. Program Foundation A. Introduction	Departmental Catalog Description		
Appendix C	2. Assessment Design A. Assessment Plan i.		Syllabi of Courses offered by Program	
Appendix D	2. Assessment Design A. Assessment Plan i.	CLU 8 Student Learning Outcomes		
Appendix E	2. Assessment Design A. Assessment Plan ii.		Program Assessment Plan, Assessment Measures, (e.g. Rubrics), Outcomes	
Appendix F	3. Data Collection and Analysis A. Teaching and Learning i, ii, iii.			Course Evaluations: EE&IR
Appendix G	3. Data Collection and Analysis A. Teaching and Learning iii.			Grade Distribution by Dept., Division, College/School: EE&IR
Appendix H	3. Data Collection and Analysis A. Teaching and Learning iv.		Full-time Faculty Curriculum Vita	
Appendix I	3. Data Collection and Analysis A. Teaching and Learning iv.	Faculty Teaching Loads and Staffing		Faculty Teaching Loads and Staffing: EE&IR
Appendix J	3. Data Collection and Analysis B. Institutional Capacity for Quality iii.			Library Holdings and Resources: Information Specialists
Appendix K	3. Data Collection and Analysis C. Program Data i.	CLU Student Demographics		
Appendix L	3. Data Collection and Analysis C. Program Data i.	Retention & Graduation Rates: First-time Freshmen, Trad UG Transfer Students, ADEP & Grad Students		
Appendix M	3. Data Collection and Analysis C. Program Data i.	Conferred Degrees		
Appendix N	3. Data Collection and Analysis C. Program Data i.		Alumni Data	
Appendix O	3. Data Collection and Analysis C. Program Data ii.		Comparison Data of other institutions' relevant curricular requirements	
Appendix P	4. Action Plans A. External Review i.			External Reviewer Report: External Reviewer

CLU Learning Community

CLU Mission

To educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

Core Commitments



Programs	A Culture that Embraces
<p>Undergraduate</p> <ul style="list-style-type: none"> • First year experience • General Education curriculum • Honors Program * • Major Programs * • Co-curricular programs 	<ul style="list-style-type: none"> • Challenge and Engagement • Mentoring Relationships • Diversity and Connectedness • Dialogue between Faith and Reason • Disciplinary and Interdisciplinary Perspectives • Ethical Reflection • Sustainability • Service and Service Learning
<ul style="list-style-type: none"> • Adult Degree Evening Program * • Graduate Programs * • Advising and Academic support programs • Interdisciplinary centers • Study Abroad <p>* Field Specific knowledge and experience</p>	
<h3 style="margin: 0;">Student Learning Outcomes</h3> <ul style="list-style-type: none"> • Communication (Written and Oral) Skills • Information Literacy • Quantitative Literacy • Creative and Critical Thinking • Identity and Values • Principled leadership • Interpersonal and Teamwork Skills • Cross Cultural Competency 	

Appendix 6B Example of a Curriculum Map

Ed.D. IN EDUCATIONAL LEADERSHIP (K-12) CURRICULUM MAP:

ALIGNMENT OF STRIVE, CLU STUDENT LEARNING OUTCOMES, Ed.D. PROGRAM OUTCOMES AND COURSES

STRIVE (School of Education Conceptual Framework)	Serve as a mentor and model for moral and ethical leadership	Think critically to connect theory with practice	Respect all individuals	Include and respond to the needs of all learners	Value diversity	Empower individuals to participate in educational growth and change
CLU Student Learning Outcomes	Identity and values Ethical reflection Interpersonal and teamwork skills Principled leadership	Disciplinary and interdisciplinary perspectives Critical thinking Field specific knowledge and experience	Diversity Cultural competency	Ethical and professional judgment Field specific knowledge and experience Service to the Community	Diversity Cultural competency	Written communication skills Oral communication skills Information literacy Interpersonal and teamwork skills Service to the community
EDLD K-12 Program Outcomes (Numbered for reference; revised 2007)	Modeling moral and ethical practice(1) Establishing a caring and collaborative learning community(3)	Evaluating the individual, organizational and societal contexts of education (6) Utilizing the principles of effective administration and technology (5) Designing research that addresses educational issues (7)	Leading educational change in a diverse society(2) Modeling moral and ethical practice(1) Establishing a caring and collaborative learning community(3)	Supporting the principles of teaching and learning(4) Leading organizational change in a diverse society(2) Evaluating the individual and organizational and societal contexts of education(6)	Leading educational change in a diverse society(2) Establishing a caring and collaborative learning community (3) Evaluating the individual and organizational and societal contexts of education (6)	Establishing a caring and collaborative learning community (3) Designing research that addresses educational issues (7) Utilizing the principles of effective administration and technology (5)
EDLD K-12 Courses	603 Hist PhiloFoundations 605 Instructional Leadersh 607 Ethics and Values 625Principles Based Educational Leadership	601 Research Tools 614 Policy Dev. Polit Influ 616 Ldrsh and Technology 620 Resrch Analysis and Presentation 622 Program Evaluation 626 Managing Resources in Support of Org. Vision	603 Hist PhiloFoundations 605 Instructional Leadersh 607 Ethics and Values 624 Ld Org Chng , Dev 625 Principles Based Educational Leadership	603 Hist /Philosophical Foundations 605 Instructional Leadership 614 Policy Development, Political Influence 616 Ldrshp and Technology 622 Program Evaluation 624 Ld Org Chng , Dev 625Principles Based Educational Leadership	603 Hist PhiloFoundations 605 Instructional Leadersh 614 Policy Dev. Polit Influ 616 Ldrsh and Technology 624 Ld Org Chng , Dev 626 Managing Resources in Support of Org. Vision	601 Research Tools 603 Hist PhiloFoundations 605 Instructional Leadersh 610 Lit Review Seminar 612 Quantitative Resrch 613 Qualitative Resrch 616 Ldrsh and Technology 626 Managing Resources in Support of Org. Vision

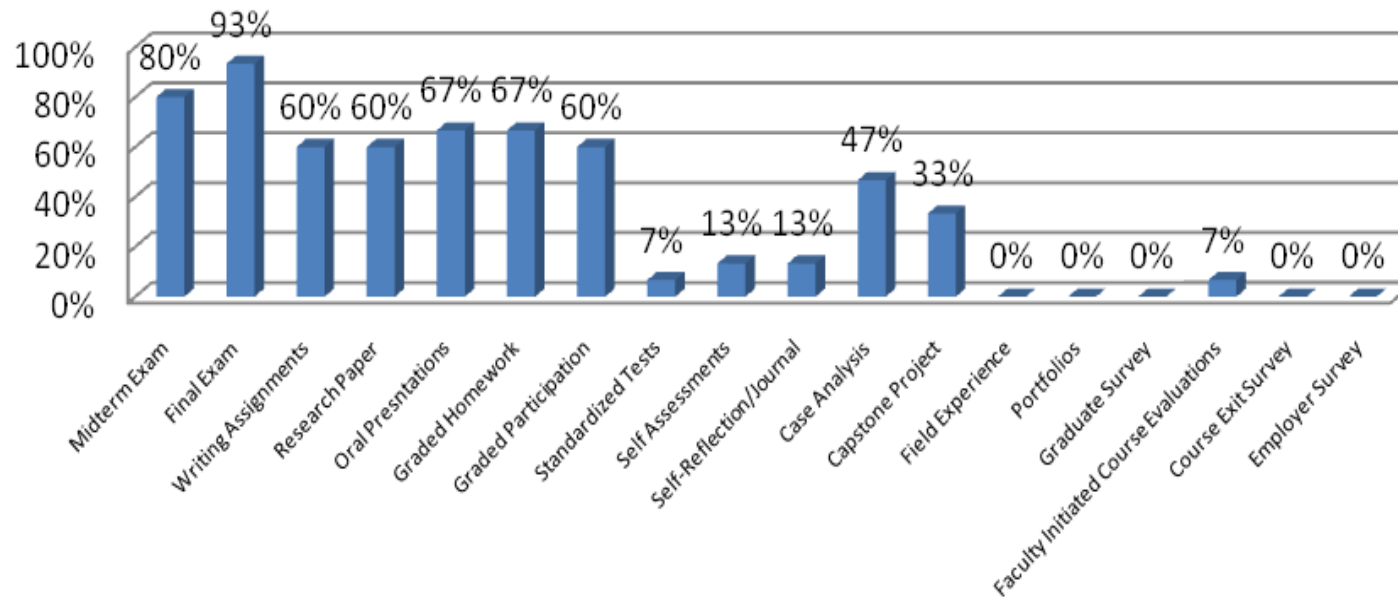
Appendix 6C Ed.D. Signature Assignments Assessment Data

Ed.D. in Educational Leadership (K-12) Program Outcomes Signature Assignments Assessment Data

PROGRAM OUTCOMES	SIGNATURE ASSIGNMENTS					ASSESSMENT DATA BY SEMESTER							
	K=KNOWLEDGE, S=SKILLS, D=DISPOSITIONS												
Doctoral Program graduates will be leaders who will contribute to student success by:	COURSE	ASSIGNMENT/PROJECT	K	S	D	* Grades (1 – 4 point scale, 1= low, 4=high)							
						** Rubric(1 – 5 point scale, 1= low, 4=high)							
						N/O Not offered this semester							
						FA06	SP07	FA07	SP08				
1. Modeling moral & ethical practice.	EDLD 603	Theory of Educational Leadership Paper	✓							**	*		
	EDLD 607	Ethical Dilemmas Paper			✓			*				**	
	EDLD 625	Principles Based Educational Leadership Presentation		✓				*				**	
2. Leading organizational change in a diverse society.	EDLD 603	Theory of Educational Leadership Paper	✓							**	*		
	EDLD 605	Issues of Practice Paper			✓	*	*					**	
	EDLD 624	Change Initiative Case Study		✓		*						**	
	EDLD 625	Principles Based Educational Leadership Presentation		✓				*				**	
3. Establishing a caring & collaborative learning community.	EDLD 603	Theory of Educational Leadership Paper	✓							**	*		
	EDLD 605	Leadership Practices Inventory			✓	.	*					**	
	EDLD 625	Principles Based Educational Leadership Presentation		✓				*				**	
4. Supporting the principles of teaching & learning.	EDLD 603	Theory of Educational Leadership Paper	✓							**	*		
	EDLD 605	Issues of Practice Paper			✓		*					**	
	EDLD 625	Principles Based Educational Leadership Presentation		✓			*					**	
5. Utilizing the principles of effective administration & technology.	EDLD 616	Project Based Learning Product, Presentation, or Performance		✓		*	*						
	EDLD 626	Final Project		✓			*	*					
6. Evaluating the individual, organizational, & societal contexts of education.	EDLD 614	Comparative Policy Analysis Paper	✓			*						**	*
	EDLD 622	Evaluation Project Final		✓		*				*			
7. Designing research that addresses educational issues.	EDLD 601	Research Project			✓	*				*			
	EDLD 612	Quantitative Research Final		✓		*				*			
	EDLD 613	Qualitative Research Final		✓			*					**	

Appendix 6D Assessing our students

Frequency of Assessment Measures
in 15 Adult Degree Evening Program (ADEP) Courses



Appendix 7A External Reviewer's Visit Sample Schedule

Program Review for
[Name of Program]

External Reviewer Schedule
[Date]

Time		Interview / Meeting		Location
Day 1	Afternoon	Arrival / Tour of University		
	Evening	Dinner	Faculty / Dean / Reviewer	Restaurant
Day 2	8:30-9am		Program Dept. Chair	Hum Foyer
	9-9:30am		Dean	Hum 244
	9:30-10 am		Director, Educational Effectiveness	Hum 229
	10-11:00am		Program Faculty	Hum 229
	11-12:05pm	Classroom Observation		
	12:15-1:15pm	Lunch	Students	Centrum
	1:30-2pm		Provost	Admin. Building
	2-4pm	Writing Draft of Report		Hum 243
	4-5:30pm	Present Preliminary Report To Department		SBET 127
	Evening	Departure		

Appendix 7B External Reviewer's Report Template



PROGRAM REVIEW

EXTERNAL REVIEWER'S REPORT TEMPLATE

Program _____

External Reviewer's University _____

Date _____

This template is provided to assist External Reviewers in the completion of their report.

External Reviewers are asked to write a report that:

- Includes an **executive summary** of general comments, singles out features of the program that merit **commendations**, and makes **recommendations** for improvement.
- Varies in length between three and five pages.
- Is completed within three weeks of the visit.

1. Executive Summary

Provide a brief executive summary of major findings for this program. Include:

- General observations and comments on the program and curriculum, quality of student learning and the achievement of student learning outcomes, the assessment (seven year) plan, faculty, students, facilities and resources
- Responses to questions posed by faculty

2. Commendations

Provide comments about what the program is doing well. Note suggested topic areas below.

3. Recommendations

Provide comments to guide future direction for faculty to use to improve student learning. Provide evaluative feedback that would improve any aspect of the program and recommendations that require no new resources as well as those that do. The report may note recommendations that have been shown to be effective elsewhere. Note suggested topic areas below.

Educational Effectiveness Topic Areas for Commendations and Recommendations sections:

- Provide feedback / suggestions on any learning outcome.
- Analyze / evaluate direct and indirect evidence of student learning
- Offer suggestions to improve the assessment process
- Evaluate assessment plan
- Evaluate assessment impact

Appendix 8A Dean's Report Template



PROGRAM REVIEW
DEAN'S REPORT TEMPLATE

Program _____

Dean _____

Date _____

This template is provided to assist Deans in the completion of their report.

Deans are asked to write a report that:

- Includes an **executive summary** of general comments, singles out features of the program that merit **commendations**, and makes **recommendations** for improvement.
- Varies in length between one and two pages.

1. Executive Summary

Provide a brief executive summary of major findings for this program. Include:

- a. General observations and comments on the program and curriculum, faculty, students, facilities and resources
- b. Responses to questions posed by faculty
- c. Responses to External Reviewer's report
- d. Response to department / program's Seven Year Assessment Plan

2. Commendations

Provide comments about what the program is doing well. Note suggested topic areas below.

3. Recommendations

Provide comments that would improve any aspect of the program and recommendations that require no new resources as well as those that do. The report may note recommendations that have been shown to be effective elsewhere. Note suggested topic areas below.

Suggested topic areas for Commendations and Recommendations:

- Provide feedback / suggestions on any learning outcome.
- Analyze / evaluate direct and indirect evidence of student learning
- Offer suggestions to improve the assessment process
- Evaluate assessment plan
- Evaluate assessment impact

Appendix 8B Provost's Report Template



PROGRAM REVIEW
PROVOST'S REPORT TEMPLATE

Program _____

Provost _____

Date _____

This template is provided to assist the Provost in the completion of this report.

The Provost responds to the faculty's Program Review Report, the External Reviewer's report, and the Dean's report and includes:

- a. General observations and comments on the program and curriculum, quality of student learning and the achievement of student learning outcomes, the assessment (seven year) plan, faculty, students, facilities and resources
- b. Responses to questions posed by faculty, external reviewer, Dean
- c. Comments that would improve any aspect of the program and recommendations. The report may note recommendations that have been shown to be effective elsewhere.
- d. University actions that will be taken.

Appendix 9A Example of an Annual Assessment Plan

Schedule of Aspects of the Annual Mathematics Single Subject Review

Year in Review Cycle	Level of Assessment Review	Single Subject Evaluation Modules	Aspects to include in evaluation of courses within the Modules (in addition to A, PS, CM, CN, R, DI)
7 (2004)	CLU Program Review	Philosophy Alumni Placement Teaching Methods	
1 (2005)	Departmental	Geometry Programming/Computer Science Discrete Math	Diversity, Literacy Technology Technology
2 (2006)	Departmental	Algebra Field Experience and Math Lab	Technology, Literacy
3 (2007)	Departmental	Calculus Technology Connection with other disciplines (including Physics)	Technology Technology
4 (2008)	Departmental	Mentoring and Advising Coordination and Collaboration Alumni Placement and Success Evaluation Plan for Program	
5 (2009)	Departmental	Probability and Statistics Capstone Assessment/Portfolio	Technology Technology, Literacy
6 (2010)	Departmental	Number Theory History Mathematical & Historical Connections	Diversity
7 (2011)	CLU Program Review	Philosophy Alumni Placement Teaching Methods	

A: Assessment
Cn: Connections

PS: Problem Solving
R: Reasoning

CM: Communication
DI: Delivery of Instruction

Appendix 9B Example of an Annual Assessment Plan

STUDENT ASSESSMENT PLAN PSY D PROGRAM METHODS OF DIRECT AND INDIRECT ASSESSMENT

The Psy.D. Student Assessment Plan is a systematic and ongoing process involving gathering, analyzing, and application of assessment data for the continuous improvement of teaching and learning. Each year, faculty will analyze data, collaborate and reflect on student progress towards the achievement of learning outcomes.

METHODS OF DIRECT ASSESSMENT

Year 1:

- a) Coursework – students will be required to attend classes and complete all assignments including an identified signature assignment for each course. Grades will be recorded for each student reflecting his or her performance in the course and attainment of identified student learning outcomes for the class as identified on the course syllabus. In addition, data from the signature assignment will be collected and recorded. The Psy.D. Program will require students to utilize an electronic portfolio (We are currently researching either TaskStream or Angel through Blackboard).
- b) First-year Review – all first-year students will be assessed by faculty in terms of their development as students and as clinicians. Students will receive written feedback from the first-year reviews in the form of a summary. The criteria for the review will be developed in accordance with the stated SLO's for the Psy.D. Program.
- c) Two-year Project Proposal – by the end of the first-year, students will be required to present a formal two-year project proposal. A rubric will be developed for assessment of the two-year project proposal.

Year 2:

- a) Coursework
- b) Two-year project completion – by the end of the second year, students will be required to have completed their two-year projects that will become a pilot for their dissertation research. A rubric will be developed which will assess the quality of the projects.
- c) Practicum – during the second year, students will be required to complete a practicum at one of CLU's two Community Counseling Centers. Students will be evaluated in writing by their supervisors at least twice during their practicum experience. These evaluations will become part of the student record.
- d) Qualifying Exams – a rubric for the qualifying exams has been included.

Year 3:

- a) Coursework
- b) Dissertation Proposal – at the end of the third year, students will have completed their dissertation proposals including Chapters 1, 2 and 3 that represent the Introduction, Literature Review and Methodology chapters respectively. A rubric for the dissertation proposal will be developed.
- c) Practicum – during the third year, students will be required to complete an external practicum. Site supervisors will be required to provide a written evaluation of the student's performance at least twice during the practicum experience.

Year 4:

- a) Coursework
- b) Dissertation – it is expected that each student will have completed his or her dissertation and defended the dissertation by the end of the fourth year. A rubric for the dissertation has been included.
- c) Practicum

Year 5:

- a) Internship – each student is expected to complete a one year, full-time (1500 hours) internship. The possibility of completing a two-year half-time internship will be made available when a student is unable to complete a full-time internship. The program anticipates placing 75% of the students at APA approved internship sites. The PsyD Program at CLU is exploring the possibility of creating a consortium of internship locations within Ventura County in order to facilitate student placement in APA approved internships. Interns will receive a written evaluation from their supervisors a minimum of twice during their internship training.

METHODS OF INDIRECT ASSESSMENT

The PsyD Program at CLU will utilize both direct and indirect methods of assessment. Below is a description of indirect assessment measures.

- 1) Student Representative Program Feedback – During the Fall and Spring semesters, each class will select a student representative. The representative will collect feedback from students in the class on their issues, concerns, suggestions and feedback regarding the program. The student representatives will meet with the Program Director near the end of the semester to discuss student feedback. The Program Director will keep notes during the meeting and send an e-mail to all students, faculty and interested parties with a summary of the meeting.
- 2) Exit Interviews – The PsyD Program plans to conduct exit interviews with all enrolled students at two different points. The first exit interviews will occur as students complete their practicum training at CLU's Community Counseling Center. The second exit interview will take place just before students graduate from the program.

Appendix 10 Writing Learning Outcomes

Learning Outcomes

- Statements that specify what students will know or be able to do as a result of an activity.
- Expressed as knowledge, skills, knowledge, skills, attitudes, dispositions.

Writing Learning Outcomes Template

Students will be able to <<insert action verb>> . . . [describe knowledge, skills, attitudes, dispositions]

Characteristics of well written Learning Outcomes

- Action must be *observable*
- Action must be *measurable* (consistently by different observers/scorers)
- Action verbs are used (Bloom's Taxonomy). Avoid verbs that are unclear and subject to different interpretations, such as: know, become aware of, appreciate, learn, understand, be familiar with

Unclear Learning Outcomes	Clear Learning Outcomes
Participants will understand the nine reasons for conducting a needs assessment	Participants will list nine reasons for conducting a needs assessment
Participants will develop an appreciation of cultural diversity in the workplace.	Participants will summarize in writing their feelings about cultural diversity in the workplace.

Writing Program Learning Outcomes

Ask: *What is essential for our students to know and be able to do by the end of the program so they will be successful upon graduation?*

Writing Course Learning Outcomes

Ask: *If this course was taken out of the program, what would our students not learn?*

Selecting a variety of Assessment Methods

Indirect Evidence Perceptions and Input (data is a reflection of knowledge, behavior, or thought processes)	Direct Evidence Products of Student Learning (data displays student knowledge, behavior, or thought processes)
Student Satisfaction Surveys Student Exit Surveys Alumni Surveys Employers Surveys Focus Groups Exit Interviews with Graduates	Student Work Samples Portfolios Capstone projects Assessment of student performance Case Analysis Observations of student behavior

Curriculum Mapping Example: Begin with the end in mind

Course Learning Outcomes <i>Students will be able to:</i>	Assessment	Experiences / Activities / Assignments
Begin comprehensive literature review: <ul style="list-style-type: none"> • Write a comprehensive annotated bibliography • Discuss readings as contributions to purpose statement 	Annotated Bibliography. Students: <ul style="list-style-type: none"> • Follow APA style • Include one or two sentences • Achieve minimum number or resources • Demonstrate different perspectives 	<ul style="list-style-type: none"> • Maintain an ongoing annotated bibliography for the journal articles, books, and web sources read. • Summarize readings by writing an annotated bibliography that demonstrates different perspectives

Appendix 11 Bloom's Cognitive Taxonomy of Educational Objectives

The cognitive domain of learning involves mental operations or thinking skills. There are six major categories in the Cognitive Domain of Bloom's Taxonomy (1956). The levels and the verbs used for stating specific behavioral learning outcomes are listed below.

KNOWLEDGE (Remembering) Recall terms, facts, and details without necessarily understanding the concept	COMPREHENSION (Understanding) Summarize and describe main ideas in own words without necessarily relating it to anything	APPLICATION (Transferring) Apply or transfer learning to own life or to a context different than one in which it was learned	ANALYSIS (Relating) Breaking material into parts, describe patterns and relationships among parts	SYNTHESIS (Creating) Creating something new by combining parts to form a unique solution to a problem
Count	Associate	Apply	Analyze	Adapt
Define	Classify	Build	Categorize	Assemble
Draw	Convert	Calculate	Compose	Combine
Identify	Describe	Classify	Debate	Compare
Label	Differentiate	Compare	Detect	Compose
List	Discuss	Complete	Diagram	Create
Locate	Distinguish	Contrast	Differentiate	Design
Name	Estimate	Construct	Distinguish	Formulate
Outline	Explain	Demonstrate	Group	Generalize
Point	Interpret	Illustrate	Infer	Integrate
Quote	Match	Modify	Investigate	Invent
Recite	Paraphrase	Operate	Prioritize	Organize
Record	Predict	Practice	Relate	Plan
Repeat	Recognize	Relate	Research	Prepare
Select	Select	Report	Separate	Prescribe
State	Summarize	Solve	Sort	Revise
Write	Translate	Use	Transform	Specify
What is the definition of ... Can you recite ... When ... Where... Who was ... How many...	In your own words, explain... What steps are required.. Describe the kinds of...	Give an example that has affected you... If alive today, what do you think he would do about...	What factors distinguish... In what ways... How would life be different if...	How can you put these ideas into action... Predict. When these concepts are linked I see...

Appendix 12 Designing a Scoring Rubric

THREE DIMENSIONS

A scoring rubric is an assessment tool with three dimensions:

1. The first dimension involves identifying a **rating scale** that describes levels of achievement. The rating scale may be numerical (using numbers to define a scale), qualitative (using words to describe levels), or both.
2. The second dimension lists **criteria** for scoring the assignment.
3. The third dimension provides the **description** for each criteria and level within the rating scale. The criteria descriptions provide the standards defined for each performance level.

The combination of these dimensions assists a scorer to define the level of a student's performance.

ADDING MEANING TO TEACHING AND LEARNING

Rubrics become meaningful when developed by instructors as they assist in clarifying the purpose of an assignment and the levels of expected outcomes. We add value to the use of a rubric when we share the rubric with students at the time we give the assignment. Students then have the opportunity to review their own work in relation to expectations. Samples of student work that illustrate each level of the rating scale are helpful to the learning process.

TWO EXAMPLES OF RUBRIC FORMATS

Rubrics provide the three dimensions in two formats:

The **Analytic Rubric**

displays the description for each criteria and rating scale in matrix format.

Analytic Oral Presentation Rubric				
Criteria	1	2	3	4
Speaks Clearly	Rarely speaks clearly and distinctly.	Speaks clearly and distinctly some of the time.	Speaks clearly and distinctly most of the time.	Speaks clearly and distinctly all the time.
Speaks with Enthusiasm (Engaging)	Seldom uses facial expressions and body language. Seldom generates a strong interest and enthusiasm about the topic in others.	Sometimes uses facial expressions and body language. Sometimes generates a strong interest and enthusiasm about the topic in others.	Frequently uses facial expressions and body language. Frequently generates a strong interest and enthusiasm about the topic in others.	Consistently uses facial expressions and body language. Consistently generates a strong interest and enthusiasm about the topic in others.
Speaks in a Confident Manner	Rarely stands up straight. Rarely establishes eye contact during the presentation.	Sometimes stands up straight some of the time. Sometimes establishes eye contact during the presentation.	Stands up straight most of the time. Establishes eye contact with most everyone in the room during the presentation.	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.

The **Holistic Rubric**

combines criteria by each rating scale.

Holistic Oral Presentation Rubric	
4	<ul style="list-style-type: none"> • Speaks clearly and distinctly all the time. • Consistently uses facial expressions and body language. Consistently generates a strong interest and enthusiasm about the topic in others. • Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.
3	<ul style="list-style-type: none"> • Speaks clearly and distinctly most of the time. • Frequently uses facial expressions and body language. Frequently generates a strong interest and enthusiasm about the topic in others. • Stands up straight most of the time. Establishes eye contact with most everyone in the room during the presentation.
2	<ul style="list-style-type: none"> • Speaks clearly and distinctly some of the time. • Sometimes uses facial expressions and body language. Sometimes generates a strong interest and enthusiasm about the topic in others. • Sometimes stands up straight some of the time. Sometimes establishes eye contact during the presentation.
1	<ul style="list-style-type: none"> • Rarely speaks clearly and distinctly. • Seldom uses facial expressions and body language. Seldom generates a strong interest and enthusiasm about the topic in others. • Rarely stands up straight. Rarely establishes eye contact during the presentation.

<http://rubistar.4teachers.org/index.php>

Appendix 13A Rubric for Assessing CLU’s Academic Program Review Reports

Criteria		Initial	Emerging	Developed	Highly Developed
Program Foundation		Program Review represents a significant departure from the CLU mission and strategic plan	Program Review somewhat aligns with CLU mission and strategic plan	Program Review aligns with CLU mission and strategic plan	Program Review illuminates new perspectives on the CLU mission and strategic plan
Program Learning Outcomes (PLOs)		PLOs not defined. PLO not aligned to mission. PLO not concise and clearly worded.	PLOs defined.	PLOs defined.	PLOs defined. PLO aligned to mission PLO concise and clearly worded.
Assessment Design	Curriculum Maps	Not aligned with PLOs or courses.	Aligned with PLOs or courses.	Aligned with PLOs and courses.	Aligned with PLOs and courses.
	Program Syllabi and Course Learning Outcomes	Program syllabi are weak. Course student learning outcomes are not included or are not appropriate for the degree level work.	Program syllabi are somewhat developed. Course student learning outcomes are included, but could be articulated more clearly, so that the outcomes are statements of what the student will be able to do after completing the required coursework for the program. Course learning outcomes are somewhat appropriate for the degree level work.	Program syllabi are developed. Course student learning outcomes are developed and for the degree level work.	Program syllabi are highly developed. Course student learning outcomes and levels of achievement are articulated.
	Educational Effectiveness Assessment Plan	The assessment plan is weak or not yet developed. There is a focus only on indirect measures (student opinion).	The assessment plan lacks detail, but the plan includes the basic elements of assessment.	The assessment plan gives specifics about expected achievements. Details include scoring for assessments of educational effectiveness. The plan includes direct and indirect measures.	The assessment plan gives specifics about expected achievements Details include scoring for assessments of educational effectiveness. The plan includes direct and indirect measures. Plan has details about data collections methods, dates/ times, and specifics about anticipated analyses and reports of data...
Data Collection and Analysis	Student Work Samples	A few examples of exceptional student work	A representative sample of student work across the program curriculum	Representative sample of iterations of corrections in work; Representative sample of successive accomplishments (particularly in application and analysis) over time in work.	Representative samples of students synthesis and evaluation across course assignments.

Criteria	Initial	Emerging	Developed	Highly Developed
Course Evaluations	Copies of course evaluations	Listings and descriptive statistics of course evaluation data across course types and levels	Listings and descriptive statistics of course evaluations over time for course types and levels	Demonstration of how program changes led to improvements in course evaluations
Faculty Profile	Simple listing of qualifications, number and balance of FT to PT faculty, workload, expertise, support for teaching effectiveness and curriculum design. Listed information, however, is NOT MATCHED to the degree or to the level instruction.	Qualifications, number and balance of FT to PT faculty, workload, expertise in modality, support for teaching effectiveness and curriculum design are vague. There is a need to aligned to the. A description of the key faculty credentials.	Qualifications, number and balance of FT to PT faculty, workload, expertise in modality, support for teaching effectiveness and curriculum design are appropriately clear and aligned. A description of the key faculty credentials.	There is evidence of plans to make improvements in faculty expertise and effectiveness. (Improvements in existing faculty and in plans for new hires.) There is a clear match between faculty development plans and program improvement plans.
Support Services	Advising, counseling, library, and computer labs provide inadequate services to support students appropriate to the degree and/or modality of delivery.	Advising, counseling, library, and computer labs provide somewhat adequate services to support students appropriate to the degree and/or modality of delivery.	Advising, counseling, library, and computer labs provide adequate services to support students appropriate to the degree and/or modality of delivery.	Advising, counseling, library, and computer labs provide exceptional services to support students appropriate to the degree and/or modality of delivery.
Information Literacy and Library Resources	Information literacy instruction and resources are minimal and are not sufficient to support learning outcomes and expectations for student achievement.	Instruction on improving information literacy is available, if needed, and resources to support research and required coursework are also available, but could be supplemented.	Provision of instruction on improving information literacy. Resources clearly connect to learning objectives for coursework.	Demonstration of students engaging one another in improvements in information literacy. Students show self-directed critiques of sources of information.
Infrastructure: Technology and Physical Resources	There is minimal infrastructure for the program. Without substantive improvements, the program should probably be eliminated.	Infrastructure is merely adequate to support the program. Program is in a stasis mode because of the infrastructure.	Infrastructure is appropriate to support the program. There are plans for improvements in infrastructure that will take the program to a higher level.	Recent improvements in infrastructure are resulting in major advancements in the program.
Financial Resources	Financial analysis of the program is not included. Program is unaware of the sources of financial resources.	Financial analysis is present but only in a very general format.	There are a clear set of financial analyses of costs for faculty, goods and services. There is a clear analysis of the connection between costs and student credit units. The budget report includes detailed revenues and expenditures	Financial analyses include comparisons to the school / college costs per student credit unit. The budget discussion includes detailed revenues and expenditures for the

Criteria	Initial	Emerging	Developed	Highly Developed
			for the program's faculty hires, additional library resources, and other costs of doing business. All assumptions are stated.	program's faculty hires, additional library resources, and other costs of doing business. All assumptions are stated. The program has plans to raise additional revenue
Actions	The program appears to be deteriorating and should be scheduled for closing	The program plans center around preservation and survival	The program plans show promise for long-term improvements but are not specific or connected to clear 'benchmarks.'	The program plan lists specific actions that align to goals and objectives Actions planned cover the next six years.

Criterion	Initial	Emerging	Developed	Highly Developed
Comprehensive	The list of outcomes is	The list includes reasonable	The list is a well-organized set of	The list is reasonable, appropriate, and

Appendix 13B Rubric for Assessing the Quality of Academic Program Learning Outcomes

List	problematic (e.g., very incomplete, overly detailed, inappropriate, disorganized). It may include only discipline-specific learning, ignoring relevant institution-wide learning. The list may confuse learning processes (e.g., doing an internship) with learning outcomes (e.g., application of theory to real-world problems).	outcomes but does not specify expectations for the program as a whole. Relevant institution-wide learning outcomes and/or national disciplinary standards may be ignored. Distinctions between expectations for undergraduate and graduate programs may be unclear.	reasonable outcomes that focus on the key knowledge, skills, and values students learn in the program. It includes relevant institution-wide outcomes (e.g., communication or critical thinking skills). Outcomes are appropriate for the level (undergraduate vs. graduate); national disciplinary standards have been considered.	comprehensive, with clear distinctions between undergraduate and graduate expectations, if applicable. National disciplinary standards have been considered. Faculty has agreed on explicit criteria for assessing students' level of mastery of each outcome.
Assessable Outcomes	Outcome statements do not identify what students can do to demonstrate learning. Statements such as "Students understand scientific method" do not specify how understanding can be demonstrated and assessed.	Most of the outcomes indicate how students can demonstrate their learning.	Each outcome describes how students can demonstrate learning, e.g., "Graduates can write reports in APA style" or "Graduates can make original contributions to biological knowledge."	Outcomes describe how students can demonstrate their learning. Faculty has agreed on explicit criteria statements, such as rubrics, and has identified examples of student performance at varying levels for each outcome.
Alignment	There is no clear relationship between the outcomes and the curriculum that students experience.	Students appear to be given reasonable opportunities to develop the outcomes in the required curriculum.	The curriculum is designed to provide opportunities for students to learn and to develop increasing sophistication with respect to each outcome. This design may be summarized in a curriculum map.	Pedagogy, grading, the curriculum, relevant student support services, and co-curriculum are explicitly and intentionally aligned with each outcome. Curriculum map indicates increasing levels of proficiency.
Assessment Planning	There is no formal plan for assessing each outcome.	The program relies on short-term planning, such as selecting which outcome(s) to assess in the current year.	The program has a reasonable, multi-year assessment plan that identifies when each outcome will be assessed. The plan may explicitly include analysis and implementation of improvements.	The program has a fully-articulated, sustainable, multi-year assessment plan that describes when and how each outcome will be assessed and how improvements based on findings will be implemented. The plan is routinely examined and revised, as needed.
The Student Experience	Students know little or nothing about the overall outcomes of the program. Communication of outcomes to students, e.g. in syllabi or catalog, is spotty or nonexistent.	Students have some knowledge of program outcomes. Communication is occasional and informal, left to individual faculty or advisors.	Students have a good grasp of program outcomes. They may use them to guide their own learning. Outcomes are included in most syllabi and are readily available in the catalog, on the web page, and elsewhere.	Students are well-acquainted with program outcomes and may participate in creation and use of rubrics. They are skilled at self-assessing in relation to the outcomes and levels of performance. Program policy calls for inclusion of outcomes in all course syllabi, and they are readily available in other program

				documents.
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Appendix 13C Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews

Criterion	Initial	Emerging	Developed	Highly Developed
Required Elements of the Self-Study	Program faculty may be required to provide a list of program-level student learning outcomes.	Faculty is required to provide the program's student learning outcomes and summarize annual assessment findings.	Faculty is required to provide the program's student learning outcomes, annual assessment studies, findings, and resulting changes. They may be required to submit a plan for the next cycle of assessment studies.	Faculty are required to evaluate the program's student learning outcomes, annual assessment findings, benchmarking results, subsequent changes, and evidence concerning the impact of these changes. They present a plan for the next cycle of assessment studies.
Process of Review	Internal and external reviewers do not address evidence concerning the quality of student learning in the program other than grades.	Internal and external reviewers address indirect and possibly direct evidence of student learning in the program; they do so at the descriptive level, rather than providing an evaluation.	Internal and external reviewers analyze direct and indirect evidence of student learning in the program and offer evaluative feedback and suggestions for improvement. They have sufficient expertise to evaluate program efforts; departments use the feedback to improve their work.	Well-qualified internal and external reviewers evaluate the program's learning outcomes, assessment plan, evidence, benchmarking results, and assessment impact. They give evaluative feedback and suggestions for improvement. The department uses the feedback to improve student learning.
Planning and Budgeting	The campus has not integrated program reviews into planning and budgeting processes.	The campus has attempted to integrate program reviews into planning and budgeting processes, but with limited success.	The campus generally integrates program reviews into planning and budgeting processes, but not through a formal process.	The campus systematically integrates program reviews into planning and budgeting processes, e.g., through negotiating formal action plans with mutually agreed-upon commitments.
Annual Feedback on Assessment Efforts	No individual or committee on campus provides feedback to departments on the quality of their outcomes, assessment	An individual or committee occasionally provides feedback on the quality of outcomes, assessment plans, assessment studies, etc.	A well-qualified individual or committee provides annual feedback on the quality of outcomes, assessment plans, assessment studies, etc. Departments use the feedback to	A well-qualified individual or committee provides annual feedback on the quality of outcomes, assessment plans, assessment studies, benchmarking results, and assessment impact. Departments effectively use the

	plans, assessment studies, impact, etc.		improve their work.	feedback to improve student learning. Follow-up activities enjoy institutional support
The Student Experience	Students are unaware of and uninvolved in program review.	Program review may include focus groups or conversations with students to follow up on results of surveys	The internal and external reviewers examine samples of student work, e.g., sample papers, portfolios and capstone projects. Students may be invited to discuss what they learned and how they learned it.	Students are respected partners in the program review process. They may offer poster sessions on their work, demonstrate how they apply rubrics to self-assess, and/or provide their own evaluative feedback.

Appendix 14 Examples of Data-based Program Improvement Decisions

Decision Makers(s)	Data Source	Findings	Decision/Action	Implementation Date
e.g. Faculty, Program, Committee, Dean, etc.	e.g. Program Minutes, student interviews, student feedback, assessments, etc.			e.g. Fall 2009

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ⁱ CLU gratefully acknowledges the efforts of numerous individuals throughout the years who have contributed to the development of Program Reviews. Those individuals enhanced the content of this *Handbook* by their thoughtful, creative, and helpful insights.