



Faculty Program Review Report

College / School

Program

**Academic Year
2011 – 2012**

Prepared by

Faculty Authors

Signatures. By signing this page, we attest that we each:

- actively participated in the program assessments and review processes
- we individually consent to the recommendations
- we will work to implement the action plan once given appropriate approvals

Signature	Printed Names	Title
_____	_____	, Chair
_____	_____	, Professor
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_____	_____	,



11-Jan-12

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1. PROGRAM FOUNDATION

A. Introduction

In your introduction, consider providing the following information as an executive summary to your program review:

- Introduce your program. Provide historical information to set the context. Refer to **Appendix A** (Quick Facts about CLU) in your discussion.
- Briefly identify how your program fits within the University (e.g. Division/ College/ School, types of degrees offered, nature of service to non-majors curriculum) and in relationship with other programs at CLU
- Refer to **Appendix B** (Program Catalog Description) in your discussion.
- Describe your program's contribution to majors, to the CORE 21 (General Education) curriculum.
- We will build CLU when we advocate for one another. Specifically discuss how the faculty and students in your program advocate on behalf of, other programs at CLU.

B. Mission Statements

i. Historical Context

See <http://www.callutheran.edu/about/> for a detailed history of CLU

ii. University Mission Statement and Strategic Plan

The mission of California Lutheran University is 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.

For the current CLU Strategic Plan, please see http://www.callutheran.edu/strategic_planning/2020_strategic_vision.php

iii. School/College Mission Statement

Provide School/College Mission Statement.

iv. Program Mission Statement

Provide Program Mission Statement

If the program does not have a mission statement, please schedule a meeting with the office of Educational Effectiveness and Institutional Research for help if writing a mission statement.

C. Program and Program Learning Outcomes

Discuss insights about the program and purpose of the program beyond what is already in the catalog (Appendix B). Specifically:

- List changes in the program requirements for undergraduate majors.
- What is the capstone experience?
- What are the electives? What advising do students receive about selecting electives?
- What required courses do students take?
- contribute to the [CORE 21 curriculum](#)?
- Is there a program honors program? If so, describe the program and expectations.
- How do you communicate the details about the curriculum to students?
- Are there special internships?

List Program Learning Outcomes (PLOs) as found in Course Syllabi (**Appendix C**). PLOs state: By the end of this program, students will be able to. . . . Guidelines for writing PLOs are found at http://www.callutheran.edu/assessment/student_learning_outcomes/writing.php and sample PLOs are found at http://www.callutheran.edu/assessment/student_learning_outcomes/.

Discuss: Are your PLOs aligned with CLU's and the school/college's mission? Are PLOs focused on types of learning (knowledge, skills, abilities, and dispositions) students will acquire or develop in the program?

2. ASSESSMENT DESIGN

A. Assessment Plan: Measuring the impact of our programs on students

The Assessment Plan assists faculty to measure the impact of our programs on students by assessing student learning outcomes over time. We strive to answer: What do we want students to learn? How well are they learning it? How do we know? A Curriculum Map assists to organize the Assessment Plan.

i. Curriculum Map

A Curriculum Map is a chart that illustrates connections between courses, PLOs (as found in Course Syllabi, **Appendix C**), and CLU's Student Learning Outcomes (**Appendix D**). This program's Curriculum Map is found in Table 1. Table 1 also identifies to what *level* learning outcomes are taught in courses, and as a result, also identifies if any learning outcomes are continually repeated or are missing.

Insert into Table 1 Courses and Program Learning Outcomes from 1.C above.

Sample Curriculum Maps are found at:

- <http://www.callutheran.edu/schools/business/undergraduate/curriculum/>
- <http://www.callutheran.edu/schools/business/graduate/>
- *Program Review Handbook, Appendix 6B.*

Note: In the sample curriculum maps, the level at which an outcome is addressed is identified. Please use a three or four level scale appropriate to your discipline. The scale should express the sequential and cumulative nature of the learning across levels. For

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Levels of Learning Outcomes Legend:

List words and abbreviations used, such as:

Introduced (I), emphasized (E), reinforced (R); mastered (M).

B. Indicators of Student Achievement

i. Outcomes Assessment Data Sources

How do we know our students are learning? Faculty use multiple assessments of student learning. Learning assessments also help to provide data sources for decisions about changes in curriculum and instruction.

Faculty select measures most appropriate for their program learning outcomes and collect direct evidence of student performance. The multiple sources of evidence used at various points might include but are not limited to: **[add to / delete from the following list]**

- exams
- writing assignments / samples
- research papers
- oral presentations
- interviews
- graded homework
- graded participation
- standardized tests
- self-assessments
- self-reflection / journal writing
- case analysis
- simulations
- group projects
- capstone projects
- field experiences
- portfolios
- reviewed performances
- juried shows

Indirect evidence of student performance might include

Surveys of recent graduates, alumni, and employers;

Student progression and success in subsequent coursework (including subsequent graduate coursework)

Student placement and success in discipline related employment

Student scores on standardized exams (e.g., GRE; LSAT; GMAT)

Student responses on national surveys (e.g., NSSE; SSI) – specifically on items mapped to program or university student learning outcomes.

Assessment tools, such as [scoring rubrics](#)¹, can be used to score student work and aggregate data across parts of the curriculum to provide evidence of student progression in learning.

Table 2 illustrates the variety of assessment measures used to evaluate each Program Learning Outcome.

Complete Table 2 and discuss observations (see *Program Review Handbook*, Appendix 6D for summary analysis sample).

ii. Signature Assignments

Each course should have one assignment that has been identified as a required “signature assignment” of the course. The signature assignment should be taught and assessed using a faculty-developed rubric each time the course is taught. The rubric assists faculty to collect data from assignment criteria. Data are collected, reviewed, and analyzed from each course and assist faculty to collectively determine the educational effectiveness of the program.

Table 3 illustrates the program outcome assessed by course and signature assignment.

For signature assignments, describe:

- The process used to measure student achievement and student learning;
- Expectations for student attainment at the course and program level. Include signature assignment rubric;
- Data collected for signature assignments.

Note: Data analysis and discussion of changes needed is found in Section 3: Student work samples.

PROGRAM TITLE						
Program Outcomes	Course	Signature Assignment	Assessment Data by Semester / Term (Grades, Rubric Scores)			
			Date	Date	Date	Date

Table 3 *Signature Assignments Assessment Data*

C. Assessment Design Summary

Provide a summary of this section, discussing strengths and areas requiring improvement, as revealed in Tables 1 to 3.

3. DATA COLLECTION AND ANALYSIS

A. Teaching and Learning

- i. **Review and evaluation recent program initiatives to improve educational effectiveness. What have been the specific strategies to raise the levels of student accomplishment? How have these strategies addressed the University and Program Student Learning Outcomes? This review and evaluation of teaching and learning initiatives must include the identification of expected educational effectiveness initiatives over the next seven (7) years.**

ii. **Course Evaluation Data Review**

Write a review of the course evaluation data for the program where you connect evaluation data to the program initiatives to improve educational effectiveness. What are the patterns in those data that show areas of success and areas of needed improvement?

This section uses items from Course Evaluation Data. Students are asked to respond to 16 items using a five point scale (1=Disagree; 5=Agree). In 2003, CLU faculty identified the themes of challenge and engagement, diversity, and teaching effectiveness, as areas of focus. **Appendix F** shows counts and mean scores for the course evaluation items dealing with these themes.

Teaching Effectiveness Mean Data

Specific items on the course evaluation illustrating teaching effectiveness are:

- In this course, I examined ideas and perspectives that broadened my knowledge.
- The course was structured to foster active student participation.

Review mean aggregated course evaluation data for your program by term/semester in comparison to overall CLU data by term/semester (**Appendix F**).

Discuss the scores in relation to your program.

Challenge and Engagement Items

- Specific items on the course evaluation illustrating challenge and engagement are: In this course I experienced a high degree of intellectual and/or creative challenge
- I was challenged to analyze and evaluate

Discuss the scores in relation to your program.

Diversity Items

Specific item on the course evaluation illustrating diversity is:

- The instructor encouraged diverse viewpoints and perspectives

Discuss the scores in relation to your program.

iii. Grade Distribution

This section provides grade distribution data for review (see **Appendix G**).

Please review grade distribution data, reflect and describe trends and possible reasons for any changes. Discuss how the data compares to your department, College/School, and University.

iv. Student Work Samples and Data

This section provides student work samples (**Appendix E, Program Assessment**)

Place samples of student work in **Appendix E**. Identify work samples to courses and analyze data provided in Table 3 (Section 2). Are you getting the kind of information necessary to determine if students are learning? What changes might improve student achievement of specific program learning outcomes? Discuss changes to be made.

v. Faculty Profile

Full-time and Adjunct Faculty Profile

Please review and discuss CVs placed in **Appendix H, Faculty Curriculum Vitae**.

Summarize academic credentials, areas of expertise/ teaching for adjunct faculty members who have been hired consistently over the last two to three years.

Faculty Professional Development

Describe faculty and adjunct professional development opportunities and faculty's participation. Note other types of activities you would like to have available.

Faculty Scholarship/Creative Activities

Summarize faculty activities and publications (reference **Appendix H**). You may also want to include faculty engagement in disciplinary and development opportunities, e.g. institutional retreats and workshops, disciplinary workshops/ seminars, etc.

Student Scholarship

Describe ways in which students in your department receive faculty mentorship, participate in research and creative activities.

Grants for Faculty Scholarship Sought

Describe grant applications available, applied for and/or attained for programmatic improvements. Include individual scholarship/development grant applications/awards including Hewlett grants.

Faculty Resources

Please review the data in **Appendix I** (Faculty and Financial Resources) which includes Teaching Load and Student-Faculty Ratios. Describe trends and discuss the reasons for any changes or trends. Discuss how the data compares to your department, College/School, and University. Please note comments your discussions and reflections have revealed.

vi. Summary: Teaching and Learning

Provide a summary of *Data Collection and Analysis, Section A, Teaching and Learning*. Discuss what you see as major threads/trends, strengths and opportunities for improvement.

B. Program Data

i. Student Profile

Data are provided in the following appendices:

Appendix K: CLU Student Demographics

Appendix L: Enrollment, Retention and Graduation Rates

Appendix M: Conferred Degrees

Appendix N: Alumni Data

Discuss the trends you see in your program student profiles in the above areas using the data provided from several years. Note comparisons with the University trends if applicable. Include your own Alumni Survey data and Career Services data if available for your program.

ii. Program Quality Indicators

Program Unique Features

Comment on your program's unique features that may result in attracting and retaining students. How are copies of the program goals and student learning outcomes made available to staff, faculty and students? Explain how location, program features, faculty, career opportunities, connections with employers, and resources make your program distinctive.

Describe how you plan to reach high quality students. What materials have you prepared and distributed to advocate for your program? What connections can your faculty, staff, and students make to recruit students? List events (or suggest new events) where you might meet and recruit prospective students.

Identify sources of curricular recommendations for your discipline (e.g., standards or recommendations from national or regional associations within the discipline; Association of American Colleges and Universities materials; advisory committees). Discuss program alignment with these recommendations. Discuss shifting trends in your discipline that might influence student attraction to your program.

Comparison to Similar Programs

Discuss how your program stands in relationship to programs at comparison institutions (**Appendix O**). Address similarities and differences to programs at each comparison institution. Provide specific documents (catalog copy or syllabi) to support comparison claims. If a comparison institution does not have a similar program, note that fact. Where possible, offer some insight on why a program is not offered at a comparison institution. Provide substitutions and additions to the list of comparison programs. Such substitutions or additions should be from institutions that are similar to CLU in both the student body and the educational mission. Provide a final list of 10 or more

comparison programs.

Market Forces

Discuss shifting trends, market forces, and future opportunities that might influence program demand and enrollments. Provide documentation for such information. For example, references to or actual copies of news, magazine or journal articles on trends; Focus Group reports where you engaged alumni and community members in discussions about current and future trends in the discipline; Government or business reports. The better the documentation on market forces, the greater the prospects for future support.

C. Institutional Capacity for Quality

i. Physical Facilities and Equipment

Discuss and describe the quality and sufficiency of your physical facilities and equipment.

ii. Technology Resources and Support

Discuss and describe the quality and sufficiency of technical resources and support.

iii. Financial Resources

Review the financial information in **Appendix I:**

- Faculty FTEs
- Gross tuition revenue
- Discuss other potential sources of revenue. (Note: Obtain appropriate approvals from the Office of University Advancement before engaging in revenue initiatives.)
 - Donations
 - Fund raising
 - Grants
 - Private or Public sponsors
- Expenses:
 - Program full-time and adjunct faculty expense
 - Goods and services expenses
 - Total direct instructional expense
 - Marketing expense (ADEP and graduate programs only)

Discuss the costs; compare to school/college costs (undergraduate) or program trends (graduate). Explain the reasons for the differences.

iv. Library Holdings and Resources

The library staff, partnering with faculty conducting program reviews, has become an integral part of the Program Review process. The library staff prepares three documents (see **Appendix J**) for each program review in collaboration with program faculty. The documents are:

- Library Collection Development Plan, reviewing the library's collection and

- resources;
- Database comparison matrix, comparing the department's subject specific and multidisciplinary electronic resources with comparative institutions; and
 - Information Literacy Learning Outcomes Curriculum Map, identifying where the five Information Literacy Learning Outcomes occur in the program.

Meet with the Information Specialist assigned to your Program (Appendix 1 in *Handbook*). Discuss and describe the quality and sufficiency of library holdings and resources.

v. Summary: Institutional Capacity for Quality

Comment on what the elements in this section reveal about the program's capacity for quality.

4. ACTION PLANS

A. External Review

i. Report

Nominate potential External Reviewers to your Dean. Review objectives or questions /concerns on which you would like guidance from your External Reviews to your self-study. Further details are in the *Program Review Handbook*.

- ii. Review the External Review Report after it arrives (Education Effectiveness & Institutional Research will upload the report as **Appendix P** and notify the Dean and the program about the upload.

iii. Response

Provide a response to the External Reviewers' report.

B. Report Summary and Action Plans

Following writing the response to the External Reviewers' report, provide an overall assessment of the program strengths, opportunities for improvement, demands and resource needs.

Provide a detailed proposal of actions justified by this review. Develop Table 4 for monitoring progress on this action plan (Table 4).

:

- 1) identify the measurable goal (e.g. aspects of student learning to be assessed);
- 2) identify measures to provide data on progress toward achieving the goal;
- 3) describe data to be collected;
- 4) describe analysis of data for themes;
- 5) provide for recommendations and an action plan based on analysis.

Describe plans for changes in the program or the curriculum. How will you know that accomplishment of the planned changes serve to advance the educational effectiveness of

the program? Provide the rationale for the change (based on analysis in Program Review, the CLU Mission or Strategic Plan), and what resources, if any, are required (personnel, library and other information resources, facilities, equipment, etc.).

Think about the action plan as if it is a research project where you have specific hypotheses about the expected results and then you present data to show if there is support for what you expected.

Table 4 *Action Plan*

Year in Cycle	Action Plan						
	Measurable Goal	Rationale	Assessment Design	Resources Required / Source of Funds	Data Collection	Analysis of Data	Implications
	What learning outcomes or program goal will be assessed?		Identify measures (instrument / tool) to provide data on progress toward goal. What process will you use?		How will you collect these data?	What themes emerged? What was learned? So what?	Was the goal accomplished? What are the implications for the program? What new goals need to be set?
Year 7	Program Review						
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7	Program Review						

Appendices

Documents identified by an asterisk are to be provided by Program Review Faculty. All other documents are provided by the Institutional Research Officer and/or Registrar.

All appendices found in the CLU Shared Files v-drive “Program Review” folder for each program/department’s program folder located. Access to this electronic folder is confidential to the program / department and will be provided on a CD/flash drive to the external reviewer.

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

* Documents provided by Program Review Faculty

¹. There are many criticisms of rubrics:

Rubrics distract students away from what they are learning and focus them on vacuous scores and competitions;

Rubrics tend to substitute meaningless 'scores' for actual instruction and evaluation;

Rubrics promote a false sense of standardization when the content and the processes are not objective;

Rubrics are reductionist in ways that marginalize creativity and insight.

Rubrics replace self-motivation with mindless rule following.

The criticisms generally apply to poorly constructed rubrics. Rubrics should allow for perspective and analysis. Rubrics should evince useful feedback for students. Rubrics should never amount to mere counts or totems. Rubrics that fail to provide feedback and encouragement toward excellence in learning are a disservice.