

# Decennial Program Review Workshop

2023-2024 Cohort

Feb. 17 and Feb. 28 1-3pm

# Workshop Outcomes

## Outcomes:

- Units leave knowing:
  - Why we do decennial program review
  - Key deliverables
  - Important process steps
  - Where to find and how to use data
  - Where to find resources
  - Answers to questions

# Agenda

- 1) Overview
- 2) Deliverables
- 3) Self-Reflection
- 4) Resources
- 5) Data
- 6) Questions

# Why we do Decennial Program Review

To maintaining excellence and continuous improvement of our programs

To ensure our academic programs are aligned with institutional priorities, specifically around equity in service and student achievement and learning

AND...

# Why we do Decennial Program Review

Because we have to!

North West Commission on College and Universities (NWCCU) Standard for Accreditation require that:

the university "demonstrates a continuous process to assess institutional effectiveness including student learning and achievement and support services"... that "the institution engages in an effective system of assessment to evaluate the quality of learning in its programs"...

(NWCCU Standard One)

# Evolution of Decennial Program Review

- Until 2018
  - Little continuity between each 10-year program review report
  - Units found this to be a menial bureaucratic task – not actually useful
  - Disconnected and redundant with other assessment work at the university, including
    - Annual Assessment
    - Specialized Accreditation
- 2018-2020
  - Pause to assess the effectiveness of program review and redesign the process
  - COVID

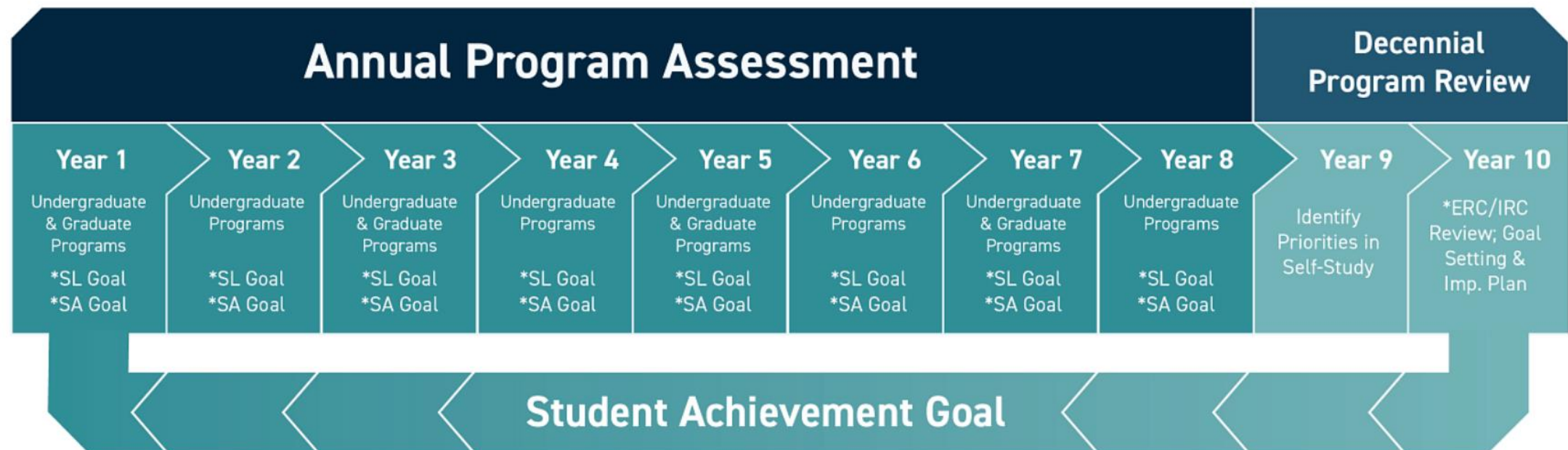
# Evolution of Decennial Program Review

- 2021
  - Soft relaunch of two programs with few changes
- 2022
  - Content Redesign:
    - Self-Study
    - ERC/IRC Guidance Documents
    - Goal Setting and Implementation Plan
    - Data
  - Process Redesign:
    - Communications
    - SharePoint Folders
    - Support via workshops
  - Creation of a new framework - "Program Assessment"

# Overview of Program Assessment

Program Assessment is a framework that integrates UO's two main tools for assessing program performance and promoting continuous improvement – Decennial Program Review and Annual Program Assessment.

## Program Assessment



\*External Review Committee (ERC) / Internal Review Committee (IRC); Student Learning (SL); Student Achievement (SA)



# Principles of Program Assessment

The Office of the Provost believes that program assessment should be:

- **Meaningful to academic units** with goals that align with unit values, created through a collaborative approach
- **“Right-sized” and simple** with clear guidelines allowing units to be incremental and efficient
- **Action-oriented** leading to programmatic changes rather than just documentation and reflection
- **Data-informed** using data to identify areas for improvement and track progress, but also recognizing that faculty expertise is a valuable form of data for assessment
- **Faculty driven** faculty should have input into and know what goals they are working towards
- **Institutionally aligned** considering university level goals and priorities when identifying unit level goals, priorities, and actions
- **Focused on continuous improvement** through honest, on-going self-reflection that leads to action

# OtP Role in Program Assessment

In this process, the role of the Office of the Provost is to:

- Provide data that allows units to reflect on and analyze performance in a meaningful way.
- Support faculty in creating meaningful goals for improvement that are institutionally aligned
- Support faculty in meeting unit goals by providing resources for continuous improvement (E.g., TEP)
- Create a process that emphasizes improvement and streamlines reporting
- Create a process that supports long-term goal implementation
- Seek input from units to continually improve program assessment overtime

# Types of Program Review & Deliverables

## 1. Program Review with **External Reviewers**

- Deliverables:

1. Self-Study Report
2. External Review Report
3. Goals Setting and Implementation Plan

## 2. Program Review with **Internal Reviewers**

- Deliverables:

1. Self-Study Report
2. Internal Review Report
3. Goals Setting and Implementation Plan

## 3. Program Review with **Specialized Accreditation**

- Deliverables:

1. Modified Self-Study Report
2. Goals Setting and Implementation Plan

# Self-Study

1. Self-Study Informational Form – Completed via Qualtrics Survey
2. Self-Study Report – Self-Study Outline Word Document to use as a Template
  1. Program/Department Overview
  2. Analysis of Unit's Strengths and Challenges
    1. Faculty
    2. Teaching and Advising (University Mission – Teaching and Education)
    3. Research, scholarship, and creative practice (University Mission – Discovery)
    4. Service (University Mission – Service)
  3. Prioritized Areas of Focus

## Highlights:

- Service section is focused on equity in service
- Prioritized areas of focus:
  - At least one must focus on student learning and achievement, especially on closing equity gaps where they exist
- These will inform goal setting and implementation plan completed by the dean

# ERC/IRC Selection and Report

1. Member Selection Guidance
2. Member Identification Qualtrics Survey – to be completed by March 19
3. ERC/IRC Visits – Winter and spring of next year
4. ERC/IRC Report Draft – Completed by ERC/IRC members within four weeks of the visit
5. Corrections of Fact – Completed by unit two weeks after report submitted
6. ERC/IRC Report Final – Completed by AVP in collaboration with ERC/IRC and units

# Goal Setting and Implementation Plan

1. Dean or designee meets with OtP to discuss unit goals
2. Draft plan - Completed by dean or designee by Nov. 1
3. Final plan - Finalized by OtP in consultation with unit dean and/or designee by Dec. 15

## Highlights:

1. Progress towards student learning and achievement goals will be updated in annual assessment reports
2. Other goals are integrated into the school or college strategic plan or other internal accountability process.

# Quick Self-Reflection

Our intention is to provide the structures and supports for units to conduct a meaningful and useful program review , however, ultimately units have to do the hard work.

## Instructions:

- Take 5 minutes to quickly review, brainstorm, and write down answers to these questions.
- Group Discussion
  - 1) In what ways do you believe this process can have a meaningful impact for your unit?
  - 2) What barriers exist that may prevent this from being a meaningful process?
  - 3) What ideas do you have for addressing those barriers in order to make this meaningful and useful for your unit?

Website, Forms, and Guidance Docs

<https://provost.uoregon.edu>

You are cohort 2023-24



# Unit SharePoint Folders

- Accessing your folder: <https://provost.uoregon.edu/program-assessment-folder-access>
- Folder Contents
  - Data
  - Annual Assessment
  - Decennial Program Review
  - Specialized Accreditation
- You will submit your deliverables directly to your decennial program review folder

# Data

Operational Metrics – George/ Claire

Profiles – Claire

Dashboards – Austin

Library Data – Ron

Alumni Data - Ron

# Data – Operational Metrics

# Data – Profiles

## Purpose

To help departments

- learn about their majors
- understand their role in student success
- explore possible roadmaps for assessment and improvement

By sharing data on

- demographics
- student success
- equity



What's wrong with  
the department

## Inquiry and Curiosity

**What do the data tell me about my students?**

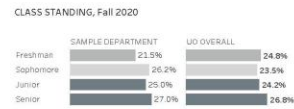
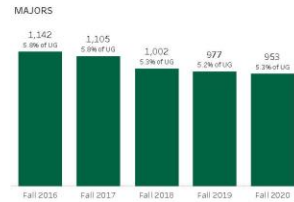
- **Who** is (and isn't) represented?
- **What** is the role of curriculum?
- **Where** might there be issues with equity?
- **How** do we compare to other units?

**What other data do we need to understand what's happening?**

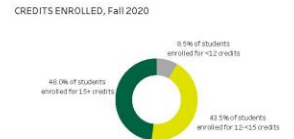
# Data – Profiles

## Profile of Undergraduate Students with a major in SAMPLE DEPARTMENT

The data in this report are subject to FERPA and must be kept confidential. This report and the data therein may not be redistributed or made public in any way.

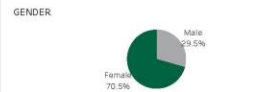


6.9% have declared additional majors



At the UO in Fall 2020, 56.6% of undergraduate students were enrolled for 15 or more hours, 34.7% were enrolled for 12-15 hours, and 8.7% were enrolled for <12 hours.

### PROFILE OF ENROLLED STUDENTS, Fall 2020



During these same terms, 44.7% of UO undergraduate students were male and 55.3% were female.

### UNDERREPRESENTED MINORITY STUDENTS

50.7% of SAMPLE DEPARTMENT students

57.9% of All students

Based on federal race/ethnicity definitions, including Hispanic/Latino, American Indian/Alaska Native, Black/African American, and Native Hawaiian/Other Pacific Islander. Students selecting "Two or More" races have been excluded.

### PELL ELIGIBILITY\*

29.2% of SAMPLE DEPARTMENT students

24.3% of All students

\*Students offered a Pell grant during the same academic year.

### FIRST GENERATION STATUS\*

31.6% of SAMPLE DEPARTMENT students

35.6% of All students

\*Parent's highest level of educational attainment is less than a Bachelor's degree, based on data provided by the student on higher education application.

### RESIDENCY

Resident 57.2%

Domestic Nonresident 42.0%

International Nonresident 0.8%

During these same terms, 56.2% of UO undergraduate students were Oregon residents, 39.2% were domestic nonresidents, and 4.6% were international nonresidents.

### STUDENT TYPE

Trans 85.90.1%

Exchange 9.5%

Other 3.3%

\*Note that international students are not eligible for Pell Grants, and are not asked about first-generation status during the admission process. International students are included in the percentage calculation for both measures.

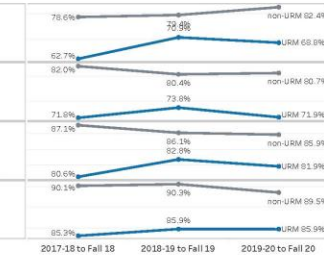
## Profile Appendix: Student Outcomes

Representation of URM\* Students Among UG Students in SAMPLE DEPARTMENT with Institutional Comparisons



## by Underrepresented Minority (URM\*) Status

Retention to and/or Graduation by Following Fall in SAMPLE DEPARTMENT for UG Students, by URM\* Status with Institutional Comparisons



## Percent D/F/W/N Grade in UG Courses in SAMPLE DEPARTMENT by Underrepresented Minority\* status with Institutional Comparisons



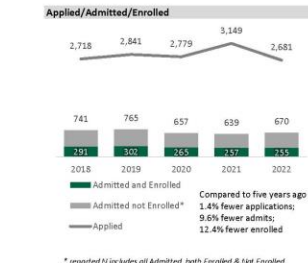
\* Underrepresented Minorities (URM) are defined as domestic students self-identifying as Black/African American, Hispanic/Latino, Native American/Alaska Native or Native Hawaiian/Pacific Islander for federal reporting purposes. The "non-URM" category is inclusive of all other students including Asian, White, Two or More Races, International, and unknown.

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## GRADUATE PROGRAM DATA AY22-23 Doctoral: Instruction Total

The data in this report are subject to FERPA and can only be shared with UO employees who have a legitimate education need to see them (e.g. program faculty). This report and the data therein may not be made public in any way.

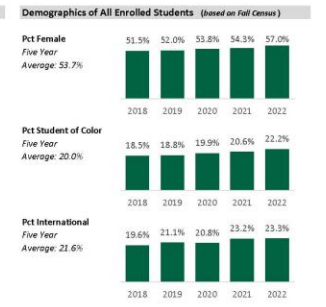
### ADMISSIONS SELECTIVITY



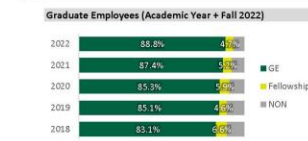
Compared to five years ago: 1.4% fewer applications, 9.6% fewer admits, 12.4% fewer enrolled.

\* reported N includes all Admitted, both Enrolled & Not Enrolled

### ENROLLED STUDENTS

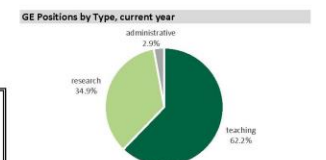
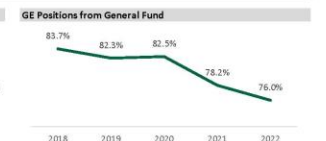


### EMPLOYMENT AND SUPPORT



GE refers to Graduate Employees, who are employed by the UO for the purposes of teaching, research, and administration. Fellowships refers to fellowships and awards that provide significant levels of support, including Lokey, Raymond, First-Year Fellows and FDI. NON includes all students not identified above; however these students may be receiving other types of support.

**Ratio of TTF:Doctoral Students**  
For each Tenured/Tenure-Track Faculty member in the department there were:  
- 1.9 doctoral students in 2019  
- 1.9 doctoral students in 2020  
- 1.9 doctoral students in 2021  
- 1.9 doctoral students in 2022



Office of Institutional Research  
Sources: Fourth Week Census Data; IDR; AAUDE; and the Admitted list Enrolling Survey

2/2/2023

Check out the Student Success Summit presentation!

# Data - Dashboards

- **UG Dashboard** – Graduation and Retention rates for each major
  - Compare department to UO or College-level
- **Grade equity dashboard** – Course grade outcomes for every course, disaggregated by available demographics
  - Identify course or course-sequences with high no-pass rates (DFNW%)
  - Identify courses or course-sequences with equity gaps
- **SES Dashboards** – Summarized end of course student experience survey data for each department
  - Identify patterns of student feedback for department conversations

# Data – Library Data

- 1) Survey to request Library Data – Units Complete by March 19
- 2) Library Data Sets Uploaded to SharePoint by June 1

# Data – Alumni Data

- 1) New Alumni Data available in your SharePoint Folders



# Data – Self-Study Appendices

How to include dashboard data in the appendices of  
your report

# Questions?

# Resources

- [Program Assessment Website](#) –
  - Overview of Program Assessment framework
- [Decennial Program Review Website](#) –
  - Forms and guidance docs
  - Timeline
  - SharePoint folder access
  - Program review schedule
- [Annual Assessment Website](#) –
  - Guidelines for creating student achievement goals
  - Guidelines for revising program learning outcomes
- [Teaching Engagement Program](#) –
  - Resources for continuous improvement