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

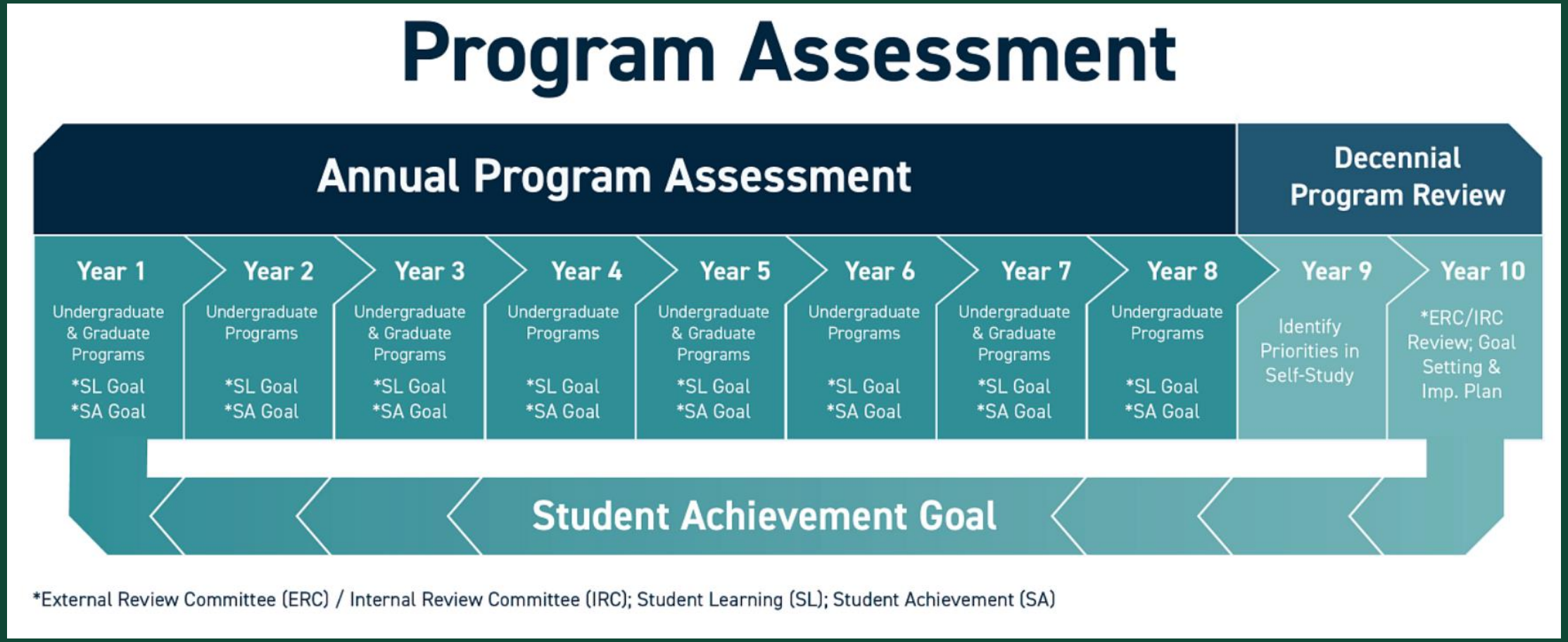
- Until 2018
  - Little continuity between each 10-year program review report
  - Units found this to be a menial bureaucratic task – not actually useful
  - Disconnected and redundant with other assessment work at the university, including
    - Annual Assessment
    - Specialized Accreditation
- 2018-2020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



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

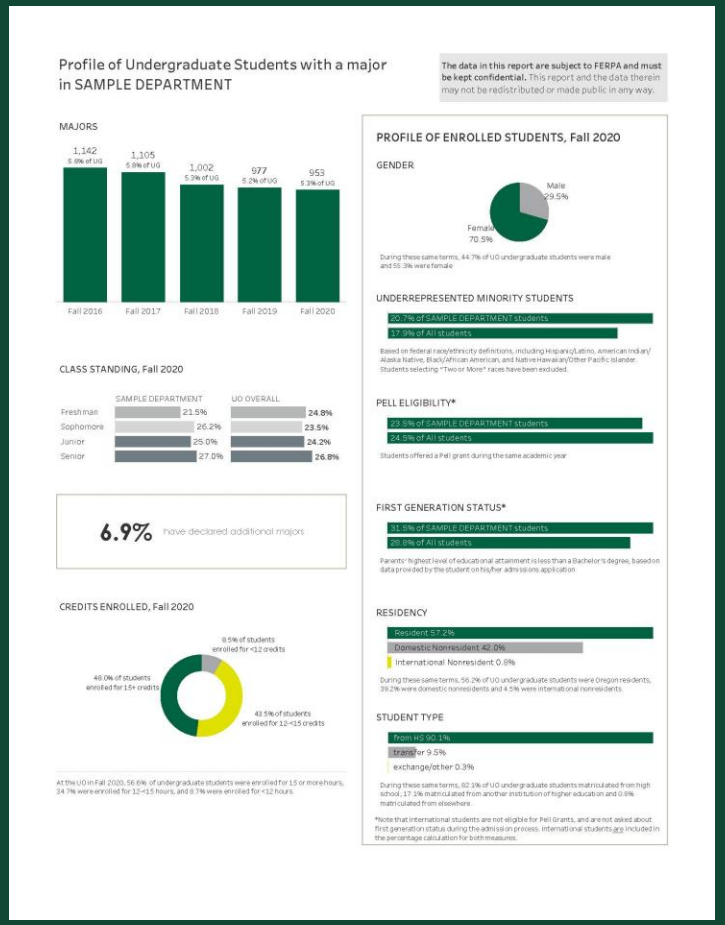
Inquiry and Curiosity

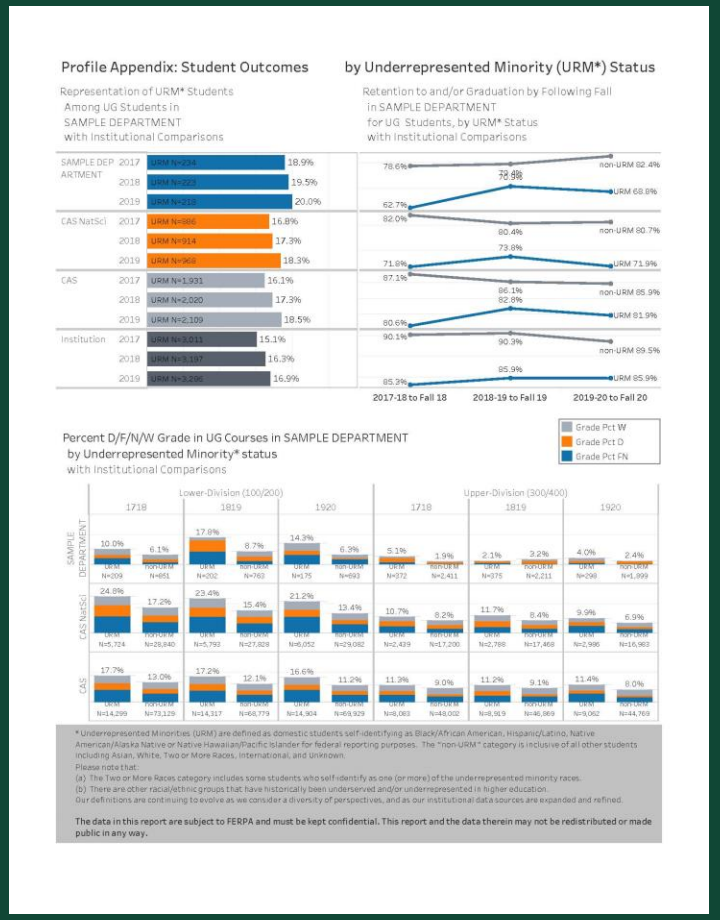
What do the data tell me about my students?

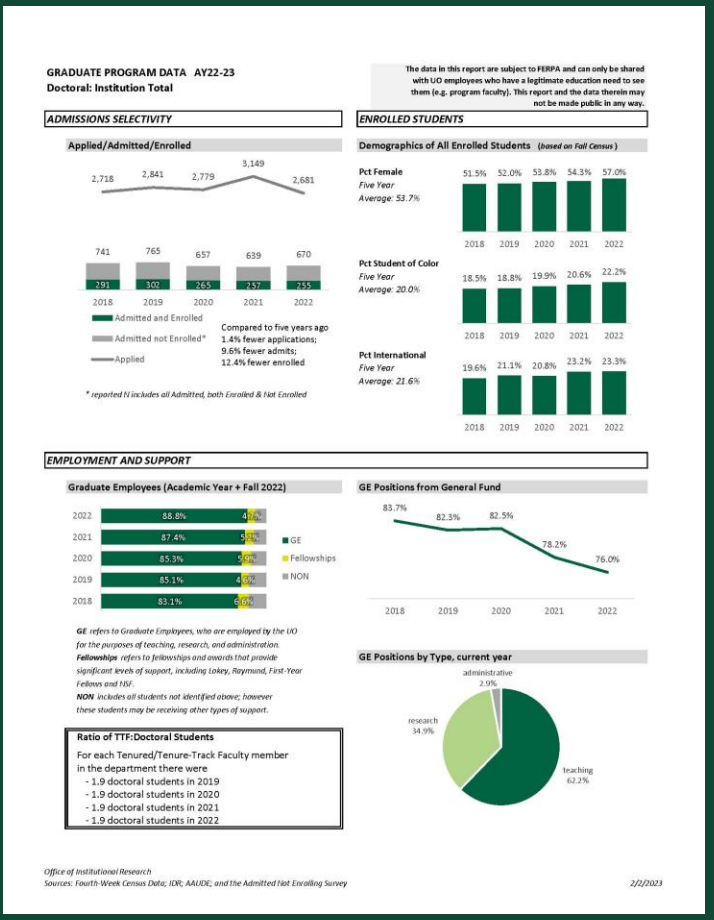
- **Who** is (and isn't) represented?
- **What** is the role of curriculum?
- **Where** might there be issues with equity?
- **How** do we compare to other units?

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

Data – Profiles







[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