BYU-HAWAII ACADEMIC PROGRAM REVIEW

REVIEW TEAM REPORT GUIDE WITH REFLECTIVE QUESTIONS

Your findings will be most helpful to the department and the University by using the following framework when you write your report.

Introduction

- How was your experience with the program review process (self-study, the visit, preparation by the department, logistical arrangements, etc.)?

Mission

- In what ways does your department contribute to the University?
- What evidence is there that the program contributes to the success of students in learning, leading, and building the kingdom of God?

    Include in your discussion:
    - Mission alignment
    - Impact of department efforts on institutional learning outcomes (ILOs)
    - Impact of department efforts on university goals and the University mandate (to lower costs to students and the University, continue to improve quality, and serve more students)
    - Unique contributions of the department
    - External recognition(s)
    - External professional standards and/or certification

    See **WSCUC CFRs** See **WASC-Senior Colleges & University Commission (WSCUC) CFR 1.1, 2.2a and 4.6**
    1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.
    2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).
    4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

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Student Success

- o How does the program define student success?
- o How well are students prepared to succeed when they leave? Do students have the knowledge, skills and professional dispositions needed to succeed in this discipline?
- o How successful have alumni in this program been after 3-5 years?

See **WSCUC CFR 1.2, 2.7, 2.13**
1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning outcomes.
2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.
2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.

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Program Quality - Teaching

- How does the faculty improve their teaching?
- What evidence does the department provide for the quality of instruction in the program? (i.e. peer review, self-assessment & analysis of teaching effectiveness, student rating, annual meeting with dean, peer mentoring, etc.)
- How are faculty applying the Framework for Student Learning in their teaching?
- What is the impact of faculty professional development on the quality of teaching? Are there examples?
- How well is the curriculum aligned to discipline/profession/industry standards?
- How does the curriculum adapt to the changes within the discipline/profession/industry?
- What curricular changes will help students develop the abilities and dispositions that are needed by the industry?
- What changes in placement and recruiting will help to align with shifts in the industry?
- How does the program contribute to the public good? How does the program align to what is needed in the discipline/profession/industry?

See **WSCUC CFRs 1.1, 2.6, 2.7, 4.3, 4.4 and 4.5**

1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.

2.6 The institution demonstrates that its graduates consistently achieve its stated learning out- comes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.

2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

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Program Quality - Learning

- o How effective is the department in assessing student learning outcomes (at the course, program and institution level)?
- o How is the department encouraging students to prepare, engage and improve their learning?
- o How successful is the department in helping their students develop core competencies such as written and oral communication, quantitative reasoning, information literacy, and critical thinking?
- o How does the department know that their students have the knowledge, skills and professional dispositions needed to succeed?

See **WSCUC CFR 2.3- 2.5, 4.3 and 4.4**

2.3 The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.

2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.

2.5 The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

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Summary

- o What are the department's strengths (commendations)?
- o What areas need improvement (recommendations)?
    - ▪ Improvements that require no budget or policy change
    - ▪ Improvements that require policy change
    - ▪ Improvements that require budget

List of accompanying documents

- University Mission statement
- Department Stewardship Dashboard
- Annual and Multi-year Assessment Plans
- Framework of Student Learning