INTRODUCTION

PURPOSE OF PROGRAM REVIEW

The purpose of program review at Brigham Young University–Hawaii is **continuous program improvement.** BYUH follows an outcomes based review process that allows programs the opportunity to examine themselves closely to learn whether the current stated outcomes and program structure are relevant to and successful at helping students achieve these outcomes. The Program Review Guidelines provide a framework for conducting a thorough, evidence-based analysis of a program in order to understand a program's strengths, identify key areas of improvement, and create a workable plan for achieving the desired improvements.

OVERVIEW OF THE PROGRAM REVIEW PROCESS

Program Review is a cyclical process that spans 5-7 years. The steps in this process include:

Preparation (Prep)

- Kick-off meeting
- Select a program review date
- Review documents and plans from last program review
- Recommend reviewers (3 on-campus and 2 off-campus members)
- Make a plan – designate a coordinator; decide "What do we want to get out of this review?"

Self-Study

- Research and examine the evidence
- Discussion and writing with and by all department members
- Draft reviewed by dean and Institutional Effectiveness & Accreditation Committee member
- Final report submitted to review team, VP for Academics and President

Site Visit

- Two-day visit
- Meetings with administrators, faculty, adjuncts, missionaries, students, staff, academic advisors and alumni (if available)
- Review Team Preliminary Oral Report
- Review Team Final Written Report
- Dean's response (after the final report is received)

Quality Improvement Plan (QIP)

- Create a 5-year plan for improvement that addresses the recommendations made in the Review Team Report and identifies the Dean's response
- Review QIP with Dean and VP for Academics

Implementation (Action)

- Follow recommendations from Dean and VP for incorporating changes into stewardship and budget reviews, assessment plans and department policy
- Build QIP improvements into program plans over the next 5 years

PROGRAM REVIEW PREPARATION

KICK-OFF MEETING

Department Chairs and Deans for all programs undergoing review in the upcoming year are invited to an informational overview in the Fall Semester. At this meeting faculty will hear from the Academic Vice-President, receive an overview of the program review process and guidelines, learn about resources available for self-studies, and hear advice from faculty who have recently been through program review.

SELECT A SITE REVIEW DATE

Start by designating the semester the site visit will be held.   Departments will narrow down to a specific date by consulting with department members and considering the university calendar and Review Team member availability.

RECOMMEND REVIEW TEAM MEMBERS

Departments recommend 2 on-campus and 3 off-campus reviewers. Names and descriptions are given to the dean, who will review them with the VP for Academics for final approval. Approval will be communicated through your dean. The final team will be made up of 1 on-campus and 2 off-campus reviewers.   One outside reviewer should be from the mainland and the other from Hawaii. The Review Team is chaired by one of its experienced

off-campus members, and has responsibility for conducting the on-site visit and providing the final report and recommendations.

Departments may make initial contact with potential reviewers to determine availability AFTER the VP for Academics has reviewed the recommended names. The Associate VP for Assessment & Accreditation (AVPAA) will send a formal invitation to each reviewer asking them to participate in the program review. Letters outlining the site visit process and reviewer charges are also sent by the AVPAA..

CRITERIA FOR REVIEWER SELECTION

On-campus

- Faculty member outside the department who has not previously participated in reviewing your program
- A friend to (someone knowledgeable about) the department/discipline
- Someone with knowledge of outcomes assessment
- Perspective that will help the program

Off-campus

- Respected in the field
- Experience with outcomes assessment/program administrative experience
- Perspective that will help the program

REVIEW RESULTS AND PLANS FROM LAST PROGRAM REVIEW

Read through the last self-study, Review Team Report, Department Quality Improvement Plan and responses. Consider what has been done in the last 5 years to build upon this work and use this as a basis of thought for making plans and deciding on the desired outcome of this program review.

MAKE A PLAN

- Decide who will coordinate the self-study and how assignments will be made
- Pinpoint your department's goals for program review. What are the desired outcomes? What do you want to get out of program review?

RESEARCHING AND WRITING SELF-STUDY REPORT

Departments collect and analyze data relevant to the self-study report. In writing the report, departments conduct an evidence-based analysis of the program's quality and sustainability by: 1) discussing and analyzing relevant data and 2) identifying key discoveries and proposing changes for improvement. Departments build upon these discoveries to create program goals and propose changes for quality improvement.

The University expects broad faculty participation in the interpretation of data, discussion of results, and decisions for improvement.

SELF-STUDY REPORT OUTLINE

Department Overview

Department profile, including what was learned and accomplished as a result of the last review

Assessing Program Quality

1. Student Learning & Assessment

2. Student Satisfaction

3. Graduate's Success

4. Academic Curriculum

5. Faculty Quality

Assessing Program Sustainability

6. Student Retention, Attrition, and Graduation Rates

7. Contributions to the University

8. Societal and Professional Need

Proposed Program Quality Improvement

9. Five-Year Program Goals

10. Overview of Proposed Changes and Resources Needed

SELF-STUDY WRITING GUIDELINES

DEPARTMENT OVERVIEW (1 PAGE)

Create a profile of your program that describes your department and its mission, vision, etc. Include what was learned in the last program review and what changes were made based on those findings.

ASSESSING PROGRAM QUALITY

1. STUDENT LEARNING & ASSESSMENT (1-2 PAGES)

How well do your program learning outcomes represent the scope and depth of learning appropriate to the degree/certificate program and appropriate to the standards of your discipline/ profession offered?

How well do your annual assessment results give you useful information for guiding ongoing program improvements?

Include in your discussion:

- Level of achievement of academic standards for success
- Routine utilization of assessment results for program planning and improvement
- Current methods/procedures for assessing achievement of student learning outcomes
- Impact of program improvements on student learning

2. STUDENT SATISFACTION (1-2 PAGES)

How satisfied are students with your program's curriculum, faculty, program administration, general learning environment, campus facilities and student services? Do their answers meet your expectations?

How proud are they of your program and BYUH?

Include in your discussion:

- Student satisfaction as measured by student and alumni surveys
- Focus groups with students
- Other evidence

3. GRADUATES' SUCCESS (1-2 PAGES)

To what extent are graduates of your program succeeding in relevant careers, graduate programs, community service, creative endeavors, ways of living, or additional methods of determining graduate success?

Include in your discussion:

- Student perceptions about attaining their personal and professional goals
- Information from employers, graduate schools, licensure exams or other external sources to assess graduates' degree of success
- Other kinds of achievements and/or outcomes used to measure graduate success

4. ACADEMIC CURRICULUM (1-2 PAGES)

How well does your program offer sufficient opportunities for students to learn relevant disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate conferred?

Include in your discussion:

- Alignment between courses and program learning outcomes
- Scaffolding (how all the parts build on each other in a progressive, intentional way) and scheduling of courses so students can follow the best sequence

- Whether students take courses in the recommended sequence
- Devote one paragraph speaking to academic labs offered by your program/department

5. FACULTY QUALITY (1-2 PAGES)

How well does your overall faculty meet the needs of your program (e.g., in terms of teaching experience, areas of expertise, academic qualifications, committee and advising needs, etc.)?

What are the particular strengths and areas for improvement in your program's faculty composition?

Include in your discussion:

- Standards for faculty hiring
- Professional development and evaluation processes
- Distribution of faculty workload
- Evaluation of the teaching effectiveness of faculty
- Integration of adjunct faculty into the program beyond the courses they teach

ASSESSING PROGRAM SUSTAINABILITY

6. STUDENT RETENTION, ATTRITION, AND GRADUATION (1-2 PAGES)

Is your program attracting, retaining, and graduating the mix of students you seek in your program (target markets, qualifications, etc.)?

How effective are your recruitment and admission processes?

What does your program do to improve retention, attrition, and graduation rates?

7. CONTRIBUTIONS TO THE UNIVERSITY (1-2 PAGES)

In what ways does your program contribute to the University?

Include in your discussion:

- Mission alignment
- External accreditation (if applicable)
- Unique contributions
- External recognition

8. SOCIETAL AND PROFESSIONAL DEMAND (1-2 PAGES)

How does this program meet/address societal and professional needs (including partnerships with organizations, community involvement, specialized accreditation, etc.)?

Include in your discussion:

- How this program meets current and potential future trends within the labor market and society
- How this program differentiates itself from its competition
- Any foreseen modifications that may be needed in order to stay competitive.

PROPOSED PROGRAM QUALITY IMPROVEMENT

9. FIVE-YEAR PROGRAM GOALS (1 PAGE)

Identify the key goals that need to be achieved over the next five years to fulfill your mission. Prioritize in order of importance and indicate who will follow up and when it will be completed.

10. OVERVIEW OF PROPOSED CHANGES AND RESOURCES NEEDED (1-2 PAGES)

Other than adding new faculty, what changes would you propose to significantly improve the quality of your program?

Review and reflect on all parts of your self-study and for each proposed change list:

- Brief description of significant proposed changes to improve your program
- Rationale and evidence from your self-study report that support this change
- Rationale and evidence from your mission that support this change
- Resources needed for implementing this change

REQUIRED APPENDICES:

Assessment Plans: Attach annual assessment plans and other pertinent evidence related to assessment of learning (e.g. rubrics, copies of survey instruments, other assessment instruments).

Stewardship and Budget Reviews:

- Inputs (faculty, etc.)
- Objectives (Department and student learning outcomes)
- Assessments (what and how they're measuring and how they're doing)
- Analysis (What does it all mean? Are there any gaps? What are they going to do about it?)

Department Report Cards/Dashboards

Student Satisfaction Survey Results: Attach evidence related to student satisfaction.

Graduate Survey Results: Attach evidence related to graduate survey information.

Outcomes Alignment Matrix: List all courses offered in your curriculum. Identify program learning outcome/s taught in each course and at what level- (H) High, (M) Medium, (L) Low, or (N) No coverage. Also attach other pertinent evidence of curriculum alignment.

Faculty CVs: Attach, in alphabetical order, all active faculty CVs

Faculty Work/Teach Load: List teaching load and other assigned duties for each faculty.

Student Retention, Attrition, and Graduation Data: Attach pertinent evidence related to student retention, attrition, and graduation.

Student Demographics: Attach student demographics by gender, age, ethnicity, etc. Also attach other pertinent evidence related to student demographics.

Missions: State the University's mission and your College's mission. State your program mission and how it supports the University and College missions.

Please also have all course syllabi updated and available for access through your department website or eportfolio.

REPORT FORMAT

The report should be concise, concentrate on the key issues/evidence/conclusions, and provide an open and impartial view of the program. While writing the report be mindful that it will be viewed by a variety of constituencies: those who will directly respond to the report (external reviewers, Dean, Vice President for Academics) and those within the BYUH community who will have online access to the report at the conclusion of the program review process.

Using the Self-Study Report Guidelines, the self-study report should be 20-25 pages, single-spaced with a cover page, table of contents, report headings and sections, and appendices.

DRAFT REVIEW

A draft review will take place no later than two months prior to the site visit. The draft will be reviewed by the dean and a member of the Institutional Effectiveness and Accreditation Committee.

After the self-study draft is reviewed the department makes any necessary revisions and prepares the final copy.

FINAL REPORT

The final report is due one month prior to the site visit. The following copies should be submitted:

- 3 hard copies for the review team members (electronic copies will also be provided to team members)

- 1 electronic copy should be posted on the department portfolio
- Electronic copies for the President, Vice President for Academics, AVPAA, Dean, and Program Review Coordinator

The printing cost for the final report will be covered University Assessment. The total budgeted cost for all printed copies is $250. Please be mindful of this budget when preparing the self-studies. Upon the discretion of the chair, extensive appendices may be included in electronic submissions and omitted from the printed versions. Departments may print additional copies for their record, however, any cost over $250 will be the responsibility of the department.

Departments will print and prepare the copies for distribution then forward them to the Program Review Coordinator. The AVPAA will distribute the copies along with a letter and charge for reviewers.

DATA/RESOURCES/SUPPORT

While researching and writing the self-study report, the Dean, University Assessment and the Institutional Research Office are available for assistance and consultation. Assessment has set aside support resources for conducting focus groups and administering surveys. The IR Office will provide a standard data set to departments for use while conducting self-studies. It is expected that departments will analyze and use these data sets to generate more questions that can be researched and explored further with IR support.

SITE VISIT

The site visit provides a constructive, balanced expert analysis of the program and the self-study report. The visit focuses on academic quality and aspects of departmental functioning that have a demonstrable impact on the quality of the program. Department matters not demonstrably related to the quality of the academic program are outside the purview of the reviewers' consultation.

AGENDA

Departments will host a two-day site visit at which the department's students, alumni, program faculty (adjunct and core), other personnel, the Dean, Associate VPs, President and VP for Academics will actively engage in discussions about the program with the external reviewers.

The department sets the two-day site visit schedule by arranging the following meetings for the review team:

- Opening meeting (first thing on the first day of the site visit) attended by the Associate VP for Assessment, the Dean and the Chair/Program Review Coordinator
- Meetings with:
  - University President (30 minutes)
  - Vice President for Academics (30 minutes)
  - Associate VP for Assessment & Accreditation (30 minutes)

- o   Associate VP for Instruction (30 minutes)
- o   Associate VP for Curriculum (30 minutes)
- o   Dean (60 minutes)
- o   Department Chair (60 minutes)
- o   Full-time Faculty (30-45 minutes each)
- o   Part-time Faculty (15-20 minutes each)
- o   Students (as a group or groups, 1 hour per group)
- o   Staff (as a group or individually, 30-45 minutes for all)
- o   Alumni (if available)
- • Prep time for preliminary oral report
- • Preliminary oral report (where everyone listed above, plus the Assessment director, is invited to attend)

The department arranges each meeting and invites all attendees. The department distributes the agenda to all attendees. A copy of the agenda should also be posted on the department portfolio and sent to the Program Review Coordinator. There may be slight modifications made to this agenda. Examples agendas from past reviews can be found here: http://assessment.byuh.edu/previews

REVIEW TEAM REPORT

The Review Team will gather information collectively from the self-study report and supporting evidence, on-site review of student work samples and on-site discussions. The team will give a preliminary oral report at the end of the site-visit. They will submit a final review team report approximately 4-6 weeks after the site visit. The Review Team chair has the ultimate responsibility for writing and submitting the final report.

Departments may review the final report to check for errors of fact and have the Review Team make revisions to the report, if necessary.

DEAN'S RESPONSE

The dean writes a response to the final Review Team report, addressing each of the recommendations made by the team. This will serve as a guiding document to the department as they prepare their Department Quality Improvement Plan.

OTHER ARRANGEMENTS

The department is responsible for the following arrangements for the site visit. It is recommended that the department secretary or administrative assistant be involved in planning the site visit during the Preparation stage.

- • Arrange travel itineraries and housing for external Review Team members. These charges will be paid for by University Assessment.
- • Locate and reserve a review team room (one room that serves as the central location for the review team over the two-day period; this should be available to the team all day, each day over the 2-day visit)

- Reserve rooms needed for meetings with faculty, students, staff, etc. during 2-day visit
- Plan and order meals and food for two-day period (typically, breakfast and lunch for the team and one meal with the team and faculty). $500 maximum for the two-day paid for by University Assessment.
- E-mail reviewers with 2-day program review schedule and instructions on where to meet upon initial arrival. For external reviewers, include W9 form, reimbursement form, campus map and instructions on how to drive to the campus. These forms are available at: http://assessment.byuh.edu/previews
- Pick up room keys from Housing (if external reviewers are staying on-campus) or from Turtle Bay Condos (if external reviewers are staying off-campus).
- Make arrangements to meet reviewers when they arrive to give them the keys to their rooms.
- Assist external reviewers in getting parking passes from Security Office. This must be done after they arrive on campus. (Driver's name, license plate#, and duration of stay are needed. The parking pass should be displayed on the rear view mirror).
- Provide additional hard copies of W9 and reimbursement forms and instructions to external reviewers when they arrive on campus. Collect these completed forms from external reviewers on the last day of the review and submit to the Program Review Coordinator.

QUALITY IMPROVEMENT PLAN

CREATE THE DEPARTMENT QUALITY IMPROVEMENT PLAN (DQIP)

After departments receive all feedback (Review Team Report and Dean's Response), the programs should use the feedback to develop the program's quality improvement plan. The program's faculty has three months to create a five-year quality improvement plan. The department uses a template, similar to that below, to outline an action and plan for each Review Team recommendation.

DEPARTMENT QUALITY IMPROVEMENT PLAN (DQIP)

#	Review team recommendation	Dean's Response	Department Response/Action Plan	Resources Required	Projected Date	Follow-up Person	Date Completed
1							
2							
3							
4							
5							

6						

A pdf copy of this template is available at http://assessment.byuh.edu/previews

REVIEW DQIP WITH DEAN AND VP FOR ACADEMICS

When the improvement plan is complete, the department chair gains the approval of the Dean and together they go over it with the VP for Academics. The VP for Academics will make recommendations for how to include any applicable recommendations into budgetary requests.

IMPLEMENTATION (ACTION)

Implementation should begin with the start of the next semester/term for all non-budgetary changes; all changes requiring additional resources will be integrated into the next budget planning processes.   The program integrates proposed changes according to university mission, policies and procedures.

The department is responsible for following its own Quality Improvement Plan over the next five years. The Dean will review the Quality Improvement Plan along with their annual assessment plans with the department annually. Progress on the DQIP will be reported annually through the department Report Card/Dashboard.

GUIDELINES FOR REVIEWERS

BEFORE THE SELF-STUDY

Reviewers who accept the invitation to serve as a member of the Review Team are asked to consider the following before they receive the self-study:

- What are industry standard outcomes?
- What are new trends in the industry? What are new things to be aware of? How current is the program?
- Review the following WASC Rubrics so you may be prepared to judge how developed the program is in the areas outlined: Program Review, Program Learning Outcomes, and Educational Effectiveness Framework

LETTER OF CHARGE

In the letter of charge, reviewers are guided in this manner:

We ask that you consider carefully the evidence of program quality, student learning, and service to stakeholders as is consistent with our institutional mission and program mission. Information about Brigham Young University – Hawaii's mission can be obtained from our website. http://about.byuh.edu/mission

Please focus on the following types of questions, as you review the self-study, visit the program, and prepare the report.

- Is the unit prepared to meet the emerging needs of the field?   Is the curriculum preparing the students to meet the emerging needs of the field?
- Does the unit provide sufficient assessment evidence of student learning? Are the assessment plan and the assessment measures appropriate?
- From your perspective, is the unit's infrastructure (human, physical, and financial) sufficient to achieve its vision, mission, and goals?
- Are there external trends or conditions (academic, research, services) that present opportunities or threats to the unit's ability to achieve its vision, mission, goals, and objectives?
- What are your specific recommendations relevant to the program under review?

REVIEW TEAM REPORT

The following format may be used for the final report; however, reviewers are not constricted to this format.

- Preamble

- Status of the Department

- Strengths of the Department

- Weaknesses of the Department

- Evaluation of the Program's Outcomes-Based Assessment Plan

- Recommendations

    o Improvements that require no budget or policy change

    o Improvements that require policy change

    o Improvements that require budget

Examples of review team reports from previous program reviews can be found by clicking on a department name at this link: http://assessment.byuh.edu/node/22