*May OIE Assessment Conference*

Comprehensive Program Review—Talking Points

1. Policy

* As you know, the BOR of the USG requires that each institution conduct academic program review on a periodic basis within the parameters of every 7 years for undergraduate programs; not more than every 10 years for graduate programs, and every 5 years for General Education.

At Georgia Southern, we review:

* + undergraduate and graduate programs every 7 years
  + General Education every 5 years
* Per BOR policy, program review evaluates the effectiveness of the academic program in terms of quality, viability, and productivity in teaching and learning, scholarship and/or creative activity, and service as appropriate to the institution’s mission.
* Bottom line: institutions must demonstrate that they make judgments about the future of their academic programs within a *culture of evidence*.
* In addition to sharing program reviews with the University System Office, program reviews provide documentation for particular SACSCOC standards at the time of reaffirmation or in special reports like our SACSCOC Consolidation Compliance Report.
* **HOWEVER**, the real reason why we do program review is **Best Practice**—using evidence-based decision making to help programs chart a course of *continuous improvement.*
* The University System Office has developed a CPR template (called a Reporting Vehicle) that is used for program review. This instrument is fairly new and is under further refinement at the System level. We anticipate having a brand new instrument in the future; however, we will be using this template for the reviews conducted in 2018-2019.

1. Practice
   * In practice, think of program review as academic assessment on steroids where the reflective review is expanded beyond curriculum and student learning outcomes (although that is a piece of program review) to incorporate a discussion of other elements of the program such as the quality of students, faculty, curriculum; viability of the program; and productivity of faculty and program.
   * Program review also considers longitudinal trend data—evaluating data from last three years and since the program’s last review.

* Program review is an opportunity for program faculty to reflect on their program
  + where they have been
  + where they are at present
  + where they wish to be and how they will get there
  + includes “closing the loop”
* To help frame this reflective self-study, we recommend that programs orient their discussion around the program’s mission, goals, and objectives related to the specific areas addressed on the CPR template, assess how well the program meets those goals and objectives, and puts forward an action plan for how the program will continue to improve in the future.
* Returning to the purpose of program review as an evaluation of the effectiveness of the academic program in terms of quality, viability, and productivity in teaching and learning, scholarship and/or creative activity, and service as appropriate to the institution’s mission, we can
  + conceptualize a matrix with quality, viability, and productivity as the column headers and teaching and learning, scholarship and/or creative activity, and service as the rows
  + the first element of program review is fill in the matrix with both quantitative and qualitative data that assesses, for example, the quality of teaching and learning in the program; the viability of teaching and learning in the program; and the productivity of teaching and learning in the program
  + to that end, it is critical to consider what data you need to be collecting each year to fill in each of the boxes in the matrix

For example, looking at the first row:

* + - how will you measure the quality of teaching?
      1. peer evaluations
      2. chair evaluations
      3. student evaluations
      4. evidence of student meeting course SLOs
    - how will you evaluate the quality of learning?
      1. academic assessments
      2. exit scores on national and state licensure and/or certification exams
      3. first-time pass rates
      4. completer satisfaction
      5. employer satisfaction
      6. employment of graduates in the field within first 6 months of graduation
    - how will you measure the viability of teaching and learning?
      1. curriculum map showing how the curriculum is sequenced to effect achievement of the SLOs
      2. currency of the curriculum in the discipline—how the curriculum reflects latest disciplinary trends
    - how will you assess the productivity of teaching and learning?
      1. time to degree
      2. retention and graduation rates
      3. attrition rates
  + These are discussions that programs should be having now, if they have not already, to prepare for future program reviews.