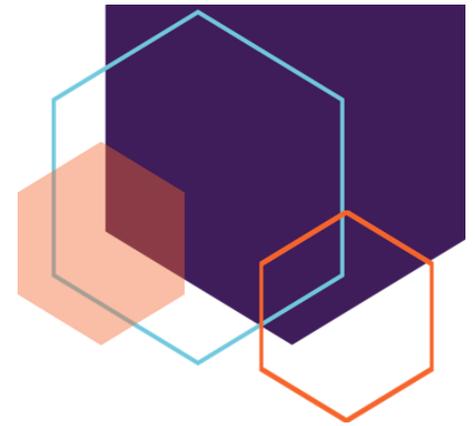Loma Linda University

Office of Educational Effectiveness

Program Review Guide

for Small Programs

Program Review for Small Programs

Small programs and their resultant small data sets have a different pathway at LLU for program review. Along with the quality and success of each program, it is also important to understand the viability and sustainability of small programs.

> The program review process for small programs contains the following six elements.

Element 1: Program Details

- Program name from catalog
- Department program resides in
- School program resides in
- Degree(s) awarded
- Modality (F2F, hybrid, DE)
- Accrediting agency(ies)
- Name of Program Director
- Email of the Program Director
- Tracks and concentrations
- Number of students – cohort & program

Element 2: Program History

- Inception
- Market trends
- Application metrics (5-yr)
- Enrollment metrics (5-yr)
- Student satisfaction (5-yr)
- Evidence could include:
- Course evaluations
- Exit interviews
- Communication from students, alumni, employers, or clinical sites

Element 3: Excellence

- Identified program excellence
- Steps needed to obtain or maintain
- Evidence should include: outcomes assessment plan and board pass rates, if taken
- Effect of small size on program – enhance or inhibit. How do you know?
- What does the program provide to LLU?
- Effect of program elimination

Element 4: Finances

Financial viability can be shown through:
- Program tuition revenue Tuition x Units x Students
- Program specific costs, include overhead, labor costs, etc.
- Faculty utilization – dedicated faculty, shared faculty and adjunct instructors
- Reviewing workloads may be helpful in analysis

Element 5: External Review

- The program review for WSCUC only programs is an internal LLU review but needs to be external to your school
- Professionally accredited programs will need to share commendations and recommendations

Element 6: Action Plan

- Action plans are created from areas of concern
- Identified from a self-study, peer review, accreditor finding, or other recommendation
- Blueprint for planning, implementing, and tracking program development and improvement
- See the AMS for entry
- See Power BI for viewing

Table of Contents

Introduction

Program review is a comprehensive, continuous process of inquiry, analysis, planning, and reflection. The review process draws upon multiple sources and should engage all members of the academic community as stakeholders in evaluating and improving programs. It is a shared responsibility and should be focused on the quality and success indicators of the program.

Due to the small data sets available to evaluate small programs, the Office of Educational Effectiveness (OEE) has established an alternate form of program review - one that is focused on the viability and sustainability of small academic programs.

In preparing this alternate form of review please utilize an evidence-based approach. Required and potential evidence/artifacts should be from the last 5 years, when possible. The end of the document has definitions and instructions.

This alternate form of program review that is required of small programs consists of a self-study that includes:

- Answers to the element questions in this document
- Supporting evidence/artifacts
- Recommendations by the reviewer (internal or external to LLU or professional accrediting body)
- Programmatic action plan

If you have completed your regular programmatic review in the last two years, please add the data from that review into this document. Then answer any of the questions that were not in your original review. If you have not done a recent programmatic review, this document will fulfill that requirement.

When your program review document is ready for review share the document with your Department Chair for review and comments. After that process is complete the document will go on to the Academic Dean. After the review by the Academic Dean, make any updates and send it to a reviewer who is external to your school and internal to LLU whom you have chosen. If you wish to use a reviewer external to LLU please have the review done via email and zoom to minimize costs. After the external review please submit the self-study to OEE at assessment@llu.edu.

Element 1: Demographics

The following demographics should be included in your review.

1. Program name from catalog
2. Department program resides in
3. School Program resides in
4. Degree(s) awarded
5. Modality (F2F, hybrid, DE)
6. Accrediting agency(ies)
7. Name of Program Director
8. Email of the Program Director
9. Tracks and Concentrations
10. Number of students
    a. Per cohort, if applicable
    b. Total in the program

Element 2: History of the Program

Share with us:

- Year program started
- Trends in the profession, the market, and in society that are impacting or may impact your program

Over a 5-year period, share with us:

- Applications, admissions, enrollments
- Student retention, attrition and completion
- Student satisfaction

Potential Artifacts:

- Course evaluation summaries
- Exit interviews
- Emails/letters from students/alumni/employers/clinical sites

Element 3: Excellence

Question 1

How do you identify excellence in your program? Where are you on your quest for excellence in your program? What steps are still needed? How do you know?

Required artifacts

- Outcomes Assessment Plan
    - Curriculum map
    - Assessment Matrix
        - Including ILO/PLO data with "*closing the loop*" information (what changes have you instituted that have made a difference in student learning.)
- Board pass rates, if applicable
- Be prepared to provide a syllabus, that meets the LLU requirements, for every course in your program (see page 11 for instructions)

Potential artifacts

- Data to support excellence
    - Benchmark of data to establish and support excellence
    - "Excellence Survey" response
- Employment rate
- Employer satisfaction
- Publications by alum, if applicable
- Advisory board statement(s)

Question 2

Does the small size of the program enhance or inhibit the quality of the program, or is quality independent of program size? How do you know?

Potential artifacts:

- Exit interviews/surveys
- Graduate surveys
- Employer surveys
- Emails/letters from students/alumni

Question 3

1. What academic richness is brought to the department/school/university by your program?
2. If the program was eliminated what would be lost and/or gained?

Element 4: Finances

For the Department Chair or designated individual

Most schools budget by department, not program. Each department chair (or dean if the school has no departments) answers this area. If the department has only one or two small programs and the finances are straight forward there may not be a need to meet with the individuals below. If the department has more than 2 small programs and/or the finances are complicated the chair should meet with the following individuals as a group:

- Dean of the school
- Provost
- Finance officer of the school
- Finance officer of the university

Share with us the financial viability of your department

Required artifacts:

- Department income and expenses for the last 5 years
    - Income should include tuition and any fees that stay in the program/department
    - Expenses should include payroll and non-payroll summaries
- Program tuition revenue total (tuition x units x students) for each small program over the last five years
- Program specific costs (labor). Describe the financial network the programs are a part of:
    - Do your programs have shared courses with other programs (inside or outside of your department)
        - What is the usual enrollment of the courses that are shared as compared to the enrollment in the small programs?
        - Describe the faculty mix in the program between dedicated, shared, and adjunct faculty. Workloads may be helpful in describing this mix.

Element 5: Review

1. If you are professionally accredited, the review for this program is done by your accrediting agency and you should share the commendations, recommendations, and/or suggestions from your last site visit.
2. If you are WSCUC only, each small program should choose a reviewer who is either:
    a. Internal to LLU and external to the school your program is OR
    b. External to LLU, specifically from your discipline – if you choose this route, do the review via email and zoom to minimize costs.

    If your department has several small programs you may wish to ask one person to review all the department's small programs

Element 6: Program Action Plan

The action plan is done by **both** WSCUC only and externally accredited small programs.

A program's action plans are developed from areas of concern in a program. These may have been identified from a self-study, peer review, accreditor finding(s), or other recommendations.

It is the program's blueprint for planning, implementing, and tracking program development and improvement. What action plan statements do you have for your program? What is your progress on your action plans (timeline and achievement markers)?

Be sure to include:

*   Statements of where the program is now. These would include statements of strength and areas for improvement. Be brief, succinct, and focused. **Include the requests/requirements from accreditors, if applicable,** and your response to them.
*   Vision or goal statements. Where does the program need to be? This should be in **measurable** terms
*   Action statements. What steps need to be taken to achieve desired goals? Make broad statements and include who needs to be involved to help achieve the desired outcomes.
*   Refer to the program's Annual Action Plan statements from the AMS.

Timeline

WSCUC only

Plan on having your self-study early as this completed document goes through a process to many different people.

Fill in Projected Due Dates:

- _____ – give document to department chair for review
- _____ – chair return document, with comments, to program director
- _____ – give to reviewer who is external to your school
- _____ – reviewer returns document with completed rubric
- _____ – return the self-study with reviewer's comments to chair
- _____ – send completed program review to academic dean
- _____ – submit completed program review to OEE

Professionally Accredited Programs

Fill in Projected Due Dates:

- _____ – give document to department chair for review
- _____ – chair return document, with comments, to program director
- _____ – return the self-study to chair
- _____ – send completed program review to academic dean
- _____ – submit completed program review to OEE

Definitions

Small program

A program is considered a small program if it has had 10 or fewer students routinely in the program over the last 5 cohorts or has had 10 or fewer students and no new students over the last two cohorts.

Utilizing the cohort and total enrollment approach normalizes the definition and gives us a clear comparison across programs.

Outcomes Assessment Plan

- Your program's updated curriculum map
- Your program's completed and updated assessment matrix
- "Closing the loop" activities, please record them on the assessment matrix

Closing the Loop Activities

"Closing the loop" means that program faculty have analyzed Institution Learning Outcomes (ILO) and Program Learning Outcomes (PLO) data and have implemented changes that they subsequently can show have improved student learning. This information is summarized on the assessment matrix and entered in the AMS.

Completed Self-Study

- Answers to the questions in each element
- Supporting evidence/artifacts
- Recommendations by the external to the school reviewer or the professional accreditation body
- Program action plan for management of any programmatic needs

Program Action Plan

A program's action plan(s) are developed from areas of concern in a program. These may have been identified from a self-study, peer review, accreditor finding, or other recommendations. It is the program's blueprint for planning, implementing, and tracking program development and improvement.

Program Review Guide for Small Programs

Instructions

Introduction

University leadership is interested in knowing more about the small programs that are in the university. If you have the same program both on-campus and off-campus fill out one self-study for both programs. Answer the self-study elements **SEPARATELY** for each program. Each element should have answers for the on-campus and the off-campus data. If you have one advisory board that is for both programs that information can refer to both programs within one answer.

If you have tracks and/or concentrations in a program (you may have separate applications for these tracks/concentrations) fill out one document for those areas together. If you have any questions on this, please email OEE at assessment@llu.edu.

Please fill out the answers on a Word document and keep for your records. When you are done you will be sending the document to your department chair for review. After that process is complete the document will go on to the academic dean.

On completion you will be sending the documents to OEE at assesmsnet@llu.edu.

Element 1: Demographics

This section is fairly straight forward.

- #1 program name from catalog
  - We want the name from the catalog as many of us have "nicknames" we use for our programs; we want you to use the name from the catalog so that all of the data can be linked to the correct program.
- #6 if you are not externally accredited, please list "WSCUC only"
- #9 if you do not have any tracks/concentrations please list "none"
- #10 if you do not follow a cohort model (you accept every quarter, for example) state "not a cohort model" and answer 10.b.
-

Element 2: History of the Program

- You may need to do extra research on this. Academic deans could be a starting point.
- You would have Jr/Sr years or 1st and 2nd years represented in the data below.

- Over a 5-year period, share with us:
  - Applications, admissions, enrollments
  - Student retention, attrition and completion
  - Student satisfaction

Element 3: Excellence

Question 3

1. What academic richness is brought to the department/school/university by your program?
2. If the program was eliminated what would be lost and/or gained?

This is where you can sell the value of your program to your department, the school, and the university. Support your statements. You may use what you submitted to the "excellence survey" as a foundation for this reply. Your academic dean can supply you with your response to this survey if you no longer have it.

Every course in your program must have a syllabus that meets LLU requirements. Every syllabus should communicate:

- Title, prefix, and number of the course
- What the course is about
- Why the course is taught
- Who teaches the course and how to reach them
- What is required of the student to complete the course with a passing grade
- All policies, such as academic integrity and ADA, are included
- A schedule with due dates
- Contractual agreements between faculty and students are clearly expressed

Element 4: Finances

Your Department Chair, perhaps in conjunction with Kent Chow, will take care of this section. You can help them by describing the financial network the programs are a part of:

- Do your programs have shared courses with other programs (inside or outside of your department)
- Describe the faculty mix in the program between dedicated, shared, and adjunct faculty.

Element 5: Review

1. If you are professionally accredited, the review for this program is done by your accrediting agency and you should share the commendations, recommendations, and/or suggestions from your last site visit.
2. If you are WSCUC only, each small program should choose a reviewer who is either:
3. Internal to LLU, but outside of your school or
4. External to LLU if you can do so in a way that has minimal costs
   a. Do this review via email and zoom so there are no hotel/flight costs.
5. If your department has several small programs, you may wish to ask one person to review all of your small programs.
6. If you have completed your regular programmatic review in the last two years, please add the data from that review into this document. Then answer any of the questions that were not in your original review. If you have not done a recent programmatic review, this document will fulfill that requirement.

Element 6: Program Action Plan

The action plan is done by both WSCUC only and externally accredited small programs.

Be sure and include proposed changes that will enable you to grow – if that is an option.

- Will you add clinical sites?
- Will you change your entrance requirements?
  - Type of person who may enroll
  - Type of prerequisite courses
- Will you change marketing and recruitment strategies?

Timeline

Please refer to the guide for the timeline. It is critical that you get an early start. Plan on having your review document done early as this completed document goes through a process to many different people.