

## **Section I: Program Goals & Student Learning Outcomes**

### **I.A.**

#### **Program Goals**

Based on the previous review cycle, summarize the goals and targets your program has been striving to reach since your last Program Review.

**Due Date:** 2/28/2018

#### **Narrative**

### **I.B.**

#### **Program Student Learning Outcomes**

List your program student learning outcomes, and describe and explain any updates or changes you've made to them since your last Program Review.

**Due Date:** 2/28/2018

#### **Narrative**

## Section II: Program Quality & Continuous Improvement

### II.A.

#### Program Quality

Using evidence (e.g., student assessment data, student success data, demand for your program, demand for your graduates, external review or accreditation, etc.) discuss the actions you have taken to maintain and/or improve the quality of your degree program(s). Present evidence to justify the need for such actions and, where possible, present evidence demonstrating their results. Include in this discussion any of the following that have occurred over the past five years:

- Assessment of Program Student Learning Outcomes
- Changes in curriculum or pedagogy
- Implementation of Expansion or High Impact Practices (e.g., undergraduate research)
- Purposeful faculty professional development
- Specific student support (e.g., supplemental instruction)

**Due Date:** 2/28/2018

#### Narrative

### II.B.

#### Continuous Improvement

Discuss the questions that will direct your program's next five-year cycle of continuous improvement. What will you be tracking and/or assessing over the next five years to ensure your program continues to improve?

**Due Date:** 2/28/2018

#### Narrative

## **Section III: Diversity & Inclusive Excellence**

### **III.A.**

#### **Enrollment/Diversity/Student Success Data**

##### **Tableau Data Dashboards Instructions**

The data dashboards provided by the Office of Institutional Effectiveness contain information on enrollment numbers, retention & graduation rates, diversity and demographics information, and URG gaps in individual courses.

Please reproduce relevant and/or significant data for your program in the narrative below.

Comment on one or more of the following topics:

1. If part of the recent data has changed significantly from prior years, provide an explanation of the changes.
2. If part of the data is not reflected in the data dashboards, please specify why.
3. If part of the data is misleading, explain how so that reviewers can better understand the real situation.
4. Analyze trends in the data over the last five years.

**Due Date:** 2/28/2018

#### **Narrative**

### **III.B.**

#### **Diversity and Inclusive Excellence Goals**

In the space below, please answer the following questions:

1. What were your enrollment/diversity/student success goals from your previous Five-year Action Plan, MOU or Dean's Review?
2. Provide an update on those goals. Are they still relevant? If so, what actions have you taken in the past five years to achieve them? What progress has been made towards those goals?
3. If those goals have been met, or are no longer relevant, what would be appropriate alternative goals for your program for the next five-year review cycle?

**Due Date:** 2/28/2018

#### **Narrative**

## Section IV. Reviewer Comments

### IV.A

#### External Review

The purpose for the external review is to assist faculty in improving program quality by providing a new comparative and broader perspective on the program and student learning.

**External Reviewers: Please provide a commentary on each of the sections listed below. Under each is a set of suggested questions to address in your commentary.** [Enter text in the narrative section below.]

**Due Date:** 4/15/2018

#### Narrative

I. Goals and Program Student Learning Outcomes ( $\leq 1$  page)

a) What are the strengths and weaknesses of the curriculum?

b) What is unique about the curriculum?

c) Can the department achieve its mission, goals, and student learning outcomes with the program curriculum it has?

II. Program Quality & Continuous Improvement ( $\leq 1$  page)

a) What are strengths and weaknesses of the assessment plan that has been carried out over the past five years?

b) In what ways has the assessment process enabled faculty to make decisions to improve student learning?

c) How might the assessment plan for the next five years be improved so that program faculty and administration make better use of the opportunities imbedded in conducting annual assessments?

III. Diversity and Inclusive Excellence ( $\leq 1$  page)

a) What are strengths and weaknesses of the diversity & inclusive student success plan that has been carried out over the past five years?

b) In what ways has the practice of focusing on diversity enabled faculty to make decisions to improve student learning?

c) How might the diversity & inclusive student success plan for the next five years be improved so that program faculty and administration make better use of the opportunities imbedded in annual actions and reflections surrounding diversity?

## IV.B

### ICC Peer Program Review

The Integrated Curriculum Committee's (ICC) Peer Program Review (PPR) sub-committee is made up of faculty from each college as well as a representative from the HSU Library and the Academic Assessment Coordinator. Their purpose is to provide peer feedback with a focus on institutional & curricular contexts.

**External Reviewers: Please provide a commentary on each of the sections listed below. Under each is a set of suggested questions to address in your commentary.** [Enter text in the narrative section below.]

**Due Date:** 4/15/2018

### Narrative

#### I. Goals and Program Student Learning Outcomes (≤ 1 page)

- a) Are the program's mission and goals aligned with the university's mission and goals?
- b) Are the program's Student Learning Outcomes **specific, measurable, attainable, results-focused, and tailored** specifically to the program? (**SMART**)
- c) What aspects of the program curriculum should be examined so that achievement of the mission, goals, and student learning outcomes of the program can improve?

#### II. Program Quality & Continuous Improvement (≤ 1 page)

- a) Has the program conducted assessment of its program learning outcomes over the previous five years?
- b) Has the program's assessment process enabled its faculty to enact change to improve student learning and student success?
- c) How might the assessment plan for the next five years be improved so that program faculty curriculum proposals are evidence-based?

#### III. Diversity and Inclusive Excellence (≤ 1 page)

- a) Has the program's disaggregated enrollment, retention/graduation, and student success data been examined and discussed by program faculty over the past 5 years?
- b) Is there a clear and comprehensive program diversity plan in place to address areas of concern in the disaggregated enrollment, retention/graduation, and student success data, and have steps been taken to implement that plan?
- c) How might the program diversity plan for the next five years be improved to address areas of concern more effectively?

#### IV. Conclusion (≤ 1 page)

- a) Has the program identified challenges can be addressed and resolved within the next five years?
- b) How might the program better build from its strengths to meet the identified challenges most effectively, especially related to improving student success?

## **Section V. Action Plan**

### **V.A.**

#### **Five Year Action Plan**

Based on Sections I through IV, recommend a 5-year plan of action to improve the program. [Paste text in the narrative section below.]

**Due Date:** 5/15/2018

#### **Narrative**

### **V.B.**

#### **Dean's Review**

The Dean, Vice Provost, and Provost work with program faculty to craft a Dean's Review that contextualizes the five-year plan for the academic program within the priorities of the college and university.

**Due Date:** 09/01/2018

#### **Narrative**