



College and School Review Committees

The role of committees for full and mid-cycle program reviews.

August 14, 2024 - Rochelle Rodak, UAF Accreditation & Assessment Coordinator



Program Review Overview

Purpose

- Tools & knowledge for effective assessment.
- Consistency and clarity in evaluations across campus

Goals

- Navigate Google Docs & WorkZone
- Understand Committee Roles

Key Areas

- SLOA's
- Student Success Data
- High Impact Practices
- Program/Financial Data

Committee Structure

- Prescribed by Faculty Senate Motion 262, March 14, 2022.
- At least 4 members appointed by each dean from within the school or college.
- One outside dean and one outside faculty member
 - To both bring and gain broader perspectives from other reviews



Role of Committee Members

- Review & Assess Program Data
- Provide Constructive Feedback
- Flag programs with concerning trends for further university-wide review.



- Objectivity
- Impartiality
- Continuous Improvement
- Student Success



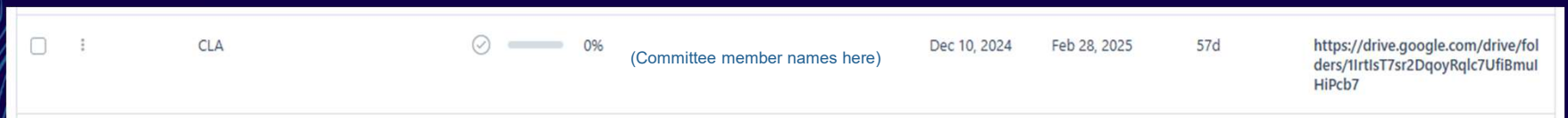
Google Docs & WorkZone

- Flags for Further Review
 - Consistently poor trends
 - Consistent low enrollment
 - Other significant concerns

WorkZone for Review Committees

You should have received an email with instructions to set up your WorkZone account. This link expires 24 hours from the send date.

You will get a weekly email from WorkZone with your To-Do list. It will look like this:



The link on the right hand side currently goes to our Program Review Resources Folder. When Reviews are ready for the committees, we will notify you, and this link will take you to directly to your Review.

Reach out to Libby MacDonald at ogmacdonald@alaska.edu if you need your link resent or have any questions.

Review Components

- Student Learning Outcome Assessment (SLOA)
- Student Success Data
- High Impact Practices
- Program Profile
- Financial Data

Student Learning Outcome Assessment (SLOA)

- Clearly defined and measurable outcomes
- Supporting artifacts and/or rubrics
- Inclusion of relevant student data
 - *Should not contain sensitive student information; provide feedback if included.*

What makes a strong SLOA?

- Clear
- Specific
- Measurable
- Student-Centered
- Realistic



Learning Outcomes Feedback (Tags)

Strong		Developing	
Requires Minor Revision		Requires Major Revision	

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA Plan		Clear, concise presentation of Findings	
Compelling learning story		Missing a direct measure	
Missing active verbs		Missing curricular connection	
Missing collaboration in department			

Student Learning Outcomes Assessment Feedback (narrative)

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SLOA Feedback Required (tags and text box)

Learning Outcomes Feedback (Tags)

Strong	X	Developing	
Requires Minor Revision		Requires Major Revision	

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA Plan	X	Clear, concise presentation of Findings	X
Compelling learning story	X	Missing a direct measure	
Missing active verbs		Missing curricular connection	
Missing collaboration in department			

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 5 SLOs (with several sub-SLOs) for the Music Performance MM SLOA plan. There is evidence that program faculty are working collaboratively on assessing SLOs. All SLOs are appropriate measures of student learning. The review panel offers the following recommendations to improve upon the program's SLOAs:

- SLO 5 "introduction to graduate studies" is not phrased as a measurable learning outcome.
- This sub-SLO will need to be revised or will need to be removed from the SLOA plan.

The program provided well-developed rubrics. The rubric for the Music History SLO will need to be developed, so that those data can be collected and analyzed before the full program review. The program should consider reviewing the type of evidence used for some of the assessments that rely mainly on course quizzes and exams (see SLO #2), which are graded solely by the course instructor, rather than in collaboration with other faculty in the program. On the other hand, the jury evaluation forms for applied knowledge is a strong measure of student learning and clearly involves faculty collaboration.

Additional clarity could be provided on how the data are used to assess the SLOs. The program indicated in the summary of the learning outcome discussion that courses were listed in the SLOA plan (this was indicated in the revised SLOA plan).

The program noted no curricular changes because the program was suspended and just reinstated a couple of years ago. For future reviews, the program is encouraged to consider how their SLOA plan allows for continuous improvement, which is a requirement of accreditation. Collecting and analyzing data will also be important for future reviews.

Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Examples of Feedback

Student Success Data

- **Enrollment & Retention Rates**
 - Has the department identified trends in enrollment and retention, and examined different demographic groups?
- **Graduation Rates**
 - Has the department assessed overall graduation rates and noted any variations across demographic groups?
- **Equity Gaps**
 - **Pell Grant Status:** Has the department recognized any impact of Pell Grant status on persistence and completion rates?
 - **Race, Ethnicity, and Gender:** Has the department identified any disparities in academic performance by race, ethnicity, or gender?
 - **First-Generation Status:** Has the department analyzed success rates among first-generation students and identified any support gaps?

Student Success Data

If So...

- Do they have a plan to address identified inequities and gaps?
- Are they collaborating with other departments to support student success?
- Have they identified specific actions?
- Is there a plan for ongoing monitoring to track the effectiveness of their efforts?
- Are they committed to refining their strategies based on these findings?

If Not...

- Identify Initial Trends
- Encourage Outreach to Data Liaisons and PAIR
- Emphasize Key Metrics
- Suggest Collaborative Analysis

Student Success & Equity Feedback

The Student Success Dashboard shows consistency in the number of majors, the annual student credit hour load, the annual pass rate, and the graduation-informed persistence for students in the Department of Social Work. The only notable deviation came in a sharp decline of graduates from 2019 (32 graduates) to 2020 (17 graduates), although pandemic-era difficulties might be cited as a cause. The

number of graduates has remained steady the past two years of the review period: 23 graduates in 2021, and 24 in both 2022.

In the Department's overview of "Plans to Address Equity Gaps," they demonstrate practical, proactive plans to encourage greater equity and engagement in their curriculum. We as a committee see the Department of Social Work as particularly strong in serving underrepresented students and communities. As noted in the Program Profile, about 21% of Social Work majors identify as Alaska Native or American Indian, and the department offers "a rural social work cohort program to support Indigenous students through culturally and contextually relevant teaching practices." Student and cultural equity is a key element of the Department of Social Work's mission, and they are succeeding in this endeavor.

Student Success Feedback Required (text box)

High Impact Practices

- **Identification**
 - Did the program identify HIPs currently utilized within the program?
- **Narrative**
 - Has the program provided a narrative for each tagged practice that details its implementation and impact?
- **Relation to Student Success**
 - How do these HIPs relate to student success data, and has the program made efforts to establish this connection?
- **Integration with SLOAs**
 - In what ways are these HIPs integrated into the SLOAs?

High-Impact Practices Feedback

The Department of Social Work curriculum appears to prepare students very well for applied learning and career placement. Students are encouraged to collaborate with peers, conduct academic research, and develop their writing and communication skills. As early as SWK 103: Intro to Social Work, students conduct twenty hours of service within the community. The BA program requires 400 hours of practicum (which is to say internship), which are fulfilled in SWK 461 and SWK 464.

Elsewhere in the curriculum, SWK 375: Research Methods (a writing-intensive course) teaches students to evaluate and produce academic scholarship. Other courses emphasize perspectives from BIPOC and rural communities. In fact, the Social Work program makes an emphasis of preparing students to serve rural and Indigenous communities—a valuable contribution to the needs of Alaska. This approach is woven through its entire curriculum.

Also of note, the department supports the Organization of Student Social Workers, a student group on the UAF campus that empowers undergraduates to conduct service projects and interact with practicing social workers. The department is also developing a Canvas shell to serve as an asynchronous overview for students entering the major.

High Impact Practice Feedback Required (text box)

Program Profile

- **Program's Value to UAF's Mission**
 - How does the program align with and contribute to the mission of UAF?
- **Duplicative Programs**
 - Are there any duplicative programs within the UA system, and if so, how does this program differentiate or collaborate with these programs to enhance their offerings?
- **Community or Other Partnerships**
 - What community or other partnerships has the program established, and how do these partnerships enhance its offerings?
- **Post Graduate Success**
 - What evidence is there of post-graduate success for students from this program, and how is this success measured?

Profile Feedback

Program is mission-centric to UAF or college/school, Program is unique in the state, Providing job placement for graduates, Strong post-graduation success for students, Strong ties to the community or industry

Profile Feedback Required (text box)

Financial Data

- **Revenue and Expenditures**
 - Did the program provide the required financial template outlining Resources and Expenditures?
- **Cost Effectiveness**
 - How does the program demonstrate cost effectiveness?
 - What measures have been implemented to ensure efficient use of resources?
 - Are there specific strategies in place to reduce cost while maintaining quality?
- **Value of Service Courses**
 - What is the perceived value of service courses within the program, if any?
 - How do these courses contribute to the overall mission and goals of the program?
 - Is there evidence or metrics demonstrating the impact of services courses on student success and program outcomes?

Financial Feedback

High Tuition Revenues	X	High Grant Revenues	
Operates a Low Cost		Productive Faculty	X
Opportunities to Increase Revenue		Low Enrollment	

Financial Feedback Required (tags)

Overall Feedback

- Provide clear and actionable feedback.
- Assign the applicable feedback tags:
 - Address Equity Gaps
 - Consider Curricular Revision
 - Develop Online Offerings/Options
 - Improve Time to Degree
 - Increase Enrollment
 - Increase Graduates
 - Increase Retention/Persistence
 - Strengthen Advising Practices
 - May Be Asked to Share Effective Practices
 - Recommendation to University-Wide Committee