

A photograph of the Syracuse University clock tower, a large, ornate stone building with a central clock face and two smaller towers on either side. The sky is a clear, pale blue.

Systematic Program Review Guide:

Using Data Effectively & Producing a Meaningful Report

Version 3
February 15, 2018

SYRACUSE UNIVERSITY



The Syracuse University Context

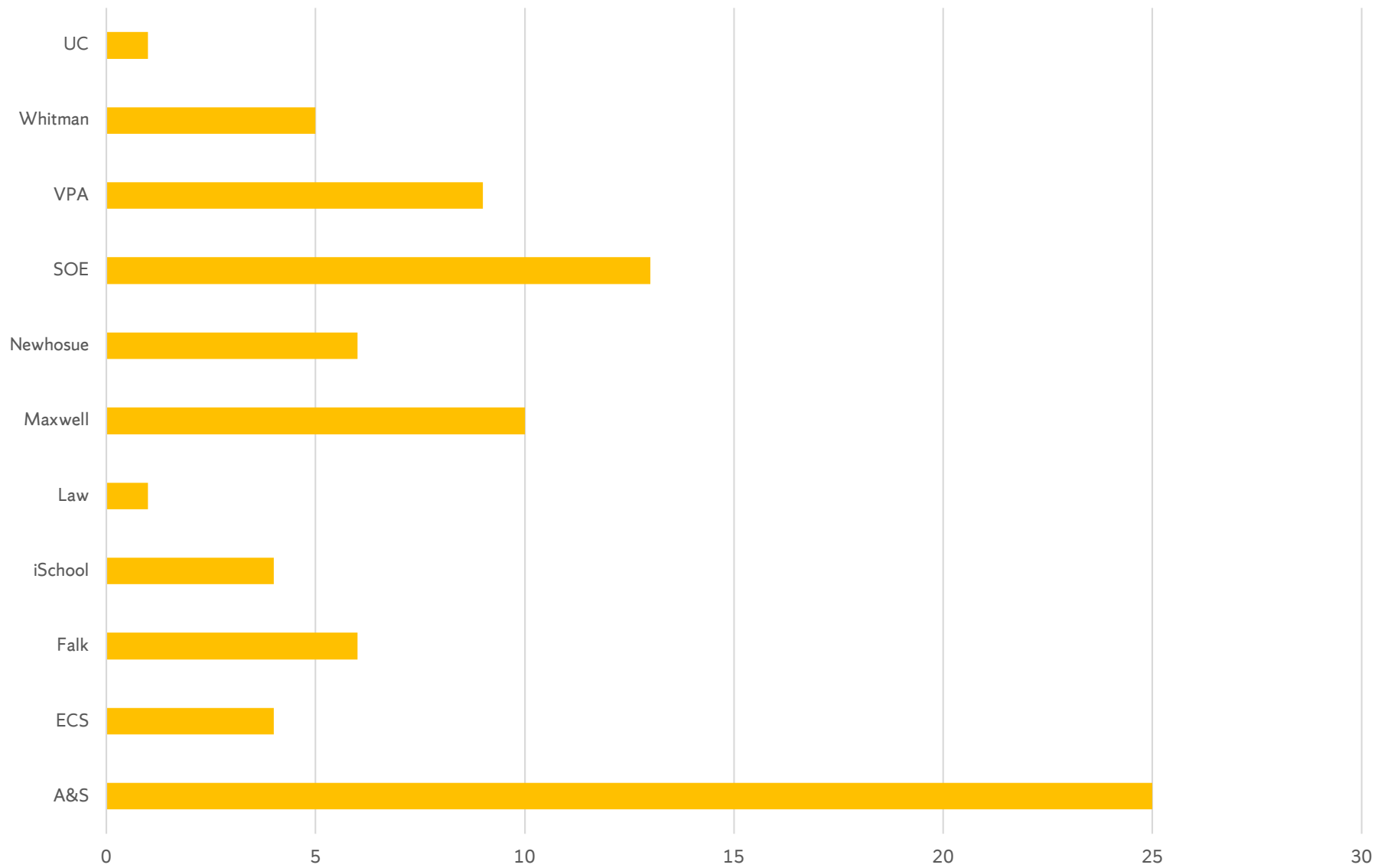
Syracuse University has distinctive strengths as an institution with its many autonomous schools, colleges, and departments.

Our decentralized nature has gradually led to the accumulation of a very large portfolio of programs, in part because we have lacked a periodic mechanism for review.

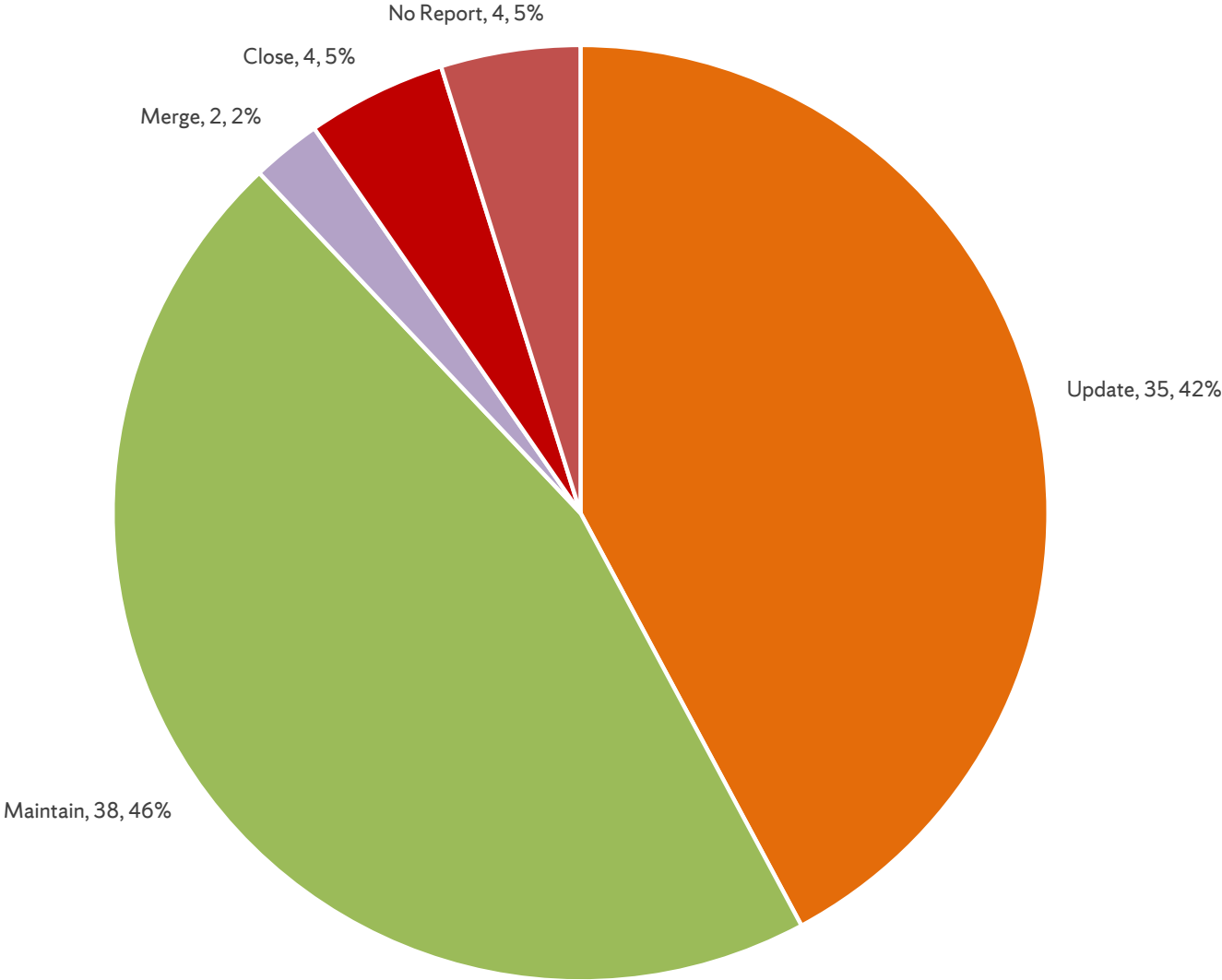
Our regional accreditor, the Middle States Commission, expects that we will periodically review each of the programs we offer.

Program review provides a systematic, faculty-centric process by which we periodically check that our portfolio of programs provides the best possible learning opportunities to our students in light of our institutional capacities.

2017 Number of Program Reviews by School/College (n=84)



2017 Overall Program Review Summary (n=83)



Stewardship

Are we good stewards of

students' tuition dollars?

students' tuition dollars
received via Federal
sources?

other Federal funds
(e.g. NSF)?

our endowment funds?

We demonstrate stewardship via

Strategic Planning
Institutional Level
School/College/Division Level
Department/Unit Level

Program Review
School/College/Division Level
Department/Unit Level

Assessment
School/College/Division Level
Department/Unit Level

Our documented efforts demonstrate

Institutional Effectiveness

Academic Strategic Plan

School/College Strategic Plan

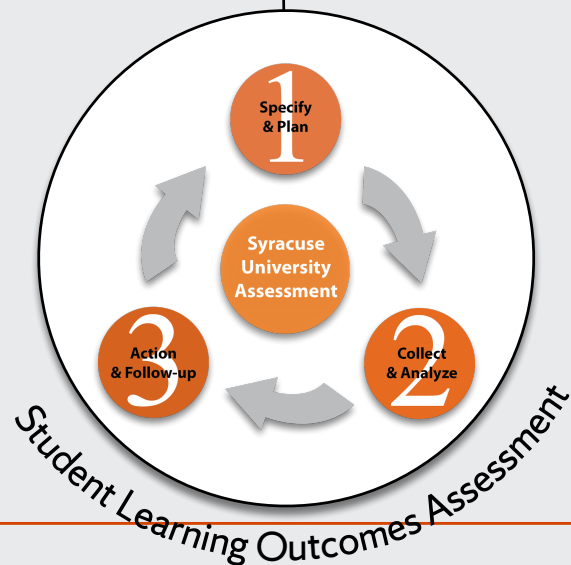
School/College Strategic Plan

School/College Strategic Plan

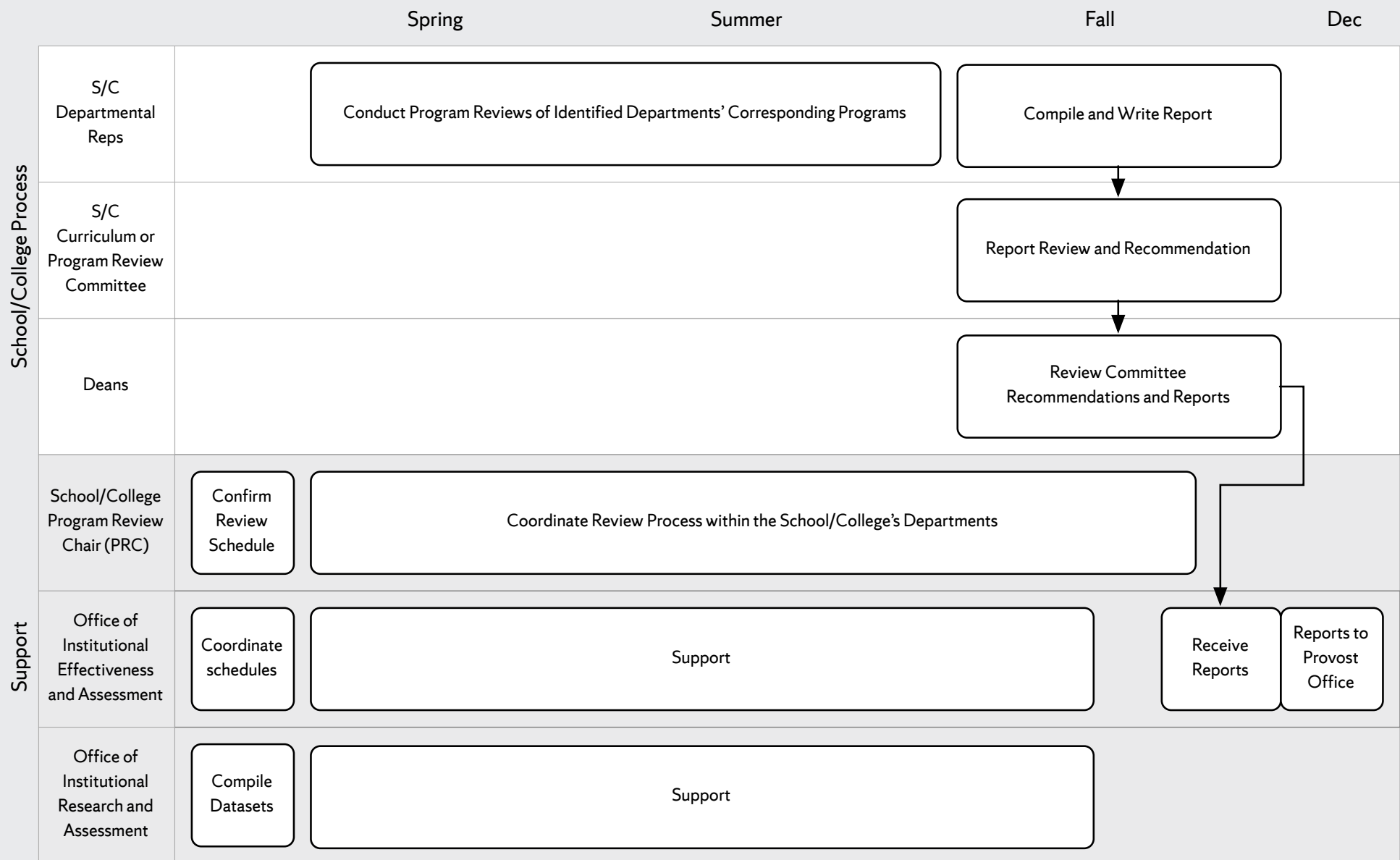
Dean's Office Assessment
(Functional Areas)

Program Review

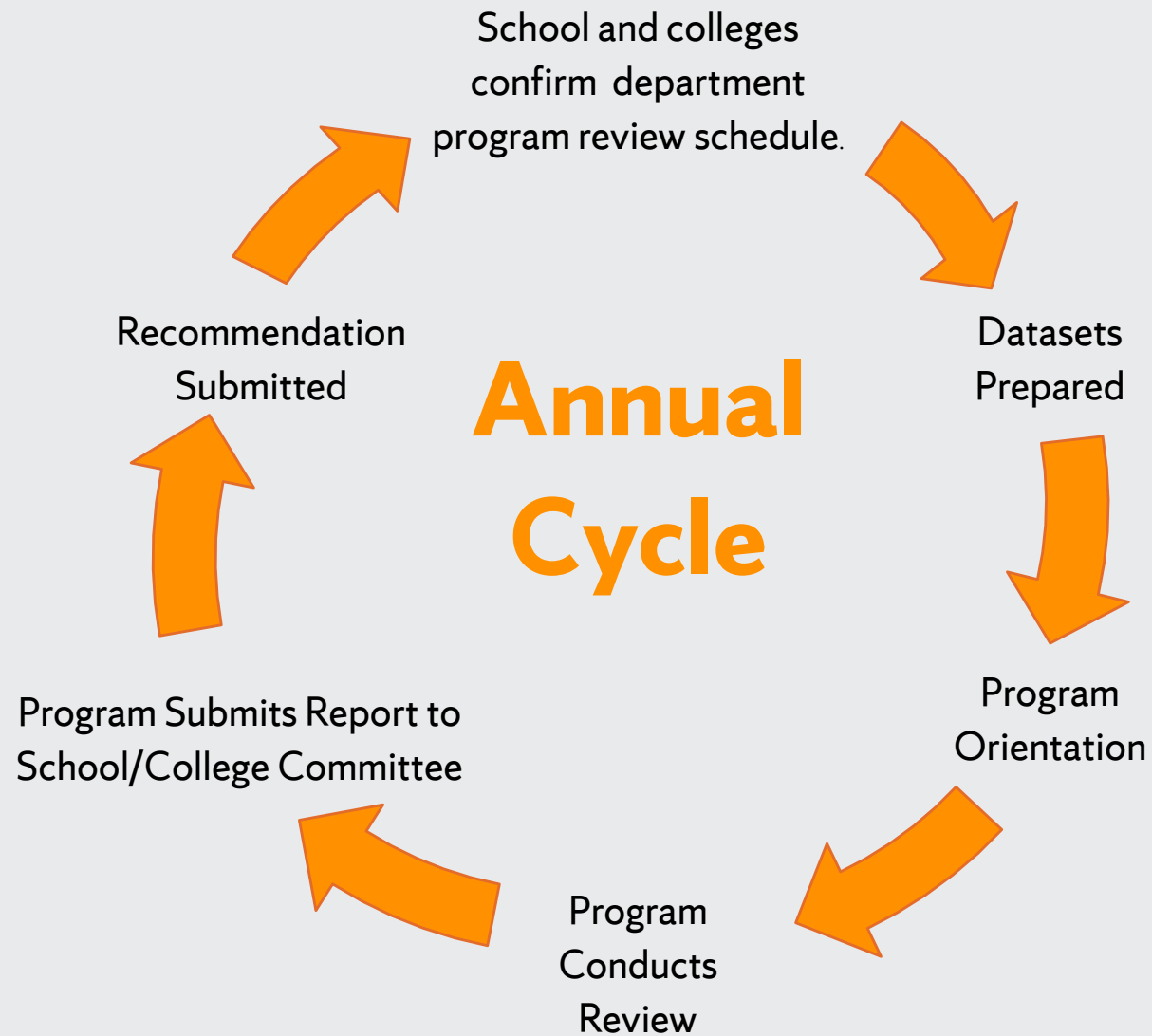
Budget Planning



The 2018 Program Review Process



Program Review Cycle



The Review Criteria: Quality, Centrality, Demand, and Cost Effectiveness

Quality	Centrality to mission	Demand	Cost-effectiveness
<ul style="list-style-type: none"> • Student learning outcomes assessment results • Retention and graduation rates • Certification or licensing exam pass rates (if applicable) • Post-graduate outcomes (employment, graduate school) 	<p>Demonstration of tie to mission and strategic plan at institution and school/college levels (usually described in a narrative, e.g., value proposition documentation)</p>	<ul style="list-style-type: none"> • Five-year trend of student majors • Five-year trend of degrees awarded • Five-year trend of applications to program 	<ul style="list-style-type: none"> • Total faculty and staff supporting program • Faculty FTE per semester credit hour of instruction • Instructional cost per semester credit hours of instruction • Class size
<p>Undergraduate, Masters and CAS</p>			

The program review guide provides a list of additional, optional data sources.

The Review Criteria: Quality, Centrality, Demand, and Cost Effectiveness

Quality	Centrality to mission	Demand	Cost-effectiveness
<ul style="list-style-type: none"> • Student learning outcomes assessment results • Retention and graduation rates • Reasons for attrition • Advisor loads • Doctoral Committee service • External Rankings • Aspirational Peers 	<ul style="list-style-type: none"> • Demonstration of tie to mission and strategic plan at institution and school/college levels 	<ul style="list-style-type: none"> • Five years - ratio of part time to full time students (part time doctoral study permitted) • Total credit hours required • <u>Please refer to overview memo for complete list</u> 	<ul style="list-style-type: none"> • Total cost of salary and benefits for faculty and staff supporting program • Faculty FTE per semester credit hour of instruction • <u>Please refer to overview memo for complete list</u>
Doctoral			

The program review guide provides a list of additional, optional data sources.

Program Review Recommendations

Most Common: Program continues with recommendations for quality improvement based on assessment data

Less Common: Program merges with another, similar program to gain strength, quality, or effectiveness

Rare: Program closes for lack of student demand, notable quality deficiencies, or other persistent difficulties. Program is moved to another s/c.

Getting Access to Data: Dashboards

- Retention Dashboard
- Program Review Dashboard (MSPR)
- Fact Book
- Graduate Admissions

Data exportable to Excel

Getting Access to Data: Dashboards

<http://assessment.syr.edu/pr/schedule-2018/>

Login information (including passwords) will be emailed to school/college Associate Dean.

Program Report Template

- The Office of Institutional Effectiveness and Assessment provides a report template to complete
- For most programs, the completed report will comprise about three pages plus appendices
- Two to three hours of total writing time per report, not counting data collection or meetings
- Most important section to develop: “**Analysis of Strengths and Areas for Improvement**”

Curriculum Committee Report Template

- Curriculum Committee (or specially convened program review committee) considers the complete set of programs for the year and recommends outcomes
- Report template provides a standard way of documenting each recommendation
- Less than one hour writing time for recommendation report, not counting reading program report(s) and meeting(s)
- Most important section to develop: “**Recommendation Justification**”
- Dean’s signature required on the form
 - If the Dean disagrees with the Committee Recommendation the Dean should complete and submit the Dean’s Recommendation Form

Dean Report Template

- Form is only submitted if the Dean disagrees with the Committee Recommendation
- Dean should indicate rating and justification
- Dean signs and submits the form along with the program review report and committee report

Program Review Recommendations



SYRACUSE UNIVERSITY

Program Review Report Undergraduate, Master's

School or College: _____
 Department: _____
 Program Reviewed: _____
 Department Chair: _____
 Dept. Chair Signature: _____
 Report Prepared by: _____
 Date: _____
 Dean: _____
 Dean's Signature: _____

Program Catalog Description [Insert response here]

Analysis - Program's Four Dimensions¹

Please insert responses below each of the dimensions should be included as appendices and referenced as

1. Quality

Student learning outcomes assessment results (from [Insert response here])

Retention and graduation rates (from OIRA data) [Insert response here]

Post-graduate outcomes (employment, graduate school) [Insert response here]

Certification or licensing exam pass rates (if applicable) [Insert response here]

Optional Datasets/Data/Information [Insert response here]

2. Demand

Five-year trend of student majors (undergrad) or enrollment [Insert response here]

¹ Please place data tables/summaries in the appendix
2018 Academic Program Review | Academic Affairs

SYRACUSE UNIVERSITY

Program Review Report Doctoral Program Review

School or College: _____
 Department: _____
 Program Reviewed: _____
 Department Chair: _____
 Dept. Chair Signature: _____
 Report Prepared by: _____
 Date: _____
 Dean: _____
 Dean's Signature: _____

Program Catalog Description [Insert response here]

Analysis - Program's Four Dimensions¹

Please insert responses below each of the dimensions should be included as appendices and referenced as

1. Quality

Student learning outcomes assessment results (from [Insert response here])

Retention and graduation rates (from OIRA data) [Insert response here]

Reasons for Attrition (from OIRA data) [Insert response here]

Post-graduate outcomes (employment, post-docs, faculty) [Insert response here]

Faculty Summary (advisor loads, doctoral committee) [Insert response here]

Scholarly Production (number of publications, conference presentations) [Insert response here]

External Comparisons (rankings, aspirational peers)

¹ Please place data tables/summaries in the appendix
2018 Academic Program Review | Academic Affairs

SYRACUSE UNIVERSITY

School/College Program Review Committee

School or College: _____
 Department: _____
 Program Reviewed: _____
 Department Chair: _____

Committee Recommendation

Report Prepared by: _____

Signature: _____

Dean: _____

Dean's Signature: _____

Please Check One Dean Concur

Summary of Findings

[highlight this text and insert response here]

Recommendation

<input type="checkbox"/>	Update the program with suggested improvements.
<input type="checkbox"/>	Maintain the program as is.
<input type="checkbox"/>	Merge the program with another related program.
<input type="checkbox"/>	Move the program to another school/college.
<input type="checkbox"/>	Close the program.

Recommendation Justification

Provide a justification for the committee's recommendation

[highlight this text and insert response here]

¹ If the Dean disagrees with the committee recommendation
2018 Academic Program Review | Academic Affairs

SYRACUSE UNIVERSITY

DEAN RECOMMENDATION

Respective Dean completes this form when the dean's recommendation differs from the school/college committee recommendation. Please submit this form along with the committee form and program report.

School/College Plan Review Dean Recommendation

School or College: _____
 Department: _____
 Program Reviewed: _____
 Department Chair: _____

Dean Recommendation

Dean: _____

Dean's Signature: _____

Dean's Recommendation

<input type="checkbox"/>	Update the program with suggested improvements.
<input type="checkbox"/>	Maintain the program as is.
<input type="checkbox"/>	Merge the program with another related program. Suggested program:
<input type="checkbox"/>	Move the program to another school/college. Both school/colleges must agree to the move.
<input type="checkbox"/>	Close the program.

Recommendation Justification

Provide a justification for your recommendation and why your recommendation differs from the committee's recommendation.

[Insert response here]

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2017 Getting Access to Data: Centrality

- Program history and origins (from school/college records)
- Value proposition document (available from marketing/admissions)
- Graduate Enrollment Report (available from graduate school)
- Instructor data (provided by OIRA)

352	795	1.010786125	IRP
Corsello,Alexander	624	1.019937055	IST
Taber,P Douglas	171	0.983333333	ITA
359	756	0.888392857	JAM
Ferber,Laurie A	138	0.821428571	JPS
Harper,Chad Aaron	243	0.973214286	JSP
Nosky,Deborah L	237	0.9375	
Porter,Trudi L	138	0.821428571	
371	22	0.785714286	
Tornabene,Meredith M	22	0.785714286	

Navigation tabs: CHbyCourse&Prefix | **FacByCourse&Prefix** | CourseByFac&Prefix | PrefixByFaculty | CHbyFaculty | Master1516

2017 Getting Access to Data: Demand

Enrollment trends (supplied by OIRA; selected graduate programs also have graduate enrollment reports available from the graduate school)

Admissions pool data (undergraduate: available from admissions; graduate: available from school/college records)

Low enrollment class report

Low Enrollment Class Report

Row Labels	Sum of Enrolled Count
IST 101 M008	14
IST 101 M009	13
IST 200 M001	7
IST 200 M003	7
IST 346 M001	10
IST 346 M003	9
IST 400 M002	4
IST 400 M003	2
IST 400 M004	9
IST 400 M005	8
IST 445 Z801	9
IST 447 M001	5
IST 565 M001	7
IST 565 M800	11
IST 600 M001	9
IST 600 M002	10
IST 600 M003	9
IST 600 M200	2
IST 600 M201	1
IST 600 M204	1
IST 600 M205	1
IST 600 M800	13

Subject Prefix

- HOM
- HPD
- HSH
- HST
- HTW
- HUM
- ICC
- IDE
- IDS
- ILL
- INB
- IND
- IRP
- IST**
- ITA

LowEnrollPivot MasterFall2016 CountOfSections +

2017 Getting Access to Data: Cost Effectiveness

Regular Or Temp	Full Or Part Time	Academic Rank	Name	SUBJ_CAT NBR	TERM SECTION_NUM	PR MAJ 05 Bachelor's	PR MAJ 06 Postbaccalaureate
						IN25BS Info Mgmt & Technology	CU07CAS Cultural Heritage Preservation
R	F	Assistant Professor	Stokes-Rees,Emily W	IST 622	1171_M001		24
R	F	Associate Professor	Hurst-Wahl,Jill Ann	IST 613	1172_M002		15
R	F	Associate Professor	Hurst-Wahl,Jill Ann	IST 605	1171_M001		12
R	F	Associate Professor	Stripling,Barbara Kay	IST 511	1171_M001		12
T	P	Instructor	Ward,Daniel F	IST 632	1171_M001		12
R	F		Stokoe,David J	IST 624	1172_M001		12

Total faculty and staff supporting program (from MSPR dataset)

Faculty distribution over instructional duties (from MSPR dataset)

Minimum, maximum, typical class size (from MSPR dataset)

Instructional cost per semester credit hours of instruction (infer from data above)