PEPPERDINE UNIVERSITY

OIE

OFFICE OF INSTITUTIONAL EFFECTIVENESS

Improving
Educational Programs
for Effective
Student Learning

PROGRAM REVIEW GUIDEBOOK

FOR ACADEMIC DEPARTMENTS
ADVANCEMENT OF STUDENT LEARNING COUNCIL (ASLC)

ACADEMIC YEAR
2019-2020

+ Guidebook Implemented June 2010
+ Revised May 2015
+ Portions adapted from the WASC 2013 Handbook of Accreditation

TABLE OF CONTENTS

REVIEW: [PROGRAM NAME]

Date Prepared:

Principal Preparer:

Program Review Team Members:

BACKGROUND

School/Division	
Degrees Offered/Concentrations	
Campus Location	
Year Program Established	

Please provide a brief overview of the program (one paragraph):

MEANING OF THE DEGREE: MISSION, GOALS, OUTCOMES

Describe how the program ensures a holistic experience by answering the following questions about the coherence and alignment within the program:

1. Does the program have a mission statement?   Yes ☐   No ☐

    - If "YES" please provide:

    - If "NO" briefly explain why the program exists, its values, its purpose, and what it hopes to achieve in the future. You may wish to consider the creation of the mission statement in your future plans.

2. Program Learning Outcomes (OIE Website):

3. Alignment of Program Learning Outcomes with Institutional Learning Outcomes:
   https://www.pepperdine.edu/oie/assessment/institutional-learning-outcomes.htm

QUALITY OF THE PROGRAM

STUDENT PROFILE OF ENTERING STUDENTS

OIE will provide these data for the past five academic years, based on Fall term:

	Fall Term1	Fall Term2	Fall Term3	Fall Term4	Fall Term5
Sex					
Male					
Female					
Ethnicity					
Nonresident alien					
Hispanic/Latino					
American Indian/Alaska native					
Asian					
African American					
White					
Two or more					
Race unknown					
TOTAL					

CURRICULUM AND LEARNING ENVIRONMENT

1. Describe any major or notable change(s) to the curriculum since the last program review (5-7 years), including the reasons for the change. What evidence was used for the change?

2. Please explain the aligned sequence of learning opportunities, classes, internships reflected in your program's curriculum:

   Please attach the link to your curriculum sequence of courses. This could be found in your program handbook, academic handbook, or website.

3. Please describe how your degree offers sufficient depth and breadth of learning for this particular major or program:

   Attach links to the following: a) map demonstrating alignment with mission and ILO's – PLO's to ILO's, b) map of PLO's to courses with Introduced, Developed, and Mastered designations, c) Core Competency map[1]

4. Curriculum Comparison: Please attach a curriculum comparison with at least three peer institutions using the form in the Appendix. Note any significant or important differences.

5. Please describe relevant instructional approaches used, along with the rationale and data that supports these pedagogies. *You can write this as a narrative, these may include:*
   This question used to include evidence of teaching effectiveness, and asked the writer to attach relevant course evaluations, peer evaluations, scholarship on issues of teaching and learning, student satisfaction surveys, etc – explaining why each item was included.

6. Are any of the following part of the curriculum? Are they assessed? If so, please briefly describe how they are integrated into the curriculum.

✓	Type of High Impact Practice	Assessed	How are they Integrated?
	Service Learning		
	Research Opportunities		
	Internships		
	Externships		
	Other		

CO-CURRICULAR EXPERIENCES

The experiences below are available to all students at the Pepperdine University.

1. Are any of the following intentionally integrated into the curricular plan for your program? If so, briefly describe.

✓	Experience	Description
	Academic and career advising	
	Tutoring, supplemental instruction, TA's	
	Orientation and transition programs	
	Financial support for obtaining scholarships, fellowships, teaching assistantships, etc.	

Support for engagement in the campus community	
Support for emotional and psychological variables of success	
Spiritual development programs and opportunities	
Multicultural opportunities which support diversity	
Plays, musicals, art exhibits, and lectures	
The Sophomore Experience	
Study Abroad	
Global Experiences	
Other	

FACULTY

1. Please complete the chart below.

If this is listed in your catalog or online just include a link.

Name	Rank	Degrees	Years at PU	Tenure Status T/TT/NT	Link to bio for Scholarship

VIABILITY OF THE PROGRAM

DEMAND FOR THE PROGRAM

1. Briefly describe the current student demand for the program. How has this changed (if at all) since the last program review? Please reference student enrollment rates, graduation rates, and any other data relevant to your program.

2. Are there emerging trends or signs that this might change in the future?

ALLOCATION OF RESOURCES

OIE will provide these data:

Faculty Support	
Number of full-time instructional faculty:	Number of part-time instructional faculty:
Instructional faculty FTE:[a]	Student:Faculty ratio[b]

[a]The number of full-time instructional faculty plus ⅓ part-time instructional faculty.

[b]Ratio corresponds to the student FTE divided by the instructional faculty FTE.

	YES	NO
Are there sufficient number of faculty to maintain program quality?		
Do program faculty feel they have the support they need to do their work?		

If you answered "No" to either of the questions above, please explain and then offer suggestions as to how the situation could be improved.

INFORMATION AND TECHNOLOGY RESOURCES

	For On-Ground Courses		For On-Line Courses	
	YES	NO	YES	NO
Are the library's resources sufficient to support the curricular and research needs of the program?				
Are the technology resources and tech support sufficient to support the pedagogy and research in the program?				
Are the technology resources and tech support sufficient to support the students' needs?				

If you answered "No" to any of the questions above, please explain and then offer suggestions as to how the situation could be improved.

FACILITIES

Are the facilities below related to your program sufficient?	Campus	YES	NO
Classroom space			
Instructional laboratories			
Research laboratories			
Office space			
Student study spaces			
Access to classrooms suited for instructional technology			
Access to classrooms designed for alternative learning styles/universal design			
Other facilities unique to your program:			

If you answered "No" to any of the questions above, please explain and then offer suggestions as to how the situation could be improved.

STAFF

	YES	NO
Are the support/administrative staff sufficient in number to support the program/department operations?		
Are the support/administrative staff sufficiently trained to support the program/department operations?		
Are the technology staff sufficient in number to support the program/department operations?		
Are the technology staff sufficiently trained to support the program/department operations?		

If you answered "No" to any of the questions above, please explain and then offer suggestions as to how the situation could be improved.

INTEGRITY OF THE PROGRAM

STUDENT LEARNING AND SUCCESS

EVIDENCE OF STUDENT LEARNING

1. Summary Student Achievement Report for Program Review findings HERE.

   The Integrity section asks you to take a holistic look at student learning and academic achievement. This should be accomplished by examining the annual student achievement reports as represented on the summary report form.

2. WASC Core Competencies: Each program is held responsible for meeting the WSCUC Core Competencies. Programs may have participated in the University-wide initiatives (reports found on the OIE website) or have met the criteria through annual assessments of the curriculum.

   Please describe how you have met the following core competencies: a) written communication, b) oral communication, c) information literacy, d) critical thinking, e) quantitative reasoning.

1.   Other surveys of student learning unique to your program along with an analysis of the findings (NSSE, LSSSE, etc.)

2.   National student surveys*: [OIE will provide a summary of this data]*

3.   Alumni data*: [OIE will provide a summary of this data]*

4.   Please discuss any notable trends in the above data

EVIDENCE OF STUDENT SUCCESS

1.   Graduation and retention rates*: [OIE will provide this data]*

2.   Employment or placement rates*: [provided by OIE or career development]*

3.   Attach any other measures of student success here (bar passage, licensing, credentialing, etc.)

4.   Attach any student satisfaction surveys.

5.   Please discuss any notable trends in the above data.

SUMMARY AND REFLECTION

Looking at all the data you have collected, please reflect briefly on the particular strengths of your program as well as opportunities for growth.

PLANS FOR THE FUTURE

The primary utility of program review is internal to an institution. It provides a structure to foster continuous program improvement that is aligned with departmental, university, and institutional goals. Such improvements may include:

A. Developing or refining program learning outcomes and identifying appropriate means for assessing their achievement

B. Better aligning department, college and institutional goals

C. Refining departmental access and other interventions to improve retention/attrition, and graduation rates

D. Making curricular and other changes to improve student learning and retention

E. Reorganizing or improving student support systems, including advising, library services, and student development initiatives to improve the academic success of students in the program

F. Designing needed professional development programs, including programs to help faculty learn how to develop and assess learning outcomes, to improve pedagogy, and to improve curricular cohesion

G. Reorganizing or refocusing resources to advance student learning or specific research agendas

H. Re-assigning faculty/staff or requesting new lines

I. Illuminating potential intra-institutional synergies

J. Developing specific action plans for modifications and improvements

K. Informing decision making, planning and budgeting, including resource re/allocation

L. Linking and, as appropriate, aggregating program review results to the institution's broader quality assurance/improvement efforts

M. Developing or refining online or hybrid programs

N. Other: please explain

What changes to the program do you foresee based on your program review? Please outline your desired improvements in the table below.

Please note the question number where the issue was referenced in your report. Use additional space below the table to provide a more detailed description, if desired. (Suggested number of changes: 3-5 and substantive in nature)

	Type of Change	Description	Target Completion Date	Responsible Person or Group	Necessary Resources, if applicable	Question in report
1	*EXAMPLE: D*	*EXAMPLE: Add required writing course*	*EXAMPLE: Fall 2020*	*EXAMPLE: LRW faculty*	*EXAMPLE: None*	*EXAMPLE: 8*
2	*EXAMPLE: A*	*EXAMPLE: Review program learning outcomes for pro bono work*	*EXAMPLE: Spring 2020*	*EXAMPLE: Faculty Assessment Committee*	*EXAMPLE: None*	*EXAMPLE: 19*

APPENDIX

QUALITY

CURRICULUM COMPARISON

Program Name: [Business]			
Pepperdine	**Peer #1: [Name]**	**Peer #2: [Name]**	**Peer #3: [Name]**
EXAMPLE: BUS123: Business Relations (3)	*EXAMPLE: COM110: Interpersonal Communication (3)*	*EXAMPLE: BUS251: Business Communications (3)*	*EXAMPLE: BUS150: Intro to Business Relations (3)*
EXAMPLE: BUS180: Intro to Marketing (3)	*EXAMPLE: MKT271: Principles of Marketing (3)*	*EXAMPLE: SBM111: Marketing (3)*	*EXAMPLE: BUS152: Intro to Marketing (3)*
EXAMPLE: BUS190: Principles of Management and Leadership (3)	*EXAMPLE: MGT229: Management and Leadership 1 (3)*	*EXAMPLE: SBM121: Supervision (3)*	*EXAMPLE: BUS170: Management and Leadership (3)*
TOTAL CREDITS: 30	**TOTAL CREDITS: 33**	**TOTAL CREDITS: 24**	**TOTAL CREDITS: 28**