Pepperdine University Programming Planning and Review Web

2003-2012

This site is your home for Pepperdine University's Program Planning and Review process. The university's next accreditation visit from WASC occurs in 2008. In preparation for that event, we are engaging in a comprehensive Program Planning and Review cycle process based on the following timeline.

The fundamental principle employed for this process is:

Programs engage in planning and review best when

they organize these activities themselves.

This principle has its roots in nature itself:

*"The maintenance of organization in nature is not – and cannot be – achieved by central management; order can only be maintained by self-organization. Self-organizing systems allow adaptation to the prevailing environment, i.e. they react to changes in the environment with a thermodynamic response which makes the systems extraordinarily flexible and robust against perturbations from outside conditions." (*C.K. Biebracher, G. Nicolis, and P. Schuster, Self-Organization in the Physico-Chemical and Life Sciences, Report EUR 16546, European Commission, 1995.)

Accordingly, this site is your invitation to submit a research proposal for carrying out the planning and review process that you design for your own area.

In preparation for submitting materials through this web interface please do the following:

1.   Assemble the faculty and staff in your program area to review the Program Profile that Institutional Research has customized to your program. Engage in dialogue with your division/department about the profile contents and begin to formulate research questions about the future vitality of your program over the next three to five years.

2.   Please discuss the following questions with your colleagues:

  a.   What are the guiding principles of your program?

  b.   How do you define *Quality* in each of the following areas for your program?

- Incoming Students, Student Performance, Graduate Placement
- Faculty qualifications, Faculty productivity, Faculty & Student Research

- Pedagogy, Curriculum
- Connection to the Christian Mission

   c.   What are the three to five greatest challenges facing your area in the next five years?

3.   Delineate the goals (where you want to be) and objectives (also known as learning outcomes, constituting the means

of achieving program goals) for your program.

4.   Construct a [Curriculum Cohesiveness Matrix](#) for all of the courses in your curriculum. (See [Mary Allen's excellent book](#) on the process described in steps 4-7.)

5.   Decide which objective/course pairs to analyze.

6.   Collect student work from these courses to ascertain the degree to which these objectives are being met.

7.   Based on your findings, determine what changes need to be made in the curriculum.

8.   Submit your Final Report using the following [Template](#)

<p style="text-align:center">Resource Materials</p>

Field Guide To Academic Leadership, Robert M. Diamond, Ed., Jossey-Bass, 2002.

Departmental Assessment - How Some Campuses are Effectively Evaluating the Collective Work of Faculty, Jon F. Wergin and Judi N. Swingen, AAHE, 2000.

[WASC Resource Links](#)

[WASC Handbook of Accreditation](#), January 2001.

[Evidence Guide](#), January 2002.

Send Questions to [Don Thompson -   Associate Vice President for Planning, Information, and Technology](#)
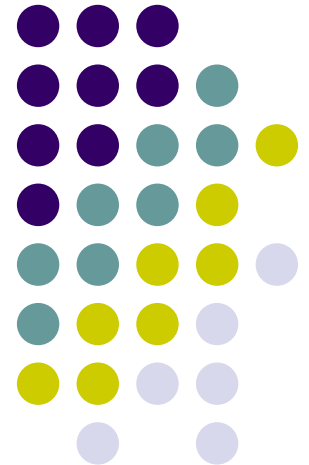
The Program Review as Research

David Baird, Cindy Miller-Perrin,
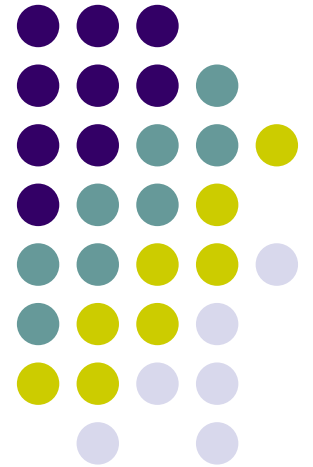
Maire Mullins, & Don Thompson

Pepperdine University

American Conference of Academic Deans

January 24, 2008

Washington D.C.
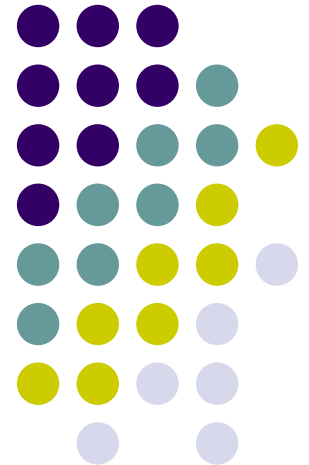
Pepperdine University

Our Team

David Baird
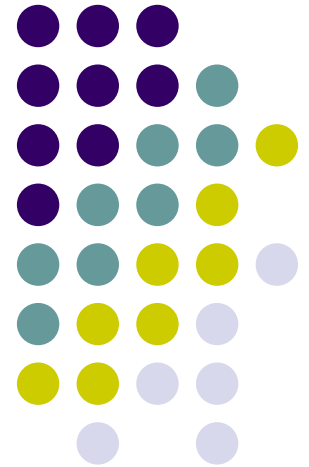
Cindy Miller-Perrin

Maire Mullins
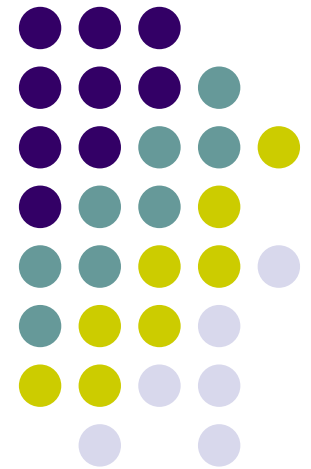
Don Thompson

Our Presentation

- **WASC Accreditation History**
- **Program Review Model**
- **Social Science - Midstream**
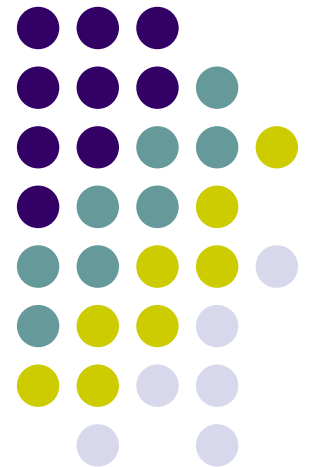- **Humanities - Ongoing**
- **Recommendations**

Accreditation
Carpe Diem

- **Curricular Reform**
- **Critical Self-Reflection**
- **Community Conversation**
- **Strategic Planning**
- **Resource Management**

WASC
Re-Accreditation

Global View

Program Review Engine

- *Programs engage in planning and review best when faculty organize these activities themselves.*
- **Faculty as Principal Investigators in Research Project**
  - **Outside Consultant, Program Retreat**
  - **Develop *Measurable* Program Goals & Objectives**
  - **Build Curriculum Matrix**
  - **Identify (Objective, Course) Pairings of Interest**
  - **Collect Data**
    - **Primary - Direct Embedded Evidence: Student Writing, Projects, Pre/Post Exams**
    - **Secondary - Indirect Evidence: Alumni Feedback, Satisfaction Surveys, Interviews**
  - **Faculty Teams Analyze Primary Data**
  - **Program Planning and Review Report**
  - **Report To Central Administration**

Juris Doctor Curriculum Matrix

(Introduce, Practice, Master)

Course/ Objective	Civil Procedure	Criminal Procedure	Legal Writing	Critical Analysis	Legal Research	Ethical Decision Making
Law 181	I		I		M	I
603		I	M			I
753				I		
622	P		P			
822		I			M	P
803				P		
653	M	M			P	M

Social Science Program Review

Social Science Overview

- Representing Economics, Political Science, Psychology, and Sociology

- Program review process initiated Fall 2007

- Each discipline faculty coordinates their own program review

Roadblocks to Review

o **Faculty Disillusion – Assessment is yet another Higher Ed fad!**

o **Faculty Resentment – Is this a valuable use of my time?**

o **Anxiety - How do I do this?**

Managing Faculty Misgivings

- Provide compensation through course release or stipend
- Accept inevitability of program review and view as opportunity to:
  - Gain knowledge and understanding
  - Position discipline for additional resources
  - It's for us, not WASC
- Reduce anxiety by:
  - Increasing knowledge through conference attendance
  - Limiting program review focus so that task is manageable & sustainable

Program Reviews By Discipline

Economics:

Question: How well are economics majors able to develop a theory, design a method and empirically test the theory, collect data, and interpret the results?

Method: Examine projects from Econometrics course. Evaluate using a rubric.

Political Science:

Question: Do political science majors demonstrate mastery of primary content areas?

Method: 100-item test administered to first-year and senior political science majors.

Program Reviews By Discipline

Psychology:

Question: Can students communicate effectively using APA style?

Method: Review papers from statistics and research methods courses using a standardized rubric.

Sociology:

Question: Are sociology majors effective at analyzing theoretical paradigms, evaluating social problems as empirical problems, and thinking critically about sociological issues?
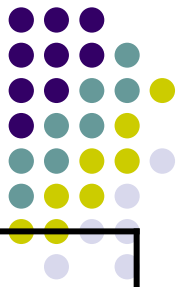
Method: Review papers from Sociological Theory course using a standardized rubric.

A Closer Look at Psychology Program Review

- Curriculum attempts to satisfy learning goals and outcomes that require students to demonstrate skills and behaviors of scientists
- Writing is an essential component within science
- APA style provides the discipline standard

Evaluation Rubric

|	Below Expectation	Satisfactory	Exemplary	Score
Statement of Purpose	No statement of purpose. (0-2)	A general statement of purpose is included. (3-5)	A statement of purpose is included that specially addresses the content of the paper. (6-8)	
Analysis of Research Literature	Research literature is summarized but not evaluated. (0-2)	Research literature is summarized and evaluated, but no new insights are offered. (5-7)	Research literature is summarized, evaluated, and unique insights are offered. (10-13)	
APA Mechanics	Paper fails to incorporate most elements of APA style. (0-2)	Paper incorporates most elements of APA style but some elements are missing or inaccurate. (3-6)	Paper accurately incorporates APA style throughout including title page, headings, in-text citations, reference page. (7-9)	

Beyond the Program Review

- Will use program review results to modify course content and pedagogy
- Plan to continue assessment in subsequent years focusing on additional goals and objectives (e.g., critical thinking, applying ethical standards, application of psychological concepts)
- Program review responsibilities will rotate among faculty within the discipline

Humanities Program Review
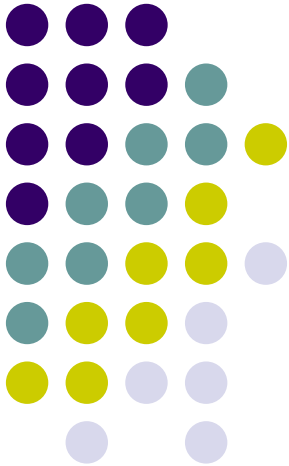
ENGLISH

- Outside Reviewer Feedback
- General Education Literature Requirement

  - Both majors and non-majors take 300 & 400 level English Courses
  - English and non-English majors together in these courses creates a mixed learning environment
  - Problem for English majors and English faculty alike

Program Challenges

- Number of English majors steadily declining
- Faculty increasingly frustrated
- Lack of direction
- GE Literature Requirement Dilemma
- No consensus

Two Day Retreat

- Led by Assessment Expert - Mary Allen
- Faculty carefully examine English program Goals and Outcomes
- Community and trust is created
- Program ownership

Post-Retreat Discussions

- Revision of English major necessary
- Chair conducts one-on-one interviews with faculty members
- English Department Collaboration

Goals and Outcomes Documentation

- Assessment Touchstone
  - Common, Comparable Standards
  - Assessment Targets
  - Rubrics
  - Alumni Questionnaires

Actions/Program Changes

- General Education literature course offerings split from upper level English courses.

- General Education literature courses limited to the 300 level.

- Allow only English majors qualified students 400 level literature courses.

Actions/Program Changes

- Trim major to ten courses
- More flexibility using elective options
- Teaching credential in English sustained
- Encourage growth of minors in English and in Professional Writing
- Three tracks: literature, writing, and teaching

Results

- Steady growth in major in last two years
  - From 59 to 72, Target: 140
- English majors feel positive about their course of study
- Faculty Morale Improves
- Active recruiting
- Agile, energized program

HISTORY

- Outside reviewer Feedback
  - Too many courses in catalog not offered on a regular basis
  - Course offerings biased toward American History and weak in non-western courses

Methodology

- History faculty develop criteria for evaluation
- Process generates indirect and direct evidence of student learning
- Process facilitates reflection, collaboration, and action

Collect Evidence

- Senior portfolio
  - Analyzed by faculty at one day retreat each May, using rubrics for goals/objectives
- Embedded assessment
  - Yearly evidence from three courses, rotating throughout curriculum

Findings

- Lack of practice of research skills
- Uneven use of standard conventions of historical discipline
- Too many upper level courses taken prior to Intro to Research course
- Students lack knowledge of early Europe, regions outside US/Western Europe

Analysis & Recommendations

- Modernize and globalize curriculum
- Require more practice in writing by
  - Moving introduction to research to fall semester
  - Assigning research papers in more courses
  - Apply standards of historical discipline more consistently
  - Extend senior thesis over course of senior year, increase page requirement

Lessons

- Select Leadership Carefully
- Engage all Faculty – Build Community
- Start Early
- Provide Resources
- Focus on Student Work
- Keep Going

Contact Information

- David.Baird@pepperdine.edu

- Cindy.Perrin@pepperdine.edu

- Maire.Mullins@pepperdine.edu

- Don.Thompson@pepperdine.edu

Questions?