



U N I V E R S I T Y O F
SOUTH CAROLINA[®]
A I K E N

How to Prepare a Program Review Report

July 16, 2007

Braden J. Hosch, Ph.D.
Director of Institutional Effectiveness

Overview

This workshop provides participants with an overview of USC Aiken's new program review guidelines for administrative units, including strategies for report preparation, writing outcomes, and conducting assessment.

Following the workshop participants will:

- Understand and explain the basic elements of the guidelines for program review reports on AY 2006-07
- Write goals and objectives for outcomes
- Understand the basic principles of assessment

Why Do We Have New Guidelines?

An evaluation study of program review reports from 2003-04 and 2004-05 found:

- Broad-Based Participation
- Common Book-Ends
- Well-Developed Mission Statements
- Under-Developed Accreditation Compliance Items
- Uneven Inclusion of Additional Useful Features

Recommendations

Among the report's recommendations were the following:

- Electronically archive all program review reports
<http://ie.usca.edu/assessment/ProgramReview>
- Develop and post online the guidelines for program review
<http://ie.usca.edu/assessment/ProgramReview>
- Develop a formal feedback mechanism for improvement
- Provide training to managers and directors

Intent of New Guidelines

Annual program review reports are intended to accomplish the following:

- Provide readers with an overview of the unit's overall performance as well as areas of strength and weakness as determined by a research-based assessment program
- Serve as a management tool to track and improve performance
- Transmit and justify requests for resource allocation for the next fiscal year
- Comply with Comprehensive Standard 3.3.1 of the SACS *Principles of Accreditation*

SACS Principles of Accreditation

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

3.3.1 The institution identifies expected outcomes for its educational programs (*including student learning outcomes for educational program*) and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results. **(Institutional effectiveness)**

Section 1. Data and Key Performance Indicators

- 5-10 Data Tables that demonstrate the success, effectiveness, or efficiency of the unit or program.
 - Provide five years of trend data (if these data aren't initially available, begin in 2006-07 and add data for five years)
 - Link data to the unit's assessment system
 - All reports should include Table 1.1 (next slide) presenting the unit's total annual expenditures divided by the annualized Full-Time Equivalent Enrollment. This table should be cut and pasted into the report (notes may be excluded)

Table 1-1 Financial Performance

	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007 ^(b)
Total Expenditures^(a)						
FTE Students^(b)	2,703	2,773	2,823	2,802	2,724	2,801
Expenditures per FTE^(c)						
Additional lines as needed ^(d)						

- (a) Total expenditures for the fiscal year represents all actual expenses, including salary and benefits as of June 30.
- (b) The number of annualized full-time equivalent students is calculated by the IE Office each year based on 12-month credit hour production. The most recent year is projected based on Fall FTE.
- (c) For each year, divide the dollar amount in cell (a) by the corresponding amount in cell (b); round to the nearest dollar.
- (d) For units that have client- or student-based operations, it will be valuable to add lines for these activities and use them as divisors for total budgetary expenditures. For instance, the Admissions Office might include a line for the total number of new students who enrolled each year and a line for total expenditures per the number of new matriculants.

Table 1-1 Financial Performance

Example: Table 1-1 IE Office 2006-07 Program Review

	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007^(b)
Total Expenditures^(a)	\$237,533	\$161,382	\$184,269	\$226,349	\$226,997	\$225,546
FTE Students^(b)	2,703	2,773	2,823	2,802	2,724	2,801
Expenditures per FTE^(c)	\$89	\$58	\$65	\$81	\$83	\$81



Section 2. Mission, Goals, and Objectives for Outcomes

Mission

Provide the unit's mission statement. A mission statement should define what the unit does and why it exists. Good mission statements are short, focused, clear, and easily understood by someone outside of the unit.



Section 2. Mission, Goals, and Objectives for Outcomes

Goals

A list of the unit's broad areas of activity and emphasis should be provided. Goals listed here should provide general statements about the unit's major ongoing operational activities, not goals for a specific year. Well-written goals employ a strong action verb. Goals may be written as outcomes, though this is not a requirement



Section 2. Mission, Goals, and Objectives for Outcomes

Objectives

Specific statements of what the unit intends to do on an ongoing basis (not objectives for a specific year) should be listed. Objectives should be measurable and must be written as outcomes. Outcomes represent what clients, such as students, faculty, staff, or others (but not unit staff) do as a result of the unit's efforts, programs, or activities. Well-written outcomes have "clients" or "students" as their grammatical subject and also employ a strong action verb.

Fictional Example: Grants Office

Mission

The Grants Office provides centralized management of internally and externally grant-funded activities, including support for grant writing, competition, and submission; budget oversight; procurement; and assessment of grant outcomes.

Goals and Objectives

1. Coordinate the budget management and auditing of all grant-funded activities. [Goal]
 1. All grant-funded activities will stay within budget. [Objective stated as an outcome]
 2. All grant-funded activities will document their budget outlays following stated guidelines. [Objective stated as an outcome]
2. Manage and review all assessment activities of grant-funded programs. [Goal]
 1. All grant-funded activities will assess the outcomes of their activities as stated in their grant proposals. [Objective stated as an outcome]
 2. Etc.

Activity 1

On the note card provided, write the 3-4 most important ongoing functions of your office or unit:

Name of Unit

Our four major functions are:

Major Activity 1

Major Activity 2

Major Activity 3

Major Activity 4

Activity 1: Example-IE Office

On the note card provided, write the 3-4 most important ongoing functions of your office or unit:

Office of Institutional Effectiveness

Our four major functions are:

External Reporting

Internal Reporting

Assessment

Research

Transform Activities Into Goal Statements

Example: IE Office Internal Reporting

→ **Process-oriented goal (“what we do”):**

Identify, generate, and communicate regular institutional reports to campus units and constituencies.

OR

→ **Outcomes-oriented goal (“what they do”):**

Campus units and internal constituencies will receive regular reports about institutional data.

At the goal-level, either a process-oriented or outcomes-oriented statement is acceptable. Notice that both formulations feature a robust action verb or verbs.

Subdivide Goals into Constituent Parts

IE Office Goal: Internal Reporting: Campus units and internal constituencies will receive regular reports about institutional data.

→ Static Reports (Fact Book, Common Data Set, PacerDash)

→ Dynamic Reports (GEORGE, HOMER, MARGE, SADI)

→ Communication: Users will know what's available

→ Strategic Indicators for the Institution

Develop Measurable Objectives for Outcomes

What is an outcome?

An outcome is a result. In this context, the results of a unit's activities or functions are what **other people know, do, think, believe, or feel.**

Outcomes are formulated with clients as the grammatical subject paired with a strong action verb.

One prompt that helps formulate an outcome is to answer: What do other people have to do for me to know that the unit has been successful?

Transform Areas Into Outcomes

Area	Outcome
Static Reports (Fact Book, Common Data Set, PacerDash)	Campus constituencies will use static reports (fact book, CDS, PacerDash) to gather needed and useful institutional information.
Dynamic Reports (GEORGE, HOMER, MARGE, SADI)	Campus constituencies will use dynamic reporting tools developed and maintained by the IE Office to monitor enrollment and assessment data.
Communication: Users will know what's available	Academic and non-academic personnel will know what kinds of data and resources are available through the IE Office.
Strategic Indicators for the Institution	Campus leaders will develop indicators and metrics for the institution and monitor these through resources provided by the IE Office.

Transform Processes Into Outcomes

Process	Outcome
Improve and maintain static reports on the IE website for Office, on-campus, and off-campus use.	Campus constituencies will use static reports (fact book, CDS, PacerDash) to gather needed and useful institutional information.
Facilitate the recruitment of students to USC Aiken	Students will enroll at USC Aiken
Offer the First-Year Seminar (AFYS 101) to students entering the university in both the fall and spring	Entering students will improve time management skills and understand their learning styles by taking AFYS 101
Develop and implement international and multicultural programs that promote diversity	Students will appreciate diverse cultures through international and multicultural programs

Activity 2

On the note card provided and in discussion with a partner, subdivide ONE of the major functions of your unit into constituent parts or elements. On the reverse, transform ONE of these elements into an outcome.

Name of unit

One of our major functions is

Element 1

Element 2

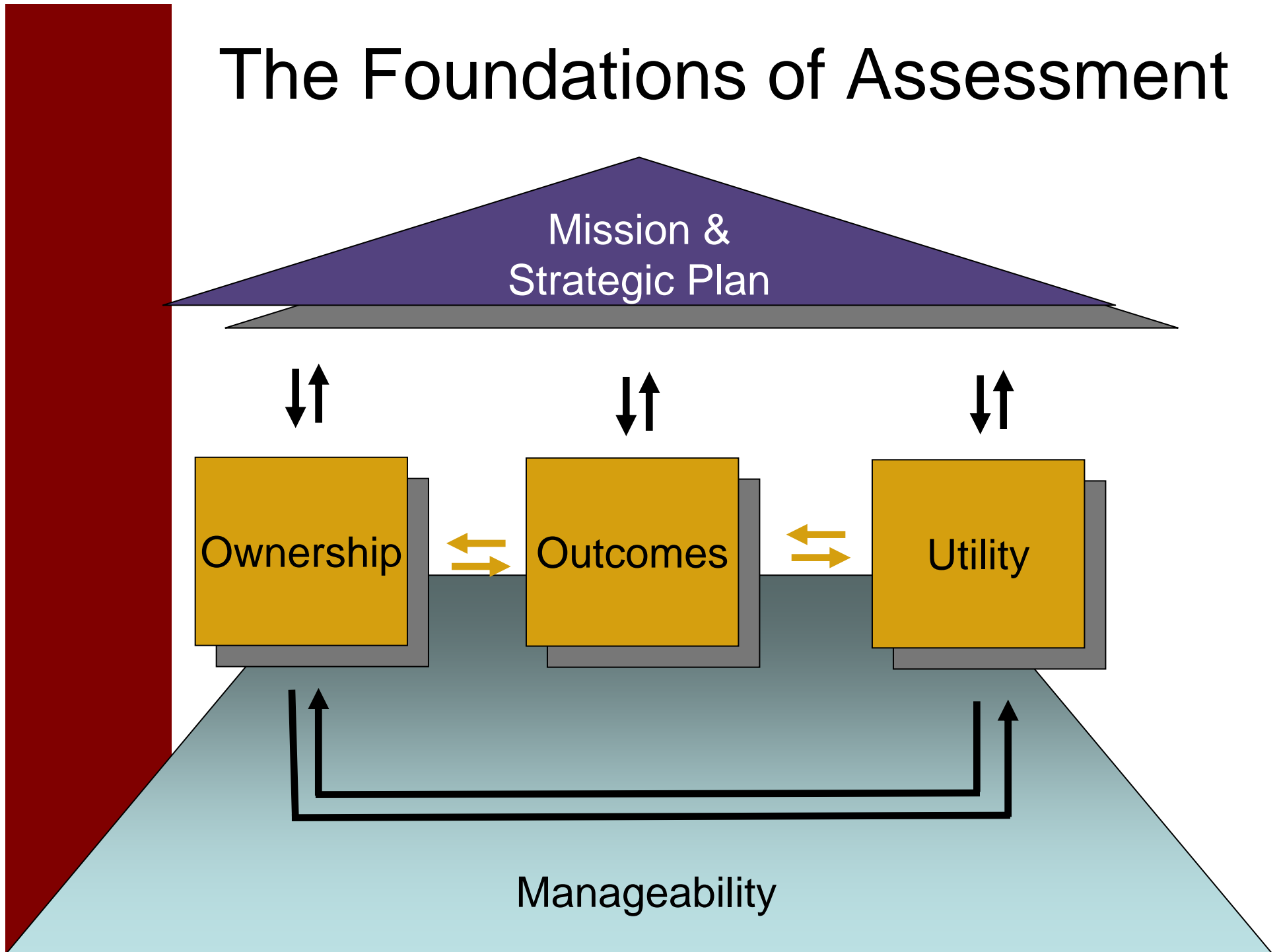
Element 3

Element 4

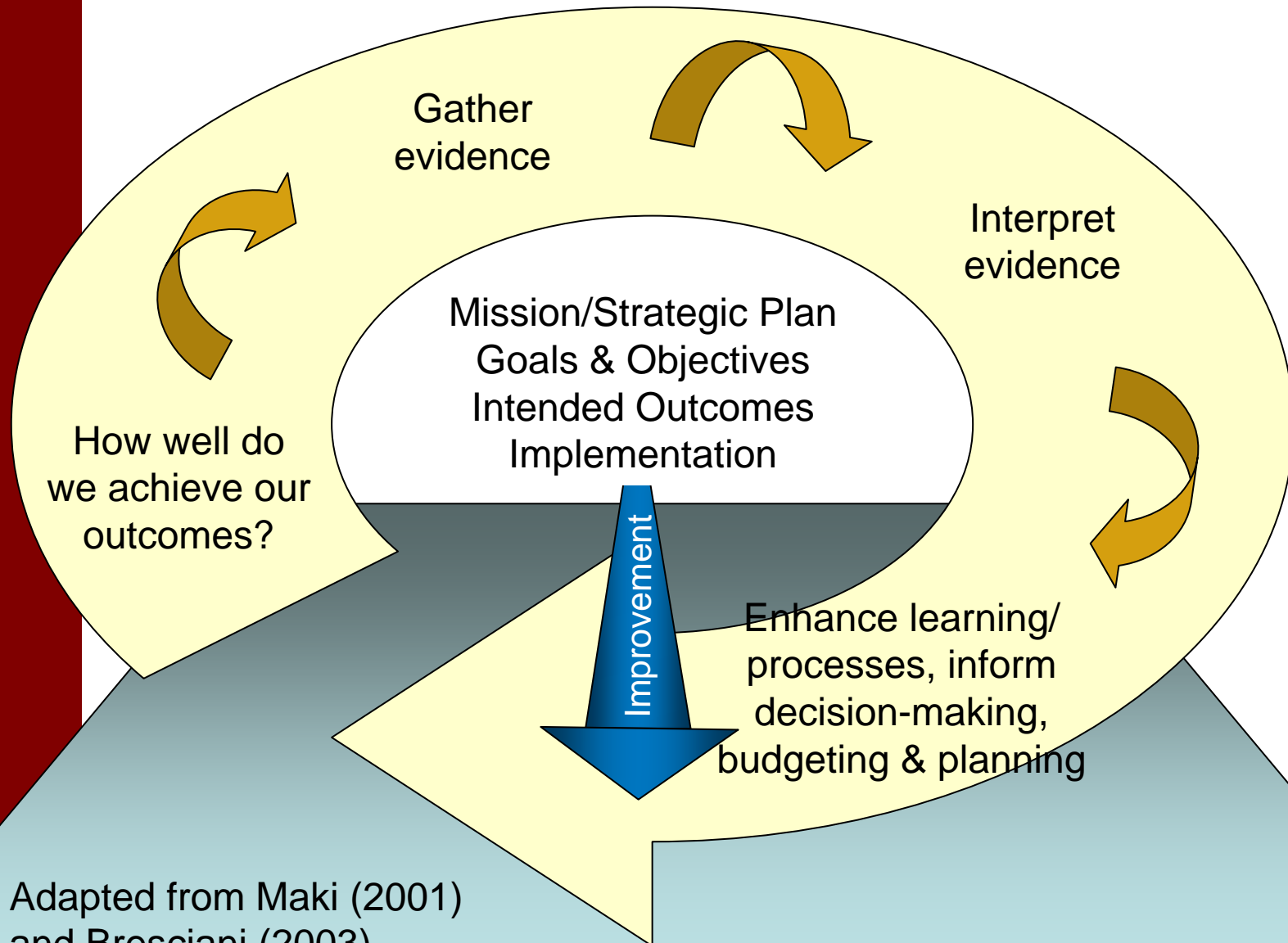
Section 3. Assessment

- Provide a research-based examination of the extent to which goals and objectives were accomplished.
- Identify relative strengths and areas for improvement based on evidence collected throughout the year → ideally goals and objectives can be *rank ordered*.
- It is expected that the unit will have some areas that are relatively weaker than others; the purpose of this section is to show that these areas have been identified.

The Foundations of Assessment



The Assessment Cycle



Adapted from Maki (2001)
and Bresciani (2003)

Organization of Assessment Section

- Organize by the objectives stated in Section 2, not by assessment instruments or methods. Data identifying relative strengths and weaknesses should be presented in tables or charts (not just mentioned) – refer to Section 1 wherever possible.
- Plans to address areas for improvement should be provided in Section 6 (below).
- The assessment section of the program review report should be no shorter than one page in length and may be somewhat longer.
- Whenever possible key assessment indicators should be linked to data presented in Section 1 (simply refer to Table 1.x). Provide additional tables and charts as needed; use an appendix if necessary.



Section 4. Accomplishments

Provide a bulleted list of accomplishments for the year being reviewed. There is no need to restate material discussed in the assessment section in terms of unit strengths and weaknesses.

Section 5. Obstacles

Provide a bulleted list of obstacles for the year being reviewed.

Section 6. Future Plans

- Provide a description of plans to address areas for improvement identified in the assessment section.
- A bulleted list of additional future plans should also be provided.

Section 7. Needs and Budget Requests

- Cut and paste the table below into this section for each budget request for the upcoming year.

Budget Request Template

Funding Request	Amount		Unit-Level Objective (number and description)	Relevant Assessment Data
	One Time	Recurring		
<i>[List the Request Here]</i>	<i>[\$\$\$]</i>	<i>[\$\$\$]</i>	<i>[Paste Relevant Unit-Level Objective Here]</i>	<i>[Paste Relevant Assessment Data Here]</i>

Section 7. Needs and Budget Requests

Example

IE Office Budget Request

Funding Request	Amount		Unit-Level Objective (number and description)	Relevant Assessment Data			
	One Time	Recurring					
<i>Tableau Software Visual Analysis For Databases (1 License)</i>	\$746	\$0	4.2 Campus constituencies will receive research support as Requested				
				Formal Studies	Presentations (Internal)	Presentations (External)	
				2003-04	11	9	0
				2004-05	7	13	2
				2005-06	11	23	4

Tips for Report Preparation

- Stay focused on what's important. Start with solid goals and objectives and don't change them just because you can't think of a way to measure them. When in doubt consult colleagues.
- Review materials from professional organizations and other institutions, but be warned that some are very good and others are not.
- Prepare pieces of the report throughout the year. Don't wait until September. Include your staff in report preparation and assessment activities.
- Keep it simple! Don't construct elaborate assessment procedures that you can't sustain. Use existing data wherever possible.