

Longitudinal Academic Program Review 10292020

Longitudinal Academic Program Review (L-APR)

L-APR is the systematic evaluation of the performance of curricula, departments, faculty, and/or students and includes three major elements: internal, faculty-driven L-APR conducted by the institution itself; an external evaluation, typically comprised of academic peers and other specialists appointed by the institution; and a comprehensive evaluation of the two studies, resulting in targeted recommendations (executive summary) and an action plan. An APR is both descriptive and evaluative.

Purpose and Intent

The purpose of the L-APR at Eastern Oregon University is to provide a formal process for program stakeholders to review and analyze the past five years of performance data across a variety of criteria to provide information about accomplishments, strengths, challenges, and to challenge academic programs to develop strategic goals and action plans. The L-APR can also be used to help programs track the impact of changes to curriculum, program requirements, and faculty staffing over time.

Audience

The audience for our L-APR is each department, administration, and the EOU board. The writing process and the L-APR document and data included in it are of critical importance for the programs and institution in their planning processes. The tone and voice of the APR need to be appropriate to these audiences and consistent throughout the entire report.

APR Process Timelines and Outcomes

Spring: [Deans notify degree programs](#) that will be up for the L-APR in the coming AY. Deans meet with Institutional Research and faculty to overview the goals/purpose of the process, data, timelines, strategies for successful review, and points of contact. Emphasis placed on the L-APR being a five-year look back that informs evolving program mission, opportunities for enhancing student engagement, and curriculum revitalization for the next five years.

Fall: Dean meets with programs early in the term to re-review the process and arrange (IR) training for faculty in Campus Labs, emphasizing deadlines and outcome. Program work begins.

Winter: Program work continues. Dean and faculty review draft, which is due by Spring Break.

Spring: Dean reviews final draft with program faculty. External reviewers spend one week conducting review, meeting faculty and students. A final executive summary is developed by Dean/program, shared with Provost. Executive summary results are shared with the EOU President and Academic and Student Affairs Committee of the Board of Trustees (in May).

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Sample 5-yr Timeline

Year	Fall	Winter	Spring
Year 5 of previous cycle			Program completes Annual Reflection. Program notified about upcoming L-APR and reviews process with Dean.
Year 1	L-APR work begins.	L-APR work continues. Review a draft with peers/Dean by Spring Break.	Program completes Five Year L-APR and reviews with Dean.
Year 2	Program modifications implemented resulting from L-APR findings.	Program implements L-APR outcomes.	Program implements L-APR outcomes Program completes Annual Reflection.
Year 3	Program implements L-APR outcomes.		Program completes Annual Reflection.
Year 4	Program implements L-APR outcomes.		Program completes Annual Reflection.
Year 5	Program implements L-APR outcomes.		Program completes Annual Reflection. Program notified about upcoming L-APR and reviews process with Dean.

APR Narrative (loaded into Campus Labs for faculty to input responses)

I. PROGRAM OVERVIEW/CONTEXT [The “Why” Statement: Each academic program at EOU contributes to and enhances the mission of the University. Engaging in recursive program review and continuous improvement leads to ongoing academic quality and student success.]

A. Provide an overview of your program in 250 words or less.

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- a. Include the program's purpose (why does it exist?), target market, changes/revisions, where the program is headed, and the program's role in the University's program array.
- b. If accredited, please identify the agency, fit and rationale, and most recent review and schedule for the next L-APR.
 - i. If considering pursuing such, please identify the agency, fit, and rationale.
- c. State your goals from your last program review and what goals you have accomplished since your last program review. Discuss those goals that remain to be done, or are no longer goals.

II. MARKET TRENDS AND OPPORTUNITIES [The "Why" Statement: Maintaining high levels of rigor and relevance in academic programs requires the use of both internal and external evidence. Programs continuously revise and refine pedagogy, curriculum, and student opportunities to best prepare graduates for civic engagement and contributing to a complex contemporary society.]

- A. How does your program compare to regional peers, in terms of curriculum, specialization, faculty team and high impact learning opportunities to prepare students for post-graduate success?
- B. What changes have/are occurring in the profession and disciplinary field of study? How has the program responded to these changes in the last five years, and how is the program considering responding in the next five years? What sources are used to collect this information?

III. FACULTY [The "Why" Statement: EOU faculty are teacher-scholars committed to the core purpose of shaping a lasting undergraduate education experience for students that is grounded in the liberal arts and professional practice.]

- A. Describe the makeup of the current faculty of the program (e.g., expertise, qualifications, roles and responsibilities, program oversight). Have there been any major changes in the makeup of the faculty in the last five years?
- B. Speak to the number and continuity of faculty members in the program to carry out both classroom and non-classroom roles for the program and its students. What goals or plans does the program have in terms of faculty professional development and/or hiring in the next five years?

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- C. Describe the individual efforts of the program's faculty in maintaining a dynamic, innovative, and student-centered pedagogy and curriculum. Describe for each faculty member the teaching and learning professional development activities undertaken during the review period.
- D. Summarize and describe the scholarly or creative output of this program over the past five years. How do these activities enhance the program and community? Include:
 - i. Average scholarly work per faculty member over the last five years
 - ii. Leadership roles on campus per faculty member over the last five years
 - iii. Service and outreach to the broader La Grande community and its organizations

IV. THE STUDENT LEARNING EXPERIENCE [The "Why" Statement: The faculty and students of the program contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission. Students graduate from EOU with the skills and knowledge to lead purposeful and successful lives in a global society.]

A. Degree(s)

- a. Summarize each degree program, minor, and certificate. Include:
 - i. Description of the curriculum with required and elective courses, and rationales for the required courses, and number of credits. Discuss why the curriculum requires X number of credits.
 - ii. Program Learning Outcomes (PLOs).
 - iii. Location(s), if in addition to the La Grande campus
 - iv. Format (e.g. face-to-face, online, hybrid)
- b. Discuss how the department contributes to general education and/or service courses for other degree programs.
- c. Describe your program's efforts to redesign curriculum or courses to enhance student learning. Also, please provide any support that these efforts are effective. Have you noticed any student learning trends that have affected pedagogy: how have you addressed that?

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- d. Please address program success at EOU utilizing the data provided (e.g., retention; graduation; serving underserved populations; providing access, equity and inclusion to the learning environment). Comment on any trends and suggest measures for corrective action if needed.

B. Students

- a. To the best of your ability, please describe the success of graduates from this program (e.g., admission to graduate programs, alumni success, post-graduate career placement).
- b. What are the scholarly and/or creative activities of the students in this program (e.g., capstones, professional presentations, publications, significant reports, creative endeavors, etc.)?
- c. Describe how students in this program participate in significant off-campus activities/programs (e.g., internships, civic engagement, experiential learning, service-learning projects, performances, exhibitions, etc.).
- d. What are the program's assessment outcomes including both internal and external evaluations, formal and informal measures? How well do the majors achieve the program's student learning outcomes? Where are students not meeting assessment benchmarks, and what plans does the program have to address that?
- e. How does the student data contained in this report inform program management, revisions and effectiveness/efficiency?

V. PROGRAM APPRAISAL and INSTITUTIONAL SUPPORT [The "Why" Statement: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future. Academic program review identifies where fiscal and human resources and physical and technological infrastructure should be re(allocated) to support effective operations and benefit student learning.]

- A. Have you made any changes to your program/processes to provide greater access for students to your program/classes, help your learners understand how to be successful in your program and/or connect them to career preparation? Are there opportunities for your program to better serve particular populations of learners? Please describe using evidence.
- B. Discuss how you are meeting local, regional, or state needs with your graduates.

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- C. Analyze the five-year financial metric data and please comment on trends, changes, and provide/suggest explanations.
- D. Can the program identify the single most significant challenge that changes to administrative practice, staff and/or institutional processes could help the program to better serve its mission and student success goals?

VI. GOALS, ASPIRATIONS and RECOMMENDATIONS [The “Why” Statement: Academic programs are in a constant state of review, assessment, revision and goal setting to best serve changing student populations and societal needs.]

- A. Are there ways you can modify, augment, streamline or discontinue programming to add efficiencies or better meet the changing needs of students, industry and/or society?
- B. What are the program goals for the next five years and how do they relate to the strategic directions?
- C. What is your bold idea for your program? Frame your answer addressing how this idea supports EOU’s mission and strategic directions. What would it take to accomplish your bold idea?

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L-APR Data

Goal 1 – Student Success (heading)

Obj 1: High impact, experiential learning (title)

- Completer participation (rich text box in which we will embed a dashboard)

Obj 2: post-graduate preparation (title)

- Completer outcomes (rich text box in which we will embed a dashboard)

Goal 2 – Transformational Education (heading)

Obj 1: Excellence in teaching and scholarship (title)

- Faculty participation (rich text box in which we will embed a dashboard)
- Student engagement (rich text box in which we will embed a dashboard)

Obj 2: Essential learning outcomes (title)

- Proficiencies overall (rich text box in which we will embed a dashboard – insight learning outcome dashboards)
- Proficiencies disaggregated (rich text box in which we will embed a dashboard – insight learning outcome dashboards)

Goal 3 – Grow the Number of Lives Impacted (heading)

Obj 1: Growing and thriving rural university

- Enrollments (rich text box in which we will embed a dashboard)
- Institutional contribution (rich text box in which we will embed a dashboard)

Obj 2: Students are retained

- Retention rates (rich text box in which we will embed a dashboard)
- Transfers out (rich text box in which we will embed a dashboard)

Obj 3: Efficient degree attainment

- Graduation rates (rich text box in which we will embed a dashboard)
- Total completers (rich text box in which we will embed a dashboard)

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Goal 4 – Thriving University Community

Obj 2: Support intercultural competency, inclusiveness, and diversity

- Diversity & Equity (rich text box in which we will embed a dashboard and/or drop in a table)
- Inclusion (rich text box in which we will embed a dashboard and/or drop in a table)

Goal 6 – Financial Sustainability

Obj 1: Culture of fiscal responsibility, accountability, and security

- Financial metrics (rich text box in which we will embed a dashboard and/or drop in a table)