



# WHY TEMPLE

OURS IS AN UNCOMMON DRIVE.

It's what brings us together and sets us apart. It's what leads us everywhere we want to go.

# Implementing an Effective Periodic Program Review Process



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## Overview

# Overview

Temple At-A-Glance

Why Important?

Current Model

Self-Study

Data Packet  
Development

Team Visit

Plans for  
Improvement

Findings

Next Steps

- Why is Periodic Program Review Important?
- Current Model
- Data Packet Development
- Plans for Improvement Surveys
- Review of University Wide Findings and Recommendations

# Temple University At-A-Glance

## Temple At-A-Glance

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- Located in Philadelphia, Pennsylvania
- 18 Schools/Colleges
  - 5 Professional Schools
- 9 Campuses (including Rome & Japan)
- 450+ Academic Programs
- 38,000+ Students
- Approximately 3,500 Faculty
- Institutional Research and Assessment
- [www.temple.edu/ira](http://www.temple.edu/ira)



# Why is Periodic Program Review Important?

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*Ensure quality and strategic relevance of academic programs offered by the university*

- Process for reflecting on how to improve teaching, learning, service and scholarly and creative activities

## Goals:

- Assess what programs do
- Clarify rationales for teaching, research and service missions
- Review quality indicators and student outcomes
- Establish action plans for improvement and monitoring progress

# Current Model

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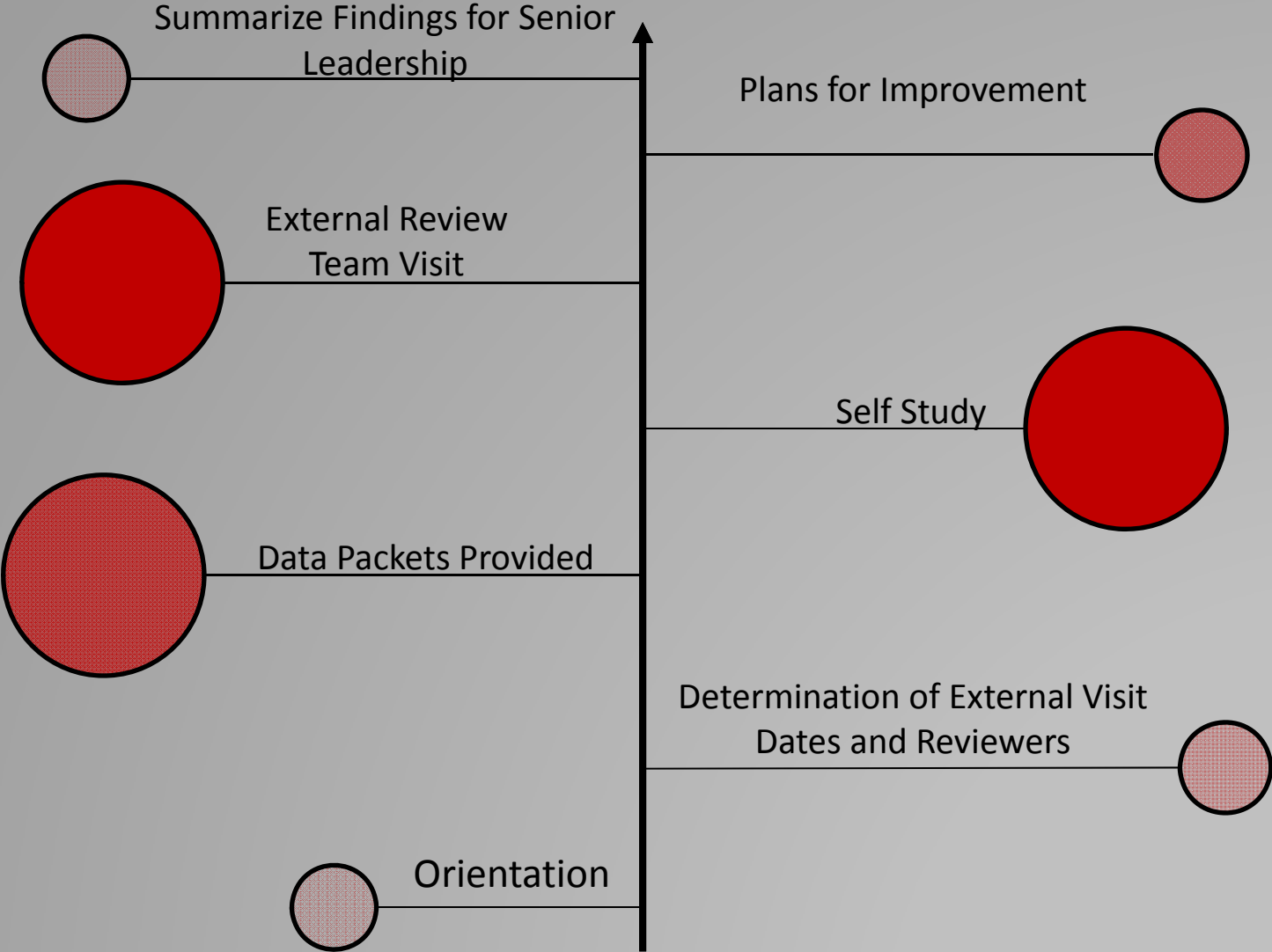
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# Self Study

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- **Telling Your Program's Story**

*Who are you? → Where have we been? → Where are we today? →  
Where do we want to go?*

- **Ten Areas to Address**

1. Vision & Mission
2. Strategic Direction
3. Faculty
4. Commitment to Diversity
5. Curriculum
6. Assessment Methods
7. Student Qualifications & Performance
8. Identification of Benchmarks
9. Relationship of Size and Resources
10. Overall Functioning of the Unit

- **Connection to Accreditation**

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# Data Packet Development

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## Prior State

- Multiple un-validated sources of data
- Unclear data element definitions
- Inclusion of non-informative metrics
- Cumbersome to generate
- Time consuming





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# Data Packet Development

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## Centrally Generated Data Packets

- Produced by IRA
- Consistency across reporting cycles
- Consistency of terms and calculations
- Aligned with university strategic metrics

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# Data Packet Development

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## Glossary of Terms and Calculations

- Produced by IRA
- Transparent definition of terms and calculations
- Comparable to university wide metrics
- Communicate in consistent terms

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# Data Packet Development



## Reduced Longitudinal Data

- From 5 to 3 years
- New ERP and record keeping changes
- Demonstrates similar activity

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# Data Packet Development



## Review of Data Packet

- Earlier in the PPR Process
- Identification of data anomalies
- Review of programs in scope of review

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# Data Packet Development

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## Report Production Mechanics

- Single SQL script
- Rapid packet production
- Excel output using Vlookup
- Easy to scale and adjust reports
- Ability to include charts in self study document
- Breakouts by department and program



# External Team Visit

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- **Visit dates selected in Fall**
- **Visiting team selected by Office of the Provost**
  - Independent from University and program
  - National stature in the field
  - Understanding of the role/mission of the institution (public research) in an urban setting
  - Record of accreditation or program review experience
- **1.5 Day Agenda**
  - 2 meetings with chair (start/end)
  - Individual meeting with full-time faculty
  - Entrance and exit interview with dean and vice provost
  - Meetings with students (undergrad & grad)
  - Part-time/adjunct faculty
  - Dean's office administrators
  - Provost staff
- **Review Team Report**

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# Plans for Improvement Survey

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- Plan for Improvement survey submitted 1, 3, 5 years post review
- Focus on short and long term actions being taken to improve
- What has the academic unit accomplished since review? What is the unit aiming to accomplish?
- **Key Questions/Prompts:**
  - How was the external review team report shared and discussed with faculty?
  - Describe actions taken or being planned as a result of the review, that impact: curriculum, faculty, research, students.
  - Describe any other actions taken or being planned as a result of the review.
  - How might the university improve the process going forward?

### **Recommendations Under Consideration: Curriculum**

*This section describes actions taken or being planned as a result of the review, that impact curriculum.*

**In which of the following areas are actions being planned or taken?**

Check all that apply.

- |  |   |
|--|---|
| <input type="checkbox"/> Revision of existing course(s)  | <input type="checkbox"/> Creation of new program(s) (e.g.: new major, minor, certificate) |
| <input type="checkbox"/> Creation of new course(s)   | <input type="checkbox"/> Termination of program(s)  |
| <input type="checkbox"/> Revision of degree requirements (e.g.: re-sequencing, new requirements, etc.) | <input type="checkbox"/> Other (Please describe)<br><input type="text"/>                  |
| <input type="checkbox"/> Renaming of program/major   | <input type="checkbox"/> Other (Please describe)<br><input type="text"/>                  |

**Please provide specific examples of actions being taken related to curriculum.**

### Overall Evaluation of the Periodic Program Review process

Please answer the questions below to help the university improve the program review process.

Please rate the extent to which you agree with the following statements regarding the Periodic Program Review (PPR) process.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
PPR helped our department and program(s) think strategically about our future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our self-study provided a realistic assessment of the overall functioning of our unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The visiting team report provided a comprehensive assessment of the overall functioning of our unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data provided for the self-study were helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The PPR process provided guidance on areas of improvement for us to consider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty in the department actively participated in the PPR process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The unit was satisfied with the composition of the external review team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How might the university improve the Periodic Program Review process going forward?

# Review of University Wide Findings and Recommendations

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How do you share recommendations from the external team reports with University leadership?

- Summaries of each report (1-2pages)
  - Strengths
  - Areas of Improvement
  - Recommendations
- Summaries of common recommendations
  - Research
  - Faculty
  - Facilities
  - Undergraduate Programs
  - Graduate Programs



# Next Steps

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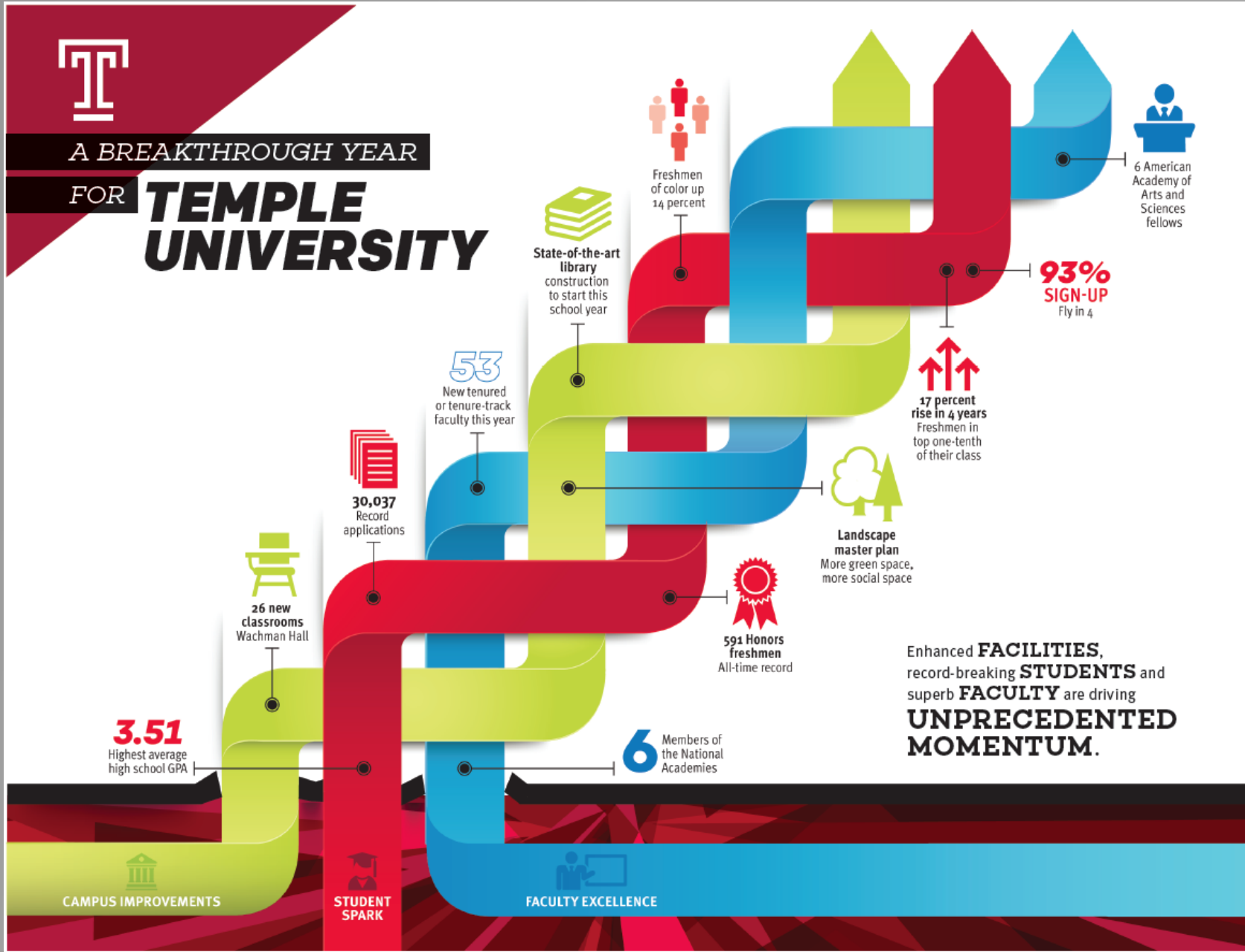
**Next Steps**

- Based on this discussion, how might you adapt this model to implement at your institutions?
  - Who do you need to bring to the table to make this happen?
  - What challenges might you face?
  
- Share with a partner...



A BREAKTHROUGH YEAR

# FOR TEMPLE UNIVERSITY



Enhanced **FACILITIES**, record-breaking **STUDENTS** and superb **FACULTY** are driving **UNPRECEDENTED MOMENTUM.**

# Questions?

