

GUIDELINES for ACADEMIC PROGRAM REVIEW and DEPARTMENTAL PLANNING at McPHERSON COLLEGE

Proposed by the Program Review Task Force
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Introduction

Community by Design 2021, the five-year strategic plan rolled out in 2016, introduced a new opportunity for academic departments: voluntary participation in a continuous planning process. By offering additional administrative support and institutional resources, the continuous planning process nurtures entrepreneurial faculty who want to enhance their programs and grow enrollments through innovative curricula and energetic execution of recruiting and marketing plans.¹ Departments can engage in continuous planning on a scale of their choosing—from none at all, to modest recruitment and marketing planning, to full-bore departmental strategic planning.

Faculty overwhelmingly supported Community by Design at a May 2016 Faculty Meeting, but they anticipated confusion about departmental growth plans and their relationship to the college's more traditional program reviews. On the same day the faculty voted to support implementation of Community by Design, Educational Policies Committee charged a task force with developing a set of guidelines to clarify both the program review and the continuous growth planning procedures and their juncture, if any, with one another.²

Even before the task force was fully engaged in its work, several departments eager to explore continuous planning offered to prepare prototype growth plans or hybrid growth plans/program reviews. Initially, the task force hoped that continuous growth planning might obviate the need for the periodic program review. However, the departments' experiments with various approaches to continuous growth planning helped the task force identify two critical aspects of the program review not necessarily addressed in growth planning: assessing student learning and evaluating curricular effectiveness.

Consequently, these guidelines describe two pathways for departments, either of which assures that programs meet their obligation to evaluate their programs' success in advancing student learning and contributing to the college's mission. The first pathway remains the program review, conducted on a regular six-year cycle. For some departments, the program review continues to be the most appropriate option. The other pathway is continuous planning, supplemented with a summative assessment review—a self-study of student learning and curricular effectiveness—on the same six-year rotation as the program review.

¹ See Appendix A: Community by Design 2021.

² See Appendices B and C: Faculty Meeting Minutes of May 4, 2016, and Charge for the Program Review Task Force, approved by Educational Policies Committee on May 4, 2016.

Overview of Academic Department Assessment, Self-Study, and Planning

At McPherson College, assessment of student learning, self-study, and planning for program improvement take the following forms:

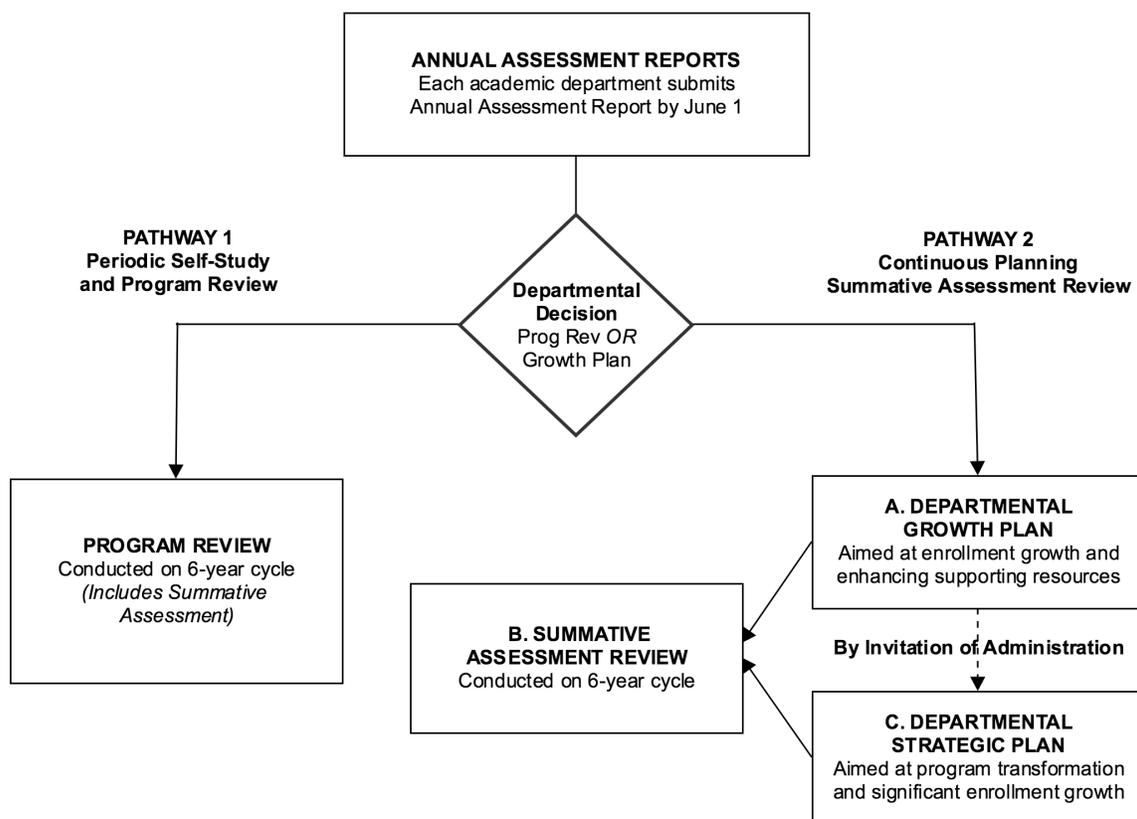


Figure 1

Annual Assessment Reports

All academic departments are required to complete annual assessment reports. The report asks departments to update student learning outcomes (SLOs) as needed, gather evidence, interpret the evidence, and identify actions to enhance teaching/learning based on the evidence. The report also summarizes the effectiveness of the department's actions to enhance teaching/learning from the previous year.

Annual assessment reports are the starting point for all subsequent departmental and programmatic assessment. In addition to these annual assessment efforts, **departments choose one of two pathways** to more comprehensive assessment of student learning, self-study, and planning for program improvement (see Figure 1):

PATHWAY 1: Periodic Self-Study/Program Review

Departments may choose to complete a program review every six years. The program review is a comprehensive self-study of a department's programs, resources, curricula, student learning, student engagement, past performance, and future direction. Program reviews incorporate all the required components of the summative assessment review (see below) required of departments electing to undertake continuous growth planning.

Pathway 2: Continuous Planning/Summative Assessment Review

- A. *Continuous Growth Planning.* Consistent with Community by Design 2021, departments can undertake, in collaboration with college administration, a continuous planning process focused on developing attractive academic programs and implementing marketing and recruiting plans to increase program enrollment. To assure adequate attention to assessment of curricula and student learning, departments engaged in continuous growth planning complete and submit summative assessment reviews every six years.
- B. *Summative Assessment Reviews.* Every department undertaking continuous growth planning still has a professional responsibility to periodically review its curricula and its students' success in meeting stated learning outcomes. Departments engaged in growth planning submit stand-alone summative assessment reviews every six years. (Those departments doing program reviews incorporate the components of the summative assessment reviews into the program review self-study report.)
- C. *Departmental Strategic Plans.* Those departments executing a departmental growth plan with a high level of success may be invited by the college administration to undertake an intensive, continuous approach to growth planning and program improvement. The process involves a departmental retreat led by strategic planning consultants intended to produce mission and vision statements and a detailed action plan to aid the department in realizing its mission and vision. Like those programs engaged in growth planning, programs involved at the strategic planning level must also submit summative assessment reviews.

To summarize,

1. All departments create annual assessment plans and submit annual assessment reports;
2. Departments *either* engage in continuous planning *or* submit periodic program reviews;
3. Departments engaging in continuous planning submit periodic summative assessment reviews;
4. Some departments may be invited by college administration to undertake an intensive strategic planning process.

The following guidelines will assist departments in conducting assessment, self-study, and planning.

Annual Assessment Reports

Every department develops an annual assessment plan and reports yearly on the results of the previous year's plan. Departments select at least one their SLOs to report using both direct and indirect measures. The annual report, submitted by June 1 each year, analyzes the collected data and describes what changes for improvement, if any, the data suggest. Annual assessment reports are completed and published online (see <https://www.mcpherson.edu/assessment/annual-assessment-reports/>) and reviewed by the Institutional Assessment Committee. Departments are expected to assess and formally

report on every program SLO at least once between periodic reviews of curriculum and student learning.³

Annual assessment reports are the starting point for all departmental assessment, whether the department is completing a program review or a summative assessment review.

Pathway 1: Periodic Self-Study and Program Review

The program review is a critical self-study intended to foster ongoing program improvement aligned with program and institutional goals.

Departments not engaged in continuous growth or strategic planning are expected to complete a comprehensive program review about every six years;⁴ however, departments are encouraged to request an out-of-cycle program review when facing significant challenges, such as retirements of department members, or when in need of significant resources, such as additional faculty members or enhanced or enlarged facilities.

The office of the associate dean for institutional research and assessment makes available a variety of services for departments engaged in program review or departmental planning, including a standard data set.⁵

Composition of the Program Review Committee

The program review self-study is conducted by a committee composed as follows:

- Chair of the department or program, who serves as the program review committee chair
- The chief academic officer or the CAO's designee
- Chair of the academic division in which the program resides or the chair's designee
- One faculty representative from outside the division in which the program resides
- If the department has three or more full-time members, the department selects an additional department member
- A major from the department or program (optional)

The department chair is responsible for calling and leading meetings of the committee, for consulting with the associate dean for institutional research and assessment and acquiring the desired data, and delegating responsibilities for writing the self-study report.

Program Review Self-Study Timeline

Departments preparing to conduct a program review self-study should check EPC's most recent Rotation of Academic Program Review/Summative Assessment Reviews for their due date.⁶ Departments will be best served to start at least a full year ahead of time, establishing the committee composition and consulting with and acquiring the standard data package from the associate dean of institutional research and assessment. In determining deadlines for the final draft of the self-study report, department chairs should consider that external reviewers ought to have a minimum of two weeks to conduct their review and write their report and that the committee must then draft its own response to

³ See Appendix D: Annual Assessment Plan for additional details.

⁴ See Appendix E: Rotation of Academic Program Review/Summative Assessment Reviews.

⁵ See Appendix F: Data and Services Available for Program Review and Departmental Planning.

⁶ See Appendix B for most up-to-date rotation at the time these guidelines were prepared.

the external reviewer's report. (EPC will not consider a self-study report without the completed external review and accompanying departmental response.) The chair should also consider committee members' and the external reviewer's willingness to work over the summer, especially if the final self-study report is due in the fall.

Program Review Self-Study Report

In general, the program review self-study report should include the elements below. While program review committees may see a need to add or subtract from these components, most departments will find it helpful to adopt the following structure:

1. Introduction
 - a. Briefly describe program and department
 - b. Summarize recommendations and action taken resulting from last program review
2. Program Profile
 - a. Explain the program's mission/purpose statement and relation to college mission
 - b. Describe how department serves general education or other academic programs
 - c. Describe trends in number of majors and their profiles (diversity, GPAs, ACTs, etc.)
 - d. Provide retention and graduation data
 - e. Review cost of instruction trends since previous program review
 - f. Briefly describe faculty credentials and teaching loads
3. Summative Assessment
 - a. Curriculum and Curriculum Mapping
 - i. In tabular form, map which courses currently address program SLOs and PIs and students' achievement level (e.g., Introductory, In Progress, Mastered)
 - ii. Offer observations on gaps or redundancies revealed in the curriculum map
 - b. Narrative Summary of Annual Assessment Reports
 - i. Summarize evidence and findings regarding student learning in annual assessment reports filed since the previous program review
 - ii. Offer conclusions about student learning strengths and weaknesses based on assessment results
 - iii. Summarize and discuss any additional assessment data
 - iv. Describe curricular changes made as a result of annual assessments
 - v. Describe additional changes or improvements in teaching/student learning as a result of annual assessments
 - c. Recommendations
 - i. Recommend future curricular, programmatic, and/or methodological changes to improve teaching/student learning
 - ii. Propose questions about teaching/student learning the department would like to answer in subsequent years
 - iii. Recommend improvements for future assessment processes
4. Engagement and Experience of Majors
 - a. Describe departmental activities focused on engaging majors
 - b. Document students' perceptions of their engagement and experience citing NSSE, SSI, IDEA, alumni survey data, placement data, etc.,
 - c. Evaluate quality/success of engagements
5. Summary of recommendations for curriculum, SLOs, and improving student learning and engagement
6. Appendices

- a. Annual assessment reports filed since the previous program review
- b. Cost of instruction reports compiled since the previous program review
- c. Up-to-date CVs, including faculty qualifications documentation, for each current instructor in the department
- d. Two-year load matrices for each faculty member
- e. Other supporting data or documentation (i.e., student engagement data, departmental activities)
- f. External reviewer's report and departmental response

External Review

The external review provides academic programs an independent, honest, and unbiased evaluation of its strengths and weaknesses in achieving program quality and student learning outcomes. The chair of the committee collaborates with the CAO to select a reviewer who, if possible, meets the following criteria:

- Holds the highest degree in the discipline (or equivalent tested experience)
- Has a distinguished record as a faculty member or administrator in the same or similar program
- Understands the context and operations of small liberal arts colleges
- Has no conflicts of interest, i.e., is not an alumnus/alumna of the college, is not related to a current or previous college employee, is not an employee of a college that could be perceived as a direct competitor of the college

An external reviewer who does not meet all these qualifications must be pre-approved by the CAO. The department chair coordinates the external review process including the schedule and honorarium request.

Responsibilities of the External Reviewer

The external reviewer is provided with the department's program review self-study report and any other relevant documents as requested by the external reviewer. After reviewing all the program review documents, the reviewer submits a report that

1. Summarizes the reviewer's findings regarding strengths and areas for improvement emerging from the self-study report
2. Focuses on assessment findings, the quality of teaching/student learning, and degree to which the program fosters student learning
3. Provides an assessment of how the program and its students compare with those at similar institutions
4. Offers forward-looking yet realistic actions that can be accomplished by the department within existing resources, as well as actions that may require additional investment

Honorarium

The academic affairs office provides a small stipend for external reviewers. The department chair requests the honorarium upon receipt of the external reviewer's report and obtains approval of the honorarium from the CAO.

Internal Response

Following receipt of the reviewer's report, the program review committee drafts a written response to the reviewer's report indicating approval or rejection of each of the reviewer's recommendations. The

reviewer's report and the program review committee's written response are included as appendices in the department's program review self-study report.

Pathway 2: Continuous Planning/Summative Assessment Review

Consistent with *Community by Design 2021*, departments can undertake a continuous planning process focused on developing attractive academic programs and implementing marketing and recruiting plans to increase program enrollment. These latter plans, in particular, are developed in collaboration with college administration.

2.A.: Departmental Growth Planning

Continuous departmental planning is flexible and can be shaped by the needs of the department and the resources it has available; but, at a minimum, it takes the form of a departmental growth plan.

Departmental Growth Plan Timeline

Because departmental growth planning is optional and undertaken at a time agreed upon by the department, there is no particular timeline for the development of the initial growth plan. However, once the initial growth plan has been endorsed by the college administration and approved by EPC, departments will be expected to submit, at a minimum, annual action plans and semi-annual progress reports. Updated action plans will be due each year in August. The CAO will request progress reports approximately six weeks prior to the fall and spring meetings of the Board of Trustees.

Departmental Growth Plan Content

The growth plan may include some, or even most, of the above elements of the comprehensive program review. Typically, however, the growth plan is expected to include:

1. A Strengths, Opportunities, Aspirations, Results (SOAR) analysis pointing to opportunities for program and enrollment growth⁷
2. A vision or concept for the program designed to attract new students
3. Goals for growing the number of majors in the program
4. A recruitment and marketing plan
5. A plan for raising funds to support program changes that will attract and engage non-athletes/non-auto restoration students

The development of these goals and plans is guided by the criteria set forth in the *Community by Design 2021* strategic plan under the initiative "Nurture entrepreneurial faculty and develop attractive programs: Grow programs modeled after recent program successes."⁸

A growth plan is distinguished from the program review in that it:

1. Is undertaken in collaboration with college administration, especially the admissions staff. The department will, at least, be a participant in Partners Across Campus (PAC), a collaboration between department faculty and admissions aimed at growing the number of non-athletes/non-auto restoration students recruited to the program.⁹

⁷ See Appendix G: Conducting the SOAR Analysis.

⁸ See Appendix A: *Community by Design 2021*.

⁹ See Appendix F: Partners Across Campus [PAC] Recruitment.

2. Includes an action plan specifying a month-by-month timeframe for actions to be taken, measures for assessing actions, the persons accountable for completing those actions, and the key outcomes expected.
3. Is continuous, not periodic. Progress and results are reported on a regular basis to administration and the Board of Trustees, and goals and plans are revised as determined by assessment of previous efforts.

A department actively engaged in continuous growth planning must still submit a summative assessment review on the EPC-approved cycle.

2.B.: Summative Assessment Reviews

The college ensures that academic programs uphold high standards of academic excellence by periodically and systematically conducting reviews of program curricula and student learning. These reviews are required of every department on a regular schedule, approximately every six years.¹⁰ For departments participating in continuous departmental planning, the summative assessment review is a stand-alone self-study document. For all other departments, the elements of the summative assessment review are embedded in a program review self-study report.

Composition of the Summative Assessment Review Committee

The summative assessment review is conducted by a committee composed as follows:

- Chair of the department or program, who serves as the program review committee chair
- The associate dean of institutional research and assessment
- Chair of the academic division in which the program resides or the chair's designee
- One faculty representative from outside the division in which the program resides
- If the department has three or more full-time members, the department selects an additional department member
- A major from the department or program (optional)

The department chair is responsible for calling and leading meetings of the committee, for consulting with the associate dean for institutional research and assessment and acquiring the desired data, and delegating responsibilities for writing the self-study report.

Summative Assessment Review Timeline

Departments preparing to conduct a summative assessment review should check EPC's most recent Rotation of Academic Program Review/Summative Assessment Reviews for their due date. Departments will be best served to start a year ahead of time, establishing the committee composition and consulting with and acquiring the standard data package from the associate dean of institutional research and assessment. In determining deadlines for the final draft of the assessment review report, department chairs should consider that external reviewers ought to have a minimum of two weeks to conduct their review and write their report and that the committee must then draft its own response to the external reviewer's report. (EPC will not accept a summative assessment report without the completed external review.) The chair should also consider committee members' and the external reviewer's willingness to work over the summer, especially if the final self-study report is due in the fall.

¹⁰ See Appendix E: Rotation of Academic Program Review/Summative Assessment Reviews.

Summative Assessment Review Report

Whether reported in a stand-alone summative assessment review or included as a part of the program review, the following elements should be present:

1. Introduction
 - a. Briefly describe academic programs
 - b. Provide current SLOs and performance indicators (PIs)
2. Curriculum and Curriculum Mapping
 - a. In tabular form, map which courses currently address program SLOs and PIs and students' achievement level, e.g., Introductory, In Progress, Mastered
 - b. Report observations on gaps or redundancies revealed in the curriculum map
3. Narrative Summary of Annual Assessment Reports
 - a. Summarize evidence and findings regarding student learning in annual assessment reports filed since the previous program review
 - b. Offer conclusions about student learning strengths and weaknesses based on assessment results
 - c. Summarize and discuss any additional assessment data
 - d. Describe curricular changes made as a result of annual assessments
 - e. Describe additional changes or improvements in teaching/student learning as a result of annual assessments
4. Recommendations
 - a. Make recommendations for the department's future assessment processes
 - b. Make recommendations for improving teaching and student learning outcomes
 - c. Propose questions about student learning the department would like to answer in subsequent years
5. Appendices
 - a. Annual assessment reports submitted since the previous program review or summative assessment review
 - b. Up-to-date CVs, including faculty qualifications documentation, for each current instructor in the department
 - c. External reviewer's report and departmental response

External Review

The external review provides academic programs an independent, honest, and unbiased evaluation of the strengths and weaknesses of its curriculum and student learning outcomes. The chair of the committee collaborates with the CAO to select a reviewer who, if possible, meets the following criteria:

- Holds the highest degree in the discipline (or equivalent tested experience)
- Has a distinguished record as a faculty member or administrator in the same or similar program
- Has significant experience with or a deep understanding of assessment
- Understands the context and operations of small liberal arts colleges
- Has no conflicts of interest, i.e., is not an alumnus/alumna of the college, is not related to a current or previous college employee, is not an employee of a college that could be perceived as a direct competitor of the college

An external reviewer who does not meet all these qualifications must be pre-approved by the associate dean for institutional research and assessment. The department chair coordinates the external review process including the schedule and honorarium request.

Responsibilities of the External Reviewer

The external reviewer is provided with the department's summative assessment review report and any other relevant documents as requested by the external reviewer. After reviewing all the assessment review documents, the reviewer submits a report that

1. Summarizes the reviewer's findings regarding curriculum strengths and weaknesses and success in meeting student learning outcomes
2. Comments on the assessment methodology and the strength of the program's direct and indirect measures of its SLOs
3. Provides an evaluation of how the program's curriculum and its student outcomes compare with those at similar institutions
4. Recommends steps the department can take to improve its assessment procedures and its student learning outcomes

Honorarium

The academic affairs office provides a small stipend for external reviewers. The department chair requests the honorarium upon receipt of the external reviewer's report and obtains approval of the honorarium from the CAO.

Internal Response

Following receipt of the reviewer's report, the committee drafts a written response to the reviewer's report indicating approval or rejection of each of the reviewer's recommendations. The reviewer's report and the committee's written response are to be included as appendices in the department's summative assessment review report.

2.C.: Departmental Strategic Plan

When, in the judgment of college administration, a department has shown admirable initiative in developing and executing its growth plan and has a vision for an academic program with the potential to attract a significant number of new students, the department (or departments, if the program is interdisciplinary) will be invited to engage in a multi-day strategic planning retreat led by external consultants.

Although the distinction between the resulting departmental strategic plans and departmental growth plans is largely a matter of scope, detail, and investment of institutional resources, strategic plans generally share the following characteristics:

1. A mission and vision statement that focuses priorities and offers a clear direction for future success and branding
2. An expectation that an active advisory board will be recruited and nurtured to provide guidance and oversight in continuous program planning
3. Program goals grounded in the relevant literature and research
4. Ambitious goals for program growth and the success of program graduates
5. Detailed recruiting and marketing plans, captured in a timeframe specifying actions to be taken, measures for assessing actions, persons accountable for completing those actions, and the key outcomes expected

Departments actively engaged in continuous strategic planning submit a summative assessment report on the EPC-approved cycle. (See 2.B.: Summative Assessment Reviews above.)

Departmental Strategic Plan Timeline

Departments engaged in continuous strategic planning should be revisiting their actions plans as frequently as once per month. The CAO will request progress reports approximately six weeks prior to the fall and spring meetings of the Board of Trustees. More substantial progress reports, as well as re-assessments of mission, vision, and initiatives, will be expected for advisory boards.



Community by Design 2021

McPherson College is committed to its mission to “Develop whole persons through scholarship, participation and service.”

As our Statement of Mission affirms, “community is central” to McPherson College’s identity. *Community by Design 2021* is the result of a planning-by-community-versus-committee process consistent with the core values and practices of the Church of the Brethren, the college’s founding denomination. The strategic goals have emerged from a year-long dialogue that repeatedly engaged all members of the campus community. The goals focus on growth achieved through innovative academic programs driven by entrepreneurial faculty and a community that embodies well-articulated values, supported by safe, adequate facilities and a well-funded endowment.

To ensure our place as one of America’s great small colleges, McPherson College must foster an academic community that attracts 1,500 full-time students who are serious about career-oriented liberal arts by 2040. *Community by Design 2021* is focused on answering the big questions that bear upon the future growth of McPherson College.

Nurture entrepreneurial faculty and develop attractive academic programs

The future of liberal arts will combine general education and professional studies in a way that requires faculty who willingly cross disciplinary boundaries. Entrepreneurial faculty members are key to program quality and will be the foundation for growth.

1. Create expectations and develop the time and resources for entrepreneurial faculty to support growth

McPherson College needs faculty who embrace the faculty-approved definition of entrepreneurship: “*Entrepreneurship is the creative process of developing sustainable, innovative ventures that solve problems and meet the needs of the greater community. Balancing opportunity and risk, the entrepreneur manages resources and constructs solutions that benefit both self and society.*”

Incremental Actions: Create process for clearly defining expectations—expectations that recognize the diversity of disciplines and faculty perspectives; explore existing models at other campuses; connect expectations with growth; study compensation structure and load; evaluate the balance of teaching, scholarship and other responsibilities associated with building strong academic programs; implement professional development opportunities consistent with expectations for faculty; align governance structure with expectations for faculty

Assessment: Employee retention; KICA compensation; faculty recruiting; new program growth; student retention; program reviews

Key Outcome: Integrated framework implemented and connected to program review process—Create departmental structures to balance Teaching, Administration Tasks (Growth), Scholarship, and Development **by 2018**

2. Grow academic programs modeled after recent program successes

To achieve growth through attractive academic programs, the college needs a process for entrepreneurial faculty to access resources for program development and for the institution to allocate such resources. The following criteria, derived from the characteristics of our success stories, will guide program development and determine allocations:

The program

- a. Is career focused
- b. Is connected to a unique approach, niche and/or trending market need
- c. Is liberal arts-centered with connections to strong general education
- d. Is interdisciplinary
- e. Builds key industry partnerships
- f. Leverages entrepreneurial mindset
- g. Includes plans for raising funds
- h. Identifies programming growth opportunities to attract students who have a “plan”
- i. Identifies opportunities with low investment and high visibility
- j. Incorporates global perspectives/opportunities
- k. Provide a unique capstone experience for students
- l. Engages faculty and students, meeting them where they want to go in their life and career
- m. Demonstrates departmental strategic planning connected to the Community by Design

Departments will design growth plans that work either on a small scale using a few criteria or on a larger scale using all criteria, perhaps resulting in new academic programs. Resources will be allocated based on the scope departments take advantage of the above criteria.

Incremental Actions: Refine criteria; define planning process; integrate resource allocation into budgeting process; admissions reassesses current programs and opportunities for growth; execute annual retention plans; align program review process with strategic plan

Assessment: Enrollment; percentage of general students; retention; faculty/student ratio; diversity; ACT Score; graduation rate; departmental planning and review of programs; restricted fundraising; national, regional, local media attention

Key Outcome: Comprehensive enrollment plans leading to 750 students with 75 percent fall-to-fall retention **by 2021**

Design and articulate the McPherson College community

McPherson College desires a community culture that systematically communicates its values both internally and externally. Focus will be on our core values of service, liberal arts and career preparation. To achieve its goals, MC must intentionally engage the community of McPherson as part of the design. Emphasis will include addressing global issues as a community in and out of the classroom.

1. Create a common experience around a global theme within the general education curriculum

A shared intellectual experience provides opportunities for building relationships and community.

Incremental Actions: Evaluate and pick the common experience; integrate experience within curriculum

Assessments: General education assessment; course evaluations

Key Outcome: Explore models (2019); create new general education plan (2021); implement new general education plan **by 2022**

2. Create experiences that support career success and are connected with curriculum

Incremental Actions: Identify existing experiences, e.g., internships, field experiences, senior research, capstone experiences, service learning, domestic/international global experiences that exist; analyze missing opportunities for students; create key experiences within and across departments; connect experiences through the curriculum and existing infrastructure

Assessments: Career placement; internship placement; global experiences

Key Outcome: Refined structure that organizes and creates a system around all experiences and expectations **by 2018**

3. Redefine the tuition revenue model to ensure affordability and institutional revenue

The college desires a pricing model that balances student and family cost with the institution's need for sustainable revenue.

Incremental Actions: Identify key drivers for how students pay; identify important elements of student revenue for the institution; find sustainable models in higher education that are working

Assessments: Price; student loan debt; net tuition revenue; funded discount rate

Key Outcome: New tuition pricing model implemented **by 2019**

4. Develop an ongoing campus education program that communicates our values and engages the campus community in important challenges to executing plans

Incremental Actions: Articulate values; develop a systematic education program that communicates important challenges and progress; student working group; continue to integrate our big challenges with Kansas Leadership Center Adaptive Leadership Training;

Assessments: Student Satisfaction Survey; student engagement on strategic initiatives; faculty and staff retention; faculty and staff development participation; employee satisfaction

Key Outcome: Education campaign implemented **by 2017**

5. Create a long-term vision for residential life

The college seeks to create a community that values the residential experience and meets students' desires for their living/learning environment.

Incremental Actions: Study, discuss, envision, decide and plan; engage the entire campus using national data on residential campuses; identify different models and frameworks for residential college communities; create a master plan that looks decades in the future using a phased approach; address technology usage, food, co-curriculars, and McPherson community; define individual responsibility

Assessments: Percentage of full-time residential students; co-curricular participation; campus incidents; service learning; spiritual life

Key Outcome: Implement 20-year residential life plan **by 2021**

Plan and build facilities that nurture, welcome and sustain a growing community

A college needs facilities to host a community that integrates living and learning. As the campus makes plans to attract more students to attend and graduate from McPherson College, physical space usage must evolve. These facilities must be safe, well planned, built for longevity, well maintained, and welcoming to guests. Plans should also be made to accommodate phased enrollment growth that balance year-to-year fluctuations in total students as well as number of students by field of study.

Incremental Actions: Develop a comprehensive capital projects plan; engage the community in prioritizing projects; create plan for low-cost beautification that addresses aesthetics; improved campus entry with visibility from Kansas Ave, clear and easy entrance to campus, welcoming space, and planning for potential future space usage; evaluate space given certain growth scenarios.

Assessments: Capital budget; maintenance budget; Capital fundraising

Key Outcome: Phase One for campus entry complete **by 2017**; comprehensive capital plan implemented **by 2017**

Engage the McPherson College constituency to build a \$1 billion endowment

McPherson College has a tradition of giving and currently has the largest endowment of any private institution in Kansas. The schools with \$1 billion-plus endowments can enhance quality and ensure perpetual success. McPherson College currently has the constituency with capacity to give and over the next two decades should focus on efforts to:

1. Create a plan to build a \$1 billion endowment through extensive planned-giving efforts

Incremental Actions: Develop a systematic plan to approach donors; create a campaign and appropriate reports

Assessment: Endowment total; endowment spending rate; endowment return; planned giving commitments

Key Outcome: Launch a planned giving campaign **by 2017**

2. Engage young alumni and new friends in the tradition of "Bulldog Pride"

Incremental Actions: Revise development plans and coordinate with alumni office to focus on younger alumni and create a culture of giving among our graduates; focus on class giving; develop annual campaigns with specific goals to increase total alumni donors

Assessment: Budget-relieving gifts; alumni giving percentage; total donors; online/social donor percentage; percentage legacy students

Key Outcome: Launch Bulldog Pride **by 2016**



Faculty Meeting Minutes

May 4, 2016

Melhorn 112

Present: Jd. Bowman, Steve Crain, Kim Stanley, John Dollarhide, Jonathan Frye, Kyle Hopkins, David O'Dell, Dale Hartley, Sheron Lawson, Dustin Wilgers, Michael Dudley, Chris Paulsen, Luke Chennell, Joe Dickhudt, Curt Goodwin, Allan van Asselt, Ku-Sup Chin, Leland Williams, Bryan Midgley, Jim Haritatos, Laura Eells, Dan Hoffman, Rick Tyler, Ann Zerger, Dee Erway-Sherwood, Michaela Valli Groeblacher, Wayne Conyers, Lorena Medrano, Ami Martinez, Vicki Schmidt, Shane Kirchner, Allan Ayella, Kerry Dobbins, Bruce Clary

4:04 - Meeting called to order – Kim Stanley

Moment of Reflection – Dale Hartley

- *Dale showed a serious of quotes that allowed us to reflect on what is really important and how fortunate we are to work here.*

Appreciation given to departing faculty members – Bruce Clary

- *Bruce expressed appreciation and gratitude for the work of the three faculty members who will be departing after this semester. Faculty members departing include Jim Haritatos, Steve Crain, and Leland Williams.*

Approval of Agenda

Motion to approve: Rick Tyler Second: Wayne Conyers Result: Passed

Approval of Minutes

Motion to approve: Laura Eells Second: Allan van Asselt Result: Passed

Action Items

a.) Approval of the list of graduates – Tricia Hartshorn

Tricia joined us and reminded us that senior grades are due on Friday, May 13th by noon. She also urged all faculty to send her an email about any seniors that are on the cusp of graduating or not graduating.

A brief discussion occurred regarding the GPA a student needs to have in their minor in order to graduate. Allan Ayella posed a question about the institutional history of McPherson College regarding the GPA requirements of minors.

Motion to approve list of graduates: Rick Tyler Second: Wayne Conyers Result: Passed

b.) Strategic Plan Vote

Initially Kim asked a question: What does a vote in favor of the strategic plan mean? She expressed that a vote in favor of the plan is a vote of confidence that the plan is going in the right general direction and an affirmation that we (as a faculty) have been heard.

Laura Eells proposed that a vote in favor was a “move to affirm the spirit of Community by Design 2021 as presented to us in this meeting.”

Second: Ami Martinez

Discussion was then had by several faculty members. Some of the main points included:

- If we are only affirming the spirit, will this continue to be discussed next year? (Michaela Valli Groeblacher)
- This is a vote in favor of the spirit as opposed to acceptance. (Laura Eells)
- We are affirming the intention behind “college community” rather than the details (Jd Bowman)
- It is hard to get excited as a result of what has happened with previous plans (Wayne Conyers)
- Has this gone to the board of trustees? (Allan van Asselt)

Dr. Clary emphasized that a vote in favor meant that we are willing to engage in implementation of this plan.

Voting Results: 29 “Yes” 3 “No” 3 Abstentions

Reports of Board Observers – Michael Dudley, Kyle Hopkins, Sheron Lawson

Faculty members who represented the faculty as a whole during the fall and spring Board of Trustees meetings gave brief descriptions of what they observed and overall general impressions. They were impressed with the level of expertise within the board and the positive direction that the college is going as a whole.

Reports of Committees:

EPC: Review task force for newly constructed program

FPC: Finished document in handbook with faculty qualifications (action item next year)

FRC: Working on 440's

IRC: Did not meet

IA: No Frills assessment

E-Update: All faculty are encouraged to apply for the Horizon Faculty Fellowship

Announcements:

Sheron Lawson – Business & Marketing student presentations

Wayne Conyers –Friday, May 13th – reception in Friendship

Dee Erway-Sherwood – Taking students on a trip to KC

Laura Eells – Senior Research Symposium. Specifically mentioned a student’s research topic of academic dishonesty.

Kerry Dobbins – Markarian Colony game concluding

4:54 Adjournment

DRAFT: Charge for the Program Review Task Force

In spring 2016, EPC discussed the need for clearer, more comprehensive guidelines for the program review process. Members agreed improved guidelines could improve the quality and value of program reviews and spur entrepreneurial thinking about the attractiveness of our academic programs. Divisions have selected representatives to work with the VPAA and the associate dean of institutional research and assessment in AY 2016-17 to examine all aspects of the program review process and to recommend to faculty a revised set of program review guidelines. Among the questions this task force might address are:

- What is the purpose of the program review?
- Is a fixed-year cycle the best approach to scheduling program reviews?
- Can a timeline with suggested deadlines for steps in the process be developed to help program review committees stay on track?
- Are the right people included in the committee composition?
- What data should commonly be available to the program review committee, and how does the committee access that data?
- What criteria should determine acceptable external reviewers?
- What do we expect of external reviewers? How do they contribute greater value to the process?
- What are the implications of EPC approval? Of BOT affirmation?
- What is the status of curricular changes approved and affirmed in the program review process? Do new courses approved and affirmed in the program review process still need to go through channels individually before inclusion in the next catalog?
- Should the program review process align with the new strategic plan? How should the strategic plan's criteria for program growth be applied?
- Should the program review process encourage and enhance the development of entrepreneurial faculty and bring that creative, entrepreneurial mindset to the task of improving and growing academic programs? If so, how?
- How should the program review report be organized and presented?

Academic Department Annual Assessment Report

Each academic department at McPherson College completes an annual assessment report. The reports include at least one student learning outcome of focus, for reporting purposes, for the year, what the department plans to do to improve student learning, and how the success of their efforts will be measured. Annual assessment reports are provided to the Institutional Research and Assessment office and are an integral part of academic program review. Annual reports are completed online and publicly posted at: <https://www.mcpherson.edu/assessment/annual-assessment-reports/>

Academic department annual reports include the following for the academic year:

1. Department purpose statement
2. A chart of current:
 - Student learning outcomes (SLOs)
 - SLO reporting cycle
 - Program review cycle
3. Direct evidence of student learning
4. Indirect evidence of student learning
5. Analysis and interpretation of the evidence
6. Number of students assessed for each SLO
6. Summary of evidence and student learning including percentage of students that met or exceeded proficiency on each SLO
7. Student learning strengths and weaknesses
8. Supporting documents (i.e. rubrics, data analysis, charts/tables, department minutes, etc.)
9. A description of how the department plans to use the results to enhance teaching/learning
10. Summary of the effectiveness of the department's actions to enhance teaching/learning from the previous year

For the subsequent academic year:

1. SLO (s) to be assessed
2. Direct and indirect evidence that will be gathered for the academic year.
3. Expected proficiency level for each SLO
4. Interest in applying for an assessment grant.

Academic department assessment reports are due June 1 of each year. They are evaluated by the Assessment Committee using a rubric. Department chairs receive feedback on the report by September 1 and are encouraged to share the feedback with the entire department. Departments can request assistance with committee suggestions from the Office of Institutional Research and Assessment.

Academic Department Assessment Report Review Criteria

Check the appropriate criterion level and provide comments in the provided space. Comments should briefly explain why the rating was selected and should include words of appreciation for strengths and offer suggestions for improvement (if applicable).

Section & Criterion	Highly Developed	Satisfactory	Needs Revision
<p>Section 01 Current Year</p> <p><i>Assessment Cycle & Student Learning Outcomes</i></p>	<p>The department's SLO chart includes a multi-year assessment plan indicating when each outcome will be assessed.</p> <p>All SLOs are assessed <u>more than once</u> between program reviews.</p> <p>SLOs are well <u>organized and concise</u>.</p> <p>SLOs do not confuse learning processes with learning outcomes.</p> <p>Outcomes are <u>explicit statements</u> of criteria, clearly describe how students can demonstrate their learning, and are assessable.</p>	<p>The department's SLO chart includes a multi-year assessment plan indicating when each outcome will be assessed.</p> <p>All SLOs are assessed at least once between program reviews.</p> <p>SLOs may be disorganized or are not concise.</p> <p>SLOs do not confuse learning processes with learning outcomes.</p> <p>Each outcome describes how students can demonstrate their learning and are assessable.</p>	<p>The department's SLO chart does not include a formal plan for assessing each outcome.</p> <p>Not all SLOs are assessed between program reviews.</p> <p>SLOs are disorganized, and/or overly detailed.</p> <p>SLOs may confuse learning processes (doing an internship) with learning outcomes (e.g., application of theory to real-world problems).</p> <p>Outcomes do not identify what students can do to demonstrate learning. Statements such as "Students understand the scientific method" do not specify how understanding can be demonstrated and assessed.</p>
<p>Section 02 Assessment Report (skip if program review submitted in section 01)</p> <p>#1 & 2 <i>Assessment Methods</i></p>	<p>Assessment methods are appropriate based on the SLO.</p> <p>Includes at least two assessment methods, at least one is direct.</p> <p><u>Direct assessment data is the primary source to determine student achievement levels.</u></p>	<p>Assessment methods are appropriate based on the SLO.</p> <p>Includes at least two assessment methods, at least one is direct.</p> <p>Indirect assessment is the primary source to determine student achievement levels.</p>	<p>Assessment methods are not appropriate based on the SLO</p> <p>Assessment methods are missing, or include only one method, or include only indirect evidence.</p>
<p>#3-6 <i>Analysis & Interpretation of Findings</i></p>	<p>Includes:</p> <ul style="list-style-type: none"> -Sample includes all students or a meaningful sample. -Results are summarized including the percentage of students that met or exceed the SLO. -Student learning strengths and weaknesses. -Uploaded documents support analysis & findings <u>and aid in explaining the assessment process.</u> 	<p>Includes:</p> <ul style="list-style-type: none"> - Sample includes all students or a meaningful sample. --Results are summarized including the percentage of students that met or exceed the SLO. -Student learning strengths and weaknesses. -Uploaded documents support analysis & findings. 	<p>Does not include one or more of the following:</p> <ul style="list-style-type: none"> -Sample does not include all students or is not a meaningful sample. -Summarized results and/or percentage of students that met or exceed the SLO. -Student learning strengths and weaknesses. -Uploaded documents do not support analysis or findings, or additional uploaded documentation is needed.

<p>#7-8 Use of Results</p>	<p>Results are planned to be used in <u>at least two ways</u> to improve student learning. Last year’s planned use of results were implemented <u>effectively</u> and evidence of the impact of these changes are <u>described</u>.</p>	<p>Results are planned to be used at least one way to improve student learning. Last year’s planned use of results were implemented and the impact of changes are listed.</p>	<p>Results are not planned to be used to improve student learning.</p>
<p>Section 03 Next Year (skip if #1 indicates program review will be submitted) #2-4</p>	<p>SLO(s) to assess next year is indicated and matches the department’s SLO chart. Assessment methods are appropriate based on the SLO. Includes at least two assessment methods, at least one is direct.</p>	<p>SLO(s) to assess next year is indicated and matches the department’s SLO chart. Assessment methods are appropriate based on the SLO. Includes at least two assessment methods, at least one is direct.</p>	<p>SLO to assess next year is missing or doesn’t match the department’s SLO chart. Assessment methods are not appropriate based on the SLO Assessment methods are missing, or include only indirect evidence.</p>
<p>#5 Outcome Target</p>	<p>Includes target percentage of students that meet or exceed each SLO. Target is <u>challenging</u> yet realistic.</p>	<p>Includes target percentage of students that meet or exceed each SLO. Target is realistic but not challenging (maintain previous target level(s)).</p>	<p>Does not include the target percentage of students that meet or exceed each SLO. Or Target seems unrealistic (too high or too low given previous data).</p>

*Adapted from: WASC (2007). *Rubric for Assessing the Quality of Academic Program Learning Outcomes*.

Report strengths:

Suggestions for improvement:

Assessment Committee comments:

McPherson College
Rotation of
Academic Program Reviews/Summative Assessment Reviews

To assure that academic programs meet their obligation to evaluate their program's success in advancing student learning and contributing to the college's mission, academic departments elect to participate in continuous planning or to conduct periodic program reviews. Departments engaged in continuous planning should submit a Summative Assessment Review instead of a comprehensive Program Review. See the Guidelines for Academic Program Review and Departmental Planning for details.

Submit to EPC by:**Sept. 1 for Fall Reviews****Jan. 15 for Spring Reviews**

Semester	Departments/Program	Date of Last Review
F 2018	Technology/Auto Restoration.....	2012-13
	General Education: Global/Intercultural, Philosophy & Religion.....	NA
Sp 2019	Business.....	2012-13
	Music.....	2014-15
	Theatre.....	2014-15
	General Education: TBD.....	NA
F 2019	English.....	2013-14
	General Education: TBD.....	NA
Sp 2020	Behavioral Sciences.....	2013-14
	General Education: TBD.....	NA
F 2020	Mathematics.....	2006-07
	General Education: TBD.....	NA
Sp 2021	Physical Education.....	2014-15
	General Education: TBD.....	NA
F 2021	Career Connections.....	2015-16
	Communication.....	2015-16
	General Education: TBD.....	NA
Sp 2022	Master's of Education.....	2015-16
	Philosophy and Religion.....	2015-16
	General Education: TBD.....	NA
F 2022	Visual Arts.....	Fall 2016
	General Education: TBD.....	NA
Sp 2023	Natural Science.....	Spring 2017
	General Education: TBD.....	NA
2023-24	Spanish.....	Fall 2017
	General Education: TBD.....	NA
	History & Politics.....	Spring 2018
	General Education: TBD.....	NA

Data and Services Available for Program Review, Departmental Planning, and Summative Assessment Review

The Institutional Research and Assessment Office can assist departments in a variety of ways during the program review process. Upon beginning the program review process, department chairs are encouraged to meet with the Institutional Research and Assessment Office to discuss available data and assistance requested as part of the program review process. However, instead, department chairs could send an email to the Research and Assessment office requesting the standard data package and any additional data needed to conduct the program review.

Standard data package

- Majors for the past six years; ACT scores, gender, ethnicity, CUM GPA, leave reason and date
- Graduates for the past six years with graduation date
- Chart of current SLOs/PIs and reporting since last program review available at: <https://www.mcpherson.edu/assessment/annual-assessment-reports/>
- Annual assessment reports-available at: <https://www.mcpherson.edu/assessment/annual-assessment-reports/>
- Advising satisfaction data
- Student perceptions of their academic experience: Satisfaction data by major-SSI, NSSE, College Senior Survey, Alumni survey

Assessment Office services available

- Curriculum mapping
- Data analysis
- Charting/graphing data
- Student learning outcome creation or revision
- Program review assessment content feedback
- Future assessment questions and recommendations consultation

Additional data available

- Previous program reviews
- Previous annual assessment reports not already posted at: <https://www.mcpherson.edu/assessment/annual-assessment-reports/>
- Student body-total number, full-time/part-time, degree-seeking or non-degree seeking
- Individual student information: full-time equivalency, secondary majors/minors, CIP codes, hours completed, registered/attempted/earned credit hours, planned graduation date, high school, transfer school(s), advisor, athlete/non-athlete with sport, resident state/country,
- Course offerings: department offerings by semester or year, credit hours, instructor, instructional method, enrollment, final course grade count
- Faculty: number in department with names and years/semesters taught, courses taught, credit hours taught, student enrollment count by course
- Credit hours generated each year in general education, and/or major courses
- Student demographics- classification, cohort year (year entered M.C.), full-time or part-time enrollment status, first-time freshman or transfer to M.C., age, planned graduation date

Conducting the SOAR Analysis

Proposed in an influential 2003 article in *AI Practitioner: The International Journal of Appreciative Inquiry*, SOAR analysis (Strengths, Opportunities, Aspirations, Results) is an alternative to the better-known SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) that emerged out of the appreciative inquiry movement.¹¹ SOAR uses appreciative inquiry to focus on current strengths and opportunities to create a vision of future aspirations and the results they will bring. The approach is more action oriented than a SWOT analysis and is focused on outcomes.

A SOAR analysis involves brainstorming (and then documenting) answers to questions relevant to each component.

Strengths

What the department/program does well: its key assets, resources, capabilities, accomplishments.

Example questions:

- What do we excel at?
- What are our faculty's/students' greatest accomplishments?
- What are we most proud of?
- What makes our program different from other, similar colleges' programs?
- What strengths of ours are most valuable in job markets our students are entering?

Opportunities

Circumstances the department could leverage to attract new general students, e.g., high demand by students, paucity of in-demand programs at competitor colleges, high demand skills by employers.

Example questions:

- What partnerships could help the department/program expand/innovate?
- What changes and trends in careers align with the program's strengths?
- What needs and wants are we currently not fulfilling for prospective students and employers?
- Are there gaps in the educational market that we could fill?

Aspirations

What the department/program wants to be and achieve in the future. A vision to build on current strengths, provide inspiration, and challenge the current situation.

Example questions:

- What does the department want to achieve in the future?
- What should the future department look like in terms of facilities, human resources, enrollment?
- How can the department make a difference for students? The college?
- What are departmental faculty passionate about?
- What strategies and actions move the department toward the envisioned future?

Results

Tangible outcomes and measures that demonstrate the department is achieving its goals and aspirations.

Example questions:

- What measures will indicate the department is on track to achieve success?
- How does the department translate its vision of success into tangible outcomes?
- How will the department know when it has achieved its goals?

¹¹ Stavros, Jacqueline, David Cooperrider, D. Lynn Kelley. "Strategic Inquiry, Appreciative Intent: Inspiration to SOAR A New Framework for Strategic Planning." *AI Practitioner: International Journal of Appreciative Inquiry*. November 2003. Retrieved from <https://appreciativeinquiry.champlain.edu/educational-material/strategic-inquiry-appreciative-intent-inspiration-to-soar/>. This guide is adapted from the article for the educational setting.

McPherson College
Partners across Campus (PAC) Recruitment
(Faculty and Co-Curricular)
Fall 2018

It takes a campus to recruit a student. For the three to four years we have developed a recruitment process that includes partners across campus. This was done specifically to help build the number of general students on campus. The goal for general students (non AR/non athlete) in 2017 is 70. Last year we recruited 55. While it has been an ongoing initiative to build our general student population, it is unlikely we will meet this goal.

- 2017 GOAL – 165 Athletes; 40 Automotive Restoration – 70 Generals
- 2016 - 161 Athletes; 47 Automotive Restoration; 55 Generals
- 2015 - 144 Athletes; 70 Automotive Restoration (10 were also athletes but not included in their number); 46 Generals

We have found that the best person to recruit for a program is the person who is most passionate and vested in the program. In addition, new partners from across campus who want to grow their programs have surfaced with plans to grow. Because of the rise of interest and in an effort to communicate consistently and effectively, we have established basic criteria for these new partners so they are equipped to begin to help in the recruitment process.

RECRUITMENT GUIDELINES FOR PAC

Admissions Project Managers – Each of PAC will be assigned a representative from the admissions office to help build your portfolio of recruits. The project manager will also help with goal setting, communication flow, setting up visits, and all aspects of recruitment for the PAC.

Campus Visits – Data shows that students who visit campus are most likely to attend MC. This is one of the first indicators that we are doing better than past years or that we are struggling. It is essential that the PAC members fully support campus visits with students. The admissions department realizes that this is the most important part of the visit. It can be challenging for the admissions staff to find faculty to meet with students. The PAC will help to promote meeting with students.

High School Visits - We have found that attendance to events on campus, such as Bulldog Visit Days, has decreased over the last few years. What has become more effective is when a person who has expertise in the field visits the high school in a classroom or workshop. The PM will help to facilitate high school visits.

Presidential Scholarship Days – Presidential Scholarship Day is our highest converting event on campus. This day is meant to hook both the student and their parents. These are higher achieving students and

we want to grow the number of general students attending Presidential Scholarship Day. The PAC will help to promote Presidential Scholarship Day as well as represent the area on the day of the event.

Goal Setting – Inquiry to Enrollment – Recruitment goals are set on past experience. The admissions funnel shows us the number of students we need to inquire in order to get the number of students we want in the fall. The VP for Enrollment will work with the Dir. of Admissions, Project Manager and the PAC to set these goals prior to the fall semester.

Planning Involvement – The PAC will meet regularly with the PM to create plans and initiatives to reach the goals established. These plans will be reviewed by both the VP for Enrollment and the Director of Admissions. At least 3-5 initiative is recommended. However, it isn't the number that counts, rather the quality of the initiative.

Communication Flow Participation – PAC will meet with the PM to develop a communication flow that is relevant to recruiting students for their area.

New student engagement expectations – PAC will work with VP for Enrollment to develop scholarship opportunities for students recruited to their area. They will also look at ways to incentivize students to stay engaged through working for their area or to help with recruitment.

Retreat and Meetings - PAC members will join admissions staff for a one and half day retreat in the summer leading into fall 2017 semester. The retreat will cover funnel development, best practices for making contact with recruits and develop plans for 2018 recruitment.