Periodic Program Review (PPR) Guidelines

Office of Academic Affairs

LaGuardia Community College

Revised October 2021

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Periodic Program Reviews at LaGuardia

At LaGuardia, the five Core Values that anchor our Mission to educate and graduate our student population: diversity, responsibility, innovation, opportunity, and learning. All of these Core Values anchor why we conduct Periodic Program Reviews. For one, Opportunity anchors the heart of the mission of the City University of New York (CUNY). Providing LaGuardia students with opportunities for personal and professional transformation goes beyond the individual efforts of faculty in their classrooms. In program reviews, faculty come together to assess and design academic programs using evidence of student learning. Program reviews are chances to improve how programs might become more effective, and to design more opportunities for students to achieve their education, career, and life goals.

In short, fulfilling our College Mission depends on making our program as successful and effective as possible. The review, evaluation, and improvement of academic programs by the faculty that teach them is therefore essential to our Mission.

Program review addresses a student's whole experience in the program, including a curriculum that incorporates disciplinary knowledge and the core higher-cognitive skills necessary for transfer, employment, and life-long learning. Our Associate Degrees reflect a student's mastery of programmatic knowledge and attendant skills, but also the core competencies and abilities that anchor each degree at LaGuardia, no matter one's major or career trajectory. All our program majors provide students with the kinds of lifelong learning skills they will need to adapt to rapidly changing industries, economies, and social realities in the present and future, and program reviews are a chance to assess how effectively that's happening.

LaGuardia's Core Value of Learning also emphasizes the philosophy behind LaGuardia's culture of assessment for learning, which follows incorporates models of accreditation and high impact practices. Assessing for learning defines the cycle of inquiry, feedback, data collection, and evidence-based actions that faculty and staff pursue to continuously improve their pedagogy and curriculums, with the expectation that such improvements will lead to increased student success.

A "learning college" encourages all members of the community to regularly assess their mission, goals, and outcomes in order to make improvements that promote professional growth as well as student success. With Periodic Program Reviews, faculty not only lead the process of improving student success, but they participate in a process of professional growth and reflection for their career journey at the College.

Program reviews are part of a larger assessment process that all institutions of higher education are required to undertake by regional accreditors such as ours, the Middle States Commission on Higher Education (MSCHE). Our accreditation cycle asks every program to examine what it does, to collect data on its practices, and to take evidence-based actions to improve.

LaGuardia's Assessment Framework

Assessment is a way for the LaGuardia community to better understand the learning process: it can tell us *what* students are learning, and also *how* their learning develops across semesters and disciplines.

Assessment should be a community practice that shows how faculty and staff work together to support student growth and development, and how different members of the community can address shared college-wide learning goals, and improve their departmental, program, and divisional practices through a close examination of student learning.

While Outcomes Assessment is required to maintain accreditation as an institution and provide financial aid for our students, LaGuardia is committed to a tradition of excellence in teaching and learning that goes beyond complying with the minimum expectations of national norms and accreditation priorities.

Through a faculty-driven process, the College employs assessment practices in order to support the goals of "a learning college"— a college that continuously examines, learns, and improves how it supports student learning and development. This means that faculty, staff, and administrators — like our students — should practice cycles of inquiry, undergo assessment, receive feedback, and reflect on what they learn to take meaningful actions to improve our efforts as stewards of the College.

LaGuardia's assessment processes are meant to answer questions such as:

- ✓ What do we want our students to learn?
- ✓ What are our common learning priorities as a College?
- ✓ How do we know we are succeeding in teaching those learning priorities?
- ✓ How do we know our students are learning?
- ✓ How can we use data to improve learning for all students?

These questions are comprehensive in scope, seeking to consider:

- ✓ the *entire* purpose of college education, from first semester to the last;
- ✓ the teaching that takes place inside *and* outside the classroom; and
- ✓ the learning that happens *within* and *across* programs, majors, or disciplines.

Our Outcomes Assessment process places a strong focus on the systematic and longitudinal examination of student coursework represented in their ePortfolios or collected in the assessment depositing area of our Digication system. LaGuardia focuses its academic assessment on authentic examples of student learning, rather than standardized national tests, because the College believes that work produced in the context of the disciplines provides a more meaningful way to understand student learning, and better supports faculty making changes that strengthen student success.

Student Learning Outcomes Assessment at LaGuardia Community College takes place through three areas:

1) General Education Assessment. During annual Benchmark Readings, faculty and staff score student work related to the General Education Core Competencies and Communication Abilities. The College shares this data with

faculty and programs, who reflect on the results to make necessary changes that strengthen student learning.

2) Periodic Program Reviews (PPR). All academic programs conduct Periodic Program Reviews. PPRs are led by program faculty who use their findings to recommend and implement changes in programmatic learning.

3) AES and Support Units. The systematic assessment of LaGuardia's administrative and educational support (AES) units is a central component of institutional effectiveness, strategic planning, and student learning outcomes assessment aligned with the College's mission.

Periodic Program Reviews share most of the same goals as Outcomes Assessment generally. Those main goals are:

1) to identify college-wide learning priorities and goals for General Education, program majors in the disciplines, and administrative and educational support (AES) units;
2) to collect data that provides evidence of longitudinal student learning in General Education, the program majors in the disciplines, and the administrative and educational support units;
3) to use data to make changes in curriculum, pedagogy, and support unit activities that improve student learning that can be measured, including by studying the changes made through evidence-based program actions.

Like all assessment at the College, program reviews foster a culture of learning for both students and faculty, wherein faculty use the information from program assessments to revise curriculum, pedagogy, and assignments in an effort to create an even stronger learning experience for all students.

These guidelines for Periodic Program Review outline the pivotal work of faculty in academic units that shape the student learning experience attached to the conferring of degrees.

General Education at LaGuardia

Program reviews are part of LaGuardia's Outcomes Assessment plan. This plan is incorporated into the College's overall Institutional Effectiveness (IE) plan, which uses data to measure the targets and objectives of our Strategic Plan Priorities.

LaGuardia's current Outcomes Assessment process emerged organically from sustained work by faculty and staff over the past two decades. During the 2001-02 academic year, an Outcomes Assessment Plan was approved by the College's governance bodies. The College's guidelines for CUNY-mandated Periodic Program Reviews (PPR) reflect this Outcomes Assessment Plan.

In 2013, Provost Paul Arcario charged a task force with rethinking our General Education competencies. The Task Force assembled faculty and academic chairs, Senate members, and Student Affairs professionals. They gathered input, reviewed best practices, and designed a plan to address the College Mission and prioritize the kinds of learning LaGuardia values most.

As a result of the Task Force recommendations, in 2014 the College adopted three Core Competencies that would be demonstrated through three Communication Abilities. This new *Learning Matters* framework passed unanimously through College governance:

- ✓ The Core Competencies are **Inquiry & Problem Solving**, **Integrative Learning**, and **Global Learning**.
- ✓ The Abilities **are Written, Oral**, and **Digital Communication**.

These competencies and abilities demonstrate complex ways of making meaning, negotiating diverse and global contexts, and articulating knowledge in a rapidly evolving society. They promote essential skills that underpin 21st century academic, career, and professional success. They apply to all students, and they are addressed in General Education courses (the Pathways Required Core). They underpin the curriculum of every major and program at the College.

In line with our commitment to the academic, career, and personal growth of every student, our assessment processes use a variety of tools to evaluate the effectiveness of teaching and learning. Our assessment plan emphasizes interdisciplinary skills development that informs every degree the College awards. This is one reason why our competencies and abilities are adapted and assessed across all disciplines.

Benefits, Responsibilities, and Priorities

Periodic Program Reviews reflect LaGuardia's Core Value of "Learning," with the understanding that learning is not limited to students but is also a disposition of faculty, staff, and administrators. Faculty and staff are accountable for collectively strengthening the education that the College provides to our students by implementing on a reflection and design process that seeks to improve pedagogy, curriculum, and student support.

Periodic Program Reviews are opportunities for academic programs to study, reflect, assess, and ultimately renew their pedagogy, advisement, and curriculum. During program reviews, programs institute a multi-year cycle of analysis, implementation, and reflection. Every academic program at the college—our majors and key curriculum components such as Urban Studies and Composition—is required to study itself in order to make evidence-based actions to improve student learning and success. Like all aspects of the College's assessment, faculty lead and drive the program review process.

Benefits of the PPR

Periodic Program Reviews are opportunities for faculty to reflect and study their program learning goals, pedagogy, and curriculum. The PPR process allows faculty to assess strengths and weaknesses, make evidence-based evaluations, and plan for future actions. It's a chance for collaboration across the program and department, and an opportunity to narrate the successes and challenges of the program to leadership in Academic Affairs. Perhaps most importantly, it's a chance to envision the future of the program and chart its future course at the College and in the larger LaGuardia community.

Most vitally, the period of program review is a strategic time to look at the bigger mission and future of a program, and to connect that mission with the Mission of the College. It's also an occasion to reflect on the College's Strategic Plan Priorities, as well as the intersection of that plan and its objectives with the goals, outcomes, and actions of the program. Faculty who lead program reviews are positioned to analyze and influence the course of the program, and this responsibility makes their leadership consequential.

As program faculty evaluate student pathways to graduation, transfer, and employment, it's also an occasion to review curriculum and identify new and existing practices to encourage student success. Program faculty might also take the opportunity to survey students and colleagues about assessing areas of need.

Program reviews are a chance for all faculty in a program to collaborate on the goals, outcomes, politics, and plans for student learning in their program. In short, it's a chance to have conversations about the program's place in a department and role at the College.

As such, it's also a unique chance to have a dialogue with College leaders, share accomplishments, and articulate needs. During Periodic Program Reviews, the College offers perspective to program leaders and faculty, and evaluates a program's contributions toward the College Mission and Strategic Plan.

One the major opportunities to strategize about the past, present, and future of the program occurs in the Prep Year, or Year 1. During the Provost consult in Year 1, the faculty and colleagues with investments in the program will discuss the PPR Program Issues Plan. Together with their Chair, they will map out the inquiries and assessments that will focus the PPR Report in Year 2. This is a chance to shape the program review, and in turn the program's future.

Opportunities to collaborate and strategize remain during the Active Year, or Year 2. During Year 2, representatives from the Assessment Leadership Team and Academic Affairs will offer holistic feedback and close readings of the Report drafts. This faculty-driven occasion for collegial peer review is a critical exercise in making the accomplishments, narrative, and evidence of the program legible to others at the College.

Responsibilities of the PPR Team

Program Review reports are included as key documents during our Self-Studies with our accreditor, the Middle States Commission on Higher Education. Program reviews are crucial evidence of the College's compliance with Standard V of the Middle States Standards of Affiliation and Requirements of Affiliation. The time and energy faculty invest in program reviews affirm the College's eligibility for accreditation, upon which our institutional legitimacy rests.

PPRs also are mandated by the CUNY Board of Trustees, and program reviews are crucial to LaGuardia's good-standing relationship to the City University of New York. As proscribed by the 1994 Board of Trustees resolution, each program must complete PPR reports within the established assessment cycle. As formal documents necessary for a program's good standing, completed PPR reports are submitted to the Provost and Academic Affairs representatives, providing the College with vital evidence and documentation for accreditation.

A site visit by an External Reviewer who is not affiliated with CUNY is required for programs without an outside accrediting body (for exceptions to this policy, please see Section VII below).

Preparing for the PPR

To prepare for the PPR, program review teams attend meetings throughout Year 1 to prep for the Year 2 self-study. The meetings focus on key program issues, the creation of a Program Issues Plan, questions related to assessments of those issues, planning for any relevant inquiries, and the Report contents and guidelines.

At the first-year meetings, program teams review the PPR process and procedures. Program faculty will meet with representatives from the Assessment Leadership Team and Academic Affairs to provide contextual, program-specific information on how they are incorporating assessments of Program Learning Outcomes (PLOs) and the Gen Ed Core Competencies and Communication Abilities.

At the first meeting of the first year, the department Chair is strongly urged to attend. If the Program Director is not part of the program review team, they are also strongly urged to attend.

Prior to the first meeting, the program review team, the Chair, and the Program Director are strongly encouraged to read the PPR Guidelines, and to bring any questions or concerns to the meeting.

The Active Year and Report

During a program review, each program produces a Report in Year 2. PPR reports are 20-30 pages, include relevant appendices, and address these Report Guidelines within the specified timeline. Programs that submit incomplete reports will be asked to make revisions until the Reports are complete.

PPR teams are eligible for up to three hours total of reassigned time during the Year 2 Active Year to support faculty work on the report. Each program receives $500 to support a stipend for an External Reviewer. Details about the External Review can be found in Section VII.

During January in the Fall II semester, programs submit a draft of their Report to representatives from Academic Affairs, who offer feedback. The Report is then revised in preparation for the External Review.

After the External Review, the Reports are revised once more, usually with an eye towards revising the Action Plan.

Coordination with Chair and Department Faculty

As the flow chart from our Institutional Effectiveness Plan on the next page shows, program reviews are part of the key processes by which the College evaluates its Mission and allocates resources.

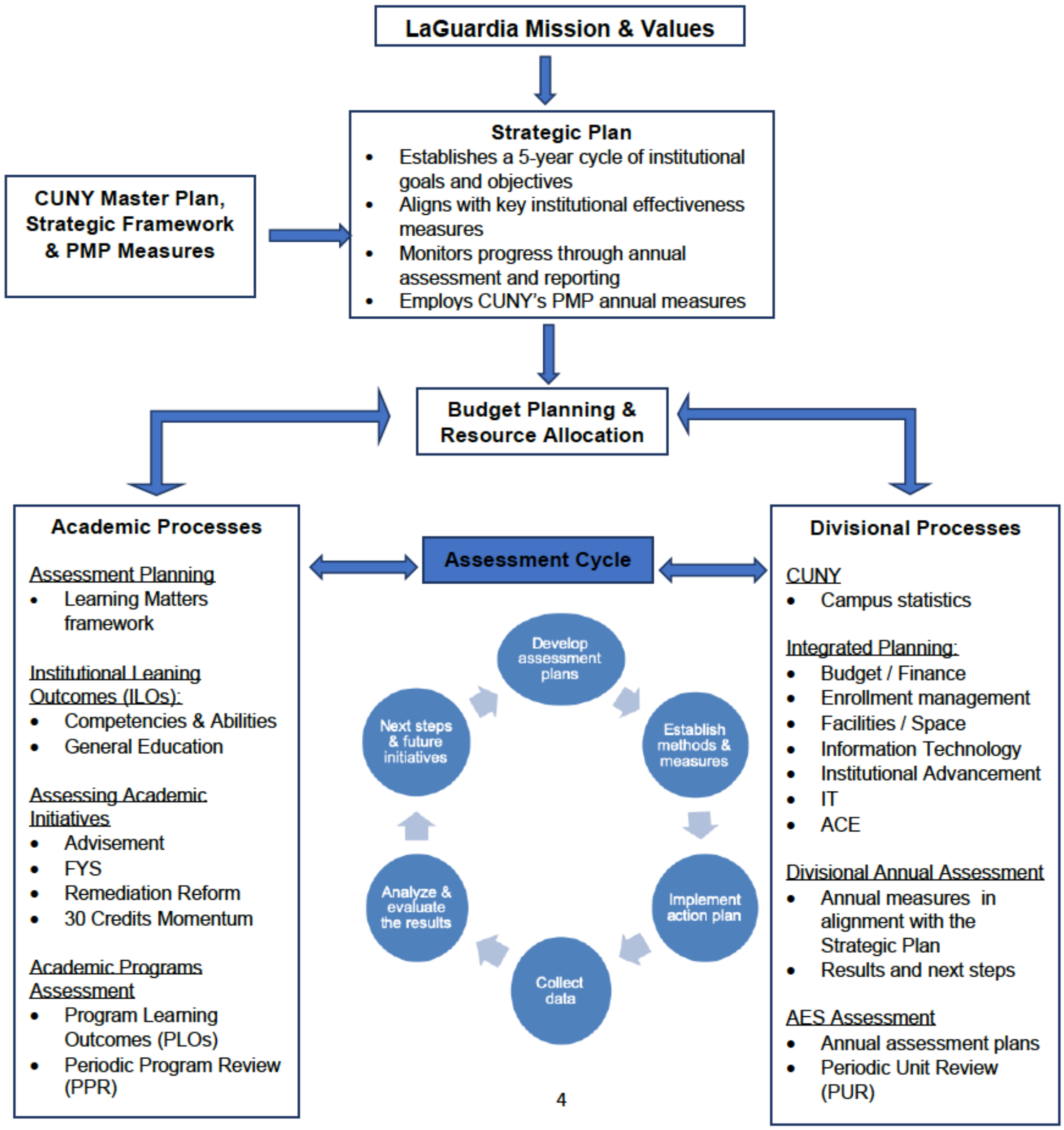
Ideally, the key findings of program reviews should become points of interest beyond the department. Program findings should be filtered to College leadership for integration into strategic thinking and inclusive planning. They should also be shared with the wider College community as a way to communicate the value of a program, as well as its successes and opportunities. As such, program reviews need to be a strategic priority for their departments, and Chairs should develop and conduct departmental plans with this in mind.

Chairs have a special role to play in the program review process because they can help faculty to plan and design the future of their programs. Their judgement is essential in selecting the faculty to lead the program review. They can also advise program and department faculty throughout the process, and communicate major issues and challenges to College leadership.

Chairs are copied on all program review correspondence to promote shared understandings and avoid miscommunications.

Chairs and PPR faculty update departments about the status of program reviews during Year 1 and Year 2, the Chairs also help faculty lead the process of planning and communicating the key actions of program reviews to departments. Chairs should also determine how to raise issues that emerge from program review into discussion with College leadership, which is one of the purposes of the Provost consult at the end of Year 1.

Chairs also read and provide feedback on draft Reports. Their initial feedback can help identify issues necessary for revision. Their feedback on penultimate drafts prior to submission should focus on Action Items, and their implementation in terms of priority and timeline. Chairs should also determine how the Action Items that emerge are administered and distributed among department faculty.


LaGuardia Mission & Values
Strategic Plan
• Establishes a 5-year cycle of institutional goals and objectives
• Aligns with key institutional effectiveness measures
• Monitors progress through annual assessment and reporting
• Employs CUNY's PMP annual measures
CUNY Master Plan, Strategic Framework & PMP Measures
Budget Planning & Resource Allocation
Academic Processes
Assessment Planning
• Learning Matters framework
Institutional Leaning Outcomes (ILOs):
• Competencies & Abilities
• General Education
Assessing Academic Initiatives
• Advisement
• FYS
• Remediation Reform
• 30 Credits Momentum
Academic Programs Assessment
• Program Learning Outcomes (PLOs)
• Periodic Program Review (PPR)
Assessment Cycle
Develop assessment plans
Establish methods & measures
Implement action plan
Collect data
Analyze & evaluate the results
Next steps & future initiatives
4
Divisional Processes
CUNY
• Campus statistics
Integrated Planning:
• Budget / Finance
• Enrollment management
• Facilities / Space
• Information Technology
• Institutional Advancement
• IT
• ACE
Divisional Annual Assessment
• Annual measures in alignment with the Strategic Plan
• Results and next steps
AES Assessment
• Annual assessment plans
• Periodic Unit Review (PUR)

Key Priorities: General Education and Program Learning Outcomes

The College assesses students' development throughout their academic careers at LaGuardia by evaluating their achievement in two broad categories: the General Education Core Competencies and Communication Abilities, and Program Learning Outcomes (PLOs). A fundamental element of the PPR concerns measuring student strengths in both areas.

These key priorities are guided by the following questions:

1. Where in each degree program do students learn and practice the General Education Core Competencies and Communication Abilities?
2. Where are Programmatic Learning Outcomes introduced and mastered, and how is the program assessing their effectiveness?
3. How do we know students are graduating with competency and proficiency in General Education and program-specific learning goals?

PPRs are thus occasions for programs to assess the following:

- A program mission statement that speaks to overall goals (based on a synthesis of the already existing performance objectives for each course in the curriculum);
- The effectiveness of student learning in relation to the General Education Core Competencies and Communication Abilities; and
- Program Learning Outcomes, or the learning objectives that reflect the common learning priorities or goals for students specifically in the program.

Each program will provide maps that show where the General Education Core Competencies and Abilities are taught in the program, and where their Program Learning Outcomes are taught in their program. Reports will also provide methods of assessment for each Program Learning Outcome.

Assessment Beyond Periodic Program Reviews: Program Learning Outcomes

Annual assessments of Program Learning Outcomes give Academic Affairs, Academic Chairs, and Program Directors crucial data on program learning that was once largely confined to PPR cycles. With this added annual data, Program Directors have never been more empowered to design and revise assignments to improve student learning.

Beyond the PPR, academic programs retain at least two key opportunities to revise student learning based on evidence: from the data collected during annual Benchmark Readings, and from the data created from annual PLO assessments.

The PPR Calendar and Timeline

Periodic Program Reviews involve *four* active years: *two* years of planning and inquiry followed by *two* years of implementing an Action Plan. The College has a flexible program review timeline to promote balance in relationship to annual assessments of Program Learning Outcomes (PLOs). In particular, the College allows for a flexible period of *potential* time between program review cycles, from two years to four years, through two option years following two "break years." It has two "Implementation Years" following the Active Year of program review.

- In Year 1, the Prep Year, faculty teams plan how to assess the program and collect data in collaboration with Institutional Research. They review and plan for the Report requirements in Year 2 by drafting and revising the Program Issues Plan. They meet regularly with representatives of the Assessment Leadership Team and Academic Affairs to learn about the PPR process. At the end of Year 1, program leaders and department chairs meet with the Provost and other representatives from Academic Affairs to explain their process, their upcoming Active Year, and to consider feedback on their Program Issues Plan.
- In Year 2, the Active Year, teams analyze data they've collected and conduct any additional assessments needed to write their Report. In Fall II, programs submit a draft Report to receive feedback. During this year, the team also organizes an External Review, in which an outside evaluator will come to campus, read a revised draft Report, interact with faculty and students, observe classes, provide perspective on the program's curriculum and Report, and recommend actions for programs to take in the future. At the end of Year Two, programs submit their finalized Report with an Action Plan that uses data-points to make recommendations and suggest actions, including those informed by the External Review.

  In Years 3 and 4, the Implementation Years, programs implement the actions outlined in the Action Plan. At the end of each year, programs submit a brief memo about their progress to Academic Affairs, stating which Actions occurred that year, and providing updated data to substantiate the efficacy or success of the Actions they took.

After the four active years of a PPR, there are two break years followed by two Option Years. Details about the Option Years are communicated below.

Calendar: Active Years

The active PPR process spans four years: Year 1, Prep Year; Year 2, Active Year; and Years 3 and 4, Implementation Years.

In the Spring semester prior to Year 1, the department Chair identifies a program review leader and program review committee for the PPR. In the first Year 1 meeting, the program's department Chair is strongly encouraged to attend. To facilitate common communication, Chairs are copied on all program review correspondence.

During the PPR, programs will continue to conduct annual assessments of Program Learning Outcomes (PLO). Further, the College will make efforts to provide programs with additional data about their scores in General Education competencies and abilities.

Planning Year (Year 1)

- ✓ October Meeting 1: Introduction to PPR & Program Issues Plan
- ✓ November Draft Program Issues Plan
- ✓ December Deposit student work for Gen Ed Assessment
- ✓ January Participate in College Benchmark Readings for Gen Ed
- ✓ February Submit Program Issues Plan
- ✓ March Meeting 2: Program Issues Plan
- ✓ March Meeting 3: Revising questions with Institutional Research (IR)
- ✓ April Finalize questions for Institutional Research (IR)
- ✓ May Deposit student work for Gen Ed Assessment
- ✓ May Submit Program Issues Plan
- ✓ June Meet with Provost, Department Chair, PPR Reps, and IR

Active Review (Year 2)

- ✓ Sept Finalize plans for any program Benchmark Readings
- ✓ Sept-Dec Identify External Reviewer
- ✓ Sept-Dec Conduct program Benchmark Readings
- ✓ January Submit draft of PPR Report by second week
- ✓ January Participate in College Benchmark Readings for Gen Ed
- ✓ Feb-April Revise Semi-final draft of PPR for External Reviewer
- ✓ March-April External Review site visit
- ✓ April Revise PPR Report for Department Chair
- ✓ June Submit PPR Report with Department Chair signature

Implementation (Years 3 and 4)

- ✓ Fall I Academic Affairs sends reply Memo Re: PPR
- ✓ Fall I PPR acknowledges Memo with implementation plan
- ✓ Fall II Check-in with Academic Affairs
- ✓ Fall II Actions inform College's Institutional Effectiveness monitoring
- ✓ June Submit implementation report to Academic Affairs

Timeline: Break and Option Years

Break Years

Continue assessing Program Learning Outcomes in dialogue with Academic Affairs.

Option Years

To create flexibility for programs and the College, two Option Years may follow the two break years. While Option Years create the possibility of four break years between PPR cycles, the Provost, Academic Chair, and/or Program Director *may choose to restart the PPR cycle or delay it to the end of the either Option Year*. The Option Years provide the Provost, Academic Chairs, and Program Directors with discretion in calibrating the PPR assessment cycle.

Programs with Reports that identify critical and/or on-going issues in key areas will likely restart the PPR cycle as soon as possible.

If a program chooses to delay restarting the PPR cycle by using one or both of its Option Years, it must submit an Interim Memo justifying that decision, and give a status update on the actions outlined in the previous PPR.

Long-term PPR Cycle

PPR cycles are defined as the years between the submission of a Report in an Active Year and the submission of a Report in the next Active Year.

Long-term PPR Cycle

2021: - **Year 1** – Prep Year
2022: - **Year 2** – Active Year
2023: - **Year 3** – Implementation Year
2024: - **Year 4** - Implementation Year
2025: - **Break Year**
2026: - **Break Year**
2027: - **Option Year**: PPR Cycle eligible to be re-activated by Provost or Department Chair in coordination with Program Directors, and an Interim Memo would be submitted to the Assessment Leadership Team.
2028: - **Option Year**: PPR Cycle eligible to be re-activated by Provost or Department Chair in coordination with Program Directors.
2029: - **Year 1** - Prep Year
2030: - **Year 2** – Active Year

Provosts and Department Chairs will be sent a short email by a member of the Assessment Leadership Team Executive Committee in the Springs of the two Option Years asking for recommendations on renewing the PPR Cycle.

For programs that request one or two of their Option Years to delay re-starting their PPR cycle, they will submit one Interim Memo to Academic Affairs. The Interim Memo will contain a justification for delaying the PPR by one or two years, as well as an evidence-based status update on the actions from their last Action Plan, signed by the Chair.

PPR Report Outline

The following outline defines the Sections of the PPR Report. Faculty should consult this Outline when they draft and revise the Report during Year 2. It contains prompts, questions, and suggestions to guide its composition. For formatting, style, and approval details, see Appendix G.

Section I. Introduction

In this section of the report, please compose the following:

A. Program Overview: Please briefly narrate the recent history and status of the program, including details about its size (faculty and students), its age (in years), and its relation to the academic department. Programs may also want to point out any recent successes and accomplishments.

B. Mission Statement and Program Learning Outcomes: State the program Mission and the Program Learning Outcomes. Clarify the connections between the program mission and LaGuardia's Mission and, if applicable, the mission of the academic department. Programs should also consider any connections to the College's Strategic Plan Priorities.

C. Program Issues and Assessments: This part of the introduction explains the primary issues raised in the report, and which will typically appear in later Sections (for example, enrollment issues in Section II, transfer issues in Section VI, etc). For issues that don't correspond to obvious Sections, see Section IV, B, "Special assessments." Detail a brief summary of the rationale for any special assessments the program undertook for the PPR, as well as briefly communicate their findings. Detailed explanations of issues should be reserved for relevant sections of the Report.

D. Closing the Loop: Summarize any Action Plan and/or recommendations from the previous PPR, and, where applicable, address any outstanding issues. Attach Implementation Year reports and/or Interim Memos that the program completed since the last PPR in an appendix.

Section II. Analysis of Data and/or Key Performance Indicators (KPIs)

All programs use this section of the Report to communicate and analyze data about their program, sometimes called Key Performance Indicators (KPIs). This Section communicates, visualizes, and analyzes data about the program and its students, such as demographics, enrollment, retention, and graduation.

This section requires both the presentation of data and data analysis. *To analyze or interpret data, the Report should offer explanations for trends that appear in the data, and it should offer claims that interpret the data*. When data touches on an important issue for the program, particularly in ways that connect to the External Review and Action Plan, the Report should be self-conscious about stressing those connections and their significance.

To analyze the data, Report writers will need to become familiar with how to use and filter data about the program through the LaGuardia Institutional Research website, which will be introduced and explained. Some of the key data, or Key Performance

Indicators (KPIs), will come from this source.

The “Degree Seeking Student Dashboard” on the Institutional Research (IR) website allows teams to apply filters to sort programmatic information. Programs can retrieve student data there and download tables and charts to include in the PPR Report. As indicated below, IR provides a template of standard data for programs.

Every program must present and explain the following in their Reports:

- ✓ Enrollment and Graduation. Programs can find snapshot enrollment and 5-year graduation data on the website in the *Institutional Profile*, which is also distributed in hard copy during Opening Sessions. Please utilize this official document. Programs can also find degree information on the Degree Profile dashboard on the IR website. There is a parallel Graduate Profile by Academic Year.

- ✓ Grade Distribution, Course Pass, and Completion Rates. Programs can obtain grade distribution and course pass and completion rates, e.g. completing with a C- or better (high pass) or D- or better (official pass) for all courses in the program, and for courses in the major from the department chair.

Some standard program data will be provided by the Office of Institutional Research (IR) in the spring of the Prep Year. This data reflects Fall semesters for any enrollment or cohort studies. It includes:

1. **Enrollment** per Fall and Spring semesters and five-year trends, including New Students (first-time, full-time) and freshman transfers, as well as full and part-time students.
2. **Demographics** per Fall semester, including age breakdown and median, race and ethnicity, and gender.
3. **Cohort Analysis**, including Retention (first-time, full-time student retention rates per Fall semester), Graduation (3- & 6-year rates) & Transfer (4- & 6-year rates).
4. **Academic Momentum** reported as the percentage of first-time, full-time students earning 20+ and 30+ degree credits in the first year.
5. **Change of Major** information.

Through discussions with Institutional Research (IR), programs will also be able to customize their data. Program faculty will have an opportunity to request additional information during conversations with Institutional Research. A data request can be drafted in the form of questions the PPR faculty create. These questions will be discussed at a Year 1 meeting with IR. At that meeting, the team can develop ways to customize data according to its needs. IR will also provide the college-wide averages for KPIs related to graduation, retention, and transfer.

Section III. General Education Core Competencies and Communication Abilities

At LaGuardia, each program has identified courses in their curriculum that incorporate assignments connected to the College's Core Learning Competencies and Communication Abilities. In these courses "earmarked for deposit," students complete high-stakes assignments developed alongside their corresponding rubrics, and then deposit them into our Digication ePortfolio platform. All three Core Competencies and three Communication Abilities must be addressed at regular intervals (early, middle and late) in each program curriculum.

By mapping assignments across the curriculum, the College is able to capture longitudinal students' progress on the Competencies and Abilities at various stages of their degree journey, from the First Year Seminar through key courses at the early, mid, and late stages of their education. This sometimes culminates in their program Capstone course. By bringing faculty together across disciplines to read and score artifacts of student learning, programs can answer important questions about the learning that takes place over time.

In this section, programs analyze the program's engagement with the General Education Core Competencies and Communication Abilities. This includes the presentation of all available deposit and scoring data from courses designated for deposit. PPR report writers use outcomes data to support their claims about the program's relative strengths and weaknesses in relation to General Education. An analysis of Benchmark Reading data informs a robust sense of how students in each program are developing their learning for General Education.

Please also include a copy of the program's Gen Ed Deposit Map. This map identifies key courses in the program in at least three places—early, middle, and late—to address each Core Competency and Communication Ability. These key courses are identified on the Gen Ed Deposit Map as places where assignments have been developed to target a particular Core Competency and Communication Ability to support learning and longitudinal growth. Each course identified in the Deposit Map utilizes the Assessment section of Digication to upload or "deposit" student work or "artifacts." These artifacts, in turn, are scored in the annual Benchmark Reading process for College-wide assessment.

This section should answer the following questions:

- How does the program's mission speak to the Core Competencies and Communication Abilities?
- How do you interpret any data you received for the Core Competencies and Communication Abilities taught in the program? Please provide data in table form if possible.
- What Competencies and Abilities are relative strengths for the program, and which could be strengthened? How do you explain those strengths and challenges?
- How will the results of this assessment be used to strengthen the program? (You may refer readers to your Action Plan in Section VII.)

Participation in Benchmark Readings: *We ask members of the PPR Team to participate in the College's annual Benchmark Reading during the Prep and Active Years. These faculty will score artifacts deposited by students in their majors and others. The purpose of participation is to learn how faculty in other disciplines are incorporating the Competencies and Abilities, as well as to produce data that will support writing the PPR Report.*

Section IV. Program Learning Outcomes & Special Assessments

This section assesses Program Learning Outcomes and addresses other program inquiries for the PPR.

A. Program Learning Outcomes

This section communicates what and how students learn via Program Learning Outcomes (PLOs), which are often based on a synthesis of existing performance objectives for key courses and assignments in the program. Direct evidence of each PLO must be assessed systematically through quantitative or qualitative measures.

Program Learning Outcomes are outcome statements that describe "what students should be able to demonstrate, represent, or produce based on their learning histories" throughout their education in the program (Maki 88).[1] They often align with General Education for student learning across the curriculum and co-curriculum (Maki 88). They support the Mission of the College and the program, and they are mapped to the curriculum showing where each PLO is introduced, reinforced, and mastered at the level of course and assignment. They reflect best practices in the discipline, field, and professional organization; they might reflect relevant outcomes at four-year institutions that share program articulation agreements.

The program review asks programs to review, justify, and articulate their PLOs, and to explain whether they remain appropriate or require revision. This section summarizes and analyzes cumulative data on student performance toward the PLOs, including data analyzed in prior annual PLO assessments. Use data from any prior and current PLO annual assessments to make claims about student learning in the program. Data from previous annual assessments of the PLOs should be discussed here, along with summaries and discussions of any actions or revisions to assignments that occurred as a result.

Please provide the PLO assessment map identifying where each of your PLOs are taught and are assessed in the curriculum.

This section should evaluate the overall strengths and challenges of the program's PLOs and mission, and address the following questions:

- Does the program mission sufficiently reflect the current and future orientation of the program?
- Do the Program Learning Outcomes remain appropriate for the curriculum?
- How do the PLOs align with the goals of the College or department?

[1] Peggy L. Maki, *Assessing For Learning.* Virginia: Stylus, 2010.

- Is the current curriculum sequence where PLOs are introduced, reinforced, and mastered working effective, and showing longitudinal growth in learning?
- Using data and evaluation from annual PLO assessments, summarize the findings and actions the program has taken to improve student learning.
- Which PLOs are relative strengths for the program, and which could be strengthened?

B. Special Assessments

Many programs plan additional assessments to evaluate issues not covered in other Sections of this Outline, such as tutoring services, pedagogical practices, faculty and staff communications, and/or materials and resources.

Typically, these assessments appear in the "Program Issues Plan" developed in Year 1, and they sometimes correspond to part C of Section I.

For such assessments, consider the following questions:

- What will the PPR team investigate in its assessment, and what does it hope to learn?
- What is the project design? What is the timeline? Where and when will the members gather, collect, assess, and analyze results? Use the table below if it is helpful.

Inquiry Question	Expected Outcome	Timeline	Data Collection Methods	Evidence and Results	Action Steps

Example. The development of a "Core ePortfolio" provides an opportunity for "snapshots" of student development at various stages along their academic path. Programs pursing a PPR might select random ePortfolio samples for holistic assessment of student learning, and/or examples of learning not captured by General Education or PLOs.

Inquiry Question	Expected Outcome	Timeline	Data Collection Methods	Evidence and Results	Action Steps
What do student core ePortfolios show about longitudinal student learning?	We expect students to show improvements in the Integrative Learning competency.	Fall I: Identify student ePs. Fall II: Norm and Score ePs. Spring: Analyze data.	Connect with CTL about pulling ePs we identify. Norm faculty who are scoring.	Scored 31 ePs using Integrative Learning rubric. Arrived at an average holistic score of 2.9.	We are going to revise assignments to make sure each dimension of Integrative Learning is reflected on Capstone assignments.

Please inform Academic Affairs what resources or support you need from Institutional Research, the Center for Teaching and Learning, and/or Academic Affairs.

Section V. Curriculum Review

In this section of the Report, please provide the following:

A. Comprehensive Curriculum Map: This is a map or list that provides a comprehensive picture of all the courses that are required to receive a degree in the major. It provides an overall picture of the major and a foundation to see the connections between General Education courses, Pathways-required Flexible Core courses, and those in the Program Core. Please describe any recent or planned curricular changes.

B. Degree Map: This map provides the program-specific sequence in which courses are taken in the major over time. Programs that do not have a specific sequence might choose to reflect here on how the lack of a sequence enhances affects learning. What is the program's rationale for course sequencing or non-sequencing?

C. General Education Assessment Map: This map identifies key courses in the program in at least three places to address each Core Competency and Communication Ability. These are identified on the assessment map as places where assignments have been developed to target a particular Competency and Ability to support learning, longitudinal growth, and assessment. Each course identified in the map utilizes the Assessment section of Digication to upload or "deposit" student work or "artifacts." These artifacts, in turn, are pulled for scoring in Benchmark Readings for college-wide Gen Ed assessment.

D. Program Learning Outcomes (PLOs) Assessment Map: This map identifies key courses in the Program Core where program-specific learning outcomes are taught and assessed. The PLO's articulate and communicate what skills and attributes students will demonstrate after completing a program, including concentrations and options, as well as key College priorities, such as Urban Studies or Composition.

E. Individual Course Review: Evaluate each course in the program. For each course:

   1. *Review course proposals*. Are the course descriptions accurate and relevant? Revise as needed. Please clarify if any revisions were made to any courses as a result of this review.
   2. *Collect a random sample of syllabi*. Do they match course proposals? Do they meet course and institutional objectives? Are the courses marked for Gen Ed and Programmatic learning aligned with the PLOs, Core Competencies, and Communication Abilities? If not, can be syllabi be revised to ensure greater congruence between what is intended and what is actually being taught?

F. Field Scan: Please answer the following questions:

   - Does the curriculum show evidence of being responsive to changes in the disciplinary field? Provide basic evidence that the curriculum is current with academic, career, and/or industry expectations, and/or national practices in the discipline. Examples of evidence include review by outside experts; review by site visit experts; and point-by-point comparison to national and/or industry/disciplinary standards.

- What are the program's strategies to prepare students for fulfilling careers with family-sustaining wages? How does the curriculum prepare students for both transfer and employment after their Associate Degrees?

Section VI. Student Success

In this section, address key indicators and evidence of student success, and the effectiveness of program activities initiatives that support them.

A. Program Transfer and Articulation Agreements. In this section, answer the following questions:

   How do courses in the program transfer to other institutions, and how does the program support and facilitate transfer?

   Further, please provide:

   1. a description of how course design includes consideration of transfer;
   2. information on existing transfer or articulation agreements and Memoranda of Understandings (MOUs); and
   3. data to support the transferability of the program's courses.

   Please provide data that shows where students transfer. In addition to transfer after graduation, provide data and analysis that shows at what rates students either transfer early, and transfer from other programs and colleges. Analyze where students transfer by evaluating trends in the data.

   Identify, summarize, and analyze any transfer other issues or concerns the program has concerning transfer.

B. Advisement. This section provides your evaluation of the advisement in your program. How does the program provide advisement to students in the major? How is advisement conducted? Please provide data in order to answer the following questions:

   1. How many students are advised annually?
   2. Are there particular points in the program where advisement is conducted?
   3. How does the program decide which students need different types of advisement? What types of advisement (ex. tiers) are available to them?
   4. How does advisement impact retention, graduation, and transfer?
   5. What are the most common topics discussed with students?

C. First Year Seminar. Where applicable, discuss the First Year Seminar & Experience in the program, and provide an example of a FYS syllabus. Describe any issues related to the FYS. Provide and analyze any data related to FYS/FYE.

D. Grants and Mini-Grants. Summarize any external and internal grants awarded to the program since the last PPR. Include any Learning Matters Mini-Grants, or other forms of funding from the College, that the program was awarded. Provide as much material from these grants in a Report appendix (application, award letters, assessments, etc).

Section VII. External Review

LaGuardia's Periodic Program Review (PPR) process is one of the College's key processes for program review as mandated by the CUNY Board of Trustees and LaGuardia's accreditation agency, the Middle States Commission on Higher Education (MSCHE). CUNY mandates that each program undertaking a PPR must host a site visit resulting in a written report from an external reviewer.

The external reviewer should preferably *not* be CUNY faculty at another institution. When non-CUNY reviewers are not possible, programs may ask for special permission to retain CUNY faculty. The Provost must approve program reviewers.

All programs must include an external review.

- ✓ If the program does not report to an external accrediting body, it must seek an external reviewer outside of LaGuardia Community College.
- ✓ *Programs that report to an external accrediting body are not required to seek additional external review*. Please refer to Appendix F for instructions on how to include this information in the PPR Report.

The Elements of an External Review

During an External Review, an outside evaluator will come to campus, read a revised Report draft, interact with faculty and students, observe classes, provide perspective on the program's curriculum and program review draft Report, and recommend actions for programs to take in the future.

At the end of Year Two, programs submit their finalized Report with an Action Plan that makes evidence-based recommendations and actions that emerged from assessments and were informed by the External Review.

The external reviewer is responsible for reading a revised draft of the Report and offering feedback and evaluations relating to transfer, employability, and learning competencies. They should be prepared to discuss future recommendations and Actions with the PPR team.

Please contact an external reviewer during the Fall of your Active Year (Year 2). Invite them to an on-site visit with your program sometime between January and April of the Active Year, and send them a revised draft of the program's PPR for review no less than two weeks prior to the visit. Request that they respond to the Report and make recommendations in writing no later than May 15th.

The details below outline the elements of a site visit, and outline the components of the External Reviewer's written report.

1. The suggested activities for the site visit include:
   - 1-2 classroom visits;
   - a meeting with the PPR Team, Department Chair, students, and other faculty and staff who can provide insight and feedback;
   - access to program resources and materials, including syllabi, assignments, handbooks, and associated documents.

2. Within 30 days of the site visit, the reviewer should submit a written report to the Program Director and/or PPR team that includes the following information:
    - An evaluation of revised PPR Report in the context of the external reviewer's professional expertise;
    - A summary of classes and meetings held with faculty, students, and/ or staff;
    - Examples of successes and accomplishments, as well as current or forthcoming challenges for the program;
    - An evidence-based evaluation of the program Action Plan, including 3-5 recommendations on areas that need to be addressed and/or strengthened.

For this section in the report, please offer details of the site visit. Provide a short bio of the external reviewer, dates and brief details of the site visit, including team meetings and observation of classes. The report from the external reviewer can be added as an appendix and referred to in this section.

Section VIII. Action Plan

The final section of the PPR Report consolidates the major issues and inquiries of the PPR into an Action Plan. Programs usually detail between 3-5 primary and secondary actions, with primary actions being larger in scope. These actions will be implemented by program faculty in the two implementation years, and they should be actions that generate data by which the program can measure the effectiveness of those actions.

Using data-points in the prior sections of the Report — along with feedback from Academic Affairs and the external reviewer — this section communicates recommendations and actions to strengthen the program during the two implementation years (and potentially after). All recommendations for actions should derive from data-points and analysis generated by the PPR. It is helpful to organize actions into short, medium, and long-term priorities.

Programs are advised to consider actions meant to improve student learning outcomes, including for the Core Competencies and/or Communication Abilities and PLOs.

Programs with external accreditation may include action steps based on issues identified in annual reports or in the outside accreditation criteria.

Note for the program team and Chair: PPR actions should be incorporated into the department's strategic plan for both implementation years. <u>Department Chairs and program teams should develop recommendations into action steps together, and should strongly consider communicating potential actions to the department prior to inclusion in the submitted Report.</u>

PPR teams should be prepared to present a data point, a recommendation, and an action step at public College events, such as at the Instructional Staff meeting.

Programs will report on their implementation actions in Years 3 and 4 of the PPR through annual forms submitted to Academic Affairs.

Example of Action Plan entry using <u>required</u> format:

1. <u>Data Point</u>: An assessment of student development in terms of Inquiry and Problem Solving (IPS) consisted of reviewing students' written work by taking artifacts from 80 ePortfolios and comparing samples of work in intro courses verses the Capstone course. Scoring the work with the IPS rubric revealed that scores improved by 1 point on the rubric's 1-4 scale; however, written samples from the Capstone course averaged 2.5, somewhat below the desired 3.0 score of "Competent" for graduating students. A review of assignments in the Capstone course revealed that students were not required to draw conclusions based on evidence, meaning that their efforts could not meet the desired criteria in that rubric dimension.

<u>Recommendation</u>: Review and revise IPS assignments in capstone courses in the major.

<u>Action (short term)</u>: A team of faculty devised model assignments for the Capstone course aligned to the rubric dimensions and will workshop the assignment in a charrette with colleagues (September-December). Faculty will incorporate the revised assignment into courses the following spring semester (March-June) as a pilot. Student work will be deposited and assessed in a program reading using the IPS rubric (June), and successful assignments will be shared with colleagues, and incorporated into all Capstone course sections in the subsequent semester.

Appendix A: Program Issues Plan

Program issues are significant areas of the program that need to be addressed in the program review and Report. The purpose of the PPR and Report are to assess current practices related to these issues, and to generate data about them so that the program can take evidence-based actions in the two implementation years. Program issues might address enrollment, advisement, curriculum, transfer, student learning, and/or any other aspect of the program (technology, space, materials, etc).

The Program Issues Plan document contains:

- Names of faculty leads for program review.
- A brief outline of the team's thoughts regarding data-points or trends already known about your program.
- A list of 3-5 “inquiry questions” corresponding to the major issues to be studied.
- A revised, full description of the program issues, including all definitions of key terms, descriptions and rationales, and plans and timelines. For any special assessments, provide the method of data collection, and a brief timeline of how each issue will be assessed. (see “special assessments,” Section IV, B).
- What PLOs will be assessed during Years 1 and 2 of the PPR.
- A brief summary of any Action Plans and/or recommendations from the previous PPR (where one exists), and, where applicable, an explanation of any outstanding issues.
- Attach Implementation Year reports and/or Interim Memos the program completed for or since the last PPR.
    - In Year 1, the department Chair, program director, and appropriate faculty meet with representatives of Academic Affairs to identify concerns and issues that might be addressed or investigated as key questions or issues. For example, are there known issues, such as low enrollment? Are there issues with facilities, staffing, etc.? These issues will become the basis for the Year Program Issues Plan.

Appendix B: Preparing for the Year 1 Provost Consult

Please send the following items to the Provost on or by June 1st, and copy the PPR assessment representatives from Academic Affairs and the department Chair.

1. One-page executive summary containing:

   - The name of the program (and/or all programs under review) and the department.
   - Names of program faculty leading the team.
   - A brief (1-4 sentences) description of the program, including its age, size, and mission in the context of the College Mission and Strategic Plan Priorities.
   - Any recent news, accomplishments, and/or relevant information.

2. The Program Issues Plan (see Appendix A).

Appendix C: Sample Budget Request for Year 2

To support the work of the faculty members involved in their Program Review Active Year, three hours of released time per program are available, and a nominal stipend of $500 for an external reviewer (non-CUNY only). **Faculty are eligible for release time only.**

Please use the table below to fill in the Program's plan for the use of the released hours.

Name of Faculty Member	Number of Released Time Hours

Appendix D: Program Learning Outcomes

As part of the Periodic Program Review, programs must address their Program Learning Outcomes (PLOs). Some programs may need to advance their evaluation of their PLOs by conducting their own program Benchmark Readings. By the end of the PPR Active Year, programs should be able to show that they have data on one or more of their PLOs, and that they have taken actions or made revisions to assignments or pedagogy as a result.

Look at the list of PLOs. Identify one or two PLOs the program would like to address by examining how they are introduced, reinforced, and mastered at different moments of student learning, or by consulting any relevant data already possessed.

- How do the selected Program Learning Outcomes address student success as far as retention, transferability, and/or achievement of learning outcomes?
- Do faculty need to create any new resources or materials? Does the Program need to plan a Program Benchmark Reading?

Methods of Direct Assessment for PLOs

A menu with types of options for PLO assessment could include: core or course ePortfolios, essays, research papers, problem sets, oral examinations, performances, presentations, clinical experiences (Trudy and Banta 96).[2] Programs could pull from projects specific to the major by “asking students to create and exhibit products or present demonstrations that are representative of work done by professionals in the discipline” (Trudy and Banta 97).

Some Methods of Direct Evidence of Student Learning

- Ratings of student skills in their field experience by supervisors.
- Scores and pass rates on appropriate licensure of certification exams.
- Capstone experiences such as research projects, theses, dissertations, oral defenses, exhibitions, and performances, scored using a rubric.
- Other written work, performances, and presentations, scored using a rubric.
- Scores on locally designed multiple-choice or essay tests, such as final exams in key courses, qualifying examinations, and comprehensive evaluations.
- Score gains between entry to and exit from the program on published or local tests or writing samples.
- Observations of student behavior, undertaken and with notes recorded systematically.
- Summaries and assessments of electronic class discussion threads.
- Think-alouds, which capture the students' thought process as they work through a problem or assignment.
- Student reflections on their values, attitudes, and beliefs (Suskie 21).[3]

[2] Trudy W. Banta and Catherine A. Palomba. *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. Second Edition. Jossey-Bass, 2015.

[3] Linda Suskie. *Assessing Student Learning: a commonsense guide. Second edition.* Jossey-Bass, 2009.

Appendix E: Program Benchmark Readings: Norming and Process

Norming sessions are an essential step in meaningful Student Learning Outcomes Assessment. They are crucial precursors to the actual measuring of student work when faculty and staff assign scores to student work, and help improve the "reliability" and value of the reading. They are also powerful learning experiences that help faculty and staff readers more deeply understand the competency being discussed. After a norming session, readers should be able to agree (within 1 point) on what constitutes different levels of student work. Once "normed," readers can then score student work by themselves.

The purposes of norming sessions are:

- To define what constitutes student learning relative to goals and objectives and the dimensions of the Competencies and Abilities.
- To help readers come to agreement about the meaning of rubrics used to measure student work.
- To determine what student work matches the rubric scale.

For an effective norming session, provide readers with folders containing:

- Rubrics: matrixes or grids that define learning outcomes on an 1-4 scale.
- Range-Finders: examples of student work at each level (1-4) so that scorers can have models.
- Norming Samples for faculty to read, score, and discuss.

A sample norming session agenda might look like:

1. Introductions.
2. Leaders introduce relevant rubrics; discuss clarifying questions about them.
3. Participants then read annotated student work in the Range Finders.
4. Leaders lead discussion about range-finders (explaining why something is scored a certain way.)
5. Everyone then reads norming samples (unscored) and assigns scores (NOTE: Leaders should have selected in advance how norming samples should be scored.)
6. Leaders ask participants to go around and share their scores, and why they gave that particular score. Leaders can help participants understand why that sample was selected with a particular score in mind. Discussion aims to help everyone come closer to a consensus understanding of the rubric's dimensions and scaling levels.

NOTES ON RUBRICS & SCORING

LaGuardia's Core Competency and Communication Ability rubrics use an 1-4 scale, in which 1 is Novice and 4 is Proficient. Nationally, a four-point score is considered statistically and intuitively feasible, reproducible, and scalable. The College's goal is for graduating LaGuardia students to reach at least a score of 3, or "Competent." It does not expect that entering students or baseline artifacts reach this level.

In the readings, the College uses sympathetic holistic scoring, where a reader comes up with an overall score that takes the dimensions into account, as opposed to a specific numerical score for each dimension.

On a 1-4 scale, it is reasonable if readers come within *one* point of each other on their overall or holistic score for any given artifact. For example, someone gives the work a 1, while the other person assigns it a 2. Where there is *more* than one-point difference, such as an 1 and a 3, discussion must be brought to bear on the rubric's relation to the work, and the conversation must direct the scores into a one-point difference (someone has to "give" a little). The "norming" process should help readers more effectively align their shared assumptions and understandings of the Competency/Ability as expressed by the rubric.

Guidelines for Interpreting and Presenting Benchmark Data
As programs plan their norming sessions for Learning Matters Mini-Grants, Periodic Program Reviews (PPRs), or other initiatives, they should also strategize about their data compilation, interpretation, and presentation tactics. The College asks that Benchmark leaders consider the following guidelines and questions. Overall, remember that the purpose of assessment is to examine growth over time, and to create meaningful data that can inform action steps.

Suggestions for Scoring and Data Compilation

1. Artifacts receive two scores from different faculty.

2. Artifacts with divergent scores (88 and a numbered score; difference of more than 1 point (1 and 3, 2 and 4) receive third score from third reader).

Suggestions for Data Analysis and Dissemination
As the PPR writers review and analyze the program data, keep these questions and suggestions in mind:

1. What are the questions? What is the PPR team hoping to learn from this process? What issues does the Program already know about that it is hoping to examine or better understand?

2. Consider audience. Are the report authors writing to other faculty in the program, or to an audience outside the program? Make adjustments depending on the answer.

3. As the team compiles and reviews scores, it should ask itself: what do these data mean? What can the program learn from them? Is the data what was expected? Take note of the difference between expectations and results.

4. In the data, what was the difference between 88s and 1s? What about 2s and 3s?

5. Consider the role of assignment(s) in building student learning and generating the artifacts you've scored. Does the assignment address the dimensions of the relevant competency and ability?

6. What data could provide the findings with context and framework? Is there contextual college-wide data can be used? What does a comparison to college-wide data look like? What conclusions can be drawn about your program data from that comparison?

After the readers have scored, the PPR team schedule a follow conversation with the artifacts' readers. (This can happen before or after the larger data analysis process.) In the discussion, the team might consider the following clusters of questions, designed to enhance assessment as a learning process.

Student Artifacts. What did the readers learn from scoring the artifacts? What did they learn about assignments designed to address this Competency/Ability? What factors contributed to higher scores? How could assignments be tweaked to create higher-scoring artifacts?

The Core Competency and Abilities. Has the readers' understanding of this Core Competency/Ability changed? Were some dimensions easier to score than others? What were some of the factors that contributed to 3s and 4s? (Other possible questions specific to each competency and ability could include…IPS: Did the readers find artifacts that were just Inquiry or just Problem Solving?

Action Steps. What advice would they give faculty and program directors who are teaching this core competency or ability? How can the College best support faculty in assignment development for Core Competency/Ability learning? How can the College use what has been learned to shape teaching and learning at the College?

Faculty Insight. What insights from the discussion would be important for bringing stronger Core Competency and Ability learning back to the classroom? How might this discussion inform faculty's work with the Core Competencies & Abilities? How might these insights inform the program’s engagement with the Core Competencies?

Appendix F: Guidelines for Programs with External Accreditation

Program reports for external accreditation count as reports for the Periodic Program Review (PPR). All such programs are still responsible, however, for submitting any information normally expected for College PPR reports, such as evaluation and actions for the Core Competencies and Communication Abilities.

Programs with external accreditation must do the following:

1. Complete the College PPR cycle, including meetings with the College liaisons for Periodic Program Reviews during their Prep Year and Active Year, and annual Closing the Loop reports for Years 1-3;
2. Meet with the Provost in their Prep Year to discuss their plan and actions;
3. Provide the College with a copy of their external report.

At the end of their Active Year, programs will submit to the College a "Crosswalk Document" that lists to the pages/links where all PPR content can be found in their external report. In this Crosswalk or in an appendix, programs will submit any additional required information not otherwise included in the external report.

The Crosswalk Document

The goal of the Crosswalk is to identify the manner in which the program has met the LaGuardia's PPR guidelines and requirements.

The Crosswalk Document will provide a table that identifies where the external accreditation report addresses the areas required for College PPRs (see below).

Directions:

1. Identify the name of your program and the accreditation body to which the report was submitted.
2. Provide information that demonstrates the way in which the self-study/accreditation documents address the PPR requirements. The writers may crosswalk one or more sections of the self-study/accreditation document to each PPR section.
3. Provide comments as the team sees fit to clarify the cross-walked sections.
4. For sections of the PPR that do not have a counterpart in your self-study/accreditation documents:
    a. Comment/note that the program's accrediting body does not require this information
    b. Provide a narrative response to demonstrate how the program meets the PPR requirement(s)

Self-Study/Outside Accreditation Crosswalk Table

Name of Program:
Name of Accreditation Body:

PPR Section	Guidelines Page	Included in External Report (Yes/No)	Self-Study Outside Accreditation Document*	Comments**
I. Introduction A. Program Overview B. Key Questions and Issues C. Your Program Learning Outcomes D. Inquiry Assessment Project E. Closing the Loop	10			
II. Key Data Elements	10			
III. General Education and Program Learning Outcomes A. Program Learning Outcomes B. General Education Core Competencies & Abilities	11			
IV. Curriculum Review A. Individual Course Review B. Key Review Questions C. Relation to the Field	13			
V. Inquiry Assessment Project	15			
VI. Student Success A. Transfer and Placement B. Advisement C. First Year Seminar D. Grants and Mini-Grants	16			
VII. External Review	17			
VIII. Action Plan	18			

*(Please provide the section of the document – i.e.: name, page, etc. that addresses each PPR section)
**Briefly add context or comment where necessary (for example, if the corresponding page/section of outside report doesn't clearly address PPR Guidelines, please explain or contextualize).

Additional Narrative(s). Please copy below additional narrative information and/or data to supplement the Crosswalk.

Appendix G: Formatting and Standards

There are best practice protocols for revising and completing Periodic Program Review Reports. Please use this checklist to facilitate an accessible, legible, and standardized final Report before you submit the report to Academic Affairs.

Formatting

- ☐ Standard 1-inch margins and 12-point Arial font used for the report. Headings and sub-headings may be in 14-point font. Single-spaced text is ok.
- ☐ All final submissions are PDF. Drafts may be submitted in Word or Google Doc.
- ☐ Page numbers are inserted.
- ☐ A title page and a table of contents are included.
- ☐ Report is organized according to the Roman numeral/Arabic numeral outline provided in the PPR Guidelines.
- ☐ Data visualization (tables, graphs) is provided when appropriate.
- ☐ Report is free of surface errors, syntax issues, and tracked changes/comments.
- ☐ Appendixes are included to organize bulky data, such as course catalog descriptions.
- ☐ Citations are in the formal reference format utilized by the discipline/program/department.
- ☐ Report is written in the *past tense* to reflect assessments, findings, and actions that took place in the past. The Report is a record of what took place during the Prep (Year 1) and Active Years (Year 2). The Action Plan section of the Report might contain verbs in the future tense.

Standards

- ☐ Reports need to be read in full by the Chair, and other key program faculty should have an opportunity to read it prior to its submission. The Chair's signature testifies to their approval of the document and signifies they read the contents.
- ☐ The Report Action Plan reflects the External Evaluator's report.
- ☐ The Introduction and other sections of the Report reference the External Evaluation as appropriate.
- ☐ The Report is self-conscious about directing readers to other parts of the Report, where possible and appropriate (for example, the Introduction might refer to the Action Plan, or a data analysis might refer to curriculum materials; when you do so, be specific about referring to particular section – for example, Section II, B).
- ☐ Text in the Report is not directly copied from College materials; material revised from College materials should be cited where appropriate.