Unit/Program Review General Feedback

Spring 2012

In looking at the feedback given to units/programs comprehensively, a subgroup of the Planning Committee identified several common themes that emerged from this process. Listed here are some of these elements that should be considered next fall when writing your unit/program review.

- **Definitions of categories –**

  There was often a struggle concerning in which column to put review information. For example, "Activities" were often listed in the Objective category, or "Additional Rationale" or "Status Reasons" would be listed in the Program Improvement category.

  There were often cases where information was placed in a category that should have been left blank (such as the "Improvement" section of an abandoned objective). In general, improvements should only be documented when they relate directly to the objective being addressed.

  These occurrences, allowed us to see the lack of clarity that we have provided in the definitions of the categories in general. In response to this, **we have created a more detailed document, giving definitions of the various categories with examples of input from different service areas (please see "Unit/Program Review: Definitions and Examples").**

- **Use of data (including student learning outcome assessment) –**

  Most units/programs did not clearly connect their objectives and rationale to some form of data. Data (of various forms) should be used to both justify the need of the objective, as well as document the success of the interventions described in the proposed activities.

  Additionally, most units/programs did not address the major areas of need expressed in the data provided for the unit/program review (if applicable). This data is provided to assist units and programs in identifying key areas to focus on, and to develop clear objectives addressing their most pressing needs.

  For units/programs with student learning outcomes (SLOs), these reports represented a large untapped reservoir of data that should be used to inform the units/programs of their needs. **In general, units and programs need to clearly connect their objectives and activities to their student learning outcomes.**