

# SUCCESSFUL PROGRAM REVIEW

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Robert J. Barak  
Barbara E. Breier



# Successful Program Review A Practical Guide To Evaluating Programs In Academic Settings

**Jon F. Wergin**



## **Successful Program Review A Practical Guide To Evaluating Programs In Academic Settings:**

**Successful Program Review** Robert J. Barak, Barbara E. Breier, 1990-05-11 Successful Program Review outlines the key purposes and scope of program review details the initial stages of developing a program review plan and describes the nuts and bolts of conducting a review the use of consultants and a variety of methods for collecting and analyzing data

**Prioritizing Academic Programs and Services** Robert C. Dickeson, 2010-01-26 Prioritizing Academic Programs and Services REVISED AND UPDATED Increasing economic concerns make the new edition of this best selling classic an invaluable resource for those who want and need to implement a proven step by step approach to reallocating resources in tough times Thoroughly revised and updated Prioritizing Academic Programs and Services includes new recommendations from the field communication strategies for more successful campus implementation a new section on the sources of hidden costs and a Prioritization Process and Implementation workbook designed to help administrators avoid costly mistakes This book includes access to additional content online including models for prioritization from a variety of campuses Based on the author s extensive consulting experience this necessary and timely resource offers the best advice for addressing the current economic concerns affecting most colleges and universities Praise for Prioritizing Academic Programs and Services For more than a decade higher education leaders have turned to Dickeson s practical guide to academic program assessment These newly expanded approaches are just in time for today s competitive environment SUZANNE SHIPLEY president Shepherd University Dickeson provides a compelling rationale for program prioritization as well as a practical planning structure that promotes alignment between programs resources and university mission Presidents and provosts can use his approach to frame campus discussions around the future of the institution and away from legacy programs whose time has passed KYLE R CARTER provost and senior vice chancellor Western Carolina University Dickeson s approach ensures that critical decisions regarding academic programs and resource allocation are aligned with strategic goals and institutional mission As one of the early adopters of the process that he proposes I am convinced that it is a powerful and practical tool for any college or university committed to remaining focused resilient vital and relevant in a dynamic and increasingly challenging environment DAVID MAXWELL president Drake University **Resources in Education**, 2001 **Handbook for**

**Continuous Improvement** Corporation for National Service (U.S.), 1994 **The Oxford Handbook of Undergraduate Psychology Education** Dana S. Dunn, 2015-08-07 The Oxford Handbook of Undergraduate Psychology Education is dedicated to providing comprehensive coverage of teaching pedagogy and professional issues in psychology The Handbook is designed to help psychology educators at each stage of their careers from teaching their first courses and developing their careers to serving as department or program administrators The goal of the Handbook is to provide teachers educators researchers scholars and administrators in psychology with current practical advice on course creation best practices in psychology pedagogy course content recommendations teaching methods and classroom management strategies advice on

student advising and administrative and professional issues such as managing one's career chairing the department organizing the curriculum and conducting assessment among other topics The primary audience for this Handbook is college and university level psychology teachers at both two and four year institutions at the assistant associate and full professor levels as well as department chairs and other psychology program administrators who want to improve teaching and learning within their departments Faculty members in other social science disciplines e.g. sociology education political science will find material in the Handbook to be applicable or adaptable to their own programs and courses

Assessment, Evaluation, and Accountability in Adult Education Lilian H. Hill, 2023-07-03 This book is intended to help practitioners in adult education become better informed about assessment evaluation and accountability as these are critical functions of administering and running adult education programs The book is for adult educators who have been asked to serve on assessment committees produce detailed reports for funders and accreditors create a culture of assessment within their program and organization and or develop reports for accountability purposes Section one presents an introductory overview of assessment and evaluation in adult education Section two gives guidance on practices for specific areas of adult education practice such as military education human resource development and continuing professional education Section three provides assessment practices for adults in higher education with chapters dedicated to distance learning health professions education and graduate education

**PAIS Bulletin**, 1990 **Building a Scholarship of Assessment** Trudy W. Banta, 2002-05-06 In this book leading experts in the field examine the current state of assessment practice and scholarship explore what the future holds for assessment and offer guidance to help educators meet these new challenges The contributors root assessment squarely in several related disciplines to provide an overview of assessment practice and scholarship that will prove useful to both the seasoned educator and those new to assessment practice Ultimately Building a Scholarship of Assessment will help convince skeptics who still believe outcomes assessment is a fad and will soon fade away that this is an interdisciplinary area with deep roots and an exciting future

Planning and Management for a Changing Environment Marvin W. Peterson, David D. Dill, Lisa A. Mets, 1997-04-18 Planning and Management for a Changing Environment An outstanding roster of higher education scholars and practitioners brings together the latest expertise on strategic and operational planning In twenty seven original chapters contributors offer insight into the challenge of positioning higher education institutions to meet the demands of their rapidly changing environments In this comprehensive resource the authors emphasize the importance of contextual planning that is planning based in the unique circumstances and environment of each individual institution as the only planning approach that will yield successful results The contributors include Paul T. Brinkman Ellen Earle Chaffee Burton R. Clark David William Cohen Eric L. Dey David D. Dill Elaine El Khawas Rhonda Martin Epper Peter T. Ewell Ira Fink Dorothy E. Finnegan Fred J. Galloway Harvey A. Goldstein William H. Graves Patricia J. Gumport Raymond M. Haas Terry W. Hartle Robert G. Henshaw Richard B. Heydinger Sylvia Hurtado Sarah Williams

Jacobson Dennis P Jones George Keller R Sam Larson Bruce A Loessin Michael I Luger Theodore J Marchese Lisa A Mets James R Mingle Anthony W Morgan James L Morrison Anna Neumann John L Oberlin Anne S Parker Marvin W Peterson Brian Pusser Frans van Vught and Ian Wilson      *Agenda - California Postsecondary Education Commission* California Postsecondary Education Commission,1991 Issues for 1974 include minutes recommendations special reports etc

**Turnaround** James Martin,James E. Samels,2009-01-01 Nearly one thousand colleges and universities in the United States face major challenges from catastrophic hurricanes to loss of accreditation to sagging enrollment What can leaders of such at risk institutions do to improve their situation Turnaround gives college and university leaders the tools they need to put their fragile institutions back on a path to success This comprehensive handbook outlines how board members presidents and administrators can identify their institutions weaknesses implement plans for improvement and mitigate existing damage Turnaround also identifies the legal pitfalls that often accompany institutional change offering solutions for how to overcome such obstacles or avoid them altogether Evaluating the experiences of two hundred college leaders the contributors share such critical information as 20 indicators of institutional vulnerability 10 necessary skills for presidents directing a turnaround 5 characteristics of institutions that have completed successful turnarounds 10 lessons of successful turnarounds Featuring candid advice from decision makers who have faced severe challenges Turnaround is a valuable resource for college and university leaders facing tough times      **The State and the Academic Library** Vicki L. Gregory,1993-11-16

Academic libraries must frequently interact with state government This book overviews the role of state government with respect to academic libraries analyzes the impact of state government on significant functions within the academic library and provides examples of how academic libraries can effectively interact with the state The first part of the book looks closely at the nature of state government and its operations so as to provide a meaningful context for the chapters that follow The second section focuses more clearly on the interaction between state government and academic libraries and gives special attention to such topics as funding automation and networking The third section contains case studies of how academic libraries have worked cooperatively with the state to achieve their goals Appendices list addresses for state agencies important to academic libraries      **Academic Program Evaluation in California, ...** California Postsecondary Education Commission,1989

*Using Academic Program Review* Robert J. Barak,1995-12-19 Much has been written about proper implementation of program review Extensive advise is available to help those implementing or revitalizing program review processes to avoid common pitfalls and build strengths into the processes A factor for gauging the effectiveness of program review is the extent to which results of program reveiws are used for other meaningful purposes Literature on the use of review results is less prevalent Institutional researchers and others need to know more about program review s role in program improvement and institutional decision making Questions that need to be answered include the following Are the program review reports and recommendations an integral part of the institution s budget process What is the role of

academic program review in strategic planning Can the program review process be linked to the institution's outcomes assessment process The purpose of this volume is to provide planners and institutional researchers with information on the uses of program review results in colleges and universities This is the 86th issue of the quarterly journal *New Directions for Institutional Research* For more information on the series please see the Journals and Periodicals page

*Quality and Accountability in Higher Education* E. Grady Bogue, Kimberly B. Hall, 2003-02-28 This comprehensive volume clarifies the historical technical and philosophical details present in the various quality assurance theories and policy systems of the American higher education system The authors E Grady Bogue and Kimberly Bingham Hall examine the theories of quality including goal achievement outcomes value added impacts and reputation They trace the philosophical heritage and analyze the strengths and weaknesses of quality assurance policy systems such as accreditation rankings and ratings outcomes licensure program reviews follow up studies and total quality management They also recommend a set of policy principles for improving their integration and effectiveness Besides offering the details of policy systems for defining developing and demonstrating quality this work also delves into the moral and ethical issues inherent in quality measures of higher education institutions Bogue and Hall assert that quality cannot exist without integrity in personnel policies and programs Political and academic officers must work together more closely in order to design appropriate collegiate accountability systems Administrators professors and government leaders would all benefit from this thorough analysis of past and present quality assurance programs and the subsequent recommendations for future policies

*The Evidence for Quality* Ernest Grady Bogue, Robert L. Saunders, 1992 What is the mission of the American college Is it reasonable to expect to measure quality in our collegiate system How do we adequately assess quality and still allow for diversity In *The Evidence for Quality* E Grady Bogue and Robert L Saunders answer these and other compelling questions as they take a comprehensive look at how quality is measured and how information on quality contributes to academic decision making The book offers a synthesis of practices and policies in collegiate quality assurance examining a range of contemporary approaches that include accreditation student feedback professional licensure college rankings and ratings and other measures of academic quality Bogue and Saunders offer a quality assurance model that links principles of good practice to a strategic unifying vision of quality They evaluate the strengths and weaknesses of each approach and show how each makes a contribution to academic decision making They draw on examples from numerous colleges and universities to demonstrate how various institutions developed strategic and effective quality assurance programs And they set forth guidelines for all educators who are dedicated to developing a superior program of quality assurance that is as unique as their individual campus

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**Analyzing Faculty Workload** Jon F. Wergin, 1994 The question being asked with increasing regularity is Just what do faculty members do Studies of faculty workload have been commissioned in state after state Taken together the studies indicate that college faculty members are

working harder than ever but are probably teaching less and are almost certainly having less contact with students particularly undergraduates This volume of New Directions for Institutional Research explores how the public discourse about faculty work might be improved and suggests how colleges and universities might document that work in a fashion that not only more faithfully describes what faculty do but also allows for reports that are more comprehensive and useful This is the 83rd issue of the quarterly journal New Directions for Institutional Research For more information on the series please see the Journals and Periodicals page      **New Directions for Institutional Research** ,2001      College and University Business Administration Deirdre McDonald Greene,1992      **Annual Meeting Program** American Educational Research Association,1990

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