

Health of Program Review: Leveraging Technology for Program Reviews

IACBE Annual Meeting
April 3, 2024

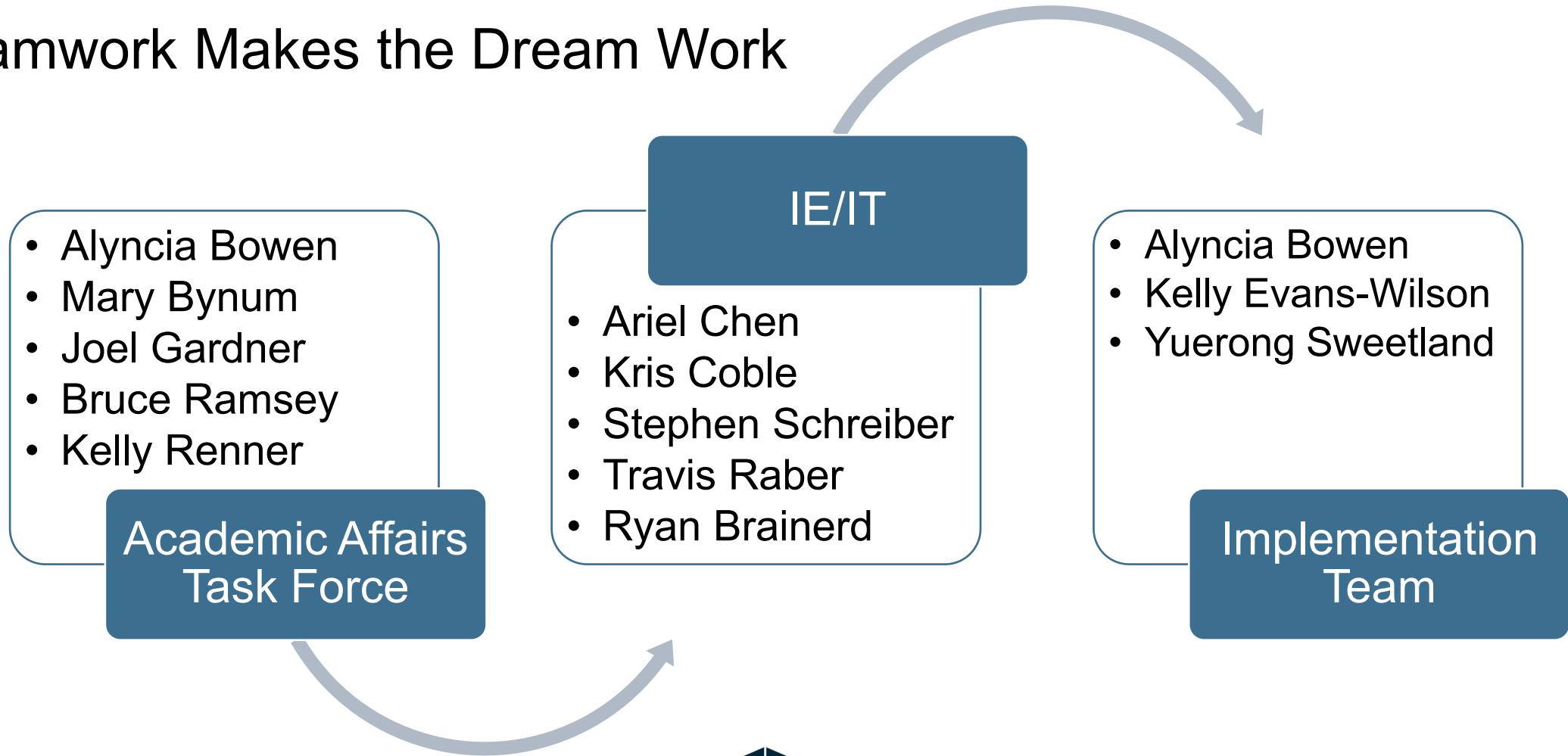
Dr. Alyncia Bowen, Dean Ross College of Business

Franklin University

- Located in Columbus, Ohio
- Founded in 1902
- Degree Offerings: 11 Associate, 39 UG, 18 Masters, 5 Doctoral
- Academic Affairs organized by 4 colleges
- Adult Learners: Average student age is 34
- Predominately online course delivery but some F2F courses
- Locations: London Correctional Institution, Oman, Poland, Serbia
- Accreditation: HLC, CCNE, CAEP, IACBE
- Assessment: Annual Program Assessment Reports, Program Review every 3 years (last one completed in 2018)
- Centralized curriculum model

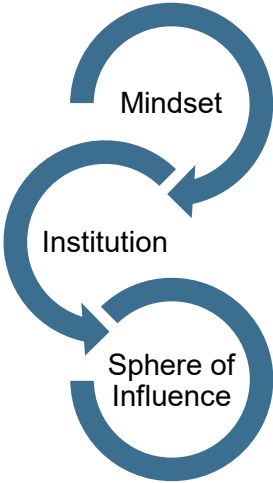


Teamwork Makes the Dream Work



Change Management

Multiple Approaches In Action



Health of Program (HoP) Milestones

2020

- January – June: Academic Task Force
- July – December: Prepare Faculty Survey

2021

- January: Faculty Survey Emailed
- January – December:
 - Regular Academic Affairs and Faculty Senate communications and feedback
 - Implementation Team meets monthly
 - IE & IT develop infrastructure
 - Prepare for MBA Pilot

Health of Program (HoP) Milestones

2022

- January: Finalize Dashboard with IT
- June - July: Launch pilot with MBA (2021-22 AY)
- August: FMIP Training
- October: Launched HoP (Comprehensive Review 2019-22)
- October – November: Faculty Training
- October: Created a HoP email for faculty to ask questions/ideas
- December: Reviews Closed and Contributor Experience Questionnaire

2023

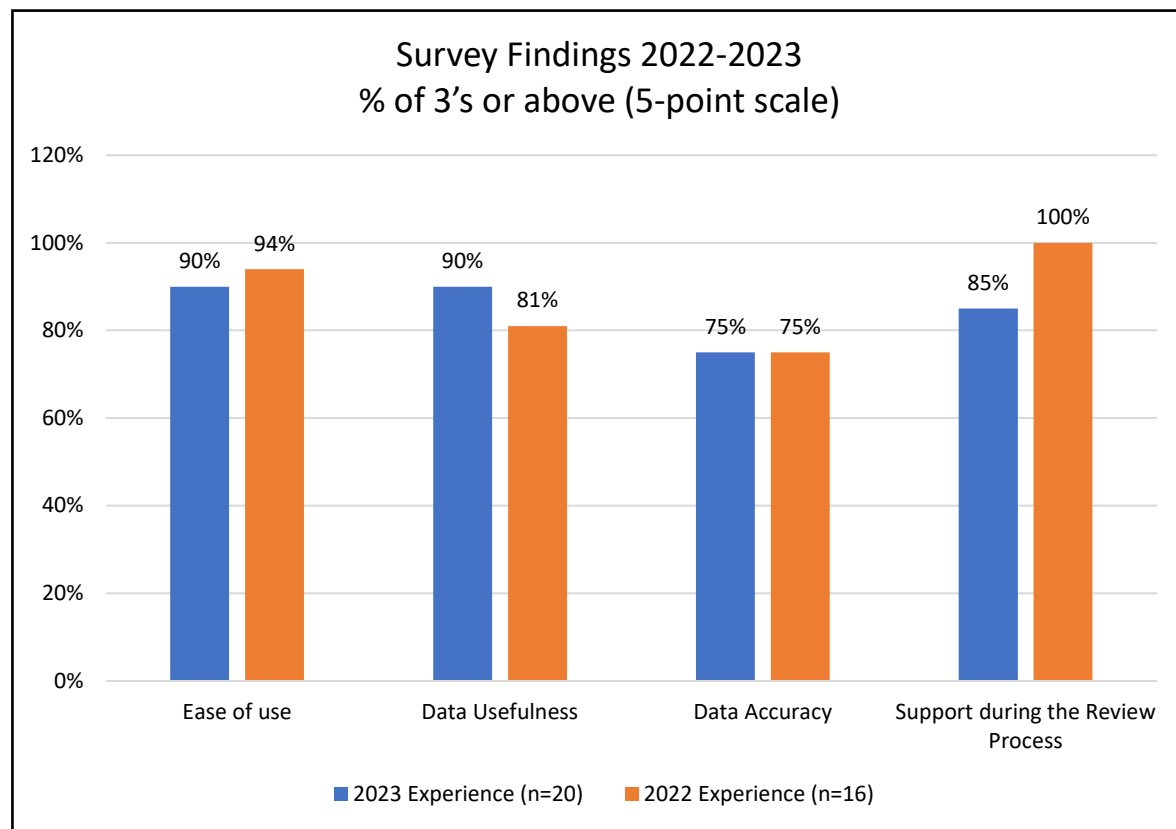
- January: Department Chair Reviews
- March: Dean Reviews
- Implementation Team continues monthly meetings re: improvements with IE/IT for 2022-23 academic year launch
- March: Assessment Committee hosted Faculty Forum
- April – July: Internal presentations and updates to BOT & University Community
- August: FMIP training
- September: Launch (2022-23 AY)
- December: Review Completed & Contributor Experience Questionnaire

Health of Program (HoP) Milestones

2024

- January: Department Chair Reviews (2023)
- January: Planning for 2024
 - ❖ Curriculum continuous improvement: outcome alignment and assessment validity (assignment alignment)

Health of Program (HoP) : Contributor Experience Survey



Comments from 2023

- *“The chart and table helped me identify the trend conveniently.”*
- *“The trending data was informative. It gave a unique perspective of my program(s) with other programs in the University and the level of my programs”*
- *“The age of students in my program has decreased significantly, this may impact how I write curriculum in the future because they have limited or no work experience”*
- *“The value of the process is dependent on the status of the program. The initial hop created new changes but this cycle came too soon for those initial items to be implemented and start to generate data”*

HoP: A tool to Achieve Our Mission



Four Cornerstones

- Ensure Quality
- Academic Opportunities
- Adapt to Students
- Respond to changes

Continuous Improvement

- Leadership Deep Dives
- Data-Informed
- Change management in action

Tell Our Story

- Specialized Accreditation
- HLC and ODHE
- AALHE presentation (June 2023)

Administrator Console

Review Management

CREATE REVIEW +

Program Resources

^

Search:

From:

To:

Type:

mm/dd/yyyy

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All

Name	Start	End	Status	Action
ACCTB Accounting	2022-10-03	2022-12-05	Complete	View
ACCTB Accounting	2023-09-18	2023-11-15	Complete	View
ACCTM Master of Science in Accounting	2022-10-03	2022-12-05	Complete	View
ACCTM Master of Science in Accounting	2023-09-18	2023-11-15	Complete	View
AMGTB Applied Management	2023-09-18	2023-11-15	Complete	View
AMGTB Applied Management	2022-10-03	2022-12-05	Complete	View

Health of Program

Comprehensive BPSYM | Master of Science in Business Psychology

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Overview

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The Health of Program (HoP) is an important component of Franklin's quality assurance and improvement system for academic programs. HoP examines a program's health in five areas:

1. Student experiences
2. Curriculum
3. Faculty and instruction
4. Market demand
5. Competition

Two types of reviews are conducted cyclically: annual and comprehensive. Annual reviews cover selected items in the first four areas. Comprehensive reviews are conducted every three years and include items in all five areas. All review items are selected based on faculty input, as collected during the 2019 Faculty Survey on Health of Program Reviews.

Health of Program Review Calendar 2022-2027

Reports Due Dates	Review Type	Academic Years Under Review	Review Content
First Monday in December 2022	Health of Program Review: Comprehensive	2019-2022	All five areas
First Monday in November 2023	Health of Program Review: Annual	2022-2023	Areas 1-4
First Monday in November 2024	Health of Program Review: Annual	2023-2024	Areas 1-4

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Note: Since this review is currently in progress, the program information below represents the latest curriculum data and is subject to change. When the review is finalized, a snapshot of the data will be permanently archived.

Program Title:

Master of Science in Business Psychology

Program Chair:

Ray Forbes

Degree Level:

M.S. in Business Psychology

Program Description:

Applied Psychology, with its emphasis on a pragmatic understanding of individual thought and action offers an excellent complement to the practical field of business. The Master of Science degree in Business Psychology is specifically designed to fuse a functional understanding of business with applied psychology. By connecting relevant theory with practice students can immediately apply their in-course learning to their current work situations, prepare themselves for their next position, and obtain a long-term educational advantage for future positions. This program integrates concepts and practices from the emerging fields of positive psychology, neuroscience, sociobiology, and organizational coaching with the basic business functions of management, finance, marketing and human resources. The intent is to graduate professionals who have a practical insight into human behavior, a working knowledge of business functions and practices, who can thoughtfully integrate the two, and who can make effective organizational contributions at both the individual and group level.

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Student Experience

Curriculum

Faculty

Market Demand

Competition

Student ratings of courses

All Academic Years (Aug 2019 - Jul 2022)

Average Course Rating by Year

Year	Average Rating
2019	3.51
2020	3.54
2021	3.56

Average Rating Per Course

Course	Average Rating
PSYC*601	3.65
PSYC*601	3.60
PSYC*602	3.55
PSYC*603	3.45
PSYC*603	3.40
PSYC*604	3.50
PSYC*605	3.45
PSYC*605	3.40
PSYC*606	3.55
PSYC*607	3.50
PSYC*607	3.45
PSYC*608	3.50
PSYC*609	3.55
PSYC*609	3.50

Average Rating Per Course Detail

Comments:

With the execption of two courses, PSYC 603 snf PSC 605, all the remaining seven courses are all near the 3.5 level, I have held counceling sessions with the affected instructors in the affected courses and provided them with feedbback on their faculty observations

Graduation Rate

Graduation rate is defined as % of students from a starting term (i.e. Fall or Spring or Summer and the Year) who have graduated from the University up until the data frozen point. For example, for review years Aug. 2018 - Jul. 2022, 69.66% for 2018 means that 69.66% of students who entered the University during AY 2018-2019 graduated by July 2022.

All Academic Years (Aug 2019 - Jul 2022)

Graduation Rates by Cohort Year

Year	Graduation Rate
2019	54.41%
2020	79.07%
2021	0%

Graduated Students by Academic Year

Year	Graduated Students
2019	31
2020	30
2021	24

Comments:

Current graduation rates for the 2020 to 2021 academic year show a decline of six students. My working hypothesis is that graduation rates overall have been significantly impacted by the Covid situation. It is possible that the 2021-2022 rates may also be affected by rising interest rates and employer restrictions on tuition reimbursement programs.

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ADD COMMENT

Comprehensive

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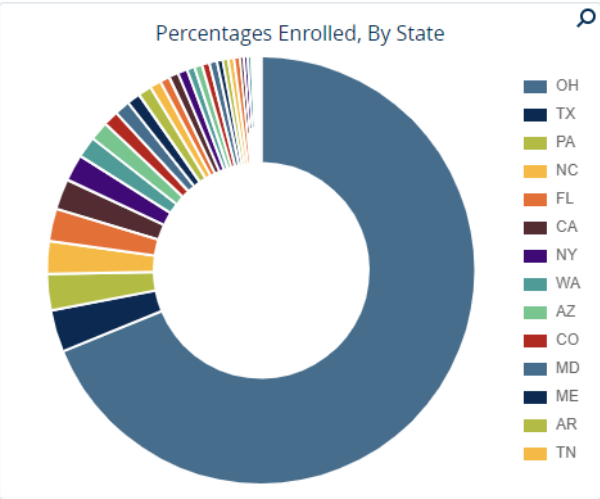
Student Demographics

All Academic Years (Aug 2019 - Jul 2022)

Age Distribution

Gender Breakouts

Gender/Race Breakouts				
	F	M	na	Total
AN	1.6%	0.4%	0%	2%
AS	1%	0.6%	0%	1.6%
BL	15.3%	4%	0%	19.3%
na	13.9%	5.3%	4.8%	24%
WH	41.1%	12%	0%	53.1%
Total	41.1%	12%	4.8%	100%



Comments:

Demographically the program appears to be most attractive to students in their late 20s through their late 40s. This seems consistent with the program's appeal to early to mid-career professionals.

The white ethnic distribution comprises somewhat over half the total student population. The program seems to be most attractive to female students residing in Ohio. Very few students arrive with transfer credits, likely due to the unique hybrid nature of the course content for which there appear to be few precedents,

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ADD COMMENT

Student satisfaction by courses/programs

Health of Program

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Previous Action Plan Results



Health of the Program: Summary & Key Findings



Overall, the MS in Business Psychology program appears to be in excellent shape. Both student satisfaction with instructors and overall satisfaction with courses are well above a minimum 85% target level. Program cost to students has been reduced by replacing three commercial test instruments with those developed internally at Franklin. Initial results indicate there has been no perceived degradation in course quality as a result of substituting homegrown instrumentation.

The Franklin MBA program has also recently added a specialization in Business Psychology. Additionally, two different graduate certificates are now being awarded. Within the last year the MS in Business Psychology has also received additional attention and support from Franklin's Marketing group. The program seems to be especially attractive to early-mid career professional white women. The impact of the recent COVID 19 epidemic seems to have had a minimal effect on program enrollment and retention rates with the possible exception of the international student population from Trinidad/Tobago. The university is undertaking a recruitment effort to restore the student population from this area. Academically, there is little difference in success rates between domestic students and international students.

The adjunct instructor corps remains a significant program strong point. Five program instructors have now received the Bailey Graduate teaching award; the most recent being for the Fall 2022 term. Instructors are actively involved in making inputs to significant course changes. Major updates to program courses are now occurring at a rate of about one per trimester with minor changes being made on an as-identified basis. At this rate each course in the program can expect to experience a major update about every three years.

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Previous Action Plan Results



MS Business Psychology 2019 Action Items.docx

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Comments:

Four action items were recommended in the 2019 report:

1. Redesign PSYC 604-Behavioral Economics and Neurofinance to incorporate the latest findings in the field, deliver the revised course in the Spring 2020 term.

Status: Successfully redesigned as scheduled and delivered in SP 20.

2. Matriculate cohort #4 from Trinidad/Tobago for the MS in Business Psychology program on September 30, 2019.

Status: Cohort was matriculated as scheduled.

3. Make a marketing presentation on the MS in Business Psychology program to the Advanced KAI practitioner course on October 5, 2019.

Status: Presentation was made as scheduled on October 5th.

4. Submit proposal for the Franklin University Learning Conference on September 6, 2019 and a newsletter article for the American Institute of Business Psychology.

Status: Learning Conference Proposal submitted as indicated and conference presentation conducted. Newsletter article submitted to the Editor of the AIOBP journal as planned.

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ADD COMMENT

Leadership Review

Health of Program

ACCTA + COMMB | Accounting + Communication

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Leadership Review (Department Chair)

Overall purposes:

- 1. Ensure that academic offerings remain true to Franklin's mission, align with cornerstones of the educational philosophy, and support strategic initiatives.
- 2. Identify opportunities for program growth, collaboration, consolidation and retirement and direct resources toward these decisions.

Category I

- Minimal analyses are provided on various aspects of curriculum
- No trend analyses or benchmarks are provided where relevant
- There are minimal reflection and visioning that are evidence-based and forward-looking

Category II

- Coherent analyses are provided on some aspects of student experiences
- Benchmarks are used in some cases where relevant
- Trend analyses are provided on some aspects where relevant
- Reflections and visioning are partially evidence-based and forward-looking

Category III

- Previous action plan results are fully addressed where applicable
- HoP summary & key findings, in-depth SWOT analysis, and advisory board feedback are documented and analyzed, helping lead to clear next steps.
- Improvement strategies are clearly articulated and evidence-based (HoP findings, SWOT, advisory board feedback)
- Timelines are reasonable
- There is evidence that the program is aligned with ALL 4 cornerstones of the University's educational philosophy, supports the University's strategic initiatives, and is well positioned to advance the University mission

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Lessons Learned – Year 1

Effort
Results
Impact

Faculty

- Inspired
- Driven
- Empowered
- Informed decision-making
- Ideas for improvement but all can't be implemented

Continuous Improvement

- Reminder Portal
- Goal of Tool
- Honest Communication
- Timeline Adjustments
- Data that you give people access to
- Celebrate Small wins
- Ongoing Initiative
- Can't change/Opportunity

HoP: Change Management In Action



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