

PROGRAM ALIGNMENT AND REVIEW REPORT

The overarching purpose of the PAR program is to improve the quality of academics at Drexel. The process assesses the currency, relevance, quality, efficiency, and economy of academic programs, with a particular focus on student outcomes, and puts into place a mechanism for formal assessment of those programs not subject to external accreditation. PAR also plays a pivotal role in the University's compliance with our regional accreditor, the Middle States Commission on Higher Education [MSCHE] and their new standards.

The Office of the Provost is committed to ensuring a structure that fosters alignment of instruction and research at Drexel, ensuring that our students are provided optimal education in line with evolving global work force needs. As part of enhancing academic quality, a robust, ongoing, and evidence-driven PAR process assures that appropriate consolidation, rationalization, and synergies are enacted while complying with accreditation's demand for a robust cycle of academic program review.

STATUS

- For AY 19-20, there are 23 programs scheduled for PAR. Note that all programs in the Graduate Division of DUCOM are included.
- By the end of AY 2018-2019, 92 Drexel programs will have completed the PAR process, and by June 2020, 115 programs; thereby completing the first seven-year cycle of PAR review.
- The 2nd complete 7 year cycle of PAR is scheduled to launch in AY 2020-21 with several new programs having been added since the pilot year. PAR schedules are currently set through the AY 2026=2027.

MANAGING EXPECTATIONS

The PAR process is systematic, data-driven, and highly transparent. The process provides the self-study teams with important information about program budgets, enrollment trends, faculty counts and workload, student qualifications, placement information, and other data not normally reviewed by the faculty. As the University moves to full implementation of the Responsibility Center Management (RCM) budget model, it becomes **especially important for academic units to review costs and consider economies and efficiencies as part of the program quality considerations**. One difficulty that has emerged in implementing the PAR process has been managing the tension between expectations of the academic community for additional University funds to support recommendations on the one hand, and the administration's focus on achieving economies and efficiencies on the other. PAR leadership has been careful to be honest and open that the units should not necessarily expect additional resources because of PAR. Nevertheless, PAR establishes a process whereby underfunded budgets and other resource needs can be identified, documented and prioritized across the university community.

HIGHLIGHTS

1. **Curricular Change:** *update, streamline, consolidate, and link courses and content within and across disciplines.*

99% of these programs launched distinctive curriculum initiatives because of their self-study, external review, and action plan. **Illustrative examples** of specific actions and implementations are provided below:

- The rewrite of FASH 210/510 and FASH 230 in progress; dual major FASH/DSRE is providing students, after completing the Fashion prerequisite year, a customized fashion research curriculum. The course content for FASH 210/510 will be more contemporary with current industry requirements; method of content delivery revised for FASH 230.
- The electrical and computer engineering department has completely revised the undergraduate curriculum to a) better reflect modern areas of electrical and computer engineering applications and technologies; b) improve integration of electrical and computer engineering oriented courses; c) permit reduction of teaching load for research active faculty to 1 course per quarter; d) improve availability of courses focusing on computer programming foundations and skills. Given that ECE undergraduate students' first 1 year coursework is governed by general COE curriculum, the ECE Department had to secure approval from all COE departments to revise 1st year courses.
- Immunology has successfully developed online versions of all Programmatic courses, and will be in a position to deliver all courses to students recruited exclusively for online versions of the programs. Updates to the entire curriculum are in progress in the form of updating existing courses and developing new courses.

- The LeBow PhD program has reviewed, implemented and renamed the Operations and Business Analytics field to replace Decision Sciences starting in the Fall of 2019. After 2 years of no recruiting in this area, they now have commitments from three new students to enroll in the Fall of 2019 as Operations and Business Analytics PhD students
- BEES has re-evaluated its undergraduate curriculum in four major areas:
 1. Review and confirm learning objectives for each of the programs
 2. Balance of field, analytical and modeling skills in core courses
 3. Balance of required and elective courses, focusing on limiting the number of prerequisites that limit transferring into the major(s)
 4. Rebrand courses and titles to attract a wide range of non-majors

Since AY 2018 and ongoing the BEES UG curriculum is being evaluated and changes implemented. For AY19/20, there have been proposed changes to the various concentrations in ENVS and GEO majors that will be part of an SCAA submission in the fall. They feel that these changes will help attract more students to the program and within the University. Lastly, they have developed new courses like Natural Disasters (ENVS XXX) that has attracted 150 non-major students from across the university.

2. **Alignment:** *reorganize, consolidate, or remove courses within programs to present the discipline in a well-organized, rationale manner that builds on skills and content sequentially. Modify policies and procedures to better serve student and curricular needs in terms of refinement, iteration, clarification, and communication.*

88% of all programs launched distinctive alignment initiatives because of their self-study, external review and action plan. Illustrative examples of specific action and implementation are provided below:

- The Hospitality and Culinary majors have been realigned to the College of Nursing and Health Professions and are in route to become a department within CNHP. Sport Management, a previous component to the Center of Hospitality & Sport Management has been aligned with the LeBow College of Business wherein it is viewed as a major within the business curriculum. This reorganization has helped both programs achieve financial stability.
- CCI reports that in computer science and engineering, multidisciplinary programs and certificates in Data Science, Economics and Computer Science, and Cyber Security, have increased collaboration among academic units at Drexel with CCI in the spirit of CS4All (The TechForce initiative). Additionally, CCI has moved into unified space at 3675 Market Street, finishing the consolidation of CCI initiated by the 2013 PAR report. Unification of computing as a central and signature hub at Drexel via the College of Computing and Informatics has been realized and leveraged in the form of increase collaboration, reduced redundancy, and increased economies of scale.
- Biology's recent 3-quarter SEA-PHAGES course sequence provides hands-on research to freshmen honors students in Biology. In 2018-2019, more than 90 students are participating. The program has overseen isolation of numerous viruses of bacteria, and the sequencing of their genomes. This past year 17 phage genomes were published on Gen Bank from our students. In addition another Gene Announcements was accepted and published with an additional 3 publications in draft for submission to the Journal of Microbiology Resource Announcements. Students also presented their work at both the regional and national SEA-PHAGE conferences. The revised UNIV 101 course is a major contributing factor in Bio's current 96% retention from Fall to Winter for their 1st year BIO students. The course promotes students' sense of being part of a larger scientific community and provides them mentoring both by faculty and peers.

3. **Economies and Efficiencies:** *initatives to promote enrollment growth; better leverage staff and resources; maximize student capacity; employ technology to improve the learning experience and teaching effectiveness; and improve business practices and promote operational efficiencies by streamlining services and optimizing collaborative and interdisciplinary opportunities.*

93% of all programs launched distinct economy and efficiency initiatives because of their self-study, external review and action plan. Illustrative examples of specific action and implementation are provided below:

- The Rehabilitation Sciences program decided to close its DHSc program. They are teaching out enrolled students, but are also participating in the CNHP-side DHSC program as feasible. The first DHSc student has graduated, and more will graduate this year. The DHSc in Rehabilitation Sciences should officially close in FY22. The closure will free faculty to be more productive and generate greater revenue in the program's core business and new initiatives (PT education, Research).

- The BEES department combined their budget administrator with ANS Science Administration to decrease salary expense.
- Biology moved their grants administrator from a departmental position to inclusion in the college administrative staff for CoAS, which is an economy of resources that will hopefully serve not only BIO, but also other STEM departments.
- At CCI, strategic initiatives to increase Computer Science Education research production has resulted in Increased scholarly and research production from teaching faculty, including over \$5M in new requests in 2018-2019 including teaching faculty, and an increase in funded collaborations between CCI faculty and the CASTLE Center.
- With the development of an online curriculum, Infectious Diseases has experienced program growth which was made possible through multi-program sharing of course developmental resources, support staff, and courses common to other programs. Molecular Medicine has also been able to leverage limited resources through partially shared curricula.

4. **Staffing/Workload:** *organize faculty and staff to better deliver program content and student services. Examine faculty course loads and assignments to rationalize, economize and efficiently deliver a quality student experience. Add, delete, or reassign staff to improve instruction and maximize resources.*

92% of all programs launched distinctive staffing/workload initiatives because of their self-study, external review and action plan. Illustrative examples of specific action and implementation are provided below:

- Psychology has hired an administrative assistant to provide better balance of existing administrative responsibilities and support new initiatives. They have met with staff from LeBow to cross-train and share best practices. Finally, they developed administrative working groups to support departmental initiatives (i.e., enhance on-boarding).
- Based on improved support for PhD students, the PT & Rehabilitation Sciences program is beginning to see success in recruiting a larger number and more talented pool of PhD students who are better aligned with our faculty research enterprise. This should reap dividends in research funding and scholarship in due time.

SUMMARY

The Program Alignment and Review process has spawned a cultural change across the university that features opportunities for self-study and reflection by our faculty and professional staff, as well as the advantages of external colleagues' perspectives on opportunities for improvement, areas of growth, and recognition of on-going successes. Through the process, faculty and staff have become increasingly comfortable with actively seeking relevant data in order to drive decision-making. In addition, a heightened awareness of the need to effectively communicate best practices has resulted within and across units, particularly evident in interdisciplinary programmatic offerings. Furthermore, great strides have been made to quantify research data and all forms of scholarship and creative productivity. Units are considering program efficiency, economy, and feasibility in new ways. The PAR program in concert with the RCM budget modeling is a conflation of forces that is driving more informed and critical decision making on the part of faculty and staff.

Respectfully submitted,



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