

Comprehensive Program Review
Overview and Process

Introduction

Due to the tightly integrated nature of its academic programs and the small size of its faculty and students, IBS's Comprehensive Review Program (CPR) simultaneously assesses the success of both institutional learning outcomes and program learning outcomes across its degree and certificate programs. This review is focused on programs; however, data collected may be of relevance for faculty and staff review. The review is conducted every five years and coordinated by the Office of the Dean with support from the Office of the President.

By "tightly integrated" we mean: although students may choose specific programs in pursuit of specific careers or vocations, program requirements often overlap (e.g., all students must take a similar sequence of required courses); IBS encourages our distinct student populations to intermingle in the pursuit of mutual learning and understanding; and all programs are unified by institutional learning outcomes. Because of these interrelationships between programs, and because of IBS's small size, it would be administratively advantageous to review all programs collectively rather than individually.

Programs under review

Degree Programs:

1. Master of Buddhist Studies
2. Master of Divinity
3. Master of Arts (administered by the GTU)*

Certificate Programs:

1. Buddhist Chaplaincy Certificate
2. Kyoshi Certificate Program
3. Certificate in Buddhism and Contemporary Psychology
4. Certificate in Theravada Buddhist Studies

Ultimate assessment for the MA program is the responsibility of the GTU Dean's Office and Council of Deans. IBS is not directly responsible for collecting data or governance for this program. For the purposes of IBS's CPR, relevant data will be collected as available and used comparatively with data on the MBS and MDiv programs. However, the focus of IBS's CPR is its independently administered degree and certificate programs.

In addition to the four above listed certificate programs, IBS hopes to begin two additional certificates in Soto Zen Buddhist Studies and Buddhist Studies (online) within the next five years. As these programs come online, they will be folded into the CPR.

Because students may complete most certificates either as a stand-alone program or concurrently within a degree program, certificates serve unique functions within the IBS and are assessed accordingly. Students enrolled in stand-alone programs will be included in Grade, Admissions, and Graduation Reports; however, these students do not generally participate in extracurricular learning, mid-program reviews, or final projects. On the other hand, completion of a concurrent certificate within a degree program may be used as evidence for specific degree program learning outcomes.

Institutional and Program Learning Outcomes

IBS has identified the following four Institutional Learning Outcomes for its degree programs:

1. Receive a comprehensive broad grounding in the entirety of the Buddhist tradition (ILO1)
2. Develop critical thinking skills through academic research, written, and verbal communication (ILO2)
3. Critically and contextually engage a specific Buddhist tradition via a methodologically coherent final project/thesis (ILO3)
4. Receive opportunities for professional development through practical or field education (ILO4)

MBS Program Learning Outcomes

Students in the MBS program will:

1. Develop substantive knowledge of Buddhist history, thought, texts, and practices
2. Demonstrate analytical skills through specialist and comparative work
3. Assess multiple theories and methods of Buddhist Studies
4. Develop critical thinking, writing, and research skills

MDiv Program Learning Outcomes

The goals of the MDiv program are to provide students with:

1. Foundational knowledge of Buddhist history, literature, thought, practice, and ethics as the basis for effective ministry, chaplaincy, or religious leadership both in and out of Buddhist sanghas
2. Structured and critical exploration of one's own Buddhist tradition as a basis for ministerial formation and the development of facilities to provide pastoral care
3. Engagement with one's tradition within a multi-religious, multi-cultural, and multi-Buddhist context to support an engagement with diverse communities
4. Opportunities to develop research and communication skills through writing, public speaking, and dharma talks to effectively communicate Buddhist thought

Program Review Process

1. During the normal course of the academic year, the Dean, Registrar, Faculty, and President each have a role in collecting data and/or evaluating limited aspects of the programs; this information is collected by the Dean and/or Registrar and turned into periodic reports.

2. During the normal course of the academic year, the Dean reviews reports and makes recommendations to appropriate stakeholders for any immediate concerns.
3. At the end of the fifth year of the five-year cycle, the Dean compiles a formal program review report based on the previous years' periodic reports. This report is distributed to the Faculty and Board of Trustees in preparation for peer review.
4. Early in the sixth year, a peer review team is assembled to review the report and conduct a site visit.
5. The team's report is distributed to the Faculty and Trustees for discussion and action.

Periodic reports

1. Admissions report

Annual report compiled during fall term by the Registrar.

Data culled from applications.

Includes data on:

- number of applicants
- number admitted
- number accepted
- number enrolled
- reasons why applicants declined and where they went (if known)

2. Grade, Enrollment, and Concurrent Certificate Report (Grade Report)

Semiannual report compiled in January and June by the Registrar.

Data culled from student records (Colleague).

Includes data on:

- Enrollment (including part-time and LOA)
- Final grades from required and topics courses
- Completion rates for concurrent certificate students (if any)

3. Graduation, time-to-degree, and placement report (Graduation Report)

Annual report compiled in late summer by the Registrar.

Data culled from student records, graduate exit interviews, and alumni surveys.

Includes data on:

- time to degree
- graduation rates
- placement rates
- other information, both quantitative and qualitative

4. Extracurricular learning report

Annual report compiled in the summer by the Dean.

Data culled from student evaluations of extracurricular learning programs (MAP, Sati, workshops, etc.).

Includes summative narrative of findings from these programs.

May include quantitative component as well.

5. Mid-program self-evaluation report

Annual report compiled in the summer by the Dean.

Data culled from student self-evaluations as they reach mid-point of either MBS or MDiv degree.

Includes summative narrative of findings from evaluations.

Dean is also responsible for reviewing evaluations as submitted throughout the year.

6. Thesis/project review

Biennial report compiled by faculty committee.

A faculty committee is formed and charged with reading representative sample of MBS and MDiv theses/projects similar to process at GTU for MA theses review. The exact nature of this committee and its process has yet to be determined given the size of our student body and faculty.

7. Faculty and course report

Annual report compiled in the summer by the Dean.

During the course of the academic year, Dean is responsible for reviewing course syllabi to ensure they include student learning outcomes in alignment with PLOs and ILOs. At the conclusion of each semester, students submit course evaluations which are brought to the Dean's attention. Based on these, Dean will prepare a narrative report of course success which may be shared with the Provost for faculty evaluation and advancement.

Attached:

- Assessment procedures, evidence, and PLOs for MBS and MDiv Program
- Sample periodic reports

What is not included (work to be done)

- Benchmarks — will work with faculty in the coming months to develop appropriate program-level benchmarks.
- Curriculum maps — will develop existing curriculum maps to integrate benchmarks and when learning outcomes are introduced, put into practice, and mastered.
- Policy revisions — as IBS integrates more fully into the GTU Registrar's Office and Financial Aid Office systems, policy revisions will follow (e.g., Satisfactory Academic Progress); these revisions may in turn change how the faculty thinks about this proposed program review process and related reports.

Assessment Process for the Master of Buddhist Studies Degree (draft March 2016)

	Direct Evidence	Benchmarks	Indirect Evidence	Benchmarks
PLO1	Required Courses: HRHS-1515 HRHS-1518 HRPH-1614 HR-3300	90% of students pass all required courses with a B or better.		
PLO2	Elective "topics" courses Optional certificate program	75% of students pass topics courses with a B or better. 95% completion rate	Mid-program self-evaluation	100% of students complete self-evaluation, Dean receives advisor feedback.
PLO3	HR-1630 (or GTU MA-1000) Audit of elective course and paper	90% of students pass method course with B or better; all students prepare thesis proposal, submit to Dean. Representative sample of cohort has papers reviewed by Dean's office and ad-hoc faculty committee	Mid-program self-evaluation	100% of students complete self-evaluation, Dean receives advisor feedback.
PLO4	Thesis proposal Thesis	All students submit thesis proposal to Dean's Office. 90% of student successfully defend thesis	Exit interview and alumni survey	90% of graduates complete exit interview online survey; 75% of alumni complete annual online survey.

Process

Grades (biannually):

Faculty submit term grades; Registrar compiles biennial report based on grades for required and elective "topics" courses, submits report to Dean. Dean reviews report to identify ways to best support students and faculty.

Self-evaluation (as students complete 24 units):

Student submits to the Dean a self-evaluation not later than last day of semester when completing 24 units; Dean reviews report and shares with student's advisor for feedback; offers suggestions for support or follow-up as necessary; both reports kept in student file.

Elective Course Audit (annually):

Based on cohort size, a representative sample size will be determined and final papers from an elective course will be selected to be reviewed by Dean and ad-hoc faculty committee to assess student's ability to apply appropriate Buddhist Studies methodology to elective topic.

Thesis and proposal (biennially):

All students must submit a thesis proposal (kept in student file) to the Dean following completion of HR1630 or MA1000. Biennially, ad hoc faculty committee will review completed MBS thesis for quality. Based on cohort size, a representative sample size will determine number of theses to be randomly reviewed.

Optional Certificate Program

Basically, 95% of those who begin a concurrent certificate program complete the program before graduation.

Exit Interviews and Surveys (annually):

Distributed by Registrar, a standard online survey will be completed by students and alumni asking specific questions about student's experience in the program and post-graduation career, respectively.

Assessment Process for the Master of Divinity Degree (draft March 2016)

	Direct Evidence	Benchmarks	Indirect Evidence	Benchmarks
PLO1	Required Courses: HRHS-1515 HRHS-1518 HRPH-1614	90% of students pass all required courses with a B or better.		
PLO2	HR-1630 (or GTU MA-1000) Req. and optional "practice" courses	90% of students pass method course with B or better; all students prepare thesis proposal, submit to Dean. 75% of students pass "practice" courses with a B or better.	Mid-program self-evaluation	100% of students complete self-evaluation, Dean receives advisor feedback.
PLO3	Comparative religion/GTU course (Optional) Fieldwork evaluation	90% of students complete minimum of 2 courses at GTU Supervisor submits evaluation of students upon completion of fieldwork/MAP program?	Mid-program self-evaluation	100% of students complete self-evaluation, Dean receives advisor feedback.
PLO4	Final project proposal Research-based final project	All students submit project proposal to Dean's Office. 90% of student successfully defend project	Exit interview and alumni survey	90% of graduates complete exit interview online survey; 75% of alumni complete annual online survey.

Process

Grades (biannually):

Faculty submit term grades; Registrar compiles biennial report based on grades for required and elective "topics" and "practice" courses, submits report to Dean. Dean reviews report to identify ways to best support students and faculty.

Self-evaluation (as students complete 36 units):

Student submits to the Dean a self-evaluation not later than last day of semester when completing 36 units; Dean reviews report and shares with student's advisor for feedback; offers suggestions for support or follow-up as necessary; both reports kept in student file.

Project and proposal (biennially):

All students must submit a thesis/project proposal (kept in student file) to the Dean following completion of HR1630 or MA1000. Biennially, ad hoc faculty committee will review completed MDiv theses/projects for quality. Based on cohort size, a representative sample size will determine number of theses to be randomly reviewed.

Exit Interviews and Surveys (annually):

Distributed by Registrar, a standard online survey will be completed by students and alumni asking specific questions about student's experience in the program and post-graduation career, respectively.

Fieldwork evaluation

Students required to have fieldwork supervisor complete a student evaluation form upon completion of fieldwork units; evaluation is reviewed along with student-self evaluation (this assumes the timing works out); reports kept in students file.

SAMPLE Admission Report Fall 2016

	Applicants	Admitted	Accepted	Enrolled	Deferred	Change
MBS	2	1	1	1		1
Mdiv	6	5	4	3	1	3
Kyoshi	1	1	1	1		0
BCC	0	0	0	0		0
BCP	1	1	1	1		0
Theravada	0	0	0	0		0
Soto	0	0	0	0		0
Total	10	8	7	6	1	2

* See separate GTU MA Admissions report

Reasons to decline acceptance

Accepted in another program	1
Not enough financial aid	
Decided not to pursue graduate study	
Other	

Applicant Demographics

Gender	Male	Female	Other/declined to state		
	4	4	2		
Ethnicity	Asian	White	Hispanic	AA	Other/declined to state
	2	2	2	2	2
Residency	Bay Area	Other CA	Non-CA	International	
	5	4	1	0	
Religion	Shin	Other Buddl	Non-Buddhi	Other/declined to state	
	5	3	1	1	
Time from Undergrad	<1 year	>1 year	2-5 years	>5 years	
	2	2	3	3	

SAMPLE Grade, Enrollment, and Concurrent Certificate Program Report, Fall 2016

Enrollment

	Total	Part-time	LOA
GTU MA	6	3	1
MBS	2	1	
Mdiv	6	3	
Kyoshi	4	4	
BCC	2	0	
BCP	1	0	
Theravada	1	0	
Soto	0	0	
Special	1	n/a	n/a
Auditors	3	n/a	n/a
Total	26	11	1

Grades

	Average	# < B
HRHS-1515	3.5	0
HRHS-1518	3	0
HRHS-1614	4	0
HR-1630	4	0
HR-3300	3.5	1
MA-1000*	4	0
Topics	3	1
Topics	4	2
Topics	4	0

Concurrent Certificate Program

	Total	Complete this term?
BCC	5	n/a
BCP	0	n/a
Theravada	2	n/a
Soto	0	n/a
Total	7	

SAMPLE Graduation, Time-to-degree, and placement report, Summer 2017

Graduates in 2017

	Total	Time to degree	# sem. Par time	# LOA
GTU MA	1			
MBS	2			
Mdiv	3			
Kyoshi	2			
BCC	0			
BCP	0			
Theravada	0			
Soto	0			
Total				

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