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ABSTRACT

After DePaul University initiated program review, a new strategic plan, learning goals, and outcomes assessment, the decision was made to extend the data provided to manage departments and colleges. Rather than initiating yet another new project, meeting the need for more information was accomplished by creating a program portfolio. This paper describes the portfolio and its use. The portfolio was a means for integrating many of the previous strategic initiatives. The program portfolio model is presented, steps in its development are traced, and implications for institutional research are discussed. The paper also identifies lessons learned and identifies the next steps in the program portfolio process. (Contains 15 references.) (Author/SLD)

Strategic Management of Academic Activities: Program Portfolios

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Overview

Over the past five years, DePaul University has launched a comprehensive Strategic Plan, designed and implemented a university-wide Academic program Review system, rolled out a new General Education Program, created an Office of Teaching, Learning, and Assessment as well as an Office for University Academic Advising, and is in its first year of implementing PeopleSoft, a comprehensive administrative information system. With the scope and magnitude of these projects, significant changes occurred at both program and university levels. For instance, Academic Affairs altered its role of program review and assessment of teaching to incorporate broader concerns, including the comprehensive management of academic activities. Such changes affected staff, faculty, administrative managers, and decision-makers as well as generated a need for more information on how to improve the management of the institutional learning process.

As initiatives were implemented, the university realized that its compilation of facts regarding institutional activities needed modification. One challenge lay in the fact that changing the way data were reported and used required the support of many university administrators increasingly skeptical of continuous change. The solution entailed the development of a methodology that had the ability to unify ongoing university initiatives while simultaneously

building on existing information and integrating strategic change. Thus, a plan was developed to create a program portfolio.

Program Portfolio

Portfolios emerged several years ago as a holistic means to document student and faculty achievements as well as growth (Banta & Associates, 1995). The concept of a program portfolio also draws upon the idea of an institutional portfolio. A group of six public urban institutions held a series of informational meetings and concluded that all shared a common problem of accountability. A method was needed by which each could clearly and concisely explain institutional status and effectiveness to constituents. The consensus held that such an approach required answers to several key questions:

- "Who do these institutions serve and what are the expectations of their various stakeholders?
- Through what kinds of programs, activities, and supports are these services provided?
- In what kinds of circumstances and environments are services provided?
- Toward what ends does the institution conduct its activities?
- What are the outcomes for students, faculty, institution, and its communities?
- What is the quality of the processes and products of the universities?"

Aided by a Pew Grant, the urban institutional portfolio project was thus designed. The purpose of the portfolio was "to enhance internal and external stakeholders' understanding of the mission of urban public universities; to develop a new approach to cultivating ongoing internal improvement; and to experiment with new ways of demonstrating and evaluating effectiveness and accountability in the context of mission." Focusing on these issues and providing such answers to their various publics would provide an effective way to share information that supported program evaluation, institutional benchmarking, and internal planning and improvement efforts. This project

continues with web based portfolios being developed. (see http://www.imir.iupui.edu/portfolio/ProjSummary.htm, and http://www.oirp.pdx.edu/portweb/index.htm).

Previous Approaches

When developing a Program Portfolio, the goal is to bring information together from a variety of different sources and provide it to managers and decision-makers in an integrated format. A second purpose is to allow the Program Portfolio enough flexibility to be applicable to all components of the university, especially at the program level (e.g., colleges, departments, offices, service programs, etc.). In essence, it must be rigorous in method, yet flexible in scope. As such, we initially set out to develop a strategic management model that would be both rigorous and flexible.

Before setting out to develop our program portfolio model, it was necessary to define what exactly we thought the portfolio would be. We have developed the following definition (See Casey & McLaughlin, 2000):

> The program portfolio is a set of quantitative and qualitative facts about a program that describes the program and its unique characteristics to internal and external constituents. It is intended to provide an overview description of the program and contains data and information in various summary forms. It is longitudinal and contains multiple facets about the program. Where appropriate the portfolio should explain the goals of the program, how the program fits into its larger context, what the program does and how it does it, and what the results are of what the program does.

This concept of a program portfolio was developed to support a program's ability to reflect on itself in a manner that enhances learning and to support its ability to explain its goals, purposes, and accomplishments to others. The portfolio provides a lens for looking at progress toward various organizational goals and purposes. The portfolio is promulgated to be an organization's alternative to creating a standard set of "performance indicators" that reflect "faculty productivity" to answer an external constituency's demand for "accountability."

When the concept of the program portfolio was first created, it became evident that there were several basic requirements if the portfolio were to add value to our university. The first requirement was that the program portfolio needed to describe what a program did and how well it did it. A second requirement was that the program portfolio needed to have a conceptual model consistent with the culture of our institution. A third requirement was that the program portfolio needed to have the flexibility to fit together with and integrate multiple other agendas and initiatives.

In developing our definition of a program portfolio, we looked to Boyer's description of his four types of scholarship. Boyer (1990) lists the following, restructured to be domains of university and faculty activities:

Domain of Discovery – What has the program done in the investigation of issues and the creation of new knowledge and information within the various methodologies of its paradigm?

Domain of Application- What services has the program provided to help the community and the academy deal with its problems, challenges, and issues?

Domain of Teaching-What have been the communal acts of sharing knowledge and bringing new knowledge to student and other communities that participate in the learning process?

Domain of Integration- How has the program integrated its activities of the program with other key activities and concerns of stakeholders?

Where these domains do an excellent job of describing the activities that a program would have or could have, they need to be embedded in a model that looks across the program to include its goals, outcomes/impacts, and into its plans for improvement. One possible context has been demonstrated in the work done on Outreach Programs by Michigan State University (1996) where the method for describing outreach used the criteria:

Significance: What is the importance of the issue and opportunities to be addressed and what are the goals/objectives of consequence?

Context: How does the program fit with the University goals, values, and stakeholder interest? What is the fit with the professional expertise of the unit? What is the degree of collaboration and the appropriateness of methodological approaches and are there sufficient and appropriate use of resources?

Scholarship: Here is where the four basic domains of activity can be fit into the consideration. What are the Knowledge resources, application, generation, and utilization?

Impact: What has been the impact on issues, institutions, and individuals. How sustainable is the program and what is its capacity to grow? What is its effect on relationships with key communities and how does it benefit the university?

After building on Boyer's framework and Michigan State's model, our next step was to review prior approaches to evaluation, assessment, and strategic management inside and outside of higher education that, at least in part, met our definition. From these methods, the greatest influence on our model was "The Balanced Scorecard" approach developed by Harvard School of Business professors Robert Kaplan and David Norton in 1992. The Balanced Scorecard is the visible part of a strategic management system for achieving long term goals. By using Kaplan and Norton's approach, many private sector as well as government agencies have shown that balancing a family of activity and performance measures helps an organization achieve its potential. This means that, in each phase of performance planning, management and measurement, the customer, stakeholder, and employee are considered in balance with the need to achieve a specific mission or result. The Balanced Scorecard suggests using four sets of measures: 1) financial measures; 2) customer

satisfaction/knowledge; 3) internal business processes; and 4) organizational learning and growth (see Kaplan and Norton, 1992).

One problem with applying the Balanced Scorecard approach to an academic setting is the fact that Kaplan and Norton developed their model for the private sector of business. Although the Scorecard has been used in academic settings (e.g., Engelkemeyer, 1998; Ruben, 1999), its application has focused on a specific program (e.g., Ammons, Simione, & Rich, 2000) and therefore may not be as appropriate for university-wide management. Another potential limitation to the Scorecard is its use as a simple re-organization tool. In some cases, the Scorecard has been used to re-organize existing measures so as to reduce the complexity of a program's information systems as opposed to broader strategic management applications. Although these two issues should not be considered restrictive, it should be noted that the model is not directly suitable for use as strategic management systems that can be 1) rigorous in methodology and 2) flexible in scope. There are also some obvious problem in terms of the Scorecard being designed for private industry where success and customer service are generally defined in terms of their relationship to bottom-line profits. By developing a methodology similar to the Balanced Score Card approach to Boyer's scholarships and the Michigan State categories, we were able to focus more on the learning and growth perspective to include the competencies, infrastructure and climate necessary for sustaining quality and consistent with the criteria of our accreditation association (NCA, 1997).

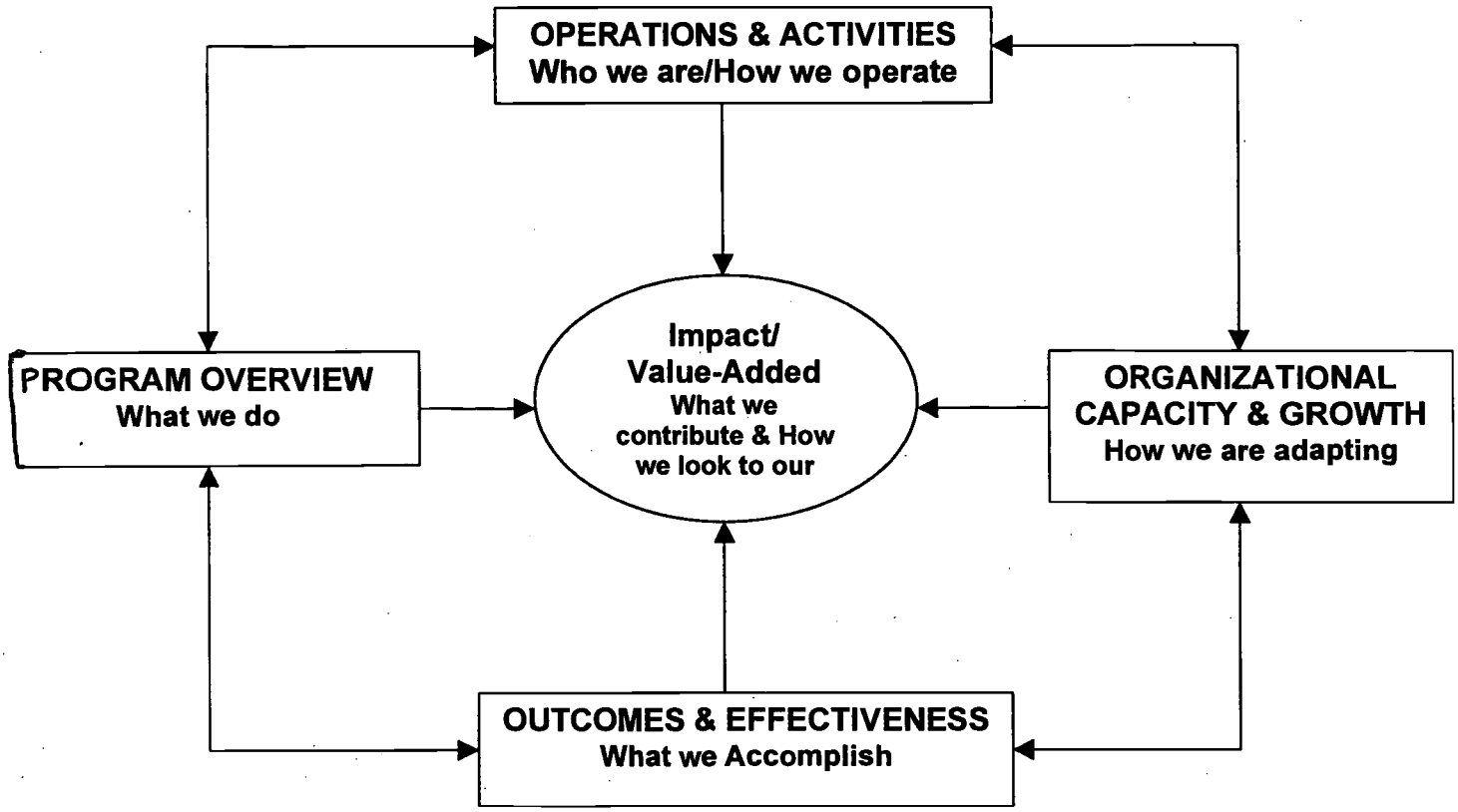

Figure 1. The Program Portfolio Model

The Model

The current model contains five inter-related components (see Figure 1). The first four components (i.e., 1. Program Overview; 2. Operations and Activities; 3. Outcomes and Effectiveness; 4. Organizational Capacity and Growth) are all directly related (see Figure 1). The fifth component (i.e., 5. Impact/Value-Added) is the product of the other four components. For each component, the designated leader or manager of a department, office, program, or college provides the relevant information. They also use data provided by the Institutional Research and Academic Affairs Office to demonstrate and support their descriptions and conclusions. Each of the five components is described below.

Program Overview. The basic function, structure, and mission of the department or program. Questions included under this component would include: Who does the program serve (Who are your customers)? What is the history of the program? What are the goals and objectives of the program? What is the mission of the program? How is the program working towards its mission?

Operations and Activities. How the department or program operates and achieves its goals and objectives. Questions included under this component include: How many faculty/staff members are in the program? Where is the program located? What aspects of the program contribute greatest in helping to accomplish the mission? What are the barriers to accomplishing the program's goals and objectives?

Organizational Capacity and Growth. How the department or program is growing and adapting to change. It represents the program's ability to be a "learning organization" (see Senge, 1990). Questions included under this component include: What are the overall strengths of the program? How is the program building capacity? How does the program maintain its strength and vitality? How does the program continue to grow and develop? How does the program invest in its employees, equipment, and capabilities?

Outcomes and Effectiveness. The results produced from the department or program. Questions included under this component include: What outcomes does the program produce? Does the program give its customers what they need? When results are produced, are all the customers represented? How does the program meet its teaching, research, or service goals? To what extent do assessments and reviews demonstrate outcomes for learning, service, and research?

Impact/Value-Added. The value and contribution the department or program gives to the institution as well as other's whom the department or program reports to. Questions included under

this component include: How does the program benefit the University community? How do the outcomes impact on the program, college, university, and society? How does the program contribute to its given profession? Is the program fiscally solvent?

Given that this is a new process, a certain amount of organizational learning needed to take place in order to implement the portfolio. Thus, when developing this model, we kept three principles of learning in mind. The first is that people learn best if they are actively engaged in the learning process (Bransford, Brown, & Cocking, 2000; Chmielewski, Dansereau, & Moreland, 1998). Second, "learners of all ages are more motivated when they can see the usefulness of what they are learning and when they can use the information to do something that has been impact on others" (p. 61 Bransford et al., 2000). Finally, people learn better if they are provided with a schematic, or visual map (Chmielewski & Dansereau, 1998; Chmielewski, Dansereau, & Moreland, 1998).

In terms of being actively engaged, we realized the need to have active involvement in from the initial phases of the project. Rather than simply providing data to a college or department and hoping they use the information, we wanted to make sure that the program was involved in the whole process (e.g., planning what information needs to be collected, how to collect it, and how it would be used). It was also surmised that involving the organizations from the beginning would also encourage active involvement throughout the process, rather than initial participation followed by waning interest and eventual indifference.

In order to make the program portfolio useful, it had to provide the template for major activities that the programs were required to do anyway. Some of the activities that have been related to the program portfolio include Academic Program Review, Learning Outcomes Assessments, North Central Association accreditation, and institutional planning and management.

By associating the program portfolio with these required reporting activities, and by demonstrating the ability of the program portfolio methodology to support periodic reviews and reflection, the argument was made that the program portfolio represented the simplification of existing reporting tasks rather than the creation of additional requirements.

For example, the Academic Program Review process requires programs to review the quality of their programs on a rotating basis, every seven years. At the program-level, Academic Program Review has generated an immediate need for program-specific data on students, courses, and faculty--data pertaining to academic quality that can be routinely accessible and available to those who are reviewing the programs. The program portfolio would provide these quantitative and qualitative data to assist departments in completing the program review self-study. Additionally, at the university-level, academic program review has created the opportunity for university leaders to learn about the activities, potential, and needs of individual programs (see http://pres.depaul.edu/aprc) on a periodic basis. The program portfolio would fill this need by not only helping the program to describe its activities and goals to itself, but also to wider audiences within and outside of the University. Finally, the component Impact/Value-Added would support the reflection on important issues.

In addition to the periodic Program Review self-study process, programs are now asked to submit a yearly assessment report to the Office of Teaching, Learning and Assessment. This assessment and reporting process requires that a department assess how well its students are achieving a learning goal of the program, reflect upon the results of that assessment, then report these results to the university. A program portfolio would not only help the department complete the assessment process by providing faculty and staff with accessible and updated information about the program's students and learning goals, it would also serve as a venue where the department

could share the results of its yearly assessment process with the rest of the university and with external audiences such as accrediting bodies.

Not only would assembling a program portfolio assist departments in completing the program review self-study, external accreditation reports, and the yearly assessment reports, the program portfolio would also provide a way for departments to share information with university strategic planning committees. University planning committees and administrators would consult the program portfolios to learn about the department's ongoing activities and plans for improvement, which would in turn inform planning at the university-level.

Thus, the program portfolio is one instrument or tool that could serve multiple functions and simplify many of the information sharing and reporting tasks within the university and to external accrediting agencies. As shown in Figure 2 below, the portfolio's information would integrate the reporting needs of three major initiatives at the University: Academic Program Review, Teaching, Learning, and Assessment, and Strategic Planning.

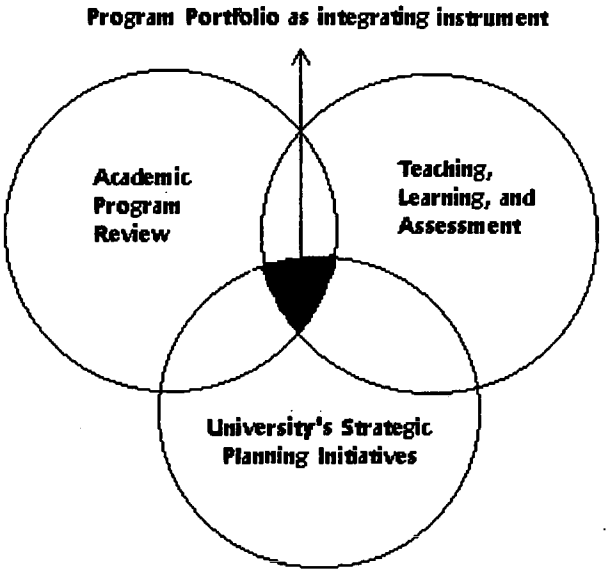

Figure 2: Relationship between APR, TLA, Strategic Planning Initiatives, and Program Portfolio

Because of the effectiveness of spatial representations in learning, the program portfolio model was also developed as a node link display. The node link format was chosen for several reasons. First, people tend learn complex information, especially models, better from a spatial display (Chmielewski & Dansereau, 1998). In addition, it is easier to edit and update node link maps (Moreland, Dansereau, & Chmielewski, 1997), which helps in the development of models such as ours.

Implementation Process

Introducing a new concept such as the program portfolio within an organization begins with the individual stakeholders. Whenever there is a change in the way business has traditionally been done, there is bound to be increased levels of stress and anxiety. This is especially true when we dealing with quantitative profiles of individual programs. Fortunately, we have been moderately exempt from these types of negative factors. This is mainly attributed to the fact that DePaul already has an evaluative process in place (i.e., Program review). However, we were far from getting unquestioned support for the portfolio. The process our constituents seem to go through during the

implementation resembles the stages Strong describes in his Psycho-Social Vocational Development Theory. Although Strong identifies five stages, during our implementation process, we experience the following stages of acceptance: Excitation, Exploration, Clarification, and Crystallization.

Excitation During excitation, the first, and perhaps most difficult stage, many stakeholders initially get very energized when they are introduced to the portfolio. Their excitement, however, ranges from those who feel that the portfolio is the right step towards a more analytic approach to management to those who are suspicious and potentially even hostile. Though the latter has been rare in our implementation at DePaul, some individuals were very skeptical as to our motivations. However, once our goals and purposes for the portfolio were clearly communicated, most people were genuinely interested and supportive of the project.

Exploration The next phase that was displayed was that of exploration. This phase was especially noticeable in management types including Department Heads, Directors, and Coordinators. Given that the program portfolio was designed to help a program describe itself, many saw its implementation as an opportunity to set up an annual self-audit. Many individuals reported that the portfolio would help not only with internal processes at DePaul (e.g., getting funds appropriated, annual reviews, etc.), but also with external processes such as audits from accrediting associations.

Clarification Clarification is the third phase. During clarification, meetings were generally set up between the department or program, Academic Affairs, and the Office of Institutional Planning and Research. The department or program would appoint a person to take the lead. This was either a faculty member in the case of an academic department, or a Program Director in the case of non-academic programs such as Centers and Institutes. In terms of defining the portfolio for

any given department or program, the clarification phase is extremely important. This phase includes defining key measures for use within the portfolio.

*Crystallization*Crystallization is the final phase of implementation. Once the portfolio has been planned in the crystallization phase, the program and the Institutional Research staff start putting it together. Although this is the phase where an actual product is produced, this phase should not be seen as burdensome or work-intensive. Given that much of the planning has already been accomplished in the previous phases, crystallization involves brings what already exists together and reflecting on its meaning. This phase can also be very exciting to managers or department heads, especially if they have never conducted a strategic audit. After completing the program portfolio, an individual will have systematic and empirical information they can use to describe themselves to others. This information can also be used as support for budget and staffing requests and decisions.

Project Milestones/Status

Academic Program Review. One of the most successful adaptations of the program portfolio has been for the current cycles of academic program review.

- *Use of data in the review process.* Since the first cycle of Academic Program Review (March 1998), each academic department up for review has been given a list of guiding questions around which to structure its self-study, as well as a packet of quantitative data to reflect upon as it decides what major issues need to be addressed during review. This initial packet of data had served as an early prototype of what eventually grew into the idea of a program portfolio. While not all departments reflected upon the data packet and incorporated it into the review, a few departments found the collection of course enrollment data, student demographic data,

faculty demographic and workload data to be a useful collection of facts to use as a starting point for discussion. Many of the departments supplemented the university-collected data with their own data from "homegrown" databases. Some departments designed, administered student and faculty surveys as part of their review, and included the results in the self-study. To discuss how to better provide data for academic program review, faculty representatives from the academic departments under review and the Academic Program Review Committee (APRC) have met several times with researchers from the Office of Academic Affairs and the Office of Institutional Planning and Research (OIPR). There seems to be growing interest in the use of the program portfolio as a way to collect and share information not just from university data bases, but also from department sources as well.

Use of portfolio as a self-study template. In the upcoming cycle of Academic Program Review (March 2001—June 2002), the university is requiring not only traditional academic units to participate in the self-study process, but non-traditional academic units such as Centers and Institutes as well. These units vary in size, organization, and type according to reporting structures, funding, and audience/clients and do not fit the typical academic structure or purposes. Since the University Handbook for Academic Program Review was designed with traditional academic departments in mind, the process had to be revised to include questions to guide non-traditional units through self-examination of program quality. In revising the handbook, the Academic Program Review Committee and representatives from the Centers & Institutes Advisory Board looked to the categories of analysis in the program portfolio model. Over several months of work with OIPR, the APRC revised the core guiding questions of academic program review around the five conceptual categories of the program portfolio model. All 26 centers and institutes participating in review will have to examine their programs and

activities according to the program portfolio template (see Figure 3 below). The APRC applauded the portfolio's conceptual framework as an effective way to require each center & institute to address core questions of program quality while allowing the center or institute to describe its unique activities, structure, and goals to the rest of the university.

Figure 3: Program Review Template for Centers & Institutes

A. Program Overview (What We do)

1. Introduction/Overview

- Give a general description of your Center/Institute (C/I), including some background to orient the APRC to its purpose.
- Indicate the organizational structure of the Center/Institute. How does the C/I fit into DePaul's structure? What is the reporting route? (An organizational chart may be helpful here. Supporting material for this section might include reference to a website, an annual report, or other descriptive materials.)

2. Context and Purpose

- What is the general purpose of the C/I? (Please include a mission statement in the appendices.)
- How does your center/institute relate to the traditional undergraduate, graduate, and professional programs in the university?

3. Programs and Activities

- What specific programs, projects, and/or activities does the C/I sponsor?

4. C/I Goals and Strategic Planning

- What are the C/I's immediate and its long-term strategic goals and plans (one year vs. three to five years)?

B. Operations/Activities (How We Do It)

1. Programs and Activities

- What is the nature of the specific educational/training activities and/or specific services offered by the C/I? (As appendices you may wish to attach syllabi, curricular descriptions, brochures, training schedules, etc.)

2. Faculty/Personnel/Staff

- Describe the persons who work in the C/I, giving their role/job descriptions, titles, credentials and any special skills related to their functions in the C/I.
- How are they funded or otherwise supported? Do they have roles in other programs/departments in or outside of the University?

3. Program Administration

- What are the C/I's sources of funding, including indirect support such as course reductions,

contributed services, volunteer help, etc?

- How does the C/I use various University support services (Human Resources, Controller's Office, OSPR, Legal Department, Information services, etc.)?
- How adequate is the current level of support from these units?

4. Participants

- Describe the target groups to which the C/I's activities and services are directed. Please provide statistics on the approximate number in each group served.

5. External Collaborations

- List and describe the role of any collaborators external to the University.
- In what community-based organizations is the C/I an active participant?

C. Outcomes/Effectiveness (How Well It Works)

1. Programs and Activities

- Has the C/I generally met its goals? To what extent have the programs, workshops or other activities been successful? How is this known? What is the nature of the supporting data? (Ideally multiple sources would be cited.)
- Have participants in the C/I's programs or services evaluated those activities? If so, what did you learn from them and how have you used that feedback?

2. Faculty/Personnel/Staff

- Have personnel functioned effectively? What evidence supports this? Have they continued to develop their skills and to expand their knowledge/expertise?

D. Organizational Capacity (How We Get Better)

1 Programs and Activities

- What mechanisms have you used to make certain your programs are current and effective and to improve them as needed?

2. Faculty/Personnel/Staff

- What staff development opportunities are available to staff and used by them?

3. External Accountability

- Are there evaluation processes outside the University to which the C/I is accountable (accrediting bodies, funding sources, licensing agencies, etc?) How do you ensure compliance with those requirements?

4. Relation to University Mission and Strategic Planning

How do the activities of the C/I support the mission of the University, Goal III of the University's Strategic Plan, and the agenda of the College in which it is housed?

E. Reflection on Contribution (What It Means)

1. Interpretation

- What general and specific conclusions can at this point be drawn from the self-study process, that is, what are the major contributions the C/I makes to the University, the community and to its various constituencies?
- What are the current strengths and weaknesses of the C/I and what opportunities and challenges does it currently face?

2. Memorandum of Agreement (MOA)

- What additional efforts are needed from the C/I to achieve or maintain high level functioning, provide quality services, and meet program goals?
- What resources and supports are needed from the University to assist the C/I in achieving or maintaining high level functioning, providing quality services, and in meeting program goals?
- What resources and supports are needed from extra-University sources and where are they likely to be attained?

The Academic Program Review committee agreed that the use of the program portfolio template for the review of Centers & Institutes would simplify the process. As it seeks to improve the review process and the self-study guidelines, the APRC is considering adopting this portfolio model to guide the self-study reports of all academic units, not just the centers & institutes.

- *Student Affairs* Student Affairs contacted OIPR and expressed interest in measuring performance. They were briefed on the program portfolio, and generally optimistic. As a starting point, the seven functional areas of Student Affairs have been working with a consultant who is helping them develop mission statements as well as measurable goals and objectives. We have been working with the consultant and Student Affairs demonstrating how their work compliments the program portfolio.
- *Facilities Operations* As part of an activity with the Operational Vice Presidents of the University (see below), Facilities Operations asked OIPR to help them develop a profile of their program that could be used to explain their function to their constituents. OIPR met with the key stakeholders of Facility Operations, and worked with them to identify the relevant information and data that would fit into the Portfolio. The Vice President of Facilities Operations used this portfolio in a presentation to the other Vice Presidents.

Summary and Assessment: Program Portfolio Performance

In order to evaluate how well the program portfolio performs, we decided to score it using Freed, Klugman, and Fife's (1997) Eight Quality Principles. The quality principles are defined as a management approach for making higher education institutions more effective and for creating an improved place to obtain a degree and a more enjoyable workplace (Freed et al., 1997). While the Principles were written with the idea of applying them to the entire institution, we felt they easily apply to our model. We graded ourselves on the Eight Principles (see Table 1).

Principle (Taken from using Freed, Klugman, & Fife's 1997, pages 11 & 12)	**Program Portfolio Grade**
Are vision, mission, and outcomes drive; that is, the organization has a clear sense of direction and focus defined by its stakeholders?	**A-**
Are systems dependent; that is, all actions are part of inactive and interdependent processes or systems, and a change in one part of the institution has an impact on the other parts.	**B+**
Create a leadership that understands that the quality principles are an integral part of the organization's culture and a fundamental philosophy of doing business Require supportive leaders; that is, having accepted the quality principles as an integral part of institution culture, leaders must support this culture by designing systems and making the necessary resources available to implement the quality principles	**I**
Display systematic individual development; that is, knowledge and skills of all members are continuously updated through education, training, and career planning	**A**
Employ decision based on fact; that is, the long-range success of a decision depends on the degree to which appropriate information has been gathered and considered.	**I**
Delegate decision making; that is people who are involved in the day-to-day performance of an operation have the best knowledge of that operation and therefore should be involved in making decisions affecting that operation.	**A-**
Ensure collaboration; that is, people who have a stake in an organization's outcomes should work together to define the process that creates the outcomes.	**A**
Plan for change (the foundation for continuous quality improvement, reengineering, and reassessment of assumptions); that is, because change is inevitable, it should be embraced, and planning for change should be a daily priority.	**B-**

Vision, Mission, & Outcomes Driven The program portfolio requires a program to state its mission and outcomes and think about its vision of the future. While we designed it with the intention of a program tracing its mission to measurable outcomes of the mission, there is always

the possibility that a program will not give outcomes the proper emphasis. We are confident, however, that the portfolio indices individuals to reflect on their program and how outcomes should be linked to mission and purpose.

Systems Dependent Again, the portfolio was designed with the intention of all five components being dependent upon one another. Thus, if sufficient resources are not given to a particular program area, then they will not be able to accomplish their goals and objectives. If a program does a poor job of designing their portfolio by not properly linking their processes (see above), then it might be possible that the portfolio would not demonstrate the impact. However, we feel this is type of situation would be the exception. The concept of "reflection on contribution" has been articulated but not yet demonstrated.

Leadership We get an incomplete in the Leadership Principle. While the portfolio has the potential to meet the requirements of this principle, it ultimately is up to the top management as to how they will use the portfolio. Our institution's leadership currently supports it and its use as a standardized method for describing and reflecting on a program. There is always the possibility, however, the portfolio could be used strictly as an assessment and evaluation tool to justify or cut programs. Because any type of system where measurement takes place can be used to justify or cut operations, we contend that the portfolio should not be judged because of potential misuse by top management. Ultimately, top management will decide how they want to use the information they are presented with.

Systematic Individual Development The portfolio has the section Organizational Capacity and Growth which requires a program to reflect on how it gets better. This relates to both the organization itself, and the individuals that make up that organization.

Decisions Based on Fact While the portfolio was designed to meet this principal, as mentioned in Leadership it is up to the decision makers as to whether or not they will use the information contained in the program portfolio to make informed and analytical decisions.

Delegate Decision-Making Given the entire program is included at some point within developing and completing the portfolio, it stipulates everyone to be involved, or at least represented, in the decision making process. The portfolio also helps people conceptualize how they fit into the overall picture of program discussions.

Collaboration Thus far, every time we have worked with a program to develop a portfolio, the entire program has gotten involved in one way or another. Although we had not planned in our initial conceptualization, it nevertheless occurs repeatedly.

Plan for Change Although the portfolio assumes change occurs (Organizational Capacity and Growth), it does not require programs to plan for change. The portfolio does give the relevant information a program can use to deal effectively with change.

Next Steps:

Currently, we are planning the future of the program portfolio. As mentioned previously, the program portfolio is one instrument or tool that could serve multiple functions and simplify many of the information sharing and reporting tasks within the university and to external accrediting agencies. The portfolio's information will integrate the reporting needs of three major initiatives at the University: Academic Program Review, Teaching, Learning, and Assessment, and Strategic Planning. Further articulation and discussion is needed between all aspects of the University to further define how the portfolio fits with these initiatives. In addition, these discussions would help in the development of a unified model. Because the portfolio has been implemented in individual

cases (i.e., Centers and Institutes, Colleges, Student Affairs), we have not yet had the opportunity to develop unified data structures and assessment measures. This is not to say that the same types of data have been used, but our emphasis has been to develop and effective and efficient model. By creating discussions of the portfolio around the University, we can start to develop University norms, which can be used as comparisons for individual programs.

We are also in the process of developing an automated system that has the ability to capture data from DePaul's various databases. Those filling the program portfolio out will be able to easily enter written information about their program into the website. Thus, the automated system will be an excellent medium for a program to reflect on its mission and purpose, tie its operational components to its goals and objectives, publish its outcomes, and communicate with the rest of the University as well as accrediting agencies.

Finally, we are planning on developing a Program Portfolio Template for academic programs and possibly for operational programs (e.g., Student Affairs and Facility Operations). Similar to The Program Portfolio Template that was created for the Centers and Institutes, we envision creating a set of guiding principles and guidelines an academic program can follow when completing the portfolio. Eventually, this template could be linked to the Academic Program Review Guidelines, which would serve to strengthen the relationship these two projects already share (see Figure 2).

As the program portfolio is further implemented at DePaul, the key constituents will continue to discuss the concept, structure, and elements of the program portfolio so that it may be most useful for each program's management information activities. Its development will heavily involve the participation of the Deans and other key individuals in helping us to determine what has worked and what could work better. With continued dialog, we will refine what the portfolio contains to allow for a core set of information along with a set of organizational specific

information that best provides for reflective opportunities for the program and ultimately the University.

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