

# Program Review Self-Study Format and Standards

The most critical element of program review is the self-study that is prepared by the program faculty. The self-study document is both a description and an analysis of important aspects of an academic program. Once this document has been completed, it is reviewed and approved by the responsible Academic Dean prior to its dissemination. The self-study is approximately 25-30 pages in length, exclusive of appendices, and should follow the format described below. In addition, the following Regent standards must be observed:

- All submissions must be written in formal style, using third person
- All submissions must be sent to the Commissioner's Academic Affairs staff as an electronic document in Microsoft Word format.
- All submissions must use Arial Narrow 12-point font, single-spaced.
- All submissions must have 1" margins
- All information provided in the self-study document must be concise and cover the last five academic years.

Once the self-study has been completed and approved, it is sent to the members of the Program Review Evaluation Team before conducting their on-campus review. During the on-campus review, the Evaluation Team interviews key program individuals (faculty, staff, students, alumni, etc) and based on the self-study standards provided in this document, determine program strengths, weaknesses and recommendations for change.

Following review of the program by the Program Review Evaluation Team, the faculty is to prepare a response to the review team's findings. Once this is done, the responsible Academic Dean then prepares a response to both the team's findings and the faculty response. The executive summary, the review team's findings, the faculty's response, and the dean's response are ultimately shared and discussed with the Provost and the Program Review Standing Committee. The timetable for these activities is shown in the attached document.

## Overview of the Self-Study Report:

The self-study report consists of two parts: a narrative and appendices. The *narrative* should be limited to no more than 22 single-sided, double-spaced pages. It should be able to stand alone as a document so that a reader can grasp the essence of the program's self-evaluation by reading the narrative alone. To present its arguments concisely, the program should draw selective from the data and other documents provided in the appendices, but should not repeat large segments of information that can be found elsewhere. The program should identify the source of any data it provides in the narrative. The *appendices* support the narrative's conclusions. Most of the documents and information required in the appendices will be readily available in the department with the exception of the departmental profile provided by the Office of Institutional Planning & Research. Faculty satisfaction surveys, student surveys, course evaluations, and studies on applicable program learning outcomes are also provided by the Office of Institutional Planning & Research.

## Self-Study Format

The general format of the self-study document is as follows.

- I. Cover Sheet/Title Page
  
- II. Program Review Elements and Standards
  - A. Mission Statement
  - B. Curriculum
  - C. Student Learning Outcomes and Assessment
  - D. Academic Advising
  - E. Faculty
  - F. Program Support
  - G. Relationships with the External Communities
  - H. Results of Previous Program Reviews
  
- III. Appendices
  - A. Student Statistical Summary (provided by Institution Research)
  - B. Faculty Statistical Summary (provided by Institution Research)
  - C. Contract/Adjunct Faculty Profile (provided by Institution Research)
  - D. Staff Profile (provided by Institution Research)
  - E. Relationship with External Communities

- I. Cover Sheet/Title Page

\_\_\_\_\_ Program Review

(Date self-study completed)

## Program Description (2 - 5 pages)

### A. Introduction (1 – 2 pages):

The executive summary should concisely convey the program's perception of its mission, goals, strengths, and weaknesses. It should assess developments since the last program review in the context of previous recommendations. It should also convey how the program is forward-looking and what is being done to improve the program. It should include the unit's priorities for the future and cite specific actions intended as a result of the self-study and other planning efforts.

In addition, this section should introduce the names and institutional or organizational affiliation of Program Review Team members. The names and credentials of the External Reviewers should also be cited in this section. The conclusion of this section provides a brief description of the program review procedure which was followed, including how and when the self-study was completed, the date and schedule of the site visit, and the relationship of this program review to any associated professional accreditation reviews (if applicable).

### B. Program Mission Statement and Background Information (2 – 3 pages):

This section should briefly review the historical context of the program. It should assess the program's mission in terms of the Division's and College's mission statement. A clearly written mission statement must exist and must be periodically reviewed and revised as needed. Mission statements often answer the following questions:

- Where the program is located; with whom is it affiliated?
- Whom does the program serve?
- What is the philosophy of the program?
- What results are anticipated?

Assessment should also be completed where significant interactions with and contributions from non-credit generating units such as professional or discipline-related agencies exist and relate to the program's mission. Consideration should also be given to the program's mission in light of national norms for the discipline. If the program has been restructured since the last program review, reasons for the restructuring should be provided. Please provide in the appendix the most recent

strategic plan, previous program review recommendations, the most recent accreditation report (where applicable), and a current structural document.

### Curriculum (~ 4 pages):

This section should provide an overview of the undergraduate program. It should describe the degrees and programs, analyzing their strengths and weaknesses as well as point out unique features. It should describe off-campus program offerings. The primary method of implementation of a program is through its curriculum. The curriculum offered by the program must be the result of a thoughtful and ongoing curriculum planning process. This process needs to involve the program faculty and other constituencies that are affected by the program. The curriculum must be consistent with the program's mission.

#### A. Program Offerings (2 – 3 pages)

Describe the types of degrees offered (major/minor/emphasis/certificate). List any general education/service courses provided by the program. Compare the program effort for major/minor versus general education/service courses. Provide course rotation by year for the past three years. Courses to support the major/minor/general education/service programs must be offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner. Describe any unique aspects of curriculum not described elsewhere. Describe the processes and procedures used within the program to modify and update the curriculum.

#### B. Students (1 – 2 pages)

The program's students are the primary constituency served by the program. Provide the data for the appendix regarding the students in the program (available for the Institutional Research) and summarize that data in narrative form. List possible reasons for enrollment trends (need/demand for program). Describe the standards or procedures used to admit students to the program (if applicable), including data on the number and percent of applicants accepted for each of the past five years.

### Curriculum Standards

The program should demonstrate that the curriculum for each degree and for any general education/service courses offered by the program is the result of thoughtful curriculum planning and review processes.

The curriculum should be consistent with the program's mission.

The program should be able to demonstrate that there is an appropriate allocation of resources for curriculum delivery that is consistent with the mission of the program, the number of graduates, and the number of major/minor and general education SCHs produced.

Courses to support the major/minor/general education/service programs are offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner.

## Student Learning Outcomes and Assessment (2 – 3 pages)

Student learning outcomes must be identified which are appropriate for each degree program. Outcomes should have the following characteristics:

- Linked to the institutional and program mission statements
- Expressed as outcomes rather than processes
- An appropriate level of detail
- Challenging, but achievable
- Precise and measurable
- Represent different domains (cognitive, affective, psychomotor, performance)
- Represent different levels of achievement (knowledge, comprehension, application, analysis, synthesis, evaluation)

Each program must have in place multiple assessment measures that provide documented results to show that the student learning outcome is being met. The results of these measures should be shared with the faculty and the appropriate program constituents. A plan for assessing student learning outcomes which identifies when and how each outcome is assessed must be developed and implemented. Data on student learning outcomes must be used to improve the program.

### A. Advising

Describe the advising process or processes and list the individuals who are responsible for advising students. Summarize data on the quality of advising, including how/when data were collected. Describe any changes to your advising which have been made as a result of the data collected or other factors.

With regard to advising, programs should show that:

## Student Learning Outcomes and Assessment Standards

With respect to outcomes, each program should have a clearly defined set of learning outcomes that:

- a. Describe the expected knowledge, skills, and behaviors that students will have achieved at the time of graduation.
- b. Will support the goals of the program and the constituencies served.
- c. Are directly linked to the program's curriculum.

With respect to assessment, each program should:

- a. Have developed a set of measures for assessment that are clearly defined and appropriately applied.
- b. Demonstrates that they are using these measures in a systematic manner on a regular basis.
- c. Demonstrate that the assessments of the program mission and student outcomes are being used to improve and further develop the program.

- They have a clearly defined strategy for advising their major/minor or BIS students that is continually assessed for its effectiveness.
- Students receive appropriate assistance in planning their individual programs of study.
- Students receive needed assistance in making career decisions and in seeking placement, whether in employment or graduate school.

#### Faculty ( 3 - 4 pages)

This section should discuss the quality of the faculty in terms of teaching, research (where applicable), and service as indicated by publications, external funding, peer national ratings, student quality, diversity of faculty, as well as other indices.

#### C. Teaching (1 page)

This section should analyze survey, college, and other information regarding the quality of teaching in the program. It should assess whether the program can adequately provide instruction with the current numbers of faculty. It should assess whether the utilization of full-time faculty and part-time faculty is providing and optimal level of instruction and propose changes if it is not. The teaching load for the faculty should be provided. Additional information regarding faculty should be displayed in the following table with data provided by the Office of Institutional Planning & Research.

In addition, there should be a description of how new faculty are oriented to developmental plans and developmental opportunities. There should be a description on how the effectiveness of the faculty is determined in the areas of teaching, advising, scholarship, and service, including evaluation frequency, criteria used, and data gathered. Descriptions of the teaching standards expected of all faculty (contract and adjunct) and how faculty are made aware of these standards should also be included. You may also note typical teaching pedagogies and list measures used to determine the quality of teaching for both contract and adjunct faculty.

- D. Scholarly and creative activity (1 page)  
 This section should provide an overview of any scholarly and creative activity in the program. It should identify strengths and weaknesses. To the extent possible, the program should compare its scholarly activity with peer groups and assess its standing relative to the peer group. It should also highlight significant national awards and fellowships that have been won by the faculty as well as other recognitions. Additions to the appendix should include a list of all publications by current faculty and awards or honors such as book awards, invitations to present lectures, performances, showings, fellowships, and so forth.
- E. Service (1 page)  
 Assess the level of service for faculty in the program and whether it is appropriate. This service is in the form of national or state committee assignments as well as internal leadership positions (e.g. Curriculum Committee assignments, department chair leadership, task force responsibilities, etc.).
- F. Work Environment (1 page)  
 This section should concisely address the quality of the work environment with particular attention to the status and success of efforts to recruit and retain qualified faculty. This section should also briefly describe how faculty are mentored, evaluated, and rewarded. Please include in the appendix the appropriate tenure and promotion documents. This section should professionally describe any challenge to the current work environment such as limitations to the current physical environment

## Faculty Standards

Faculty size, composition, qualifications, and professional development activities must result from a planning process which is consistent with the program's mission.

The program maintains a core full-time faculty sufficient to provide stability and ongoing quality improvement for the degree program offered.

Contract/adjunct faculty who provide instruction to students (day/evening, off/on campus) are academically and professionally qualified.

The program should demonstrate efforts to achieve demographic diversity in its faculty.

The program should have appropriate procedures for the orientation of new contract/adjunct faculty.

Processes are in place to determine appropriate teaching assignments and service workloads, to guide and mentor contract/adjunct faculty, and to provide adequate support for activities which implement the program's mission.

Teaching is systematically monitored to assess its effectiveness, and revises periodically to reflect new objectives and to incorporate improvements based on appropriate assessment methods. For both contract and adjunct faculty, there is evidence of:

- ❖ Effective creation and delivery of instruction.
- ❖ Ongoing evaluation and improvement of instruction.
- ❖ Innovation in instructional process.

that seriously inhibit delivery of the program's offerings; indicate what changes are needed; and suggest what strategies could effect such changes.

### Curriculum Support and Resources (2 – 3 pages)

Describe the nature and adequacy of program support from the following support staff, administration, facilities, and equipment.

#### A. Staff (~ 1 page)

This section should address the quantity and quality of staff. It should assess the qualifications of the staff relative to their tasks and evaluate whether the duties of staff are appropriate to the current situation in the program and its future goals. It should cite any changes that might improve performance.

#### B. Administration (1 page)

This section should describe the administrative structure in the program and evaluate its effectiveness. It should list any chair assignments and their duties, describe how program committees are organized and appointed, and how they function. It should indicate how these duties are taken into account in determining the overall workload of the faculty involved. It should describe how policies for administration are made known to faculty, staff, and students. This section should also identify any problems with administration of programs and propose possible solutions. Any related documentation such as workload policies should be included in the appendix.

#### C. Financial Support (1 page)

This section should provide an overview of how the program is supported financially. It should analyze salary support levels for faculty and staff using comparisons with appropriate peer groups. It should identify significant areas of financial need, describe how they affect the program, and propose possible solutions based on funds within its control. It should analyze the various components of its financial support structure: E&G funds, grant funds, college funds, foundation funds, etc. as they relate to the program mission and identify possible areas under its control that could be augmented. It should describe any efforts to solicit funds from donors and other sources to support program offerings.



### Relationship with External Communities (1 – 2 pages)

Describe the relationships that exist between the program and the external communities of interest (list individual's names and employers in an appendix). Describe how relationships contribute to the improvement of the curriculum, equipment, faculty, budget, etc. Evaluate these relationships according to the standards provided below.

- If there are formal relationships between the program and external communities of interest they should be clearly defined.
- Such relationships should have clearly defined roles and evidence of their contribution to the program (curriculum, equipment, faculty, budget, etc) should be demonstrated.
- If the program has an external advisory committee, it should meet regularly and minutes of the meetings be made available.

### Results of Previous Program Review and Future Directions (1 page)

Summarize the findings of previous program review recommendations and any actions taken on the recommendations (include previous accreditation reviews, if applicable). Describe any proposed directions for the program for the next three to five years, including goals and activities, and resources needed to achieve these goals. Program plans must reflect a careful analysis of the program mission, student learning outcomes, curriculum, teaching and learning efforts, academic advising, external community liaison, faculty, staff, and students.

Appendices

Items to be included in the appendix

Appendix A

Student Statistical Summary

(NOTE: data provided by Institutional Research)

	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
Student Credit Hours					
Student FTE					
Student Majors Student Minors					
Program Graduates					
Students Demographic Profile Majors Minors					

Appendix B

Faculty Statistical Summary

(NOTE: data provided by Institutional Research)

	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
Adjunct FTE					
Contract FTE					
Tenure Track/ Tenure FTE Total FTE					
Number of Faculty with Doctoral Degrees					
Number of faculty with Master's degrees					
Number of faculty with Bachelor's degees					

Appendix C

Contract Staff Profile (NOTE: data provided by Institutional Research)

STAFF	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
Administrative					
Secreterial/Clerical					
Laboratory Aides/Instructors					
Advisors					
Other Staff					
Total					

Appendix E

Relationship with External Communities

Name

Employer

Previous Program Review Recommendations

Strategic Plan

Tenure and Review Documentation