

# **Comprehensive Program Review for Academic Programs Policy and Procedure 2016-17**

All academic programs (majors and minors) will receive comprehensive evaluation/review on a five year scheduled rotation. The emphasis of the program review should be on analysis and evaluation as opposed to description.

Be certain that you give a thorough review of your program(s). The most important part will be the plan for the future: goals, recruiting, etc., and should be based upon the review data that have been collected. The program review is intended to be a self-examination and provide direction for self-improvement. The primary audience for an academic program's comprehensive review is the academic department's faculty, the appropriate school dean, and the Vice President for Academic and Graduate Programs.

## **FORMAT**

The program review should be composed as one Microsoft Word document. For undergraduate programs the title on the top of the first page should read:

DEPARTMENT OF [name of dept.] REVIEW  
MAY 20XX.

For example: **DEPARTMENT OF RELIGION REVIEW  
MAY 2017**

For graduate programs the title on the top of the first page should read:

[Name of graduate program] REVIEW  
MAY 20XX.

For example: **MASTER OF EDUCATION REVIEW  
MAY 2017**

It should be saved in the MS Word format using the following filename convention:

[year] [department or grad program] PR. For example: **2017 Music PR** or **2017 MAC PR**

The program review should follow the headings listed below in sections A and B. Remember this is technical writing and flowery and extended sentences are not desirable. In general, **the program review document should not be more than 30 pages single-spaced** using no smaller than 11 pt. font. A few exceptions to the 30 page limit may be made when a department has three or more very distinct programs that are being reviewed in one document.

## **PROCEDURE**

1. The department chair in cooperation with the faculty will analyze the data provided by OIRE and other sources and prepare the program review.
2. The department chair will forward the review to the dean.
3. The dean will discuss and examine the review with the department chair. The chair will make any revisions requested by the dean.
4. When satisfied with the review, the dean will submit it to the Vice President for Academic and Graduate Programs who will request any additional information, revisions, changes, or additions as needed.

5. When the review has been prepared to the satisfaction of the Vice President for Academic and Graduate Programs it will be provided to the President.
6. When the Comprehensive Program Review has been approved by the President it will be posted to the website as a means of communication with all University personnel.

## **TIMELINE**

1. The Comprehensive Program Review should be **submitted to the Vice President of Academic and Graduate Programs by May 15.**
2. The program review needs to be **submitted to the President by July 15 for approval.**
3. All program reviews should be **posted to the website by August 1.**

- A. DATA/REVIEW/ANALYSIS - The faculty of the academic area under review will be responsible for examining their department including all majors and minors utilizing the following sources of data. (Note: other sources may be included as needed). The analysis should include strengths, weaknesses, opportunities, and threats encountered since the last program review and the attempts to address them. Some of the data for this analysis can be furnished by OIRE and the Registrar's office. Data collection for items marked with an asterisk (\*) should also include information from departmentally available sources.
1. PROGRAM MISSION STATEMENT – Give the mission statements for each program in the department along with a narrative of how the programs support the university mission statement.
  2. STUDENT DATA
    - Data since the previous review including:
      - Number of majors (by years)
      - Number of graduates (by years)
      - Employment and/or graduate school admission information\*
      - Significant accomplishments of graduates\*
      - Drop outs from the major and reasons\*
    - Past recruiting efforts and strategies for the major\*
    - Other relevant data, i.e., second major, minor, general education activity
  3. ASSESSMENT OF STUDENT LEARNING - This section should be a 1-1 ½ page summary outlining the results of effectiveness measures related to student learning (IEP, course evaluations, alumni surveys, etc.) **and** the use of those results to make changes in the program(s) since the previous program review. Include the following:
    - State the program goals for student learning in the undergraduate major.
    - By what methods does the program evaluate the quality of student learning in the undergraduate major?
    - How is information about the quality of learning shared and used for decision making in areas such as curriculum, pedagogy, and other aspects that affect learning?
    - What changes in curriculum, pedagogy, or other aspects of the program have resulted from this evaluation process?
  4. RESOURCES – (summary of those available and evaluation of their adequacy)\*
    - Library
    - Faculty qualifications
    - Faculty professional development (since the last program review)

- Teaching Loads (since the last program review)
- Technology
- Classroom and facilities
- Equipment

5. OUTSIDE SOURCES OF REVIEW\*

- Consultations with appropriate persons outside the department.
- Outside consultants (if utilized).
- Comparisons with peer and similar institutions.

The following list of institutions was recommended as a comparison group by the Noel Levitz consulting firm. Select appropriate institutions from the following list for comparing the curriculum and other relevant aspects of your program to that of other institutions.

Abilene Christian University

Hardin-Simmons University

Howard Payne University

Northwestern State University

Sam Houston State University

Stephen F. Austin State University

Texas Lutheran University

Texas State University

University of Mary Hardin-Baylor

Dallas Baptist University

Houston Baptist University

Lamar University-Beaumont

Ouachita Baptist University

Southern Arkansas University

Texas A&M-Commerce

Texas Southern University

University of Texas-Tyler

- Accrediting/certifying agencies.

B. The academic area develops a five-year strategic plan which should be used to complete IEPs, MPs, and budget requests. This plan should be based at least in part on the data and information provided in part A:

1. GOALS (where appropriate, should be included in the next year's IEP)

- The goals of the program and how those goals are connected to the purpose of the University as well as employment or further study opportunities for its graduates. These goals should include nonacademic strategic goals for the program and/or faculty as well as any new or maintained student learning goals developed since the last program review.
- Plans for improving student learning in the major in light of the assessment of student learning completed in part A. Some of these plans may be curricular and should therefore be given in section 3 below rather than here. Other plans that are not curricular in nature should be given here.
- How the general education requirements are connected to the skills and knowledge needed and utilized in the major.
- Enrollment/retention goals (must include number of majors, number of graduates, enrollment in support courses).
- Goals for graduates (percent who enroll in graduate school, number who secure jobs in the field).
- Other goals set by the department

2. MARKET/ENROLLMENT/RETENTION PLAN

- Marketing strategies for the department
- Recruiting strategies to reach enrollment goal.
- Retention efforts and strategies for the major.

3. CURRICULUM CHANGES/REVISIONS

- How the curriculum is to be revised in light of the above data.
- How specific courses have been (since last report) or will be revised or deleted in light of the above data.
- How recommended changes are expected to enhance student learning in terms of specified knowledge and competencies.

4. RESOURCES

- Particular needs or new resources for the area
- A plan as to how those resources will enhance student learning in the major.
- Possible methods/ideas for securing those resources