

PROGRAM REVIEW GUIDELINES FOR UNDERGRADUATE PROGRAMS

Note: Preparation of the Program Review is the responsibility of the entire department.

The review should be evidence-based and draw upon information from past assessment activities as well as data from the APS Analytics Program Review Data Dashboard (<https://reports.eabanalytics.com/>) or other appropriate and reliable data sources. Departments should focus on interpreting trends, strengths, challenges, and opportunities rather than reproducing dashboard data without placing data in context.

I. PROGRAM GOALS and STRATEGIC ALIGNMENT

- A. State the educational goals and objectives of the program.
 - Identify any significant changes in goals or objectives since the last Program Review.
 - Discuss any anticipated changes in goals or objectives over the next review cycle.
- B. Explain how the program supports:
 - The University's mission and strategic priorities
 - The College's strategic plan
 - Workforce, disciplinary and/or community needs, if applicable.

II. CURRICULUM

- A. Provide an overview of the curriculum, including:
 - Golden Bear Discovery Requirements
 - College Requirements
 - Major and Minor and Certificates (if applicable)Include current catalog copy or degree audit as an appendix.
Assemble course syllabi and include as an appendix.
- B. Describe changes made to the curriculum since the last Program Review and the rationale for those changes.
- C. Explain how the course offerings serve the needs of students from other programs, if applicable. Discuss how introductory courses are designed and taught to majors and non-majors.
- D. Discuss the role of courses from other departments, if applicable.
- E. Indicate whether required courses are often waived or substitutions made to accommodate graduation requirements.

III. ASSESSMENT – Major Programs

- A. Demonstrate how the program objectives are aligned with the curriculum. (A curriculum matrix mapping courses to outcomes may be useful.)
- B. Describe how the department assesses its instructional effectiveness relative to each of the program objectives. From past annual assessment reports, summarize
 - assessment methods used to evaluate student learning
 - key findings from annual assessment activities
 - evidence of student achievement of program learning outcomes

- C. Summarize any additional indicators of program effectiveness such as licensure rates, thesis, portfolio or capstone performance, alumni academic achievement, alumni career achievement, standardized test results (such as GREs), or other discipline-specific measures
- D. Describe improvements or changes made in the last six years resulting from assessment.

IV. ASSESSMENT -- General Education within the Major

Fundamental to every student's success in college and beyond is competency in areas that provide the foundation for life-long learning and for personal and professional effectiveness. These areas are mathematical analysis, communication, critical thinking, computer competence, and information literacy. The College recognizes the importance of continuing development in these areas in the context of the student's major. The target level of competency in these areas will be determined and assessed by the department in which the student is enrolled.

- A. Identify where in the upper-level courses of the major competency in these areas can be measured.
- B. Collect and submit with this review, evidence of competency within the major in these areas: mathematical analysis, written and oral communication, critical thinking, computer competence, and information literacy. Based on this assessment, make recommendations for possible change.

V. PROGRAM PERFORMANCE and VIABILITY

Using evidence from the APS Analytics **Program Review Data Dashboard** and other relevant and reliable sources, analyze the program's overall health, effectiveness, and sustainability. Include the report from the Program Review Data Dashboard in the appendix.

- A. Discuss trends and patterns in enrollment, retention and persistence, graduation and completion rates, student demographics, other relevant dashboard indicators. Discuss your ability to maintain optimal class sizes in the program based on course capacity metrics.
- B. Explain how the program's retention statistics, or a similar measure, compare to other University programs.
- C. Evaluate the adequacy of faculty resources, administrative and technical support, facilities, laboratories, classrooms, specialized equipment, library, technology, and other academic resources. Discuss how these resources affect program quality and future viability.
- D. Provide information on secretarial, technical and student assistants' support of the program.

VI. FACULTY

- A. Provide an overview of the faculty, including:
 - Academic and experiential background, areas of expertise
 - Faculty composition and capacity to support teaching, advising, and other needs of the program
 - Extent of faculty turnover or other anticipated staffing changes
 - Reliance upon adjunct faculty and their qualifications (educational and experiential backgrounds)
 - Faculty diversity and alignment with institutional goals
- B. Assemble current curriculum vitae of each fulltime faculty member in the program and include as an appendix.

VII. STUDENTS

- A. Summarize evidence of student success, student satisfaction, exit surveys, alumni surveys, career advancement or achievement resulting from program completion, etc. Provide information about what students do when they graduate.

VIII. SUMMARY

- A. Summarize the program's major strengths and evidence of success (per this self-study).
- B. Identify significant issues, concerns or opportunities revealed through assessment, dashboard data and this review. For each major issue, discuss:
 - Actions that can be taken with existing resources
 - Additional resources that may be needed
 - A proposed timeline for implementation and evaluation
- B. Provide a succinct conclusion with actionable recommendations for the next six years.

APPENDICES: The self-study should include the following appendices:

Appendix A: APS Analytics Program Review Data Dashboard Report (required)

Appendix B: Current Catalog Copy (required)

Appendix C: Full-Time Faculty Curriculum Vitae (required)

Appendix D: Additional Supporting Materials (optional)

- Curriculum maps
- Alumni or employer survey results
- Accreditation reports
- Other relevant documentation

PROGRAM REVIEW PROCESS and TIMELINE

Program Reviews will occur on a six-year cycle as determined by the Provost. The Program Review schedule and guidelines can be found at [WNE Assessment](#). Each Program Review is completed following a 2-year process. Departments will be notified the summer prior to the beginning of the academic year in which the Program Review process will begin.

Year 1: The department conducts a self-study using the provided guidelines.

- The self-study begins in fall of Year 1 and the self-study must be finished by **June 15**.
- The self-study, with all appendices, is compiled as one PDF and is submitted to the Dean's Office, the Office of the Provost, and the Director of Assessment.
- In the spring of Year 1, the Dean, in consultation with the department, contracts with an external reviewer to conduct a site visit in the fall of year two. Information about the external reviewer and date of the site visit should be forwarded to the Office of the Provost and the Director of Assessment.

Year 2: An external review (or approved equivalent review process) is conducted.

- The completed self-study is sent to the external reviewer about one month prior to the site visit.
- The external reviewer conducts a site visit in the fall of Year 2. Guidelines and a sample schedule for the site visit will be provided by the Director of Assessment.
- The external reviewer submits an evaluation of the self-study and site visit by **December 15**.

Guidelines for the external reviewer's report will be provided by the Director of Assessment.

- Upon receipt, the external reviewer's report should be forwarded to the Dean's Office, the Office of the Provost, and the Director of Assessment.
- The external reviewer's report is reviewed by the program department members, and the department writes a response to the external reviewer's report by **April 15**.
- The departmental response is sent to the Dean's Office, the Office of the Provost, and the Director of Assessment.
- The Dean provides feedback on the Program Review to the department and the Provost by **June 30**. The Dean will then be responsible for feeding the appropriate recommendations into the College's workplan for the following year and beyond.

IMPORTANT DUE DATES

June 15, Year 1: Self-study completed; send to Dean, Director of Assessment, Provost

Dec. 15, Year 2: External review report completed; send to Dean, Director of Assessment, Provost

April 15, Year 2: Department response completed; send to Dean, Director of Assessment, Provost

June 30, Year 2: Dean provides feedback to department and the Provost