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Academic Program Review Guide

Governors State University

Academic Program Review

Document management

All content outline within the academic program review guide is to be completed in curriculog. This also includes the addition of tables and other documentation used to support academic programs report. * Analysis of the tables within the guide is required.

Executive Summary (1-2 Pages)

The executive summary should provide a summary of the key findings from the self-study process, including primary program strengths and challenges, as well as priorities the program has identified for improvement. Also, the executive summary speaks to questions the program would like to see addressed by the external reviewer.

Introduction (1 page)

The introduction should provide an overview of the program. Provide a description of the program: the level graduate or undergraduate level, including the academic terms of delivery, course-credit system, and plans supporting general education. Identify if the program is accredited by a programmatic accrediting agency.

Next, the document should introduce the most important features of the program – faculty, curriculum, its overall contribution to the University, etc. The program review document should include enough detail such that the reviewer has the necessary context to understand subsequent sections of the self-study.

Finally, introduce the contents of the self-study, and explain the process by which the self-study was conducted. The introduction should also include information about the program's most recent review, last cycle:

What type of review was it and what year was it conducted?

1. New Program Three-year progress report
2. Cyclical Program Review
3. Priority Review

Lastly, include a discussion about the program's response to the recommendations that emerged from the last review.

Mission (Half a page)

The mission section should include the mission statement of Governors State University and the program that is under review.

If the program does not have a program mission, please develop one as part of this process. This section should also show the alignment between the program mission and that of Governors State University.

Areas to include/address in the Mission section:
1. The mission statement of Governors State University and the general education outcomes.

2. The mission statement should touch upon the delivery modality of the program.

3. A description of how the mission statement aligns with the mission statement of Governors State University (Showing the relationship of the program's student learning outcomes with the general education outcomes may be useful).

4. Your program vision statement, if applicable.

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History (1-2 Pages)

Areas to include/address in the History section:

1. Provide a brief history of the program, including the following:
   a. The date the program was established, only an estimated date if applicable.
   b. A description of any major program changes (i.e., a change in department chair or faculty specializations that may have changed the tone or focus of the program for many years)
2. A description of the historical expectations of faculty (i.e., teaching, advising, scholarship)
3. A description of department personnel (i.e., positions hired, and retirements, requests for new positions, creation of tenure-track positions an or ASPs).
   a. Complete the personnel – Ethnicity tables- see appendix). * Analysis of the table is required.
      i. **Do not provide any data without content. Provide analysis as related to the table and the meaning to the program.**
4. Provide a brief history of curriculum developments, including the following:
   a. A description of any major discussions related to curriculum composition (i.e., changes in requirements, majors, minors, concentrations, new courses, dropped courses)
   b. A description of any proposed changes and/or major revisions to the curriculum and why they were made.
   c. A description of any relationships between curriculum changes and efforts to improve retention, if applicable.
5. How does the program's past inform its plans for the future?

Curriculum (3-4 Pages)

In this section, the program should present an in-depth analysis of the curriculum. This analysis should include a discussion of the program's current curriculum, its relationship to the general education program and other units/program if applicable, the degrees awarded, certificates, courses offered, course rotation and the program's curriculum map. Also, include the program's student learning goals/outcomes and their relationship within the curriculum.

Areas to include/address in the Curriculum and Assessment of Student Learning section:

1. Provide the rationale behind your current curriculum, including the following:
   a. description of how it was determined that the current degrees would be offered.

2. Provide a description of the degrees offered with concentrations, if applicable. (Consider including the core requirements for the program's major(s) and the additional course requirements presented in table formats in this section.) Include the programs established curriculum map.

3. Define how often course syllabi are reviewed and updated as well as the process for faculty involvement.

4. Provide a list of the programs' core requirements for the major: table core requirements - see appendix. * Analysis of the table is required.

5. Provide a list of "low-enrolled courses", address possible solutions, if applicable. Table low enrolled courses - see appendix. * Analysis of the table is required.

6. Provide a description of any professional standards that may drive your curriculum, if applicable.

7. Provide a curriculum map which details the program's learning goals and progression of each learning goal across the curriculum.

A. Using the curriculum map identify where students within the program have a high failure rate or dropout rate? **Gardner Institute.**

B. Identify (where) within the curriculum are prerequisites hindering students' progress. Identify cause and effective strategies to enhance the curriculum to support student learning. **Gardner Institute.**

8. Describe any other curricular changes since the last program review such as program level outcome change, pedagogy, different delivery methods, and/ or locations including different time offerings of courses.

9. Explain where and how within the curriculum, the program addresses globalization?

10. Identify ways in which the curriculum has been redesigned to eliminate academic barriers for students? If applicable discuss how your academic unit has used strategies offered by the **Gardner Institute.**

Assessment of Student Learning (2-3 Pages)

This section clearly states the program's outcomes for student learning/student learning competencies. Explain how and when the outcomes are assessed as well as an analysis of the findings. Provide an explanation of changes made as a result of the assessment findings.

1. Provide a description of the program's process for the assessment of student learning, including the following:

Assessment Structure

- Using the program's curriculum map, discuss the alignment of student learning outcomes at different levels within your program.
    - How are the program's <u>course level outcomes</u> aligned to the <u>program level outcomes</u>?
    - How do your program level outcomes align to the General Education outcomes?
    - Briefly describe the assessment tools used to measure the program's student learning outcomes. The description should include both direct and indirect measures for each outcome.
    - *** The program's self-study should address each bullet as listed above.**

Assessment Results

- Analyze how well students have or have not met established outcomes/goals (competencies) for the program.

- Discuss strengths and weaknesses in student achievements of expected levels of competency and provide an analysis of possible explanations for areas where expected levels of outcomes/competency have not been met.

- Using your program's curriculum map and the evidence collected from the assessment of student learning, outline the program's plan for improving student learning.

o Describe any actions already taken to improve student learning/program effectiveness based on evidence collected by assessment processes and subsequent faculty discussions.
o Explain actions planned to improve student learning/program effectiveness based on assessment evidence.
o Include any proposed changes to the curriculum that may be necessary.
* The program's self-study should address each bullet as listed above.

Use of Assessment for Continuous Improvement

- Describe and evaluate the process that the program uses to annually evaluate the quality of curriculum and to assess student learning.
- Describe the ways in which this process is effective in making informed educational decisions.
- Discuss how this process should change to improve decision making.
* The program's self-study should address each bullet as listed above.

Faculty (3-4 Pages)

The faculty section should provide an analysis of faculty (part-time and full-time), teaching responsibilities, departmental service and non-departmental, service to the college, any honors or awards, community outreach, and faculty scholarship and service to the discipline.

Complete a quick reference table for faculty that includes name, rank, year hired, and specialty area. A reference table for the full-time faculty (F/T) and a separate table for the part-time faculty (P/T) table, <u>see tables appendix.</u>

1. Provide a complete list of faculty, and their course teaching load by semester and year.
   List all full-time faculty followed by part-time faculty.
   i. Complete the courses taught by full-time faculty table – see appendix.
   ii. Complete the courses taught by part-time faculty table – see appendix.
   iii. Complete the faculty gender table – full-time faculty table – see appendix.
   iv. Complete the faculty gender table – part-time table – see appendix.

   *Provide analysis as related to each table and the meaning to the program.

2. Provide a description of student advising responsibilities, if applicable.
3. Provide a description of faculty service, including the following:
   a. Service to the program
   b. Non-departmental service to the College.

4. Provide a description of faculty honors and awards.
   i. Complete the faculty awards table – see appendix.

5. Provide a description of faculty outreach with the community.
6. Provide a description of faculty research interests, scholarship, and service to the discipline, including the following:
   a. A paragraph for each full-time faculty member as applicable.
7. Does the current faculty profile meet the needs of the program/department and the college?
   In the future, will the current faculty and staff continue to meet the needs of the program? Why or why not?

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Students (2-3)

This section should include data on students' demographics, discussions about undergraduate research, study abroad, internships, field experiences, student organizations and assessment (as applicable). (Consider adding a quick reference table - see appendix for the most visible student areas listed from above for the program such as student research projects with faculty advisors for a 5-year period.)

Areas to include/address in the students' section:

1. Provide an overview of the program's student population, including the following table – see appendix. * Analysis of the table is required.

2. The number of newly enrolled students (fall) table – see appendix. * Analysis of the table is required.

3. The number of transfers over the last five years by academic year table – see appendix. * Analysis of the table is required.

4. The number of majors over five years: table – see appendix. * Analysis of the table is required.

5. What has been the fall to fall student credit hours over the past five-years: table – see appendix.* Analysis of the table is required.

6. Provide the number of applicants over a five-year period: table – see tables. * Analysis of the table is required.

7. The number of graduates and degrees awarded for the last five years table – see tables. * Analysis of the table is required.

8. What is the average age of the students within the program: table – see tables? * Analysis of the table is required.

9. What is the program's retention rate over a five-year period: table – see appendix. * Analysis of the table is required.

10. Provide the number of students by ethnicity: table – see appendix.

11. Provide a discussion of any significant trends in major/minor increases and/or increases. Please include a description of any efforts or plans to address the noted trends.

Populated the table with the number of students as indicated by academic year table – see tables. Do not provide any data without content.

High-Impact Student Practices (2-3)

In this section, the program will provide a description of the **high-impact student practices** utilized, including the following: First-Year Seminars and Experiences, Common Intellectual Experiences, Leaning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, Service Learning & Community-Based Learning.

      a. Identify which practice(s) is being used?
      b. What is the purpose of these practices?
      c. How well do students understand the purpose of each practice?
      d. What are ways the program could make the practices more meaningful and useful to students?

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Equity (1 Page)

In this section, the narrative should expand upon how equity and sustainability are embedded in the program. Provide a narrative for each of the two statements below. Furthermore, this session supports the mission of GSU and a narrative requirement for IBHE.

- o ***Equity:*** *Close the equity gaps for students who have been left behind;*
- o ***Sustainability****: Build a stronger financial future for individuals and institutions;*

1. Provide a description of how the program is closing the equity gap for all students.
   a. What practices are in place.
2. Provide a description for how the program is building a stronger financial future for students and Governors State University.

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Alumni (1 Page)

This section should provide a discussion of program alumni. This section may be short depending on the data available. Complete the table – see appendix.

Areas to include/address in the Alumni section:

1. Provide a description of the number of graduate students who go on to graduate programs.
2. Provide a description of graduate students' career choices, if applicable.
3. Discuss how the program measures and track the success of its graduates.
4. Is the department preparing its students well for post-graduate careers and programs? Are there ways it could do this better (changes in curriculum, course offerings, etc.)?

Facilities and Resources (1 Page)

This section should include a discussion of the program's budget, program spaces and administrative support, equipment, and library support as related to the program under review.

Areas to Include/address in the Facilities and Resources section:

1. Provide a description of the budget for your program, including the following:
    a. The budget for your program
    b. Areas covered by the budget (i.e., breakdown of line items)
    c. Major purchases made in the last five years.
    d. How does the program prioritize its budgetary allocations? Could the program use budget more effectively and efficiently? If so, how?

2. Provide a description of the program's space, including the following:
    a. The location of the program (i.e., building)
    b. A description of the last remodel or updates made to the program's space, if applicable.
    c. The number of laboratories/studios/other spaces for the program, if applicable.
    d. Is the program using the space in the most effective and efficient manner? If yes, how? If not, how could the program use it more efficiently and effectively?

3. Provide a description of administrative support for the program, including the following. <u>Complete the administrative personnel & student workers table – see appendix</u>.
    a. The number of administrative support personnel for the program
    b. The work schedule of the administrative support (i.e., during academic year, summer, shared support personnel)
    c. The number of work study students utilized by the program, if applicable.
    d. Does the program make the most effective and efficient use of its support? If yes, how? If not, then how could it be improved?

4. Provide a description of program equipment, including the following:
    a. The funding available to update and maintain modern equipment.
    b. Does the program make the best use of its equipment? If yes, then how? If not, how could it be better utilized?

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Summary and Perspective (1 Page)

This section, the narrative should speak to the strengths, weakness, and speculations of the program.

- Summarize the key strengths across all areas of the program.
- Identify areas for improvement.
- What are ways the ways to align more closely with the university's mission, vision, and its strategic priorities.
- What are ways to improve efficiency and effectiveness within the program.