DONNELLY COLLEGE

Program Review Process

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Program Review

Program review is a systematic process to analyze the objectives and performance of an academic unit. It is an interactive process with open, professional dialogue among all participants. Successful program review depends on faculty and academic staff willingness to engage in a self-study process. The program review will be consistent with Donnelly College's Strategic Planning and Assessment Plans.

Each program will be reviewed using the following criteria[1]:

1. Centrality of the program to fulfilling the mission and role of Donnelly College.
2. The quality of the program as assessed by the strengths, productivity and qualifications of the faculty and/or staff.
3. The quality of the program as assessed by its impact on student learning.
4. Demonstrated student need and employer demand for the program.
5. The program's cost-effectiveness.

[1] Based on recommendations from the Kansas Board of Regents.

Program Review Structure

Section 1 – Program Overview

a. Program mission statement
b. Institutional learning outcomes
c. Program learning outcomes
d. Student learning outcomes
e. Program accreditation
f. Collaboration/Agreements
g. Faculty credentials, teaching loads, and scholarly activities

Section 2 – Student Success

a. Enrollment data and retention rate
b. Graduation
c. Placement

Section 3 – Satisfaction Surveys

a. Student
b. Alumni
c. Advisory board
d. Employers

Section 4 – Financial

a. Financial data (headcount, total credit hours generated, estimated expenses, revenue)
b. Grants

Section 5 – Recruitment and Retention

[A narrative describing the effectiveness of recruitment, retention and support practices for all students addressing issues of quality, diversity, academic advising, mentoring, career development and placement.]

Section 6 – Assessment of Student Learning Outcomes

[A summary of the latest program assessment report including methods used to assess the extent to which students learned, description of the results, and how the evidence gathered has been used for program improvements.]

Section 7 – External Demand

[A narrative supported by quantitative evidence of demonstrated student need and employer demand for the degree program – e.g., admission inquiries, advisory board input, Occupational Outlook Handbook.]

Section 8 – Summary of Accomplishments and Future Challenges

[A summary of major accomplishments since last review and major challenges should be discussed. Recommendations to address the challenges should be presented as well. At a minimum, describe and assess the adequacy of resources such as Library, labs, physical facilities, financial resources, and human resources.]

Note: For consistency in data collection and reporting, a program review template has been developed and should be followed by all programs.

Program Review Schedule

2016-2017 (data from 2015-2016)

- Information Systems
- Information Technology
- Organizational Leadership
- Urban Education

2017-2018 (data from 2016-2017)

- Practical Nursing
- Success First
- Student Success

2018-2019 (data from 2017-2018)

- Gateway to College
- Liberal Arts & Sciences
- Associate Degree in Nursing (waiting final approval from the Higher Learning Commission)

Timeline

Date	Action
August (1st week)	• Institutional Research provides data on enrollment, retention, revenue, and expense. • Chair/program director notifies the Assurance of Learning Committee of the program review coordinator and program review committee members. The program review committee must include at least three program faculty members.
August (2nd week)	• Program review orientation/question session for program directors and chairs.
August-December	• Department/program faculty prepare the program review document.
January (2nd week)	• Program review document submitted to Dean of the College for review and recommendations.
February (2nd week)	• Program review document with Dean's recommendation submitted to department/program.
March (1st week)	• Program review document submitted to Assessment Committee for review/recommendations.
April	• Results and recommendations presented to Cabinet, Divisions 3 & 4, and Campus Community.
May	• Results and recommendations presented to Board of Directors.
June	• Results and recommendations are posted on Donnelly College's web site.

Program Review Assessment Rubrics[2]

Program Assessment Rubric

Measure	Room for Improvement	Emerging	Developed
Alignment with university mission and strategic plan	Program has no mission, or, mission is not at all aligned with the university mission and strategic plan	Program mission is somewhat aligned with the university mission and strategic plan	Program mission is well-aligned with the university mission and strategic plan; many of the goals and the objectives of the strategic plan are manifest in the program
Program quality, distinctiveness, and recognition	Program lacks examples of recognition for quality; is not uniquely distinct	Program has some examples of recognition for quality, and has distinct elements	Program has many examples of recognition for quality and is clearly unique and distinct
Learning outcomes and assessment	Program has not articulated clear program learning outcomes	Program has learning outcomes but has not yet defined assessment or has not acquired assessment data	Program has learning outcomes, a plan for assessment, has gathered data, and has used the data to improve the program
Program relevance (curricular updates, graduate placement, employment prospects)	Program has not been updated in past 5 years; does not have data or failed to place graduates; and is not aligned with employment projections	Program has had some curricular updates; has some data on graduate placement; and has some alignment with employment projections	Program has many innovative curricular updates, data showing excellent graduate placement, and is well aligned with employment projections
Faculty excellence (teaching and research)	Program has no evidence or examples of faculty excellence	Program has some evidence, examples of faculty excellence	Program has many examples of faculty excellence
Capacity for growth and enhancement	Program is unable to justify need for growth or enhancement	Program has some reasons justifying need or opportunity to grow program	Program has ample reasons why program should have resources to grow or enhance
Program enrollment and graduation	Enrollment and graduation are trending downward	Enrollment and graduation are stable	Enrollment and graduation are trending upward

[2] Used with permission from the Office of Academic Affairs, Wright State University. (https://www.wright.edu/academic-affairs/academic-program-review/program-review-instructions-timeline-and-template)

Department Assessment Rubric – Resources

Measure	May need fewer resources	Resources adequate	May need more resources to meet need or to expand
Faculty numbers	Faculty numbers are trending upwards	Faculty numbers are stable	Faculty numbers are decreasing
Student FTE/Faculty FTE ratio	Ratio is decreasing; student FTEs are falling while faculty stay the same or increase	Ratio is stable; faculty hires are keeping pace with student FTEs	Ratio is increasing; faculty hires are needed to keep pace with student FTEs
Average class size	Class sizes are trending downwards	Class sizes are stable	Class sizes are trending upwards
Total student credit hours	Student credit hours are trending downwards	Student credit hours are stable	Student credit hours are trending upwards

Department Assessment Rubric – Success

Measure	Room for improvement	Adequate	Exemplary
Course completions	Course completions are trending downward	Course completions are stable	Course completions are trending upward
Total enrollment: majors and intending	Enrollment is trending downward	Enrollment is stable	Enrollment is trending upward
Total graduates	Number of graduates is trending downward	Number of graduates is stable	Number of graduates is trending upward

Department Assessment Rubric – Success (2)

Measure	Room for improvement	Adequate	Effective	Exemplary
Alignment with University Mission and Program Goals	Few or none of the department's programs are aligned with the university mission or strategic plan	Some of the department's programs are aligned with the university mission or strategic plan	Most of the department's programs are aligned with the university mission and strategic plan	All of the department's programs are well aligned with the university mission and strategic plan
Program quality, distinctiveness, and recognition	Few or none of the programs in the department have provided examples of recognition for quality or uniqueness	Some programs in the department have provided examples of recognition for quality or uniqueness	Most programs in the department have provided examples of recognition for quality or uniqueness	All programs in the department have provided examples of recognition for quality or uniqueness
Academic Assessment	Few programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	Some programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	Most programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	All programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement
Faculty Scholarship	Department provided no examples to demonstrate faculty excellence in scholarship in the program field	Department demonstrates faculty scholarship by providing examples of excellence in a few programs	Department demonstrates faculty scholarship by providing examples of excellence in most programs	Department provides multiple examples to demonstrate faculty excellence in scholarship in all programs
Quality Teaching	Department provided no examples to demonstrate excellence in teaching, pedagogy, curricular innovation, or student success	Department demonstrates excellence by providing examples in one or two of the following: teaching, pedagogy, curricular innovation, or student success	Department demonstrates excellence by providing some examples in more than two of the following: teaching, pedagogy, curricular innovation, and student success	Department demonstrates excellence by providing multiple examples in each of the following: teaching, pedagogy, curricular innovation, and student success

Measure	Room for improvement	Adequate	Effective	Exemplary
Enrollment trends (degree and credential seeking students)	Enrollment is generally decreasing	Enrollment is flat	Enrollment is generally increasing in the department but is below university and college average enrollment trends	Enrollment is up in most programs and departmental enrollment growth is above university and college average enrollment trends
Student FTE to Faculty FTE	The student to faculty ratio does not meet the criteria for adequate	In top 25% of student to faculty FTE ratio	In top 25% of student to faculty FTE ratio	In top 25% of student to faculty FTE ratio
Financial Sustainability	The revenue to expense ratio does not meet the criteria for adequate	In top 50% of revenue to expense	In top 25% of revenue to expense ratio	In top 25% of revenue to expense ratio
External Funding Expenditures	Has no external funding or the faculty to external funding ratio does not meet the criteria for adequate	In top 25% of faculty to external funding ratio	In top 25% of faculty to external funding ratio	In top 25% of faculty to external funding ratio
Plans for growth and improvement	The department does not provide a plan for growth and improvement	The department provides a plan for growth or improvement	The department provides a plan with a specific timeline and outcomes for growth and improvement	The department provides a plan for growth and improvement based on the review and aligns it to the Strategic Plan