Tips for Preparing Program Review Documentation

These guidelines serve to help you prepare the necessary documentation for your department’s program review. The intent of these tips is to help programs conduct an evidence-based program review that will help to guide departmental and administrative decisions and actions during the next five years.

The audience for your program review is your department faculty, the external reviewer, your dean, and the Provost. The Council of Trustees and PASSHE will receive a copy of your Executive Summary. Planning, Assessment & Analysis may make your program review available during university-wide planning initiatives and Middle States accreditation processes.

1. Executive Summary Document
   - Template available HERE
   - No new information is used to prepare the Executive Summary. The Executive Summary is prepared directly from copying sections of the Self-Study document into the outline or attaching other documentation.
     - Provides an overview of key elements of the self-study
     - Submitted to PASSHE and shared with Millersville’s Council of Trustees (Replaces Program Review Summary Form – Internal Template)
     - Includes summary data of interest to PASSHE
     - Approximately 3 pages

2. Self-Study Report
   - Template available HERE

When writing the program review self-study document, consider using bulleted statements within each of the sections. The bulleted statements may be high level narrative that stress key findings. Consider inserting relevant tables from the program review data packet or the program analysis (or other data used) with a summary statement regarding the evidence reviewed and its meaning. Keep in mind that you want the program review to inform your Five-Year Action Plan and an update to your Student Learning Outcomes Assessment Plan.
   - A primary component of the program review process, outline provided
   - Shared with department faculty, External Reviewer, dean(s), AVP Institutional Planning and Assessment, Provost
   - Completed by the program review committee
   - Reference “Tips for Preparing an Informative Self-Study Document”
   - Informed by analysis of program review data packet and other evidence
   - Data for the self-study may be found online at IR Program Review webpage, scroll to bottom of the page and click on your department
   - Approximately 15 pages

A. Introduction

1. Mission
   - This section addresses “Who are you?” and “What do you do?”
   - What aspects of your program’s mission statement align with the University’s current mission statement? (University mission statement provided in self-study template.)

2. Unit Organization
Identify the leadership within your unit and the college
Provide an organizational chart for your program
Summarize how your unit fits within your college
Include connection to centers or other units at the University

3. Department History and Curricular Overview
   □ Share a brief history of the department
   □ Include a brief description and the current status of curricular programs.
   □ Provide context of academic programs – brief description and recent curricular changes

4. Department Points of Pride (limit to one page)
   □ Include significant points of pride
   □ Consider including faculty and student major achievements (grants, faculty leadership roles in professional or disciplinary organizations, graduation rates, employment rates, alumni advancing degrees, scholarship resources, annual conferences hosted, etc)

B. Overview of the self-study
   □ What outcomes did the department want to achieve as a result of the self-study?
      1. Self-Study Team Composition
         □ What was the composition of the self-study team? Who was the chair? Who were the team members?
      2. External Reviewer
         □ Who was the external reviewer and how was he/she identified?

C. Progress since last Review
   1. Explain what was planned to be accomplished in the action plan and what actually happened.
   2. What successes or challenges occurred when addressing the recommendations and implementing the action plan?

D. Enrollment and Student Success
   1. Enrollment Summary and Review
      □ Review your five-year history of enrollment trends for programs (FTE and SCH). Consider both new student enrollments (native students and transfers) and student credit hour generation.
      □ Review the diversity of your enrollments and new student recruits.
      □ How has enrollment changed over time? What is the demand for your programs? How sustainable are your current programs? Where do opportunities exist for growth? What programs are experiencing declines and may need to be reviewed for reorganization?
      □ What recruitment efforts has your department engaged in and what’s been successful? What needs improvement?
   2. Student Success Summary and Review
      □ Review your five-year summary of retention and graduation trends for programs. Consider majority and underrepresented students in both areas. Consider students that leave the department and are retained at the University. How is your department contributing to increasing the retention rate at the University for underrepresented students? For all students?
What retention efforts has your department engaged in and how have they been successful? What needs to improve?

Review your course D, F, W rates? What patterns are emerging? For example, what courses have the highest D, F, or W rates? What can be done or what has been done to use this information to improve student success?

What evidence exists that demonstrates the preparation of students to help them succeed in your programs? What support services (tutoring, etc) are available to help your students? How are they used?

What are the strengths and needed areas of improvement regarding faculty advising?

3. Strengths and Weaknesses, Opportunities and Challenges

Identify internal strengths and weaknesses that may lead to recommendations for improvement.

Identify external challenges and opportunities that may lead to recommendations for improvement.

E. Curriculum and Student Learning

1. Review of program curriculum and student learning outcomes attainment

How has your program curriculum been updated since the last program review? What evidence led to changes in the curriculum, including the use of student learning outcomes assessment findings?

Provide an updated assessment plan (attachment). Summarize your students’ attainment of the learning outcomes by outcome at the time of program completion. You may also include gains in student learning outcomes, as appropriate. How is the plan communicated to faculty? (BOG Policy 1997-01)

Provide a curricular map (attachment) as part of your Assessment Plan that identifies level of learning by outcome and program course requirements. What gaps exist? What patterns exist within the map help you identify strengths of the program curriculum that may be used to promote the distinctiveness of the program or gaps?

How well do students know the student learning outcomes for their program? How are outcomes communicated to students and other stakeholders?

How have results been shared with students and stakeholders?

2. Program Currency

What new programs or options are you considering during the next five years? (Use workforce gap analysis, labor market analyses, competitor program analysis, professional or discipline reports or guidelines to identify trends in programs or curriculum.)

What new student markets might you attract? (e.g., adult learners, online students, degree completers)

Are your programs sustainable with their current curricular focus? What is the feasibility of your present tracks / options / concentrations given enrollments and curricular currency?

3. General Education

How does your program support general education?

What coherence exists between program learning outcomes and general education outcomes?

How well do your students perform on general education outcomes?
4. Student Engagement
   - What high impact practices (inside or outside of the classroom) does your program provide as learning opportunities for your students? Consider first year seminar (UNIV 103), undergraduate student research, study abroad, service learning, internships, or living learning communities?
   - How are capstone courses or experiences integrated within the curriculum and how are they used to help assess student achievement of program learning outcomes?

5. Pedagogy
   - What major pedagogical tools are used to enhance student learning? What pedagogical improvements are needed to help meet student learning needs?
   - How is technology used to improve student learning?
   - How may your program be delivered to increase access to students?

6. Strengths and Weaknesses, Opportunities and Challenges
   - Identify internal strengths and weaknesses that may lead to recommendations for improvement.
   - Identify external challenges and opportunities that may lead to recommendations for improvement.

F. Resources
   1. Resource Summary and Review
      - How do resources help the department fulfill its mission or to help the program strengthen its competitiveness? Considering reviewing five-year summary of
        - Operating budget
        - Instructional costs and productivity measures provided in the Program Analysis
        - Facilities, as appropriate (for example, classroom space utilization, lab space, practice rooms)
        - Equipment, including technology (What is the status of the life cycle of the equipment or technology?)
        - Library resources
   2. Strengths and Weaknesses, Opportunities and Challenges
      - Identify internal strengths and weaknesses that may lead to recommendations for improvement.
      - Identify external challenges and opportunities that may lead to recommendations for improvement.

G. Faculty and Staff
   1. Resource Summary and Review
      - Provide a short bio for each faculty member for the reviewer.
      - Provide a summary of faculty teaching, scholarship and service over the last five years.
      - How successful have faculty been in the promotion and tenure process?
      - Review faculty diversity on appropriate dimensions (e.g., racial identity or birth sex/gender identify). Discuss efforts to enhance faculty diversity and potential challenges or opportunities that have been addressed or may need to be addressed.
      - What support has been provided for faculty development? What support is needed?
   2. Strengths and Weaknesses, Opportunities and Challenges
      - Identify internal strengths and weaknesses that may lead to recommendations for improvement.
Identify external challenges and opportunities that may lead to recommendations for improvement.

H. Compliance with BOG Policy 1990-06-A

A one or two sentence statement that outlines how degree programs meet this BOG Policy, for example: “The bachelor’s degree programs within the department meet BOG Policy 1990-06-A.”

1. For Baccalaureate degree programs
   - Baccalaureate degree programs require 120 semester credit hours (or they have approved exceptions)
   - The General Education program consists of at least 40 semester credit hours.
   - The baccalaureate degree program major requirements consist of at least 30 semester credit hours and the remainder of the curriculum consists of coursework related to the major, advanced coursework, required relateds or electives. At least 42 of the semester credit hours are advanced coursework.

2. For Master’s degree programs
   - Master’s degree programs require a minimum of 30 semester credit hours (or they have approved exceptions)

3. Doctoral degree programs

I. Recommendations

1. Summarize strengths and weaknesses / opportunities and challenges from prior sections
   - Enrollment and Student Success
   - Curriculum and Student Learning
   - Resources
   - Faculty

2. Recommendations. (Use above summary of strengths and weaknesses to prioritize recommendations)

J. Draft Action Plan

- Template available HERE
- Based off of Recommendations section
- Update after receive External Reviewer’s Report & Dean’s Report / Response

K. Updated Student Learning Outcomes Assessment Plan (Template or use TracDat)

- Template available HERE
- Based off of recommendations from Curriculum and Student Learning section
- Update after receive External Reviewer’s & Dean’s comments
- Update meets acceptable criteria in all dimensions of the Student Learning Outcomes Assessment Rubric
3. External Reviewer Report

- Refer to the Role of the External Reviewer resource for tips
- Use the External Reviewer Report to update Action Plan and Student Learning Outcomes Assessment Plan

4. Dean’s Response Document

- Shared with department chair and program review committee after review of self-study and external evaluator report
- Use to updated recommendations and to finalize the five-year action plan and student learning outcomes assessment plan

5. Five-Year Action Plan

- Template available HERE
- Designed based upon self-study findings and recommendations from Dean and External Reviewer
- Final action plan (draft action plan is included with self-study shared with Dean and External Reviewer)
- Guides resource allocation, decision making, and planning efforts in department, college, division, and University

6. Student Learning Outcomes Assessment Plan

- Template available HERE
- Affirmed or updated as supported by the self-study (recommendations for major change may be included in the action plan)
- Updated with input from External Reviewer and Dean (recommendations for major change may be included in the action plan)
- Meets “acceptable” criteria for each dimension of the assessment plan on the Student Learning Outcomes Assessment Rubric
- Template provided

7. Program Sustainability per PASSHE OOC Procedure/Standard Number 2017-28 (As Required Document)

- This Program Sustainability section is only completed if the Provost, in collaboration with the Dean and the COO, identify one or more programs that do not meet criteria in Procedure/Standard Number 2017-28. One of the following must be selected (as appropriate per program identified):
  - continue program / place program in moratorium / discontinue program / continue program and review as indicated / interim review / reorganization / pursue accreditation / other (please explain)

8. Signature Page

- Template available HERE
- Signature page with signatures from review committee chair, provost, dean, program review committee members, and individual submitting form (department chair?)