

Program Review Self-study Format and Standards

The most critical element of program review is the self-study that is prepared by the program faculty. The self-study document is both a description and an analysis of important aspects of an academic program. Once this document has been completed, it is reviewed and approved by the responsible Academic Dean prior to its dissemination. The self-study is approximately 25-30 pages in length, exclusive of appendices, and should follow the format described below. An executive summary of the self-study also needs to be prepared by the Program Faculty. This summary document is 3-5 pages in length, exclusive of the appendices and includes brief information about your program covering the following areas:

- Mission Statement
- Curriculum - types of degrees, number of courses, admissions process
- Student learning outcomes and assessment
- Academic Advising
- Faculty
- Program Support
- Relationships with the External Community
- Student, Faculty, Contract/Adjunct Faculty and Staff statistical summaries (Data supplied by the Office of Institutional Research)

Once the self-study has been completed and approved, it is sent to the members of the Program Review Evaluation Team before conducting their on-campus review. During the on-campus review, the Evaluation Team interviews key program individuals (faculty, staff, students, alumni, etc) and based on the self-study standards provided in this document, determine program strengths, weaknesses and recommendations for change.

Following review of the program by the Program Review Evaluation Team, the faculty is to prepare a response to the review team's findings. Once this is done, the responsible Academic Dean then prepares a response to both the review team's findings and the faculty response. The executive summary, the review team's findings, the faculty's response, and the dean's response are ultimately shared and discussed with the Provost and the Program Review Standing Committee. The timetable for these activities is shown in the attached document.

Self-Study Format

- I. Cover Sheet/Title Page
- II. Program Review Elements and Standards
 - A. Mission Statement
 - B. Curriculum
 - C. Student Learning Outcomes and Assessment
 - D. Academic Advising
 - E. Faculty

- F. Support (Staff, Administration, Facilities, Equipment, and Library)
 - G. Relationships with the External Communities
 - H. Results of Previous Program Reviews
- III. Appendices
- A. Student Statistical Summary (provided by Institutional Research)
 - B. Faculty Statistical Summary (provided by Institutional Research)
 - C. Contract/Adjunct Faculty Profile (provided by Institutional Research)
 - D. Staff Profile (provided by Institutional Research)
 - E. Relationships with External Communities

1. Cover Sheet/Title Page

_____ Program Review

(Date self-study completed)

II. Description of the Review Process

Identify the names and institutional/organizational affiliation of the Program Review Evaluation Team members.

Provide a brief description of the program review procedure which was followed, including the how/when the self-study was completed, the date/schedule of the site visit, and the relationship of this program review to a professional accreditation review (if applicable).

III. Program Description

A. Program Mission Statement

A clearly written mission statement must exist and must be periodically reviewed and revised as needed. Mission statements often answer the following questions:

- * Where is the program located; with whom is it affiliated?
- * Whom does the program serve?
- * What is the philosophy of the program?
- * What are the special/unique features of the program?
- * What results are anticipated?

The program's students are the primary constituency served by the program. Provide the data for Appendix A regarding the students in the program (available from Institutional Research) and summarize that data in narrative form. List possible reasons for enrollment trends (need/demand for program). Describe the standards or procedures used to admit students to the program (if applicable), including data on the number and percent of applicants accepted for each of the past five years.

Mission Statement Standards

Each degree granting program should have a mission statement which clearly articulates:

- a. The expected outcomes of the program need to be clearly defined.
- b. A process by which these accomplishments are determined and periodically assessed based upon the constituencies served by the program.
- c. A clearly defined educational program, including a curriculum, that enables graduates to achieve the mission.

The program mission statement must be appropriate to and support the mission statements of both the college housing the program and the university.

B. Curriculum

The primary method of implementation of a program is through its curriculum. The curriculum offered by the program must be the result of a thoughtful and ongoing curriculum planning process. This process needs to involve the program faculty and other constituencies that are affected by the program. The curriculum must be consistent with the program's mission.

Describe the types of degrees offered (major/minor/emphasis/certificate). List any general education/service courses provided by the program. Compare the program effort for major/minor versus general education/service courses. Provide a course rotation by year for the past three years. Courses to support the major/minor/general education/service programs must be offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner. Describe any unique aspects of curriculum not described elsewhere. Describe the processes and procedures used within the program to modify and update the curriculum.

Curriculum Standards

The program should demonstrate that the curriculum for each degree and for any general education/service courses offered by the program is the result of thoughtful curriculum planning and review processes.

The curriculum should be consistent with the program's mission.

The program should be able to demonstrate that there is an appropriate allocation of resources for curriculum delivery that is consistent with the mission of the program, the number of graduates, and the number of major/minor and general education SCHs produced.

Courses to support the major/minor/general education/service programs are offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner.

C. Student Learning Outcomes and Assessment

Student learning outcomes must be identified which are appropriate for each degree program.

Outcomes should have the following characteristics:

- * Linked to the institutional and program mission statements
- * Expressed as outcomes rather than processes
- * An appropriate level of detail
- * Challenging, but achievable
- * Precise and measurable
- * Represent different domains (cognitive, affective, psychomotor, performance)
- * Represent different levels of achievement (knowledge, comprehension, application, analysis, synthesis, evaluation)

Each program must have in place multiple assessment measures that provide documented results to show that the student learning outcomes are being met. The results of these measures should be shared with the faculty and the appropriate program constituents. A plan for assessing student learning outcomes which identifies when and how each outcome is assessed must be developed and implemented. Data on student learning outcomes must be used to improve the program.

Student Learning Outcomes and Assessment Standards

With respect to outcomes, each program should have a clearly defined set of learning outcomes that:

- a. describe the expected knowledge, skills, and behaviors that students will have achieved at the time of graduation.
- b. will support the goals of the program and the constituencies served.
- c. are directly linked to the program's curriculum.

With respect to assessment, each program should:

- a. have developed a set of measures for assessment that are clearly defined and appropriately applied.
- b. demonstrate that they are using these measures in a systematic manner on a regular basis.
- c. demonstrate that the assessment of the program mission and student outcomes are being used to improve and further develop the program.

D. Academic Advising

Describe your advising process or processes and list the individuals who are responsible for advising major/minor or BIS students. Summarize data on the quality of advising, including how/when data were collected. Describe any changes to your advising which have been made as a result of the data collected or other factors.

Academic Advising Standards

Programs should show that:

- a. they have a clearly defined strategy for advising their major/minor or BIS students that is continually assessed for its effectiveness.
- b. students receive appropriate assistance in planning their individual programs of study.
- c. students receive needed assistance in making career decisions and in seeking placement, whether in employment or graduate school.

E. Faculty

Provide the data for Appendices B and C regarding the faculty in the program (available from Institutional Research) and summarize that data in narrative form. Describe the methods used to orient new faculty as well as ongoing development plans and development opportunities for faculty. Describe how the effectiveness of the faculty is determined in the areas of teaching, advising, scholarship, and service, including evaluation frequency, criteria used and data gathered. Describe the teaching standards expected of all faculty (contract and adjunct) and how faculty are made aware of these standards. Identify typical faculty teaching pedagogies. List measures used to determine the quality of teaching for both contract and adjunct faculty.

Faculty Standards

Faculty size, composition, qualifications, and professional development activities must result from a planning process which is consistent with the program's mission.

The program maintains a core of full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.

Contract/adjunct faculty who provide instruction to students (day/evening, off/on campus) are academically and professionally qualified.

The program should demonstrate efforts to achieve demographic diversity in its faculty.

The program should have appropriate procedures for the orientation of new contract/adjunct faculty.

Processes are in place to determine appropriate teaching assignments and service workloads, to guide and mentor contract/adjunct faculty, and to provide adequate support for activities which implement the program's mission.

Teaching is systematically monitored to assess its effectiveness, and revised periodically to reflect new objectives and to incorporate improvements based on appropriate assessment methods. For both contract and adjunct faculty, there is evidence of:

- * effective creation and delivery of instruction,
- * ongoing evaluation and improvement of instruction,
- * innovation in instructional processes.

A formal, periodic review process must exist for all faculty.

F. Support Staff, Administration, Facilities, Equipment and Library

Describe the nature and adequacy of the program support from the following: support staff, administration, facilities, equipment, and library. Is the support staff adequate in both quantity and background to adequately support the program? Is the administration supportive of the program? Is the budget adequate? Are the facilities and equipment adequate to meet the needs of the students and the goals of the program? Are the library resources sufficient for student and faculty needs? Describe the methods used to orient new professional/classified staff, as well as ongoing development plans and development opportunities for staff. Describe the process used to review professional/classified staff. Provide the data for Appendix D regarding the program staff.

Program Support Standards

The number and capabilities of the support staff are adequate to meet the mission and objectives of the program.

Administrative support is present in assisting in the selection and development of support staff.

The facilities, equipment, and library support needs are adequate to meet the mission and goals of the program.

G. Relationships with External Communities

Describe the relationships that exist between the program and the external communities of interest (list individual names and employers in an appendix). Describe how relationships contribute to the improvement of the curriculum, equipment, faculty, budget, etc. Evaluate these relationships according to the standards provided below.

Relationships with External Communities

If there are formal relationships between the program and external communities of interest they should be clearly defined.

Such relationships should have a clearly defined role and evidence of their contribution to the program (curriculum, equipment, faculty, budget, etc) should be demonstrated.

If the program has an external advisory committee, it should meet regularly and minutes of the meetings be made available.

H. Results of Previous Program Review and Future Directions

Summarize the findings of previous program review recommendations and any actions taken on the recommendations (include previous accreditation reviews, if applicable). Describe any proposed directions for the program for the next three to five years, including goals and activities, and resources needed to achieve these goals. Program plans must reflect a careful analysis of the program mission, student learning outcomes, curriculum, teaching and learning efforts, academic advising, external community liaison, faculty, staff and students.

Program Summary Standards

The program must show how it has implemented any recommendations from the previous review and what effect these changes had on the program. If any recommendations were not implemented, the program should explain why they were not put into place.

IV. Appendices

Appendix A

Student Statistical Summary
(NOTE: data provided by Institutional Research)

	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
Student Credit Hours					
Student FTE					
Student Majors Student Minors					
Program Graduates					
Student Demographic Profile Majors Minors					

Appendix B

Faculty Statistical Summary
 (NOTE: data provided by Institutional Research)

	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
Adjunct FTE					
Contract FTE					
Tenure Track/Tenure FTE					
Total FTE					

Appendix C

Contract/Adjunct Faculty Profile

(NOTE: data provided by Institutional Research)

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching			Areas of Expertise
						WSU	Other	Total	

Appendix D

Contract Staff Profile(NOTE: data provided by Institutional Research)

Name	Gender	Ethnicity	Job Title	Years of Employment			Areas of Expertise
				WSU	Other	Total	

Appendix E

Relationships with External Communities

Name

Employer