Dear Site Visit Team Member,

Thank you for your willingness to participate on the team to review one of Weber State University's academic programs. Whether you have come from across the country, within the state, or from here on campus your support and expertise are appreciated and valued. This document contains a brief orientation of the program review process at Weber State University and specifies the expectations of the program review site visit team.

If you have questions about the review process prior to your visit, feel free to contact program director or chair, or the Office of Institutional Effectiveness at (801) 626-8586.

Who we are

Weber State University

Weber State University (WSU) is a public, regional university serving northern Utah. Under the Carnegie Classification of Institutions of Higher Education, WSU is classified as a Master's Large institution. According to Utah Regent Rule 312, "the mission of a Master's University is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college." According to Regents' rules, faculty at regional universities will average *at least 24 credit hour* equivalents each academic year.

In addition, the university has defined community, learning, and access as core themes--which means we expect programs to realize these values in their daily operations.

WSU is accredited through the Northwest Council of Colleges and Universities (NWCCU) and is formally accredited through 2021.

Purpose of Program Review

The primary purpose of program review at Weber State University is to improve academic programs. An academic program may consist of an entire department which houses several majors, or an academic program may be a component of a department.

Program reviews are not conducted to expressly identify individual programs for discontinuance. Reviews will result in an identification of program strengths, weaknesses, and recommendations for change. The program faculty, responsible academic dean, and provost will respond in writing to these recommendations as part of a program-improvement plan.

Responsibilities of Program Review Committee

The program review committee is charged with the following responsibilities:

1. Review of the content of the program to ensure that it is consistent with high standards and practices within the discipline.
2. Engage with faculty, staff, and students associated with the program in order to develop an understanding of the program's day-to-day functioning.
3. Review resources (faculty, facilities and selected budgets, such as travel budgets) to ensure that they are consistent with supporting a quality program.
4. Identify strengths and weaknesses of the program.
5. Note any concerns or recommendations about the rates of recruitment of new students, placement of graduates and sensitivity to community and professional needs.
6. Review sufficiency of the evidence of student learning.
7. The individual identified as the site visit team chair will compile the identified strengths and weaknesses and resulting recommendations and/or commendations into a final report that should be submitted to the program chair within three weeks of the visit.

Program Review Process

Program reviews are conducted on a 5 to 7 year cycle. Exceptions to this schedule may occur as a result of previous review recommendations or outside accreditation schedules.

The faculty representing a department scheduled for 5 year program review develops an extensive self-study report during the fall semester. The final self-study report goes through a series of approvals culminating with sign off from the Dean of the appropriate college. The purpose of the self-study is twofold. First, it provides an opportunity for department faculty to collaborate at a program-level perspective to consider their programs and the status or 'health' of those programs. Second, the self-study document is sent to members of the program review committee to provide them with information and background about the program under study, to help those individuals become better acquainted with the program they are being asked to evaluate.

At the conclusion of the site visit, recommendations and commendations are compiled by the site visit team chair and presented in a report to the department chair. The chair shares the report with the program faculty who is then given an opportunity to formally respond to that report. All reports and responses are then forwarded to the appropriate Dean who also develops a response.

At the beginning of the fall semester following the site visit, the Dean's response along with the self-study, review recommendations/commendations, and faculty response are forwarded to the Provost's Office. Program reviews are then distributed to the institutional reviewing committee (often the Faculty Senate Executive Committee) and a formal review is scheduled with this committee and the department chair(s). The department chair makes a presentation to the committee; the committee asks questions of the department chair; finally, the committee makes a recommendation to the Provost about the program under review.

The final step is development of program review reports by the Provost for distribution to and consideration by the university's Board of Trustees and the Utah State Board of Regents. These reports are developed and delivered during the spring semester.

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 (may vary), exclusive of appendices, and should follow the format described below. An executive summary of the self-study is also prepared by the Program Faculty. This summary document is 3-5 pages in length, exclusive of the appendices and includes brief information about the program under review.

Executive Summary

- 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 Effectiveness)

- Information of review team members (name - current position - place of employment - contact information)