## academic program revew report template

Academic Program Review Report

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| **Academic Year:** |  |
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| **Name of Program:** |  |
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| **Department Chair:** |  |
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| **School Dean:** |  |
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| **Faculty Members:** |  |
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| **Other Participants:** |  |
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| **Date of Last Review:** |  |

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| **TABLE OF CONTENTS** | |
| **Section** | **Page** |
|  |  |
| **Mission** | **3** |
|  |  |
| **Purpose of Review** | **3** |
|  |  |
| **Overview of Review Process** | **3** |
|  |  |
| **I. Program Description, Policies, and Affiliations** | **4** |
|  |  |
| **II. Program Curriculum** |  |
|  |  |
| **III. Faculty** |  |
|  |  |
| **IV. Resources and Support Services** |  |
|  |  |
| **V. Enrollment, Recruitment, and Outcomes Assessment** |  |
|  |  |
| **VI. Constituency Satisfaction** |  |
|  |  |
| **VII. NEASC Compliance** |  |
|  |  |
| **VIII. Appraisal and Direction for the Future** |  |
|  |  |
| **Appendix: List of Attachments** |  |
|  |  |

**Please fill in page numbers above once review is completed.**

**Mission**

**Purpose of Review**

The purpose of program review is to strengthen department programs and increase department effectiveness.

**Overview of Review Process**

**I. Program Description, Policies, and Affiliations**

**A. Provide a description of the program.**

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**B. Please discuss how the program helps the University fulfill its mission (see page 3).**

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| RESPOND HERE. |

**C. Beyond general university admission policies, list any special requirements pertaining to program admission.**Tip: Some special program requirements can be found in the Undergraduate and Graduate Catalogs.

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| RESPOND HERE. |

**D. List articulation or other agreements the program has with other four-year or community colleges. Briefly describe the details of such agreements.**

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| RESPOND HERE. |

**E. List linkages or partnerships the program has with local businesses, community or civic organizations, K-12 schools, etc. Briefly describe the nature of such partnerships. Include relevant contact information for partnering businesses, organizations, etc.**

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| RESPOND HERE. |

**II. Program Curriculum**

**A. List the program’s plan of study. Provide the suggested sequence of course numbers, titles, and credits.**

Tip: Some of this information might be in the Undergraduate and Graduate Catalogs.

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| RESPOND HERE. |

**B. State the learning outcomes and graduation competencies of the program. Describe them in measurable terms. Include references to general education outcomes and career-related skills.**

Tip: Some of this information might be in the Undergraduate and Graduate Catalogs.

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| RESPOND HERE. |

**C. How does the curriculum ensure that it is relevant to students in the 21st century and the challenges and opportunities they will face upon graduation?**

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| RESPOND HERE. |

**D. Describe the methods (formal and informal) used to ensure program currency. How is the faculty involved in the process? Is a program advisory committee involved? Are outside consultants used?**

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| RESPOND HERE. |

**E. What changes have been made in the curriculum of the program during the past two or three years? Why were these changes made?**

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| RESPOND HERE. |

**F. What curriculum changes are currently being considered? Why?**

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| RESPOND HERE. |

**G. List members of the program’s advisory committee (if one exists). Include names, titles, and backgrounds, how long members have served, and any criteria used to select members.**

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| RESPOND HERE. |

**H. How often does the advisory committee meet? Describe how active the committee is. Identify how meetings are conducted and recommendations are put forward.**

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| RESPOND HERE. |

**I. What issues or concerns have been addressed by the advisory committee in the past two or three years? Describe any activities related to keeping the curriculum current. Relate how effective the committee is at communicating its concerns and how its effectiveness might be improved.**

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| RESPOND HERE. |

**III. Faculty**

**A. For the past five academic years, provide the total number of sections run by the program and the percentage of those that were taught by full-time faculty members.**

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| NUMBERS PROVIDED BY INSTITUTIONAL RESEARCH. |

**B. Define the criteria used to determine faculty qualification to teach in the program. List any degree requirements, as well as relevant certification, licensure, and experience used to evaluate candidates during the hiring process.**

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| RESPOND HERE. |

**C. Are all faculty (full-time and part-time) appropriately credentialed and qualified to teach in the program? Please explain and provide a list of faculty (including their rank, length of service, highest degree, areas of specialization, and relevant experience).**

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| RESPOND HERE. |

**D. Are all faculty, including adjuncts, evaluated on a periodic basis? If so, what is the schedule for the process? Is the program up-to-date on the completion of faculty evaluation? Why or why not? What have been the general findings of the evaluations?**

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| RESPOND HERE. |

**E. Describe full-time faculty participation in professional development opportunities. Explain how professional development contributes to the overall effectiveness of the program. Provide a list of faculty and their professional development experiences for the past two or three years.**

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| RESPOND HERE. |

**F. Describe full-time faculty research initiatives, conference or other presentations, and publishing ventures. Explain how faculty research projects contribute to the overall effectiveness of the program. Provide a list of faculty, their research projects, and presentations/publications.**

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| RESPOND HERE. |

**IV. Resources and Support Services**

**A. Does the program use labs, unique classroom spaces, or specialized equipment or supplies? If so, please provide details.**

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| RESPOND HERE. |

**B. Are the spaces and supplies mentioned above adequate in meeting the needs of the program and its students? Indicate the strengths and limitations of the resources provided. Please include recommendations for how their provision could be improved.**

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| RESPOND HERE. |

**C. Does the program receive support services from the Library, Information Technology, Student Development, or any other offices or departments? Please list the service providers and their contributions to the program. Be sure to include other academic departments that contribute to the success of the program.**

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| RESPOND HERE. |

**D. Are the support services mentioned above adequate in meeting the needs of the program and its students? Indicate the strengths and limitations of the services provided. Please include recommendations for how services could be improved.**

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| RESPOND HERE. |

**E. Does the program anticipate needing any non-routine budget allocations during the next two or three years? If so, please provide details. For example, will more faculty be required based on enrollment projections or will inadequate equipment or classroom space need to be replaced or improved?**

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| RESPOND HERE. |

**V. Enrollment, Recruitment, and Outcomes Assessment**

**A. Provide the number of credit hours generated by courses in the program for the past five academic years.**

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| NUMBERS PROVIDED BY INSTITUTIONAL RESEARCH. |

**B. Identify the program’s primary competitors. Beyond general university-wide advertising, what concrete marketing strategies have been used to promote the program and attract students that might otherwise enroll elsewhere? What exceptional program characteristics could be leveraged to distinguish the program from competing programs (e.g., faculty credentials, unique course offerings, work-based or other innovative learning opportunities, and so on)? In what ways do the program faculty work with the admissions staff to recruit students for the program?**

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| RESPOND HERE. |

**C. Provide the number of students who graduated with a major or minor from the program in the past five years.**

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| NUMBERS PROVIDED BY INSTITUTIONAL RESEARCH. |

**D. Does the program lead to certification or licensure exams? If so, please list the exams. What were the pass rates of graduates for the past three years?**

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| RESPOND HERE. |

**E. If the program prepares students for the labor force, provide an overview of the relevant job market. Include potential careers and whether job growth is expected in those areas. Address how program outcomes relate to the skills employers seek in those areas.**

Tip: The U.S. Department of Labor’s *Occupational Outlook Handbook* is an excellent resource (see <http://www.bls.gov/oco>). Useful information for Connecticut can be found at <http://www.ctdol.state.ct.us/lmi>.

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| RESPOND HERE. |

**F. What is the annual or periodic process for assessing student outcomes and competencies (e.g., student portfolios, written or verbal comprehensive exams, senior or master’s theses, review by faculty panel, or capstone projects)? Attach any relevant assessment templates.**

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| RESPOND HERE. |

**G. Detail the last assessment performed by the program. Summarize the results. With the goal of improving student learning, what changes to the program are suggested by the assessment? How are these being implemented? Please indicate how much progress has been made and what needs further attention.**

Tip: Some potential changes are different program admission requirements, incorporating internships or work-based learning experiences, varying instructional methods, enhancing student assessment strategies, integrating technology, better coordinating faculty efforts, and seeking external program accreditation.

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| RESPOND HERE. |

**VI. Constituency Satisfaction**

**A. What investigations have been undertaken in the past two or three years to determine the satisfaction of students, alumnae, employers, and other relevant groups? Describe the data collected as they relate to issues such as learning outcomes, employability, and preparation for life after college.**

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| RESPOND HERE. |

**B. What were the results of these investigations? Please attach any relevant reports, survey instruments, etc. How has the program responded to suggestions for improvement or findings of dissatisfaction?**

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| RESPOND HERE. |

**above the introductory level through properly sequenced course work. Requirements for the major or area of concentration are based upon clear and articulated learning objectives, including a mastery of the knowledge, information resources, methods, and theories pertinent to a particular area of inquiry. Through the major or area of concentration, the student develops an understanding of the complex structure of knowledge germane to an area of inquiry and its interrelatedness to other areas of inquiry. For programs designed to provide professional training, an effective relationship exists between curricular content and effective practice in the field of specialization. Graduates demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas.**

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| RESPOND HERE. |

**VIII. Appraisal and Direction for the Future**

**A. What are the projected enrollments for this program for the next three years?**

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| RESPOND HERE. |

**B. Are there opportunities to expand this program (e.g., increase enrollments, add new concentrations, offer distance-learning courses, or increase assistance with job placement after graduation)? Please explain. What resources would be required to expand the program successfully?**

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| RESPOND HERE. |

**C. As you reflect on this program review, how would you describe the current health and vitality of the program? What are its strengths? Are you optimistic about its future? Why?**

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| RESPOND HERE. |

**D. As you reflect on the assessment of learning outcomes, measures of constituency satisfaction, deliberations of faculty or advisory committees, or any other indicators of program efficiency and effectiveness, what areas require attention? What are the program’s existing weaknesses? Please explain.**

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| RESPOND HERE. |

**E. What specific initiatives are planned as a result of this program review? How will the program enhance strengths and redress weaknesses?**

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| RESPOND HERE. |

**F. What is the anticipated timetable for completing these initiatives? Who will be involved?**

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| RESPOND HERE. |

**G. Please provide any other thoughts you have or comments about the review process, including the helpfulness and adequacy of this template.**

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| RESPOND HERE. |

**Appendix**

**List of Attachments**

**Please indicate any supplemental materials submitted with this review document.**

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| RESPOND HERE. |

## CURRIculum review assessment tool (SAMPLE)

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| **Program Objectives** | **Program Outcomes** | **Math 101** | **English 101** | **English 102** |
| A.    (Competency): Read, write, and speak clearly and effectively. | A.    (Competency): Read, write, and speak clearly and effectively. |  |  |  |
| B.     (Competency): Use mathematical concepts and techniques to solve mathematical problems. | B.     (Competency): Use mathematical concepts and techniques to solve mathematical problems. |  |  |  |
| C.     (Competency): Assess, process, and present information through computer technologies. | C.     (Competency): Assess, process, and present information through computer technologies. |  |  |  |
| Full Copy of this Tool can be found in the OIEA (in an excel format). | | | | |

## PROGRAM review assessment tool (SAMPLE)

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| **Program Objectives** | **Program Outcomes** | **Exceeds Expectations** | **Meets Expectations** | **Needs Improvement / Changes** |
| A.    (Competency): Read, write, and speak clearly and effectively. |  |  |  |  |
| B.     (Competency): Use mathematical concepts and techniques to solve mathematical problems. |  |  |  |  |