

Academic Year Program Review Cheat Sheet  
Five-Year Academic Program Review Criteria

Last Update April 2019

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1. List the name of each program within the department; this should include all degree programs (along with all concentrations), minors, and certificates. With each program, include the award (B.A., B.S., B.S.Ed., M.S., M.B.A., Ed.D., Ph.D., D.Ed., SUB-BACCALAUREATE certificates, post-baccalaureate certificates, post-masters certificates, etc.) along with the number of credits required for completion, the CIP, and all delivery methods (face-to-face, online, blended, or ITV).
2. Program description from the university catalog.
3. Description of how the program is aligned with the department, college, and university's mission and vision
4. A curriculum overview for the degree program under review (see Appendix B.)
5. An academic map that outlines the course sequence as appropriate for full-time students and if applicable, a course sequence of the program is designed as a degree completion program (see Appendix C.)
6. List of all courses (required and electives) for the program. Include the course label and number (i.e., Biol 103), course title, delivery methods (face-to-face, online, blended, or ITV), and of the course is required or is an elective.
7. Official master course syllabi for each required and elective courses should be attached as an appendix.
8. All Student Learning Outcomes (SLOs) for the program. Along with a listing of all SLO's, Each SLO should include:
  - a. How will each be measured?
  - b. When each will be measured (e.g., year 1, year 2, year 3, year 4, and/or year 5)?
  - c. What are the results of each SLO?
  - d. What actions are taken based on the results of the assessment?
9. For concepts, theories, and skills introduced, reinforced, or applied in each required or elective course. Indicate:
  - a. Which SLO(s) is/are introduced in the course?
  - b. Which SLO(s) is/are reinforced in the course?
  - c. Which SLO(s) is/are applied in the course?
  - d. What courses were assessed?
  - e. Was the data collected for the assessment?
10. Describe curriculum changes over the review period. Include the semesters and year the change(s) were implemented, a description of the change(s), and the rationale for the change(s).
11. Overview of the plan for assessing student learning and the result. Detail how the department has incorporated the results of assessment into the curriculum or department (i.e., closing the loop).
  - a. At a minimum: Are students meeting program learning outcomes at the planned level
    - i. If not, what should be changed to achieve the desired results?
    - ii. If the learning outcomes are met, are there specific efforts that can be attributed to the students' success?
12. Support for the SLOs supported by the departments other than the department hosting the program.

Please include:

- a. Department name that provides support for the program;
  - b. Course name and identifier, if applicable; and
  - c. Description of the support provided
13. Summary of full-time and adjunct faculty scholarly or creative activity during the review period, indicating which faculty are tenured and tenure-track and which are adjunct.
  14. Current resume/CV for all full-time and adjunct faculty, indicating which faculty are tenured and tenure-track and which are adjunct.
  15. Summary of notable student achievement during the review period.
  16. Overview and analysis of the five-year budget for the review cycle. If some aspects of the budget are shared among several programs (departmental budget), please list budget components that are shared, and explain how the costs are proportioned among all programs. If expenditures were made that benefited the program but were not departmental/program expenditures (i.e., Technology Tuition Fee Funds, university renewal/replacement funds, etc.), please identify these program investments. Describe any budgetary challenges that have impacted achieving program goals and overall program performance. Include all capital investments that have been made for the program/department over the review period. This list should include some or all of the following as applicable:
    - a. New positions;
    - b. Educational/instructional technology enhancements;
    - c. Educational/instructional equipment and/or supplies;
    - d. Facilities/remodeling;
    - e. Travel;
    - f. Faculty (conferences, professional development); and
    - g. Expenditures for undergraduates and graduates students (conferences, professionalism, competitions, etc.).
  17. Overview and analysis of any results from previous program goals (goals established in the previous review). If there were challenges in working toward the goal(s), detail those challenges. Specifically note to how the department has incorporated the results from the assessment process into the curriculum or department/program efforts (i.e., closing the loop). Please include charts or data as supporting evidence, if applicable.
  18. Data relevant to the performance of the program, at a minimum, include the following:
    - a. Enrollment data;
    - b. Completion data;
    - c. Student credit hours;
    - d. Four-year and six-year graduation rates; and
    - e. Second-year, third-year, and fourth-year retention rates.
  19. Provide an analysis of all data provided. If the previous program review identified foals associated with any metric, indicate if the goal was met, and if not, what challenges or external factors existed that prevented the goal from being met.
  20. Describe any development within the profession, the region being served, or the commonwealth that identifies an anticipated need, or lack thereof, for the program in the future. Include market research, if applicable.

21. If the program has not met the completion criteria (listed as red on the report) in the latest Program Sustainability Report or is a program of concern (listed as yellow on the report), the program review must include an analysis of why the Program Sustainability criteria are not being met or is a program of concern. If the program is not meeting the criteria or is a program of concern, in addition to the analysis, the program review must include one of the following recommendations:
  - a. The university may determine the program is meeting the mission and goals of the university and State System as currently offered and recommend no changes occur.
  - b. The university may recommend a reorganization or other modification with the intent of increasing the program's long-term sustainability. This could include curricular modifications and or changes in the promotion and recruitment for the program. The university will determine if a program will be placed into moratorium during this process.
  - c. The university may recommend a program be placed into moratorium and initiate the moratorium using established curriculum processes and subsequently discontinue the program.
  - d. In consultation with other universities, a collaborative approach may be recommended for similar programs across multiple universities.
22. Provide an analysis of the program's personnel resources. Are the resources meeting the needs of the program's goals and objectives? Are there factors that are contributing to some of the program goals or objectives not being met?
23. Provide an analysis of the program's physical resources. Are they meeting the needs of the program's goals and objectives? Are there factors that are contributing to some program goals or objectives not being met? Are the physical resources sufficient to successfully operate the program?
24. Provide an analysis of the program's financial resources. Are they meeting the needs of the program's goals and objectives? Are there factors that are contributing to some program goals or objectives not being met? Are the financial resources sufficient to successfully operate the program? Are there sources of funding being used other than regular university funds, e.g. grant funds?
25. Describe any notable trends in student characteristics or demographics.
26. Describe the extent to which graduates of the program demonstrate success in their chosen career. Include any evidence such as certification exams, employer surveys, alumni surveys, etc.
27. Describe any trends in technology or how technology is used that has or will have, an impact on the program.
28. What are the top trends in the discipline/field or related discipline/field; and how do they relate to the existing curriculum and co-curricular experiences? If appropriate, include the following: online delivery, experiential learning, internships, research or service opportunities, external advisory boards, collaborative program delivery, and partnerships.
29. Describe any collaboration or coordination that has occurred either with other State System universities or external to the State System. If appropriate, include any articulation agreements, memorandums of understandings, affiliation agreements, instructional locations, referential admissions (if graduation program), advisory councils, shared courses, exchange programs, interdisciplinary programs, etc.

30. Provide any areas of improvement where previous program goals were not met or new priorities for the program.
31. List all programs goals to the next review cycle. At a minimum, include the following:
  - a. action plan on how the goal will be achieved;
  - b. any milestones and expected dates;
  - c. anticipated resources; and
  - d. description of how progress will be measured (for each goal) using direct and indirect measures where applicable.
32. If applicable, the external reviewer's report.