

Lincoln Memorial University

Guidelines and Schedule for Program Reviews

Introduction

The ongoing program review process provides an opportunity to look at present practices; document accomplishments; and identify and improve shortcomings, enhancing the quality and effectiveness of the educational programs with achievement of planned goals and objectives, improved effectiveness of program(s), and alignment of program(s) and institutional goals.

The program review report should include, but is not limited to the following: (a) a title page according to the format given in *Appendix A*, (b) a table of contents, (c) section and subsections of the criteria given below, and (d) appendixes of support documents. Each program is to be reviewed separately, e.g., A.A., A.S., B.A., B.S., B.B.A., B.S.N., M.Ed., M.B.A., M.S.N., M.M.S., Ed. S., Ed.D., D.O., and J.D.

Each program, including those that have specific discipline accreditation, is to complete a program review every three to five years. Reports should reflect data from the previous two (2-4) academic years. Programs with specific discipline accreditation may submit copies of successful initial accreditation or reaffirmation of accreditation reports (with accreditation agency notification attached) to fulfill the reporting requirement for either the calendar year of the program accreditation report or within two calendar years (preceding or following) the official award of program accreditation (if the agency awarding accreditation is recognized by CHEA and/or the U.S. Department of Education). Programs with discipline specific accreditation must submit program reviews if their last official notification of initial or continuing accreditation review was not received within time frame indicated above.

This study will be assessed by the Institutional Effectiveness Committee and a recommendation for action on approval or further review/follow-up forwarded to the Academic Council (see *Appendix C*). Commendations and recommendations will also be reported to the school/college/department and the Vice President for Academic Affairs. The school/college/department will have four weeks to clarify statements and/or respond to questions raised by the Institutional Effectiveness Committee or the Academic Council.

Format

A brief narrative for each subsection describing process, methodology, instruments, and analysis used for the review should be included. When the program does not meet an expected standard, the report should describe the method of data collection, the established standards, results, and recommendations for improvements.

Tables and documentation referenced during the program review should be attached to the report and all evidence (e.g., course syllabi, raw data) maintained in the school/department. Copies of previous program reviews should be maintained at the school, college, or department levels. All reports should be submitted to the Office of Institutional Research electronically, and bound hard copies should be submitted to the Office of Institutional Research and the Office of the Vice President for Academic Affairs.

Recommendation: Use the school/college/department strategic plans and outcomes assessment/ effectiveness data over the past two years. This should prevent unnecessary duplication of work.

For additional information and assistance contact:

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Criteria and Template

I. MISSION

- A. Give the mission statement of the school or college, department, and major program.
- B. Show how the program, department and school or college mission statements interface with each other and the mission statement of the university.
- C. Describe how the program, department, and school or college mission statements are articulated to new faculty members, students in the program, department, school or college, and the public.

II. CURRICULUM

A. Instructional Program

- 1. Show how the courses required for each degree under review
 - a. Relate to the school's or college's/department's missions.
 - b. Reflect national and local trends of the discipline.
 - c. Demonstrate progression and coherence of curriculum.
 - d. Are judged to be appropriate for the academic level of the degree program.
 - d. Contribute to the competencies expected in the graduates.
- 2. Describe how the general education component of the curriculum (where appropriate) contributes to the achievement of program outcomes.
- 3. Explain the process of ensuring a balanced distribution of credits between courses required in the major, required cognates (supporting or related disciplines), and general education courses (where appropriate).
- 4. Describe the procedures the school or college/department/program follows in keeping the instructional program updated and in tune with the most important trends in the discipline.
- 5. Describe the school's/department's/program's contribution to the general education program of the university. For areas where no major is offered, but in which program faculty teach (example: psychology faculty who teach BSCI courses), include a review of the contributions of program faculty to the general education program.
- 6. Give the rationale for the continuation of any course which has had no more

than five students enrolled per semester during any of the last two years.

7. Give the rationale for the continuation of any degree program (major or concentration area) which has had ten or fewer graduates in the last two years. Include the contributions of program faculty to other programs in the department and/or school in the rationale.

B. Faculty

1. Prepare a profile of the faculty members in the program (see *Appendix B*) showing how the academic preparation and professional expertise of each faculty member relates to the courses taught and other school/departmental responsibilities assigned.
2. Explain how faculty members maintain current knowledge and expertise in the subject area of teaching responsibility. Provide a detailed listing of all professional development activities, research, publication, scholarly activity, and professional memberships of program faculty.
3. Describe the role which faculty members have in the development of program, departmental, and school policies and standards.
4. Describe procedures, other than the university-wide student evaluation of course and program, used to evaluate teaching effectiveness of the program faculty.

C. Students

1. Describe how the program attracts majors; chart the enrollment per year in each program for the two previous academic years.
2. Describe what the program does to retain majors; give retention rates per year for each program; give graduation rates of students entering the program.
3. Give standards for admission, progression, and degree completion; describe the procedures used to assess students from admission to completion of the instructional program, including transfer students.
4. Describe how transfer students compare with regular students in required coursework, (e.g., compare outcomes of transfer students who enter your program in the second or third year with students who enter as freshmen). Provide objective data to support the description.
5. Describe the record keeping or tracking of majors in the program/department/school.

6. Describe the student advisement program followed by the program/department/school. If anyone (faculty or staff) other than program faculty advise students, provide the rationale for this practice.
7. Summarize licensure and certification reports where applicable. For programs with teacher certification options, provide information on the success of students seeking teacher licensure.

D. Facilities and Equipment

1. Evaluate the adequacy of the facilities and equipment in relation to the needs of the program.
2. Describe the process for determining essential equipment, including who is involved.

E. Learning Resources

1. Evaluate the adequacy of library holdings for the program (books, periodicals, databases).
2. Describe the process of ensuring that holdings and other learning resources are current and sufficient.
3. Evaluate the adequacy and accessibility of resources such as:
 - a. Computer terminals and software.
 - b. Instructional media equipment and software (videos, recordings).
4. Describe how community organizations and professionals are used to provide learning experiences.
5. Describe how technology is incorporated into the program.
6. Discuss the activities of program advisory boards.

F. Financial Support

1. Describe the budgeting process for the program.
2. Evaluate the adequacy of the budget in all areas, including equipment.
3. Describe grants received by the program/department/school that support the program.

4. Describe the scholarships available to students through the program/department/school, indicating the source of funding for each.
5. Indicate the program's credit hour production for each of the last two years by multiplying credit hours assigned for each course offered at each level (graduate/undergraduate) by the course enrollments and summing the results.

III. OUTCOMES

- A. Describe the results of competency assessments of students over the last two years and compare with scores of graduates of similar programs and/or grades earned in required courses.
- B. Describe the employment of graduates during the last two years as to:
 1. Types of jobs available.
 2. Percent who find jobs related to their chosen field of study.
- C. Describe the type of graduate programs your graduates have chosen during the last two years; give the percent who gained admission into these programs; the percent who received graduate degrees.
- D. Discuss the graduates' reported satisfaction or dissatisfaction with the education they received in the program, with their employment, or graduate work.

IV. STRENGTHS AND WEAKNESSES

- A. Summarize the strengths and weaknesses in the program and give a plan to overcome the weaknesses.
- B. Summarize any fundamental limitations the program has in carrying out its mission under current conditions and discuss how these limitations can be addressed.

V. PROJECTIONS

Give the goals for the program for the next two years along with rationale and plan of actions for achieving each goal.

Appendix A
Sample Title Page

Program Review
for
English Program
B.A. in English

Fall 2010-Fall 2013

Submitted

October 10, 2014

by

Program Director and Department Chair

and

School Dean

Appendix B
Faculty Profile

Faculty Roster Form
(Adapted from SACS-COC Faculty Roster Form)
Qualifications of Full-Time and Part-Time Faculty

Name of Program:

Academic Term(s) Included:

Date Form Completed:

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

Appendix C

Guidelines for School or College/Department Program Review

Guidelines for School or College/Department Program Review

Review Committee

General Process: The academic department and school/college that houses the major program makes an initial assessment of the program review. The department/school/college forwards the program review (with assessment summary) to the Institutional Effectiveness Committee for review and presentation (with recommendation for acceptance/revision and written assessment) to the Academic Council. The Academic Council considers the program review, recommends necessary actions to appropriate university officials/bodies and notifies the program director, department chair, and school/college dean of actions taken/recommended.

The members of the Institutional Effectiveness Committee are:

Vice President for Academic Affairs, Chair; Assistant Director of Institutional Research; Assistant Director of Assessment; Quality Enhancement Plan Director; one (1) staff representative appointed by the President (Vice President for Enrollment Management and Student Services; Assistant Vice President for Academic Affairs; Academic Deans; Chief Information Officer; one undergraduate faculty representative nominated by the school deans and appointed by the VPAA; one graduate faculty representative nominated by the school deans and appointed by the VPAA; Director of Academic Assessment for DCOM; Executive Director of Academic Services, DCOM; Director of Library, Associate Dean for Assessment, DSOL; ex officio: President.

The members of the Academic Council are:

Vice President for Academic Affairs, Chair; Assistant VPAA; Academic Deans; chair of each Academic Department. Ex-officio: Registrar, Director of General Education Program, Director of the Library, Director of Admissions, Assist Director of Institutional Research; Chair of the Faculty Senate, SGA President.

Specific Schedule of Reports for All Years

1. Program Report completed and submitted to Department Chair by October 15.
2. Department Summary and Report submitted to School Dean by November 15.
3. School Dean submits reports to I.E. Committee by December 15.
4. Institutional Effectiveness Committee reviews reports within one month of receipt (but no later than January 30). The I.E. Committee provides approximately four weeks (January 30- March 1) for clarification, corrections, or revision of reports by programs, departments, and college/schools. The I.E. Committee then makes recommendations for acceptance/revision and provides a written assessment) to the Academic Council.
5. The Academic Council considers the program reviews; recommends necessary actions to appropriate university officials/bodies; and notifies the program director, department chair, and school/college dean of actions taken/recommended. Academic Council program review is between March 1 and May 30 each year, preceding the annual Strategic Planning Retreat.
6. In June, the Provost prepares program reports for Strategic Planning Retreat in July.

Calendar of Reports for All Years

August	Aug.15	August 15-October 15
September		Programs Prepare Reviews
October	Oct.15	Submit to Department Chairs
October	Oct.15	October 15-November 15
November	Nov.15	Department Chairs Review/Revise Reports
November		Department Chairs submit to School Deans
November	Nov. 15	November 15-December 15
December	Dec. 15	School Deans Review Reports and submit to I.E. Committee
December	Dec. 15	December 15-March 1
January	Jan. 30	I.E. Committee Reviews Reports
February		I.E. Committee works with School Deans/Department Chairs/Program Directors on any necessary report revisions and submits reports with recommendations to Academic Council
March		
		March-May
March		Academic Council reviews reports and makes decisions for recommendations and distribution of findings.
April		
May		
		June-July
June		VPAA Prepares Program Reports for Strategic Planning Retreat
July		Strategic Planning Retreat