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. It improves the quality and effectiveness of LMU’s educational programs. A program review should include, but is not limited to: (1) a title page, see Appendix A; (2) a table of contents; (3) section and subsections of the criteria given below; and (4) appendices of supporting documentations, see appendix B as an example of Faculty Listing.

Each program is to be reviewed separately, e.g., AA, AS, BA, BS, BBA, BFA, BSN, MEd, MBA, MSN, MMS, EdS, EdD, DO, PhD, DNP, DVM and JD. All programs, including those that have specific discipline accreditation, must complete a program review every three to five years. Reports should reflect data from the previous two academic years. Programs with specific discipline accreditation may submit copies of successful initial accreditation or reaffirmation of accreditation reports (with accreditation agency notification included) 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 Council for Higher Education Accreditation (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 the time frame indicated above. The Institutional Effectiveness Office will archive completed Program Reviews for the purpose of accreditation documentation.
Format

A brief narrative for each subsection describing the 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. Improvements should be consistent with those identified within Outcome Assessment Reports.

Tables and documentation referenced during the program review should be attached to the report and all evidence (e.g., course syllabi, raw data, etc.) maintained in the school/department. Copies of previous program reviews should be maintained at the school, college, or departmental levels, and available upon request. The Institutional Effectiveness Office will accept materials from academic divisions and archive the information as PDF documents.

All reports should be submitted to the appropriate Dean for review and feedback. The Office of Institutional Effectiveness (OIE) will receive final copies to provide further feedback and archiving.

**Recommendation:** Use the school/college/department strategic plans and data from outcomes assessment reports over past two years to aid in completing the program review. This should prevent unnecessary duplication of work.
Criteria and Template

I. MISSION – From OAR Page 1 and additional information
   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 outside stakeholders.

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; and
   e. 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 course (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 (e.g. 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 four semesters.
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 degree programs in the department and/or school in the rationale.
8. Curriculum Map: Please provide a curriculum map for all the courses taught within the program and how they relate to each outcome. Please use the template provided by the IE office.
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 course taught and other school/departmental responsibilities assigned.
2. Provide revised and updated CV’s for program faculty to the IE office for archiving as part of this process.
3. 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.
4. Describe the role, which faculty members have in the development of program, departmental, and school policies and standards.
5. Describe procedures, other than the university-wide student evaluation of course and program, used to evaluate teaching effectiveness of the program faculty.
6. Indicate attrition rates for faculty within the department/program; include exit interview data if available/applicable.

C. Students
1. Describe how the program attracts majors; chart enrollment trend data 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 the program in the second or third year with students who enter as freshman, with no previous college experience). Provide objective data to support the description.
5. Describe the record keeping/tracking of majors in the program/department/school.
6. Describe the student advisement program follow by the program/department/school. If anyone (faculty or staff) other than program faculty advise students, provide the rationale for this practice.
7. Identify any possible barriers to student entry in the program.
8. 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 of determining essential equipment, including a rationale for who is included in the decision process.
E. Learning Resources
   1. Evaluate the adequacy of library holdings for the program (books, periodicals, databases, etc.).
   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, software, access to the internet.
      b. Instructional media equipment and software (videos, recordings, etc.)
   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. Identify and 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 and requirements for each.
   5. Indicate the program's credit hour production for each of the last two academic years by multiplying credit hours assigned for each course offered at each level (undergraduate/graduate) by the course enrollments and summing the results.

III. OUTCOMES – From OAR Form 2, 3, and 4, and additional information

   A. Describe the results of competency assessments of students over the last two academic 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:
      a. Types of jobs available.
      b. Percent who find jobs related to their chosen field of study.
   C. Describe the type of graduate programs the graduates have chosen during the last two years; indicate the percent who gained admission into these programs; and 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, while identifying new goals for the program for the next two years. Include the following:
   a. A rationale and plan of action to overcome weakness, and achieve new goals.
   b. A time-table to track progress/completion of stated weaknesses and identified goals.
B. Summarize any fundamental limitations the program has in carrying out its mission under the current climate in higher education and discuss how these limitations can be addressed.
C. Identify any new initiatives within higher education that the college or school, department, or program plans to incorporate throughout the next review cycle (i.e., 100% online programs, hybrid course programs, going “green”).

V. PROJECTIONS
   a. Give goals for the program for the next three years along with rationale and plan of actions for achieving each goal (list them in Chronological order)