**Southern Adventist University**

**Guidelines for Program Reviews**

(01 Nov 2005 rev Oct 17, 2005 & Feb. 5, 2007 & Sept., 2015, February 2016, May 2018, Sept. 2019)

**Introduction**

The program review process provides an opportunity to look at present practices, document accomplishments, and identify and improve shortcomings. This review is designed to enhance the quality and effectiveness of the educational programs in the achievement of planned goals and objective, 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) response to the recommendations of the previous program review (e) appendices of support documents. Each program is to be reviewed separately, e.g., A.A., A.S., B.A., B.S., M.A., M.S. Use data from previous five academic years. Each program, other than those that have external, discipline-specific accreditation, is to complete a program review every five years. Externally accredited programs are expected to submit their self-study document and the reviewers report to Academic Administration for a modified review in the year of their review.

This study will be assessed by a peer review committee (see *Appendix B)* and commendations and recommendations reported to the school/department and the Vice President for Academic Administration. The school/department will have six weeks to clarify statements and/or respond to questions raised by the review committee.

The final report of the review committee and the executive summary will be submitted to Undergraduate/Graduate Council, University Senate and the Board of Trustees for their review.

**Format**

A brief narrative for each subsection describing the process used for review follows. Describe the method of data collection, the established standards, results, and recommendations required when program does not meet standard.

Include tables and attach documentation that has been referenced during the program review. Maintain all evidence on file in the school/department, e.g., course syllabi, raw data.

*Suggestion: Use the school/department strategic plans and assessment/effectiveness data (UPAR’s) over the past five years. You don’t need to re-invent the wheel and repeat work you have already done!*

**Criteria**

1. **EXECUTIVE SUMMARY**
2. **MISSION & GOALS**

A. Provide the mission statement of the school/department.

B. Show how the school/department mission statement interfaces with the mission statement of the university.

C. Articulate the broad goals of the school/department and indicate how they tie in with the unit’s mission.

**II. CURRICULUM**

**A. Instructional Program**

1. Show how the courses required for each degree program offered by the school/department:

a. Demonstrate progression.

b. Contribute to the competencies expected in the graduates (use curriculum map from UPAR)

2. Provide a rationale for any variance above the 50th percentile in a) direct instructional expense and b) direct instructional cost /FTE student between departmental and “Delaware National Study of Instructional Costs and Productivity” norms and outline a strategy for bringing school/department costs into alignment with comparable institutions. (Delaware Study available on Academic Administration website).

3. Explain the process of ensuring a meaningful distribution of credits between courses required in the major, required cognates, and general education courses.

4. Describe the procedures the school/department follows in keeping the instructional program updated and in tune with important trends in the discipline.

5. Describe the school’s/department’s contribution to the general education program of the university.

6. Justify any variance from institutional standard of 40 hours in BA and 60 hours in BS degree, including cognates.

7. Give the rationale for the continuation of any course that has had no more than six students enrolled per semester during any of the last ~~five~~ three years.

8. Give the rationale for the continuation of any degree program that has had ten or fewer graduates over the course of the last five years.

**B. Faculty**

1. Prepare a table of all faculty in the school/department (see *Appendix C*) showing their academic preparation and other qualifications for the courses taught over the past two academic years.

2. Prepare a table to document faculty involvement in professional-growth activities that serve to maintain their current knowledge and expertise in the subject area of teaching responsibility as well as their school/departmental responsibilities assigned. (Appendix D).

3. Describe the role that faculty members have in the development of school/departmental policies and standards.

4. Describe procedures, other than the university-wide student evaluation program, used to evaluate teaching effectiveness of the school/department faculty.

**C. Students**

1. Describe how the school/department attracts majors Chart the enrollment per year in each program. Comment on trends that appear in the chart (enrollment data available from Infocenter – “Number of Departmental Majors in – “Fall Semester”).

2. Describe school/department recruitment efforts (Data on freshmen enrollment is in Infocenter – “Freshmen Enrollment by Academic Department”).

3. Describe what the school/department does to retain majors; give freshmen to sophomore retention rates (data available in Infocenter – “First Year Freshmen Retention Report – Academic Department at Time of Entry”).

4. Provide an analysis for courses with DFW rates above 20% and describe steps being taken to help students succeed in those courses (data available in Infocenter – “Grade Distribution”).

5. 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.

6. Describe the student advisement program followed by the school/department.

7. Summarize licensure and certification outcomes if applicable.

**D. Facilities and Equipment**

1. Evaluate the adequacy of the facilities and equipment in relation to the needs of the school/department.

2. Describe the process for determining essential equipment.

**E. Learning Resources**

1. Evaluate the adequacy of library holdings for the school/department (books, periodicals, data bases, research guides etc.).

1. Describe the process of ensuring that holdings are current and sufficient.

3. Evaluate the adequacy and accessibility of resources such as:

a. Computer labs and software

b. Classroom audio-visual equipment

c. Instructional media equipment and software (videos, etc.).

4. Describe how community organizations and professionals are used to provide learning experiences.

1. Describe how technology is incorporated in the program(s).

**F. Financial Support**

1. Describe the budgeting process for the program(s).

1. Evaluate the adequacy of the budget in all areas, including equipment.
2. Describe funded research as well as grants received by the school/department.
3. Describe school/department involvement with solicitation and use of affinity funds.

**G. External Constituencies**

Describe departmental interactions with alumni.

Reflect on departmental research activities whether by faculty or students.

Describe community outreach activities

**III. OUTCOMES**

A. Describe the results of competency assessment of students over the last five years and compare with scores of graduates of similar programs.

B. Describe the employment of graduates during the last five years as to:

1. Types of jobs available.

2. Prepare a table showing number & percentage of graduates who are employed in jobs related to their chosen field of study one-year after graduation (data in Infocenter – “Job Placement”)

C. For programs that prepare students to enter into graduate programs, describe the type of graduate programs your graduates have chosen during the last five years; give the number and percentage who gained admission into these programs as well as the number and percentage who received graduate degrees.

D. Report and evaluate the graduates reported satisfaction or dissatisfaction with the education received in the school/department, with their employment, or graduate work (Data available from Infocenter – “Exit Surveys” and from Institutional Research – “Alumni survey”).

**IV. STRENGTHS AND WEAKNESSES**

A. Summarize the strengths and weaknesses in the school’s/department’s programs and give a plan to overcome any identified weaknesses.

B. Summarize any fundamental limitations the school/department has in carrying out its mission under current conditions and discuss how these limitations can be addressed.

**V. PROJECTIONS**

Give the goals for the school/department for the next five years along with rationale and plan of action for achieving each goal.

**Department / School Program Review**

**Five-Year Cycle showing Due Dates**

Last review is noted in parenthesis.

August 15, 2020

General Education (2006)

Religion (2008)

Biology & Allied Heath (2008)

Journalism & Communication (2009)

August 15, 2021

Physics & Engineering (2011)

English (2011)

Education & Psychology (all programs) (2011 & 2015)

Business Administration & Technology (2012 & 2015)

August 15, 2022

Visual Art & Design (2012)

Computing (2014)

Southern Scholars (2014)

Nursing – all (2014)

August 15, 2023

History & Political Studies (2017)

Modern Languages (2017)

PE, Health & Wellness (2017)

Social Work (2017)

August 15, 2024

Mathematics (2018)

Chemistry (2018)

Music (2019)

Physical Therapist Assistant (n/a)

1. Notices will go out from the office of VP of Academic Administration 18 months ahead of due date.
2. That progress on and completion of program review be a part of evaluation process for the dean/chair.

Voted by UG Council February 20, 2017

**Appendix A**

**Sample Title Page**

Program Review

by

School of Religion

M.Min in Church Leadership and Management

M.Min in Church Ministry and Homiletics

M.Min in Evangelism and World Mission

M.A. in Biblical and Theological Studies

M.A. in Religious Studies

B.A. in Archaeology

B.A. in Biblical Studies

B.A. in Missions

B.A. in Pastoral Care

B.A. in Religious Education, Teacher Certification Licensure 7-12

B.A. in Religious Studies

B.A. in Theology

A.A. in Religion

For 2013 - 2018

Submitted

August 15, 2019

by

Greg A. King, Dean

**Appendix B**

Program Review Committee

Associate VP for Academic Admin, Chair

Director of Institutional Research

Director of Records

6 Level-3 teaching faculty members, at least 4 of whom must hold the rank of full professor (3 members elected each year by senate for staggered, non-renewable 2-year terms [eligible for another term after a 1-year hiatus]).

Procedure:

1. At the first meeting, the Review Committee will be divided into 2 reading committees of 3 faculty members each and a chair will be selected from among the members.
2. Each reading committee will complete the review of 2 program reviews during the academic year.
3. The three administrators will function in an advisory capacity and will meet with the reading committees as requested.
4. Each department/school not externally accredited shall identify one external reviewer (faculty member from another institution) whose selection will be endorsed by the full Review Committee.
5. The external reviewer will receive the document at the beginning of the review process and will meet with the reading committee at least once to present his/her findings.
6. The reading committees will complete their review within two months and present their report to the full Program Review Committee
7. The Program Review Committee will review the report from the reading committees and present a consolidated report to the Senior Vice President for Academic Administration.

The Office of Academic Administration will receive the program review report from the chair of the department or the dean of the school that is under review no later than August 15. The Review Committee will examine the school’s/department’s program review document and make any necessary recommendations to the Office for Academic Administration and to the school or department. Review Committees should complete the review process, including the consultation with the external reviewer within one semester. The Review Committee’s recommendations shall be implemented unless the school or department appeals the recommendation to the Undergraduate or Graduate Council. Review committee recommendations can be struck down or amended by a 2/3 or greater majority vote of the Undergraduate or Graduate Council. Department chairs or deans of schools appealing the report or individual recommendations as well as any members of Undergraduate/Graduate Council serving on the Review Committee shall abstain from voting.

**Appendix C**

**Faculty Roster Form**

**Qualifications of Full-Time and Part-Time Faculty**

**Name of Primary Department, Academic Program, or Discipline:**

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

**Appendix D**

**Faculty Development**

**Professional Growth Activities of Full-time Faculty**

**Name of Primary Department, Academic Program, or Discipline:**

**Academic Years Included: Date Form Completed:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| **NAME** | **Publications** | **Professional Growth Activities (Conferences, Workshops etc.)** | **School/Department Activities** |
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