

Five-Year Program Review Guidelines

Description and Overview

Program review is important for strategic planning and improvement, an opportunity for reflection, and to fulfill requirements for university accreditation. Truman strives to review approximately 20% of its programs each year such that all programs have been reviewed every five years in accordance with guidelines from the Missouri Department of Higher Education and Workforce Development (MDHEWD)

The primary audience of the review is the faculty and program leadership, allowing for self-study and goal setting. Program review provides an opportunity to consider the evolution of programs, including new initiatives, streamlining and aggregation, and consideration of discontinuation. It also provides an opportunity to regularly collect important program information, such as faculty CVs and course-level syllabi.

Leaders of the School and University will be active participants in the review process. The executive summary should be useful for a variety of external audiences. The Missouri Department of Higher Education and Workforce Development (MDHEWD) may receive a copy of the complete review, and a review report must be presented to the Faculty Senate.

Some Truman programs have external program reviews mandated by national accreditors or other bodies. The objectives of these reviews are often similar but not aligned completely with Truman's program review process. This program review process is separate from specialized accreditation review but should help position accredited programs to excel.

Goals

The five-year program review allows departments and programs to periodically achieve the following fundamental goals:

- Establish a departmental strategic plan for the upcoming five years with annual goals for all degree programs.
- Review and report on progress made in implementing the existing programmatic mission, strategic plan, and goals.
- Align departmental and programmatic efforts with Truman's liberal arts and sciences mission, strategic plan, and other campus-wide initiatives and ensure that student learning and quality teaching remain the top priority at Truman.
- Create open conversations among program stakeholders, including faculty, staff, students, internal and external reviewers, administrators, and faculty governance.
- Encourage and support assessment, innovation, and progress.
- Ensure that documents such as faculty CVs, Skills Alignment Analysis, and course-level syllabi and course objectives are updated and readily available.

What is reviewed?

Individual program reviews are completed as components of a larger departmental review. This allows for department-wide strategic planning and assessment with program-specific goal setting. Because many data points are collected at the departmental level and faculty often contribute to a variety of programs within a department, separating data at the program level for a true program review is challenging. Data will be provided at the program level when available. The review should focus on the major degree programs (graduate and undergraduate), but also discuss minors, certificates and other credentials, contribution to the Dialogues, and other activities of the department.

The Dialogues and embedded Perspectives are not considered degree programs and are reviewed on a schedule mandated by UGC and Faculty Senate. This document is not meant to guide those reviews.

University-wide Coordination and Scheduling of Program Reviews

The Academic Affairs Office is responsible for the University-wide coordination and scheduling of program

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reviews. To that end, the Academic Affairs Office works with the Director of Assessment and the Assessment Committee to determine the proper timing for such reviews. Programs may submit a request to the Provost for reconsideration of their current cycle for extenuating circumstances.

Components of a Five-year Program Review

The program review consists of the following components:

- 1) A self-study produced by the department. The self-study should focus on the development of a forward-facing strategic plan based on data trends for the department and program(s). The Department Chair coordinates the writing of the study with feedback from the entire department. The self-study is an inward focused process and must include the following:
 - A strategic plan for the department for the next five years. The plan should include goals (action items) for each program within the department for the upcoming year that align with the department strategic plan. (Each summer, chairs should develop new goals for the upcoming year.) Questions to consider in development of the strategic plan and goals include: What compelling curricular and programmatic developments will be pursued? How will the program continue to evolve to remain modern and address changing student needs and demands? How can the department and programs capitalize on its strengths while addressing areas that need improvement?
 - A review and report on progress made on the prior strategic plan and annual goals. (Chairs should be reflecting on progress towards annual goals each summer. Those progress reports should be collated within the self-study.)
 - Exploration of the relationship between the program's mission, philosophy, co-curriculum, activities, and goals with Truman's vision, liberal arts and sciences mission (including the Dialogues), and University Strategic Plan.
 - The Skills Alignment Assessment that reviews programs for inclusion of key skills within the curriculum. Directions for completion can be found at:
<https://wp-internal.truman.edu/provost/files/2025/05/Skills-Alignment-for-5-Year-Reviews.pdf>.
 - Brief review and discussion of relevant program and departmental data (and comparison to University-wide trends) to drive strategic plan objectives and annual goals. Attendance at the Assessment Workshop provides the foundation, including pre-prepared graphs, for the necessary examination.
 - Appendices:
 - Standard data elements provided by Academic Affairs
 - Current CVs of all faculty members should be filed electronically with the school and made available for reviewers.
 - Course-level syllabi should be filed electronically with the school and made available for reviewers.
 - Elements required for the Faculty Senate report.
- 2) An external review of the department and its programs. This review is performed by two or more reviewers, at least one from an institution with characteristics like Truman and one Truman faculty member from another school. For departments with programs from multiple disciplines, the chair, dean and provost will determine the appropriate number of additional external reviewers to allow perspective on all academic areas. Departments can support additional external reviewers if more perspectives would be valuable. External reviewers must be approved by the Chair, Dean, and Provost, and arrangements for the official visit are coordinated by the department and school working with the Academic Affairs Office.
- 3) A response from the department to the external review, highlighting any changes to the strategic plan and annual goals as a result of the additional feedback.

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- 4) A brief executive summary (1-3 pages) for easy review by governance and other campus and public audiences composed of key elements of the above documents.
- 5) Memos from the Dean and Provost highlighting key areas of strength, areas for improvement, and identifying sources of support within the school/university for future improvements.
- 6) A report to Faculty Senate. See Appendix 6.

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The External Review Process

Typically, the internal and external reviewers perform a single review, scheduling a single program visit, meeting together with key constituencies, and writing a single report. Reports should include an overall departmental review with subsections that discuss each degree program (graduate and undergraduate) within the department. In extenuating circumstances, reviewers can request to visit and write separate reports with the approval of the dean and provost.

The internal reviewer is selected by the Chair and Dean and approved by the Provost. The internal reviewer should be from another school at Truman and familiar with Truman's strategic plan, vision, and mission as a public liberal arts and sciences institution. Other desirable traits include familiarity with the review process (perhaps from their own experience with a program review) and with campus leadership (perhaps a Faculty Senator, former or current department Chair, or recent contributor to a program review). Familiarity with the program under review is not necessary, and in many cases a lack of familiarity may allow for a view of the program with a fresh perspective.

The selection of external reviewer(s) should be a collaborative process between the program leadership and Dean. After discussion with the department, a slate of multiple reviewers, their CVs, and a rationale are submitted to the Dean who chooses from the list after conferral with the Provost. The Provost or designee must give final approval before the visit is scheduled.

The external reviewer should be from a similar department at a similar university, familiar with the teacher-scholar model and regional or national standards of excellence applicable to a program at a school with characteristics like Truman. A reviewer from a similar department at a COPLAC school would be ideal. While reviewers from two-year institutions or a research-focused university may be appropriate, care must be taken to ensure that they understand the targeted mission of a public liberal arts and sciences institution.

The program leadership team should plan the visit at least a month in advance to ensure that the Dean, Provost, and President (when possible) are available on the day of the visit to meet with reviewers and that other logistics and arrangements flow smoothly.

The leadership team should consider how the team will meet with the constituents. For example, team members may meet with departmental faculty as individuals, disciplines, or a department. Meetings could also separate faculty in other ways, such as by seniority/rank, sub-disciplines, or core courses. There are advantages to both formal (e.g., conference rooms) and informal (e.g., restaurants, campus tours) settings. Review visits may also include meetings with the following entities, depending on the nature of the program: the Associate Dean, the Associate Provost, currently enrolled students, alumni, representatives from the Advancement Office, the Education Department Chair, other Department Chairs that your programs intersect with, the Director of Interdisciplinary Studies and Student Research, and important community/industry partners. Finally, the reviewers should also be given the option of attending classes and having a tour of departmental facilities. These decisions may depend on time, resources, number of faculty, etc., but should be clarified and agreed upon prior to the campus visit. Reviewers should be given the opportunity to request what they think would be beneficial for their time on campus. See Appendix 4 for a sample schedule.

Reviewers should be given a reasonable deadline for delivering a written report (in PDF format) to the department chair and dean. A recommended guideline would be four weeks after the review. The dean (in consultation with the chair and Academic Affairs) should clarify the report format: a joint review (where reviewers contribute to and agree on a single report) or separate reports from each reviewer. The formats can – and often do – lead to different interpretations and recommendations. For programs with multiple disciplines, each external reviewer should contribute information regarding their disciplinary focus even in a joint report. There are no strict formatting guidelines for the reviewer's comments. A typical review is brief (3-5 pages) and includes an overall summary of the department as well as departmental and program-specific strengths and concerns noted as a result of the review. The review may contain recommendations, both specific and general.

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Funding for the Five-Year Review

Funding for costs associated with the program review process comes from the Academic Affairs Office, Schools, and Departments. Funding is provided for completion of the self-study and responses to the review team and support for the external reviewer(s).

Internal Stipends: A significant portion of the effort for completing reviews is assigned to the department chair as a part of their expected annual duties. If the chair delegates writing of the self-study or post-visit responses, the schools/departments may use up to \$1000 over the entire process for summer stipends. No more than \$500 may be paid to any individual faculty member for summer work in either program review year. Stipends are paid after final documents are received by the Academic Affairs Office. Departments should use the “Approval of Payments for Assignments” form (<http://wp-internal.truman.edu/businessoffice/files/2014/07/Additional-Assignments.pdf#search=Approval%20for%20payment>). Payment of full stipends are contingent on timely completion of the work.

Reviewers: The Academic Affairs Office will pay for travel and hotel expenses for external reviewers, including a stipend, as appropriate. Academic Affairs will pay up to \$800 for a reviewer’s stipend after the external reviewer report is received by the Academic Affairs Office. Departments with degree programs from multiple disciplines should confer with the Dean and Provost to determine the appropriate number of external reviewers, with a target of one per discipline. If a department would like additional reviewers, stipends may come from the department/school in consultation between the Chair, Dean and Provost. External reviewers should submit an Expense Report through the Academic Affairs Office for travel reimbursement.

Internal reviewers do not receive additional stipends, but participation in this review should be counted by their department as substantial service to the University. The Chair, Dean and Provost should ensure that appropriate documentation is provided for inclusion in personnel reviews and promotion/tenure portfolios and that reviewers are recognized for their service.

Accreditation: External accreditation is separate from the university program review process. Costs associated with external accreditation are normally paid by the School/Department.

Other expenses: Incidental costs, such as printing and copying, should be covered through the department’s normal budget, in consultation with the Dean.

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Appendix 1: Timeline for Five-Year Program Review Activities

Appendix 2: Potential Questions for Programs and Reviewers to Consider

Appendix 3: Draft Emails for Chairs to Invite Reviewers

Appendix 4: Guidelines for Reviewers

Appendix 5: Example Schedule for Reviewers

Appendix 6: Data Reports

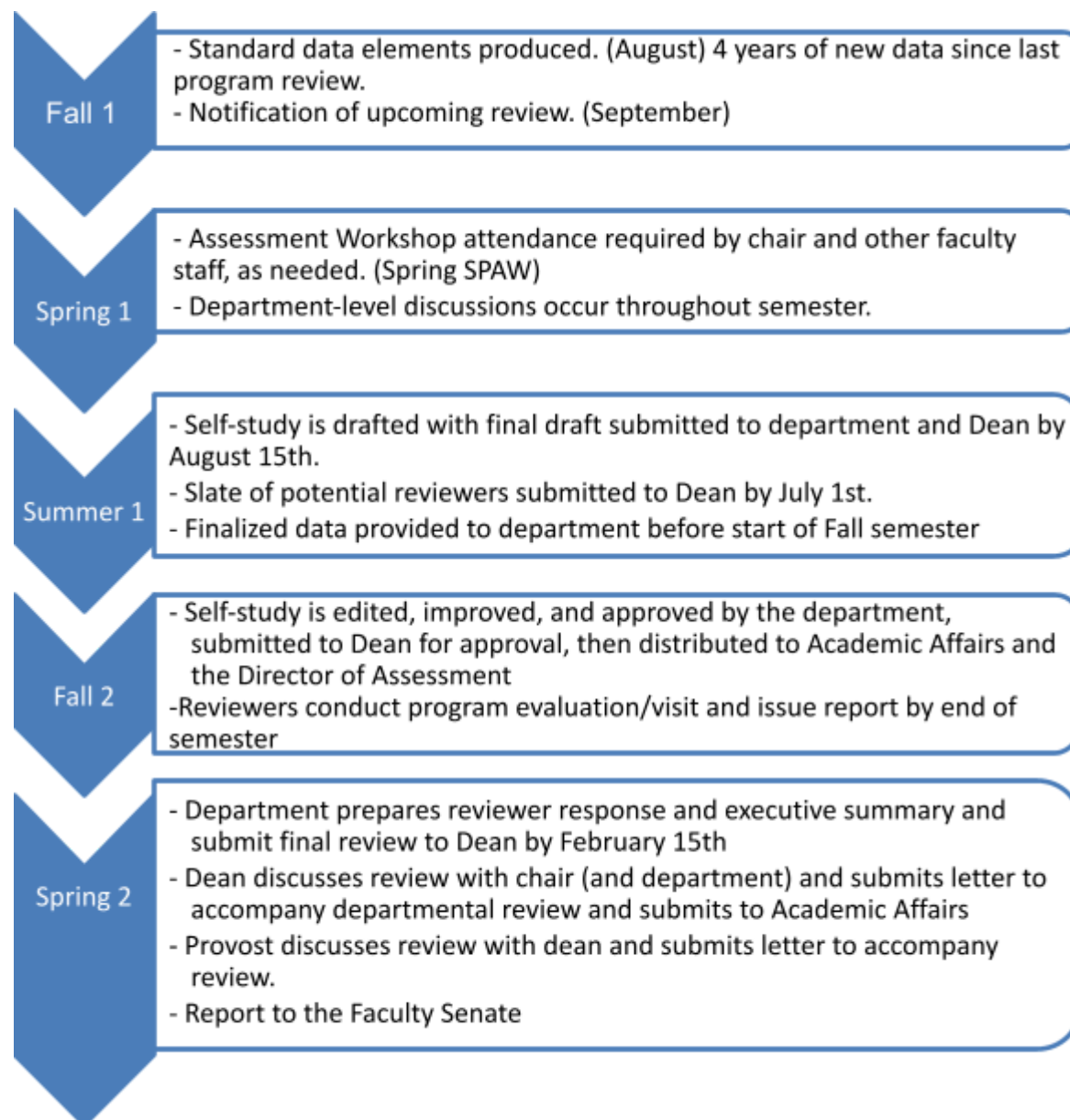
Appendix 7: Report for Faculty Senate

Appendix 8: Structure of the Final Report

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Appendix 1: Timeline for Five-Year Program Review Activities - Assessment workshop and departmental planning discussions are held during Spring of the fifth year.

Typical Timeline



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Appendix 2: Potential Questions for Programs and Reviewers to Consider

These questions are merely a guide for starting discussions. None of them are directly required to be addressed.

Strategic Plan & Goals for Continuous Improvement

1. How do the departmental and programmatic mission and goals align with the University's liberal arts and sciences mission, core outcomes, and current Strategic Plan?
2. How are prospective student interest, current student post-graduation plans, and alumni outcomes aligned with the program mission and goals?
3. What progress has been made toward the departmental strategic plan arising from the previous review and annual program-level goals?
4. How are the strategies, measures of progress, and indicators of attainment appropriate for achieving continuous improvement?
5. When the next program review occurs, how will an outside observer be able to tell if the program has been successful in their evolution?

Program and Course Outcomes

6. Are program and course outcomes aligned with the mission and goals of the program and department?
7. Are these outcomes aligned with campus outcomes, such as the critical thinking framework and the characteristics of graduates?
8. How does the department support the Dialogues, including first-year seminar (FYS) and Junior Interdisciplinary Seminar (JINS) courses?
9. How does the department support non-majors taking their courses, such as minors, support for other majors, and those exploring with free electives?
10. Does every course have appropriate measurable course-level outcomes contained in a syllabus? Do those course outcomes align with program-level outcomes?
11. How do the programs in the department support development of broad and program-specific skill development?
12. How does the department support co-curricular and extra-curricular activities that promote student development?
13. How does the department support outreach initiatives for external and/or non-traditional audiences of learners (e.g., K-12 students, adult learners, online learners, non-degree seeking students), including those organized through the Institute for Academic Outreach?

Quality Processes, Assessment, and Documented Evidence

14. To what degree are student knowledge, skills, and attitude learning outcomes for programs in this department clearly articulated and measurable?
15. How are the program curriculum and methods designed to promote student learning outcomes?

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16. What evidence exists (student responses to survey questions, student scores on tests, samples of student work, student ratings on products, performances, etc.) to show that students (within departmental majors and non-majors) are achieving learning outcomes?
17. To what degree have faculty in the department contributed to teaching, advising, research, and service?
18. Based on assessment results, what institutional support might be needed to ensure program quality improvement?
19. How effectively does the department identify, address the needs of, and provide support for at-risk students?
20. How effectively does the department develop and implement retention strategies to retain students in the major degree programs and at Truman?
21. How effectively does the department collaborate with Admissions in recruiting students?

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Appendix 3: Draft Emails for Chairs to Invite Reviewers

For External Reviewers:

Dear Prof. ()

It was a pleasure to speak with you the other day and to learn of your interest in serving as an external reviewer for the () department at Truman State University. Attached please find the program's Self Study document and a guidelines document that will help to frame your work.

Your visit will be coordinated by (), who I am copying on this note and who will be in touch with you soon about your visit. Your hotel reservation will be made for you. Your travel and meal expenses associated with your visit will be covered by Truman through reimbursement. While on campus you will need to complete paperwork so that your travel expenses can be reimbursed following the trip and your \$800 stipend can be processed upon receipt of your report by the Provost's office.

We appreciate your willingness to help us review our academic programs and we look forward to working with you. In the meantime please do not hesitate to contact me if you have questions.

Best regards,

For Internal Reviewers:

Dear Prof. ()

It was a pleasure to speak with you the other day and to learn of your interest and willingness in serving as an internal reviewer for the () department at Truman State University. Attached please find the program's Self Study document and a guidelines document that will help to frame your work.

The review visit will be coordinated by (), who I am copying on this note and who will be in touch with you soon.

Please accept my sincere thanks and deep appreciation for your willingness to do this significant work on behalf of our program. Serving as an internal reviewer should be seen as a significant service role to the university. At the completion of the review and submission of the reviewer's report, I would be happy to send you, your chair, and your dean a letter recognizing this service so that it can be documented in future personnel review portfolios. We very much look forward to working with you. In the meantime please do not hesitate to contact me if you have any questions.

Best regards,

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Appendix 4: Example Schedule for Reviewers

The schedule for reviewers should reflect the department's needs and concerns. Required elements for the visit include meetings with faculty and the administrators (the Dean, Provost, and President). Reviewers may have feedback on people they would like to talk to or things they would like to see while on campus. It is encouraged to collect their feedback as you develop the schedule. The following example is merely a suggestion:

Day before review - Depending on travel arrangements with external reviewers, pick up from airport and transport to hotel. dinner with the chair or a couple faculty members

Day of review:

7:30 a.m. Breakfast (internal and external reviewers) with chair and or a couple faculty members

8:15 a.m. Meeting with Dean and Associate Dean

9:00 a.m. Meeting with Department Chair

10:00 a.m. Meeting with faculty to discuss department

11:00 a.m. Tour of departmental facilities or opportunity to observe a class

12 noon Lunch with students

1:00 p.m. Meeting with faculty to discuss programs (maybe breakout sessions for disciplines)

2:00 p.m. Meeting with chairs from other connected departments

2:30 p.m. Meeting with faculty about department areas of growth and strategic planning

3:30 p.m. Meeting with Provost and President

4:00 p.m. Break for team planning and recap

4:30 p.m. Meeting with Dean, Associate Dean, and Chair

Dinner with Chair or a couple faculty members.

Day following review - If necessary, transport external reviewers from hotel to airport.

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Appendix 5: Guidelines for Reviewers

Introduction to Truman State University Program Review

Thank you for agreeing to participate in Truman State University's program review process as an internal or external reviewer. Your contribution to this process is invaluable. Our objective with this document is to familiarize you with the goals and structure of our program review process so you are better prepared for your work.

Program Review Goals

Program review is important for strategic planning and improvement, an opportunity for reflection, and to fulfill requirements for university accreditation. The primary audience of the review is the faculty and program leadership, allowing for self-study and goal setting. Program review provides an opportunity to consider the evolution of programs, including new initiatives, streamlining and aggregation, and consideration of discontinuation.

The five-year program review allows departments and programs to periodically achieve the following fundamental goals:

- Establish a departmental strategic plan for the upcoming five years with annual goals for all degree programs.
- Review and report on progress made in implementing the existing programmatic mission, strategic plan, and goals.
- Align departmental and programmatic efforts with Truman's liberal arts and sciences mission, strategic plan, and other campus-wide initiatives and ensure that student learning and quality teaching remain the top priority at Truman.
- Create open conversations among program stakeholders, including faculty, staff, students, internal and external reviewers, administrators, and faculty governance.
- Encourage and support assessment, innovation, and progress.
- Ensure that documents such as faculty CVs, Skills Alignment Analysis, and course-level syllabi and course objectives are updated and readily available.

Programs and Their Departmental Contexts

At Truman, there may be multiple programs (graduate and undergraduate) within a department. Individual program reviews are completed as components of a larger departmental review. This allows for department-wide strategic planning and assessment with program-specific goal setting. The review focuses on the major degree programs (graduate and undergraduate), but also discusses minors, certificates and other credentials, contribution to the Dialogues (Truman's general education program), and other activities of the department.

External Review Process

Reviewers typically perform a single review, with a single program visit, meeting together with key constituencies, and writing a single report. Reports should include an overall departmental review with subsections that discuss each degree program (graduate and undergraduate) within the department. In extenuating circumstances, reviewers can request to visit and write separate reports with the approval of the dean and provost.

Reviewers will be given a reasonable deadline (roughly four weeks after the review visit) for delivering a written report (in PDF format) to the department chair and dean. The dean will clarify the report format: whether a joint review (where reviewers contribute to and agree on a single report) or separate reports from each reviewer. For programs with multiple disciplines, each external reviewer should contribute information regarding their disciplinary focus. There are no strict formatting guidelines for comments. A typical review is brief (3-5 pages) and includes an overall summary of the department as well as departmental and program-specific strengths and concerns noted as a result of the review. The review may contain

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recommendations, both specific and general.

Funding and Travel

The Academic Affairs Office will pay for travel and hotel expenses for external reviewers. Deans will communicate with reviewers about the specifics of stipends. External reviewers should submit an Expense Report through the Academic Affairs Office for travel reimbursement. The hosting school will coordinate travel arrangements with you.

Potential Questions for Programs and Reviewers to Consider

When preparing the self-study document, departments are given the questions below to consider. This is not an exhaustive list, nor are departments required to answer these questions. Rather, these questions are meant to be a starting point for a dialog between departments and reviewers.

Strategic Plan & Goals for Continuous Improvement

1. How do the departmental and programmatic mission and goals align with the University's liberal arts and sciences mission, core outcomes, and current Strategic Plan?
2. How is prospective student interest, current student post-graduation plans, and alumni outcomes aligned with the program mission and goals?
3. What progress has been made toward the departmental strategic plan arising from the previous review and annual program-level goals?
4. How are the strategies, measures of progress, and indicators of attainment appropriate for achieving continuous improvement?
5. When the next program review occurs, how will an outside observer be able to tell if the program has been successful in their evolution?

Program and Course Outcomes

6. Are program and course outcomes aligned with the mission and goals of the program and department?
7. Are these outcomes aligned with campus outcomes, such as the critical thinking framework and the characteristics of graduates?
8. How does the department support the Dialogues, including first-year seminar (FYS) and Junior Interdisciplinary Seminar (JINS) courses?
9. How does the department support non-majors taking their courses, such as minors, support for other majors, and those exploring with free electives?
10. Does every course have appropriate measurable course-level outcomes contained in a syllabus? Do those course outcomes align with program-level outcomes?
11. How do the programs in the department support development of broad and program-specific skill development?
12. How does the department support co-curricular and extra-curricular activities that promote student development?
13. How does the department support outreach initiatives for external and/or non-traditional audiences of learners (e.g., K-12 students, adult learners, online learners, non-degree seeking students), including those organized through the Institute for Academic Outreach?

Quality Processes, Assessment, and Documented Evidence

14. To what degree are student knowledge, skills, and attitude learning outcomes for programs in this department clearly articulated and measurable?
15. How are the program curriculum and methods designed to promote student learning outcomes?
16. What evidence exists (student responses to survey questions, student scores on tests, samples of student work, student ratings on products, performances, etc.) to show that students (within departmental majors and non-majors) are achieving learning outcomes?

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17. To what degree have faculty in the department contributed to teaching, advising, research, and service?
18. Based on assessment results, what institutional support might be needed to ensure program quality improvement?
19. How effectively does the department identify, address the needs of, and provide support for at-risk students?
20. How effectively does the department develop and implement retention strategies to retain students in the major degree programs and at Truman?
21. How effectively does the department collaborate with Admissions in recruiting students?

Questions About the Process?

Please direct any questions about this process to the dean of the inviting school. The Office of Academic Affairs is also happy to address any questions you may have. Academic Affairs may be contracted at (660) 785-4105, or you may address questions to Jonathan Vieker (vieker@truman.edu) or Kevin Minch (kminch@truman.edu).

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Appendix 6: Data Provided to Departments

Much of the data needed to conduct a program review will be available in a “Program Data” report issued annually in the fall through the Provost’s Office. Descriptions of the data contained in these Excel files is shown below. Departments wanting additional data may make a request through the Provost’s office. Departments should reference data found in Skillabi for completing the skills alignment as a part of their self-study and are strongly encouraged to leverage data from Lightcast Analyst to better understand workforce trends (available from the Dean’s office).

Assessment

Undergraduate Portfolio Scores

 Critical thinking

 Writing (mechanics, organization, style)

 Interdisciplinary thinking (issue, context, evidence, conclusion, communication)

High impact experiences

Course analysis

Average grade point averages and DFW rates

Credit hours (graduate and undergraduate) and FTE (student and faculty)

Average class sizes

Advising

Contributions to the LSP/Dialogues

High impact experiences

Degrees granted (graduate and undergraduate)

GSQ (Graduating Student Questionnaire) - Data by Major (1st and 2nd undergraduate majors)

How satisfied were you with this major?

How satisfied were you with the accessibility of instructors in your major?

How satisfied were you with the academic advising by faculty advisor in your major?

How satisfied were you with the opportunities to interact with faculty outside of class?

How many faculty members do you know well enough to obtain a letter of recommendation?

How satisfied were you with the availability of courses offered in your major?

Approximately how many hours per week do you spend outside of class on course-related work?

Majors declared

Graduate and undergraduate full-time majors declared

Migration (graduate and undergraduate)

Degree recipients

4-year, 5-year, and 6-year cohorts

Minors awarded

Minors declared

New Freshmen, Transfers

New first-time freshmen, transfer, and graduate students

Senior test

Students scoring above the 50th and 80th percentile

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Appendix 7: Report for Faculty Senate

SB4511

Whereas the Faculty Senate serves as the legislative body for academic issues

Whereas the Faculty Senate has been granted the authority consider any questions which concern more than one division or which are of University-wide significance

Whereas Academic Programs are required to perform a Program Review every five years

Whereas completion of Program Review entails a summary report to the Faculty Senate

Whereas guidelines for the Five Year Review Reports to Faculty Senate are necessary to ensure the Faculty Senate has information necessary for curricular decisions and

Whereas all departments require clear guidelines to fulfill the Five-Year Program Review

Be it resolved that the Guidelines for Five-Year Review Reports to Faculty Senate SB4511 be established and published in the Five-Year Review Guidelines.

Required Faculty Senate Report Data Elements:

of Undergraduate Degrees granted (1st, 2nd, total)

of minors granted

% graduates going on to post-graduate programs

% graduates employed

Senior Test Scores:

Test Name

% scoring above the 50th percentile

% scoring above the 80th percentile

Portfolio Information (% distribution)

Critical Thinking

Interdisciplinary Thinking

GSQ DATA:

How satisfied were you with this major? (1-Very Dissatisfied, 2-Dissatisfied, 3-Satisfied, 4-Very Satisfied)

How satisfied were you with the accessibility of instructors in your major? (1-Very Dissatisfied, 2- Dissatisfied, 3-Satisfied, 4-Very Satisfied)

How satisfied were you with the academic advising by faculty advisor in your major? (1-Very Dissatisfied, 2-Dissatisfied, 3-Satisfied, 4-Very Satisfied)

How satisfied were you with the opportunities to interact with faculty outside of class? (1-Very Dissatisfied, 2-Dissatisfied, 3-Satisfied, 4-Very Satisfied)

How many faculty members do you know well enough to obtain a letter of recommendation? (None, One, Two, Three, More than Three)

How satisfied were you with the availability of courses offered in your major? (1-Very Dissatisfied, 2-Dissatisfied, 3-Satisfied, 4-Very Satisfied)

Student Time on Task: time spent studying each week

Faculty/Student FTE Ratio

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Curricular Page:

Major:

Student Learning Outcomes Objectives for the major(s) (which must include outcomes related to critical thinking and writing)

Chart of how student learning outcomes are achieved through the program's curriculum

Evidence that student learning outcomes are being met using internal and external assessments

To the above materials, please attach your executive summary of the department's program review.

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Appendix 8: Structure of Final Report

1) Cover Sheet

Include department and program names, time span reviewed (typically in fiscal years), and date of submission.

2) Table of Contents

3) Executive Summary

A short (no more than 3-5 pages) summary of key elements of the report for easy review by governance and other campus and public audiences. This executive summary, along with the required data elements (see Appendix 7), are required for the Faculty Senate report after the completion of the review.

4) Strategic Plan and Goals

A document that provides the 5-year strategic plan for the department and goals for the upcoming year for each embedded degree program.

5) Departmental Self-Study

A standalone document produced by the department prior to the external review. Should include the Skills Alignment SWOT analysis. The reports generated from Skillabi should be included as appendices for reader reference.

6) External Reviewer Report(s)

Copy of the direct feedback received from the reviewers.

7) Departmental Response

A response by the department to the reviewers' comments.

8) Dean's Feedback

A memo by the Dean highlighting strengths and areas for improvement and school support for future improvements to the program.

9) Provost's Feedback

A memo by the Provost highlighting strengths and key areas for improvement and campus support for future improvements to the program.