

## **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 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?
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 contacted at (660) 785-4105, or you may address questions to Jonathan Vieker (vieker@truman.edu) or Kevin Minch (kminch@truman.edu).