

## *Five-Year Program Review Guidelines*

### **Description and Overview**

Truman reviews approximately 20% of its programs each year. While this percent comes from an agreement with the Missouri Department of Higher Education, we use these reviews primarily for internal improvement, identification of longer-term issues, and as an opportunity for reflection.

The five-year program review has as its primary audience the program leadership itself, for its own self-study and planning purposes. Programs evolve over time, and the program review provides an opportunity to not just consider what new initiatives are needed, but what can be streamlined, aggregated, or even discontinued. It also provides an opportunity to ensure that important program information is properly collected and available, including faculty CVs and course-level syllabi.

Please note that the document will be read by leaders of the School and University. In addition, the Missouri Department of Higher Education may receive a copy, and an abridged review report must be presented to Faculty Senate.

Some Truman programs have external program reviews mandated by national accreditors or other sources, and these internal guidelines are flexible, so that both reviews can be done with minimal repeated work. Other programs with unique issues may request similar flexibility. All programs regardless of external program review are responsible for submitting a curricular map and a review report that addresses the information required by Faculty Senate.

A good executive summary should be useful to external audiences as well as Faculty Senate.

### **University-wide Coordination and Scheduling of Program Reviews**

The Academic Affairs Office is responsible for the University-wide coordination and scheduling of Program Reviews to ensure that Truman meets the MDHE expectation of having 20% of its programs reviewed on an annual basis. To that end, the Academic Affairs Office works with the Deans to maintain the master list of schedules for Program Reviews. Programs may request that Academic Affairs and their school change their cycle, if necessary justification is provided and approved.

### **What is reviewed?**

Although flexibility is given to schools and departments, the review should not only focus on the major, but also on related minors, contribution of the program to the LSP, and other activities of the department. A few departments participate in multiple five-year program reviews (most notably Classical and Modern Languages), but all department activities should be reviewed on an approximate five-year rotation.

Although LSP components are also reviewed on a schedule mandated by UGC and Faculty Senate, they are not considered programs and this document is not meant to guide those reviews.

### **Goals**

The fundamental goals of the five-year program review are to allow a program to periodically:

- Review and report on progress made in existing programmatic mission and goals;
- Ensure that student learning and quality teaching remain the top priority at Truman;
- Examine the relationship between the program and Truman's liberal arts and sciences mission, strategic plan, and other campus-wide initiatives;
- Identify and review strengths, weaknesses, opportunities, and current or potential areas of concern;
- Encourage and support innovation and progress;

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- Ensure that documents such as faculty CVs, curricular maps and course-level syllabi are updated and readily available;
- Support the program's ongoing process of goal-setting and achievement by inviting an open exchange of ideas, methods, and improvements among program stakeholders: reviewers, faculty, staff, students, and administrators; and,
- Create a plan of action (goals) for the next five years.

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### **Funding for the Five-Year Review**

**Internal Stipends:** Schools/Departments may use up to \$1000 over the entire process for summer stipends and other costs related to program review. No more than \$500 may be paid to any individual faculty member for summer work in either program review year. Programs are allowed/encouraged to split stipends among multiple program review team members. Stipends are paid after final documents are received by the Academic Affairs Office. Most departments use the “Approval of Payments for Assignments” form. <http://wp-internal.truman.edu/businessoffice/files/2014/07/Additional-Assignments.pdf#search=Approval%20for%20payment>

**Travel:** 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 review is received by the Academic Affairs Office. Stipends for additional reviewers may come from the department/school in consultation with the Academic Affairs Office.

Internal reviewer(s) do not receive summer stipends (as all work happens during the regular semester), but participation in this review should be counted by their department as substantial service to the University. The Chair, Dean and VPAA should ensure that appropriate documentation is provided suitable for inclusion in a promotion/tenure portfolio and that reviewers are recognized for their service.

**Accreditation:** When external accreditors have costs associated with accreditation, these 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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### **Components of a Five-year Program Review**

In general, a five-year program review consists of

- 1) A self-study produced by a program review team within the department, working with the Chair and the entire department. The self-study is based on data about the program and is normally drafted by multiple team members during a spring semester and compiled/edited by the team coordinator in the summer after the five-year period of study. The self-study is an inward focused process and must include:
  - A review and report on progress made on any existing programmatic goals, including those from the previous program review;
  - Exploration of the relationship between the program's mission, philosophy, co-curriculum, activities, and goals with Truman's vision, liberal arts and sciences mission, Strategic Plan, and campus-wide initiatives (e.g., Critical Thinking, Transformative Experiences).
  - Exploration of program-level outcomes, course-level outcomes, and a corresponding curriculum map showing the relationship across program-level, course-level, and University-wide outcomes
  - Examination of the program's performance metrics and University-wide indicators of program success (e.g., graduation rate), and state-wide indicators such as those used for performance funding. Attendance at the Assessment Workshop provides the foundations for the necessary examination.
  - Documentation of the programmatic discussions that took place among stakeholders regarding the curriculum, learning outcomes, assessment of learning outcomes, co-curriculum, activities, program quality, performance metrics, and key issues concerning the mission of the program.
  - Based on the explorations and examinations above, identification of programmatic strengths, areas in need of improvement, potential opportunities, and current or potential areas of concern;
  - An attainable plan of action (goals) for the next five years. What are the compelling curricular and programmatic developments that will be pursued, given current fiscal realities? How will the program continue to evolve in accommodating changing student needs and in continuing forward programmatic progress? How can the program increasingly capitalize on its strengths while addressing areas that are in need of improvement? The plan should include attainable goals that will allow progress to be reflected upon and reported at the next five-year review.
  - Appendices:
    - Standard data elements provided by Academic Affairs
    - Current CVs of 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 requested by Faculty Senate.
- 2) A review of the program and the self-study, from outside the department. This review is performed by two or more reviewers, at least one of whom is a faculty member from another Truman School, and one of whom is an external reviewer from an institution with characteristics similar to Truman. Additional reviewers may be requested for departments with multiple programs or to ensure that multiple "angles" are appropriately covered. External reviewers must be approved by the Chair, Dean, and VPAA and arrangements for the official visit are coordinated by the department and school working with the Academic Affairs Office.
- 3) A memo from the Dean, highlighting key areas for improvement and campus support for future improvements to the program. The Dean should verify that CVs and course-level syllabi are up-to-date and readily available.

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- 4) A response from the department to the review and memos, highlighting any changes to the action plan as a result of the additional feedback.
- 5) An executive summary (5-8 pages) for easy review by governance and other campus and public audiences composed of key elements of the above documents.

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### **The 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. At the request of the program with the Deans' approval, reviewers may visit and report separately.

The internal reviewer(s) are selected by the Chair and Dean, and approved by the Office of Academic Affairs. The internal reviewer(s) should be from a department outside of the school and familiar with Truman's vision of the liberal arts and sciences. 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 department Chair, or recent program review team leader). 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 "fresh eyes."

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

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

The team of reviewers will usually visit the campus in the Spring semester after preparation of the self-study document (Spring 2017 following a Summer 2016 self-study).

The program leadership team should plan the visit at least a month in advance, to ensure that the Dean is available for at least one discussion (near the beginning of the visit), that the VPAA (and President, when possible) is available for an exit interview (near the end of the visit), and that other logistics and arrangements flow smoothly.

They may also wish to meet with the following entities, depending on the nature of the program: the Associate Provost, currently enrolled students, alumni, representatives from the Advancement Office, the Education Department Chair, and important community or industry partners. The leadership team should also consider how the team will meet with the constituents. For example, team members may have to meet with people as individuals or may be able to meet with everybody as a team. There are also advantages to both formal (e.g., conference rooms) and informal (e.g., restaurants) settings. Finally, the reviewers should also be given the option of attending classes. These decisions may depend on time, resources, number of faculty, etc., but should be clarified and agreed upon prior to the campus visit.

The reviewer's comments should be submitted to the program leadership team by May 15 following a campus visit earlier in the Spring semester. The Dean (in consultation with the program review team and Academic Affairs) should clarify to the reviewers if they are expecting a joint review (where internal and external reviewers contribute to and agree on a final version) or separate reviews from each reviewer. The two formats can – and often do – lead to different interpretations and recommendations. Although 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 program review as well as program strengths and concerns noted as a result of the review. The review may contain recommendations, both specific and general. The review should be submitted as a pdf file in an email to the program leader. The reviewers should also submit an Expense Report through Academic Affairs for travel reimbursement.

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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 Cover Letter for Deans to Invite External Reviewers

Appendix 4: Draft Cover Letter for Deans to Invite Internal Reviewers

Appendix 5: Example Schedule for Reviewers

Appendix 6: Curriculum Mapping – Instructions, Rubric, and Template

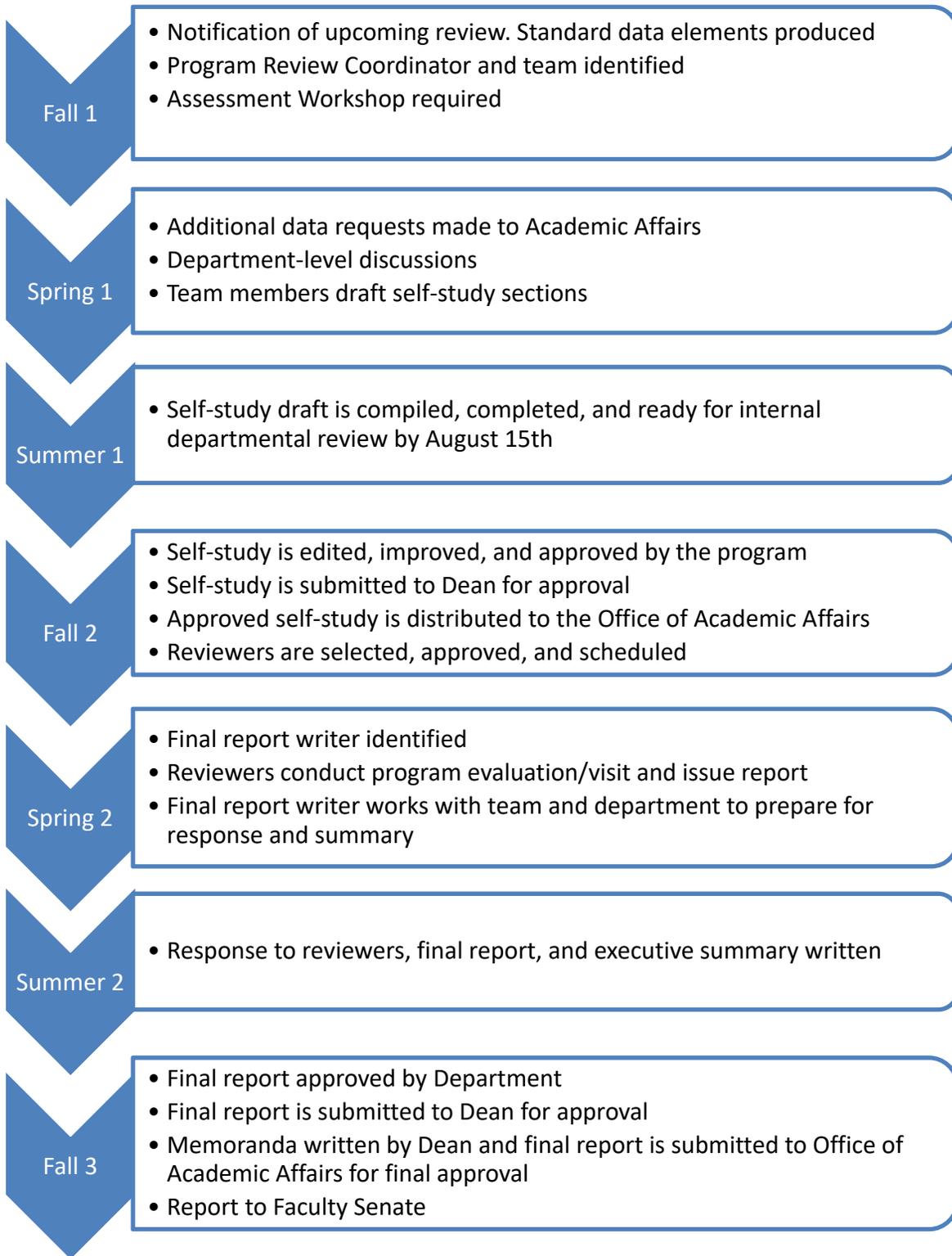
Appendix 7: Data Reports

Appendix 8: Updated Information from Faculty Senate

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## Appendix 1: Timeline for Five-Year Program Review Activities

### Typical Timeline



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### Appendix 2: Potential Questions for Programs and Reviewers to Consider

*Each program review team should use this list to develop program-specific questions in consultation with the Dean before the self-study document is written.*

#### **Mission & Goals**

1. How do the program's mission and goals align with the University's liberal arts and sciences mission and core outcomes and values?
2. How does the program support University priorities and guiding documents (strategic plan, vision statement, etc.)?
3. How are student post-graduation outcomes aligned with the program mission and goals?

#### **Program and Course Outcomes**

4. Are these outcomes aligned with the mission and goals of the program?
5. Are these outcomes aligned with campus outcomes, such as the critical thinking framework and the characteristics of graduates?
6. How does the program support the Liberal Studies Program, as well as other significant University-wide programs such as Truman Transformation, assessment, etc.?
7. How does the program support other students taking courses in the program, such as minors, support for other majors, and those exploring with free electives?
8. Does every course have appropriate course-level outcomes contained in an appropriate course-level syllabus?
9. Is every program element mapped against program-level outcomes in a curricular map?
10. How does the program support campus-wide initiatives and goals such as critical thinking and experiential learning?
11. How does the program support co-curricular and extra-curricular activities that promote student development?
12. How does the program support outreach initiatives with educational programming 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?

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### **Quality Processes, Assessment, and Documented Evidence**

13. To what degree are student knowledge, skill, and attitude learning outcomes for majors in this program clearly articulated and measurable?
14. How are the program curriculum and methods designed to promote these student learning outcomes?
15. 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 whose major is in this program are achieving learning outcomes?
16. What evidence exists to show that those taking program courses from outside the major (LSP, minors, support courses etc.) are achieving learning outcomes?
17. How effectively is the program assessment data used for improvement?
18. To what degree have faculty in the program contributed to teaching, research, and service?
19. Based on assessment results, what institutional support might be needed to ensure program quality improvement?
20. How effectively does the program identify, address the needs of, and provide support for at-risk students?
21. How effectively does the program develop and implement retention strategies to retain students in the program and at Truman?
22. How effectively does the program collaborate with Admissions in recruiting students?

### **Goals for Continuous Improvement**

23. What progress has the program made toward goals listed in the previous five-year review report?
24. How are the strategies, measures of progress, and indicators of attainment identified in the current five-year review report appropriate for achieving program goals for continuous improvement?
25. When the next program review occurs, how will an outside observer be able to tell if the program has been successful in their evolution?

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### Appendix 3: Draft Cover Letter for Deans to Invite 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 ( ) program 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 travel, hotel, and meal expenses associated with your visit will be covered by Truman through reimbursement. While on campus you will need to complete and sign our payment form, so that your (not to exceed \$800) stipend can be processed upon receipt of your report by the Provost's office.

We very much appreciate your interest in visiting us and we look forward to working with you. In the meantime please do not hesitate to contact me if I may answer any questions you might have.

Best regards,

Dean, School of ( )  
Truman State University

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### Appendix 4: Draft Cover Letter for Deans to Invite 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 ( ) program 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 report will be due to the Provost's office no later than the last day of classes of the ( ) semester.

The meeting schedule that will be associated with your review 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. We very much look forward to working with you. In the meantime please do not hesitate to contact me if I may answer any questions you might have.

Best regards,

Dean, School of ( )  
Truman State University

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### Appendix 5: Example Schedule for Reviewers

The schedule for reviewers should reflect the department's needs and concerns. The required elements are meetings with faculty, students, the Dean, and Academic Affairs. The following example is merely a suggestion:

8:00 a.m.	Initial team meeting - Department Chair, program review coordinator
8:45 a.m.	Tour of classroom and research facilities
9:30 a.m.	Meeting with faculty to discuss curriculum map
10:30 a.m.	Opportunity to observe a class
11:30 a.m.	Meeting with faculty to discuss LSP offerings
12 noon	Lunch with students
1:30 p.m.	Meeting with Dean
2:30 p.m.	Meeting with Academic Affairs
3:30 p.m.	Meeting with faculty about department areas of concern
4:30 p.m.	Meeting with faculty about research and scholarship

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### Appendix 6: Curriculum Mapping – Instructions, Rubric, and Template

#### Curriculum Mapping - Instructions, Rubric, and Template

A curriculum map is a chart that connects various University and program goals and outcomes. It adds the concept of “scaffolding,” where later experiences build on earlier ones to achieve a deeper and more complete understanding of ideas introduced earlier.

Curricular Mapping in the program review focuses on three areas:

- 1) Program-level student learning objectives: Connects a course to the field and the major
- 2) Campus student learning outcomes: Connects a course to broad campus initiatives and goals.
- 3) LSP Component outcomes: Based on specific curricular elements in the LSP.

1 – Introduced
2 – Emphasized
3 – Reinforced
4 – Advanced

Truman’s version of the map uses a 1-4 scale to show the development of the knowledge, skill, or attitude. Some classes only obliquely cover an outcome in passing, or cover it at a very basic level, and such a class would deserve a one (1) on the scale. A class that builds on knowledge from earlier classes and experiences, or that spends a large portion of the course covering the material may rise to a two (2) or a three (3). A value of four (4) should be reserved for something that achieves capstone-level competency and understanding of an outcome or goal.

Although LSP courses are the main way Truman fulfills LSP outcomes, it is hoped that every program has courses that build on the outcomes and proficiencies of LSP courses, even in cases where the particular LSP requirement may not be a formal prerequisite of the course. For instance, many Truman courses build on outcomes contained in a Mode of Inquiry,

A curricular mapping Excel document is available to help programs walk through the outcomes. It includes a list of the campus-wide outcomes and a template for program-level student learning objectives.

The most important aspect of curricular mapping is to ensure that the program-level student learning goals and objectives are updated and appropriate. Goals are broad, general statements of what the program expects to accomplish. Objectives are brief, clear statements that describe the desired learning outcomes of instruction (knowledge, skills, values, and attitudes) expected by those who successfully complete the program. Objectives are often listed as subsets of broader goals. As a quick guideline, program goals may be broad, ethereal, philosophical, or hard to assess, while program objectives are clear and (relatively) easy to assess. Both are of use, but mapping focuses on objectives.

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The chart below may be helpful as you work to refine your program-level objectives and/or course outcomes.

	Outcome #1	Outcome #2	Etc.
Describes what students should represent, demonstrate, or produce?			
Relies on active verbs?			
Aligns with collective intentions translated into the curriculum and co-curriculum?			
Maps to curriculum, co-curriculum, and educational practices?			
Is collaboratively authored and collectively accepted?			
Incorporates or adapts professional organizations' outcome statements when they exist?			
Can be assessed quantitatively and/or qualitatively?			

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The attached rubric describes several different pedagogical frames to help with the designation. Each has its strengths and weaknesses, but may help as you map your courses to the framework. Other models may be more helpful for a particular department or outcomes.

Plaza, et. al. (2007) focus on the intention of the course, and how well that intention aligns with the broader goal. <http://www.xula.edu/cop/documents/Assessment-Curriculum/Curriculum%20Mapping%20in%20Program%20Assessment%20and%20Evaluation.pdf>

Biggs and Collis (1982) use a sequence of ascending verbs to describe deeper levels of understanding. It is sometimes called the SOLO framework (Structure of the Observed Learning Outcome), and has been used for analyzing levels of argument in communication and even political frames as well as educational. <http://www.johnbiggs.com.au/academic/solo-taxonomy/>

Knefelkamp (1982 and later) combines Perry's model of development (1970, 1998) with Bloom's taxonomy with a focus on the context of the activity. Specifically, after the course or experience, what can students do? <http://www.cmu.edu/teaching/design/teach/design/yourstudents.html>

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<b>Level</b>	<b>Course focus</b> (Plaza et al.)	<b>Action verbs</b> (Biggs)	<b>Student intellectual tasks in context</b> (Knefelkamp)
Introduced (1)  Nominal Knowing	An indirect relationship exists between the course and the program outcome.  The given program outcome itself is not the focus of the course, but at least one element of the course serves as a building block to the achievement of the given program outcome.	<ul style="list-style-type: none"> <li>• Identify/Recognize</li> <li>• Define</li> <li>• Paraphrase</li> <li>• Choose</li> <li>• Select</li> <li>• Calculate</li> <li>• Arrange</li> <li>• Find</li> <li>• Follow (simple) instructions</li> </ul>	<p>Learning basic information and definitions of terms and concepts.</p> <p>Learning to identify parts of the whole within the context of the program outcome.</p> <p>Beginning to be able to compare and contrast things.</p>
Emphasized (2)  Knowing About	A more direct relationship exists between the course and the program outcome.  A mixture of course elements supports the achievement of the given program outcome, but the final integration of the knowledge, skills, and attitudes necessary for its achievement is not accomplished in this course.	<ul style="list-style-type: none"> <li>• Describe</li> <li>• Account for</li> <li>• Classify</li> <li>• Structure</li> <li>• Formulate</li> <li>• Execute</li> <li>• Solve</li> <li>• Prove</li> <li>• Do algorithm</li> <li>• Apply method</li> </ul>	<p>Can do compare-and-contrast tasks.</p> <p>Can see multiples – perspectives, parts, opinions, and evaluations.</p> <p>Perform basic analytic tasks.</p> <p>Use supportive evidence.</p>
Reinforced (3)  Appreciating Relationships	A direct relationship exists between the course and the program outcome.  At least one element of the course focuses specifically on the complex integration of knowledge, skills and attitudes necessary to perform the given program outcome.	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Explain</li> <li>• Compare/Contrast</li> <li>• Integrate</li> <li>• Summarize</li> <li>• Design</li> <li>• Relate</li> <li>• Explain causes</li> <li>• Apply theory (to its domain)</li> </ul>	<p>Good at analysis.</p> <p>Able to critique with positives and negatives.</p> <p>Use supportive evidence well.</p> <p>Can relate learning to other issues in other classes or to issues in “real life” – if they will apply themselves to that task.</p> <p>Learning to think in abstractions.</p>
Advanced (4)  Far Transfer (the ability to generalize to novel situations, and as involving metacognition)	A direct relationship exists between the course and the program outcome.  The course primarily focuses on the complex integration of knowledge, skills and attitudes necessary to perform the given program outcome.	<ul style="list-style-type: none"> <li>• Discuss</li> <li>• Assess</li> <li>• Evaluate</li> <li>• Theorize</li> <li>• Generalize</li> <li>• Hypothesize</li> <li>• Predict</li> </ul>	<p>Can evaluate, conclude, and support own analysis.</p> <p>Can synthesize. Can adapt, modify and expand concepts because they understand the concepts. Relate learning in one context to learning in another with some ease. Look for relationships in the learning.</p>

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### Appendix 7: Data Reports

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.

Although this document focuses on undergraduate programs, Graduate Programs will generate similar measures, as appropriate.

#### **Undergraduate Demographic, Advising, Admissions**

# of Undergraduate Degrees granted (1<sup>st</sup>, 2<sup>nd</sup>, total)

# of minors granted (all)

# of declared undergraduate majors on census date (1<sup>st</sup>, 2<sup>nd</sup>, total)

# of minors on census date (all)

Number of undergraduate Advisees on census date

Number of undergraduate advisees per full-time faculty

# of new freshmen majors as of census date (1<sup>st</sup>, 2<sup>nd</sup>, total)

# of new transfer majors as of census date (1<sup>st</sup>, 2<sup>nd</sup>, total)

#### **Senior Test Scores**

Test Name

% scoring above the 50<sup>th</sup> percentile

% scoring above the 80<sup>th</sup> percentile

#### **Portfolio Information (% distribution)**

Interdisciplinary Thinking

Critical Thinking

Sum of 1<sup>st</sup> 4 scores

5 subscores

#### **Student Perceptions (Graduating Student Questionnaire Data) by Major (1<sup>st</sup> and 2<sup>nd</sup> majors)**

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)

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### **Migration Patterns for Undergraduate Majors (1<sup>st</sup> and 2<sup>nd</sup> majors)**

#### Degree Recipients

- Number and percent who started with the major
- Number and percent who started with a different major

#### Entry Cohort 4 years later

- Number and percent still enrolled with entry major
- Number and percent still enrolled with different major
- Number and percent no longer enrolled without a Truman degree
- Number and percent graduated with entry major
- Number and percent graduated with different major

#### Entry Cohort 6 years later

- Number and percent still enrolled with entry major
- Number and percent still enrolled with different major
- Number and percent no longer enrolled without a Truman degree
- Number and percent graduated with entry major
- Number and percent graduated with different major

### **Student Learning for Degree Recipients in a Major (1<sup>st</sup> and 2<sup>nd</sup> majors)**

High Impact experiences (state defined) (% of graduates) (Fall 2010 and later)

HICA	Collaborative Assignments and Projects
HISF	Student-Faculty Research/Creative Activity
HISL	Service Learning
HIIP	Internships/Practica/Student Teaching
HIFF	Focused Field Experiences
HIHSA	Study Abroad

### **Department-level Credit hours, Class Size, and Faculty Production**

#### Student Credit Hours Generated

Generated by Course Level (100, 200, etc)

#### Grades awarded by the department

Average GPA awarded undergraduate  
D, F, W Rate by Course Level (100, 200, etc)

#### Faculty/Student FTE ratio

#### Class size (Average) (Lecture and labs calculated separately)

Class Size by Course Level (100, 200, etc)

#### Faculty FTE

Number of Full time, Tenure-track faculty  
Number of Full time faculty  
Number of Part-time faculty

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### **Grading information for Majors (1<sup>st</sup> and 2<sup>nd</sup> majors)**

Average GPA awarded undergraduate

D, F, W Rate

D, F, W Rate by Course Level (100, 200, etc.)

### **Prefix-level Grading information within a Program**

Average GPA awarded undergraduate

D, F, W Rate by course level

### **Credits Generated per Faculty FTE**

Number of High Impact Experiences Courses Offered by Faculty (Fall 2010 and later) for each state-measured area listed above

### **Department-level Faculty Offerings**

Contributions to LSP (summer reported separately)

Number of Essential Skills courses

Credit hours generated in LSP Essential Skills courses

Number of LSP mode courses offered

Credit hours generated in LSP mode courses

Number of Writing-Enhanced courses

Credit hours generated in WE courses

Number of JINS courses

Credit hours generated in JINS courses

Number of Truman Week courses

Credit hours generated in Truman Week courses

Number of Intercultural Course offerings (summer reported separately)

Credit hours generated in Intercultural Course offerings

Number of Elementary Language courses offered

Credit hours generated in Elementary Language courses

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### Appendix 8: Information from Faculty Senate

Preparing the Faculty Senate Presentation:

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.

## *Five-Year Program Review Guidelines*

### **Faculty Senate Program Review Reports Data Page:**

# 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

### **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.**