

ASSESSMENT REPORT CHECKSHEET

Review Template for Reviewers of Program Reviews

Program:

Preparer(s) of Program Review:

Reviewer(s) of Program Review:

Date Reviewed:

Review Returned to Preparer(s): _____

Follow-up Review Submitted (if necessary): _____

Follow-up Review Returned to Preparer(s): _____

Required Program Review Components	
Overall Report Format Requirements	Comments
<ul style="list-style-type: none"> • Uses appropriate program review format – program with national accreditation OR program without national accreditation including <ul style="list-style-type: none"> ○ a detailed Table of contents ○ Recommendation Page with appropriate Division/Department Signatures • Program Review Report contains no major editorial/content errors 	
A. For Programs with Specialized National Accreditation:	Comments
<ul style="list-style-type: none"> • The comprehensive institutional self-study conducted in compliance with the accreditation or approval process • A copy of the letter containing the conferral of accreditation or approval • A summary report containing <ul style="list-style-type: none"> ○ Program title and degree ○ Year of last review ○ Documentation of continuing need ○ Assessment information ○ Plans to improve quality and productivity ○ Five year trend data on enrollment of program majors and degrees awarded • A documented statement from the chief academic officer regarding program consistency with <ul style="list-style-type: none"> ○ Program and Concord University missions ○ viability ○ necessity • Recommendation for continuation of program with specific action or discontinuation of program 	No specialized accreditation
B. For Programs Without Specialized National Accreditation:	Comments
I. PROGRAM DESCRIPTION (1 page)	
<p>A short overview of the program, including the following:</p> <ul style="list-style-type: none"> • Mission of the program • Educational goals of the program • Nature and distinctive characteristics of the program • Available emphasis options or tracks within the program <p>It is appropriate to incorporate the catalog description.</p>	

ASSESSMENT REPORT CHECKSHEET

II. VIABILITY	
<p>1. Enrollment Data for 5 years – include course titles and numbers by semester in chart format in Appendices I through IV</p> <ul style="list-style-type: none"> ○ Service Courses (specify other majors that require these courses; specify whether a general studies course) – (Appendix I) ○ Program Courses -- specified as – (Appendix II) <ul style="list-style-type: none"> ▪ Online courses ▪ Off-campus courses ▪ Distance-learning courses (specify delivery methods) ○ Program applicants and program applicants admitted (if application process is required) – (Appendix III) ○ Program Majors -- (combine with graduates in Appendix IV) ○ Program Graduates -- (combine with majors in Appendix IV) <p>2. Program Cost Factors</p> <ul style="list-style-type: none"> ○ Calculate current cost per student credit hour for program courses for the past five years ○ Calculate average cost of student credit hour for program courses for the past five years ○ Compare average student-credit-hour for program courses with the average student-credit-hour cost institution-wide for the past five years 	
<p>3. Program-specific articulation agreements with other specified institutions (if applicable)</p>	
<p>4. Past record of and future prospects for attracting and sustaining student enrollment in a viable, cost-effective program.</p> <ul style="list-style-type: none"> ○ Describe strategies being implemented or planned <ul style="list-style-type: none"> a. for attracting qualified students to the program b. for sustaining or increasing program cost-effectiveness 	
III. ADEQUACY: Quality of Program	
<p>1. Curriculum</p> <ul style="list-style-type: none"> ● In narrative: Summarize program degree requirements and comment on significant features of the program’s curriculum. 	
<p>2. In Appendix V:</p> <ul style="list-style-type: none"> ● List all required courses. <ul style="list-style-type: none"> ○ If elective courses must be selected from a list of specified options, list these as Options for Fulfilling Elective-Course Requirements. ○ If certain courses are simply recommended as electives, list these courses as Courses Recommended as Electives. ○ Tally the total number of hours required for the program major. ● Identify at least TWO external standards referenced for the degree program, such as <ul style="list-style-type: none"> ○ Curriculum standards established by accrediting organizations. ○ Nationally recognized programs of excellence in the degree major. ○ Comparable degree majors at no fewer than five comparable colleges and universities. 	

ASSESSMENT REPORT CHECKSHEET

<ul style="list-style-type: none"> ○ Curriculum standards identified in appropriate leading peer-reviewed publications ● Comparison of degree program requirements – courses, credit hours, general studies hours, electives – to external standards. Provide explanation for deviation of external standards. 	
<p>3. Identify changes in the curriculum that have been made since the previous program review with rationale/explanation for the changes</p>	
<p>4. Faculty</p> <ul style="list-style-type: none"> ● In narrative: <ul style="list-style-type: none"> Summarize significant points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, correlation between academic credentials and courses taught, etc.) during the past five years. ● Explain how the program faculty’s academic credentials, scholarly activities, and service to the community and region have contributed to the fulfillment of the missions both of the program and of the University, including the following: <ul style="list-style-type: none"> ○ Providing a quality liberal arts based education ○ Fostering scholarly activities ○ Serving and enriching the intellectual and cultural life of the region served by the university ● In Appendix VI: <ul style="list-style-type: none"> Include reports of each individual faculty member’s academic credentials; scholarly activities; and community and regional service during the past five years. Include both full-time and part-time faculty members. 	
<p>5. Students</p> <ul style="list-style-type: none"> ● Identify entrance standards for program admission (if such standards have been established) ● Identify program-entrance-level abilities of students and the means by which these abilities are measured—e.g., G.P.A., standardized tests, Program Entrance Exams, etc. ● Identify program-exit-level abilities of students and the means by which these abilities are measured -- e.g., CST, license exams, Program Capstone Exams, etc. ● Report the following data for program graduates within the past 5 years: <ul style="list-style-type: none"> ● Graduate satisfaction (e.g., as measured by surveys) ● Data on program graduates’ placement <ul style="list-style-type: none"> ○ Data on program graduates’ employment <ul style="list-style-type: none"> ▪ graduates employed in area of specialization ▪ graduates employed in positions related to the field of study ▪ graduates’ starting salary ranges ○ Data on program graduates pursuing advanced or additional degrees <p>NOTE: Do not identify graduates by name</p>	

ASSESSMENT REPORT CHECKSHEET

<p>6. Graduate and Employer satisfaction</p> <ul style="list-style-type: none"> • Provide evidence and results of follow-up studies that indicate graduate and employer satisfaction with the effectiveness of the educational experience. Include a summary of the results of any studies. The summary should indicate the number of individuals surveyed or contacted and the number of respondents. 	
<p>7. Resources</p> <ul style="list-style-type: none"> • Financial <ul style="list-style-type: none"> ○ Address total commitment of the department and what portion of the department resources are devoted to this particular program. Include state appropriated funds, grants and contract, state fund and student fees ○ If program were terminated as a major, what resource savings would occur ○ What impact would program termination have on entire institution • Facilities – describe special facilities available including classrooms with distinctive features, laboratories, computer facilities, library facilities, or equipment needed for program delivery 	
<p>8. Assessment Information</p> <ul style="list-style-type: none"> • Summarize principal elements of the departmental assessment plan based on programmatic and University missions. The plan must include elements to assess student learning outcomes and programmatic outcomes. • Provide information on <ul style="list-style-type: none"> ○ Educational goals of the program and how they support Educational Goals of Concord University ○ Means for evaluating success in achieving the program’s educational goals ○ Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data • Indicate how assessment of mastery of essential skills are integrated into the departmental assessment plan and how student achievement is measured. • Provide information on procedures for using assessment data to improve program quality. Include specific examples. • Include data-driven plans for future program improvement, including a timeline. • As appropriate, provide information on a quantitatively based means of assessing the knowledge and skills of graduates against a national benchmark or a benchmark established by the institution. 	
<p>9. Previous reviews</p> <ul style="list-style-type: none"> • Review last program review action and indicate corrective actions implemented since the last review. 	

ASSESSMENT REPORT CHECKSHEET

<p>10. Advisory committees</p> <ul style="list-style-type: none"> • Report whether the program has an Advisory Committee and if so, briefly indicate the role and impact of the Committee 	
<p>11. Strengths</p> <ul style="list-style-type: none"> • Identify strengths and weaknesses of the program. Describe institutional and departmental plans for removing weaknesses. 	
<p>12. Weaknesses</p> <p>a. Identify weaknesses of the program. Describe institutional and departmental plans for removing weaknesses</p> <ul style="list-style-type: none"> • Include plans for improvements, including timeline 	
<p>IV. NECESSITY: Why the program is necessary for the service region and needed by society</p>	
<p>1. Career</p> <ul style="list-style-type: none"> • Current opportunities for employment through which program graduates can use their skills and knowledge to meet societal needs <ul style="list-style-type: none"> ○ within service region ○ beyond service region • How the university facilitates employment of program graduates to meet societal needs <ul style="list-style-type: none"> ○ Role of the academic department or division • Role of the Placement Office <ul style="list-style-type: none"> ○ Summary of placements of program graduates with the past 5 years ○ Evidence of future need for employment of program graduates 	
<p>2. Similar Programs in geographic region</p> <ul style="list-style-type: none"> • Identify similar programs within a 50 mile radius. • Justify duplications if they exist. 	
<p>V. CONSISTENCY WITH UNIVERSITY MISSION</p>	
<ul style="list-style-type: none"> • Explain how the mission of the program supports Concord University's Mission. • Demonstrate the program's centrality to the institution. • Explain how the program complements, draws upon, and supports other programs. • Examine the effect discontinuance of the program would have on the institution's ability to accomplish its mission. 	

OVERALL COMMENTS: