CONCORD UNIVERSITY
Revised Process and Format for Program Reviews
Approved by the Academic Affairs Executive Council, September 19, 2013

The purpose of the Program Review is to provide both a format and metrics for institutional review and evaluation of degree-granting programs. The WVHEPC mandates that "Each institutional governing board has the responsibility to review at least every five years all programs offered at the institution(s) of higher education under its jurisdiction and in the review to address the viability, adequacy, necessity, and consistency with mission of the programs to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district" (WVHEPC Series 10, Section 2.1).

All program reviews must be submitted to the Director of Assessment by November 1.

A.   Programs with **<u>specialized national</u>** accreditation shall provide

- 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
    o   Program title and degree
    o   Year of last review
    o   Documentation of continuing need
    o   Assessment information
    o   Plans to improve quality and productivity
    o   Five year trend data on enrollment of program majors and degrees awarded
- A documented statement from the chief academic officer regarding program consistency with
    o   Program and Concord University missions
    o   Viability
    o   Necessity
- Recommendation for continuation of program with specific action or discontinuation of program

B.   Programs without national accreditation shall provide

I. Program description
    o   A one page narrative overview of program (including information for any options or tracks), its mission, unique characteristics, educational goals, etc. It is appropriate to use the catalog description.
II. Viability
    1. Provide a summary of enrollment information based on 5 years of data in the narrative. Also include in the narrative a summary of program course offerings as indicated below. In Appendices I through IV provide detailed enrollment data – include course titles and numbers by semester in chart format
        o   Service courses list departmental courses that are required for students in other majors and support programs outside the major (Appendix I)
        o   Program courses – specify courses offered as traditional, online, distance learning, and/or off-campus (indicate campus) (Appendix II)

- o Applicants (Appendix III)
  - number applied
  - number admitted and enrolled
- o Program majors (combine with graduates Appendix IV)
- o Program graduates (combine with majors in Appendix IV)
- o Enrollment projections
2. Program Cost Factors – 5 years of data in table format -- provide a comparison of the cost per student credit hour to the average cost of student credit hours
3. Program Specific Articulation Agreements
4. Past ability and future prospects to attract and sustain a viable, cost-effective program – provide strategies planned and/or implemented

III. **Adequacy – Quality of Program**
1. Curriculum – a summary of degree requirements and commentary on significant features of the curriculum. The goal of this element of the program review is to ensure that Concord University course requirements for each degree program meet or exceed national standards.
2. Include the following in Appendix V (see attached template):
   - o Courses. List required courses, elective courses and total hours, including specific course titles and numbers.
   - o External standards. Identify standard course requirements for the degree majors from at least **TWO** of the following external standards:
     - 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. Comparable colleges and universities may be identified by the degree major or may be drawn from Concord University's peer institutions identified by the West Virginia Higher Education Policy Commission.
     - Curriculum standards identified in appropriate leading peer-reviewed publications.
     - Comparison. Compare Concord University course requirements, total semester credit hour requirements, and the proportional distribution of semester credit hours between program requirements including general studies and electives with the requirements specified in the external standards.
3. Recommendation and Rationale. Report any changes in the curriculum that have been made since the last program review and provide the rationale for these changes. Recommend either the continuation of current requirements or appropriate changes to the degree major curriculum. This recommendation will be accompanied by a rationale which references external standards and demonstrates that the recommended curriculum maximizes the academic excellence of the degree major. Concord University's Board of Governors has approved the implementation of a minimum graduation requirement of 120 semester credit hours. Any degree major that recommends more than 120 semester credit hours for graduation must include in the rationale an explanation based on external standards for the need for more than 120 hours for graduation.

4. Faculty – A narrative should summarize significant points relating to faculty teaching courses with the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.) Appendix VI (see attached template) should be used to compile this data.   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:
   - 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
5. Students –
   - Statement of entrance standards
   - Entrance abilities – as measured by standardized tests and high school GPA, etc.
   - Exit abilities - identification of potential ability of students who graduate from the program (e.g., CST, license exams)
   - Graduate satisfaction
   - Information on graduates in terms of places of employment
   - Starting salary ranges
   - Number employed in the field of specialization
   - Number of graduates pursuing advanced or additional degrees

   NOTE: Do not identify graduates by name

6. Graduate and Employer satisfaction
   - 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.
7. Resources
   - Financial
     - 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, laboratories, computer facilities, library facilities, or equipment needed for program delivery
8. Assessment information
   - Summarize principal elements of the assessment plan based on programmatic and University missions. The plan must include elements to assess student learning and programmatic outcomes.
   - Provide information on
     - Educational goals of the program

- Measure of evaluating success in achieving goals
- Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data
  - o Indicate how the mastery of essential skills is integrated into the departmental assessment plan and how student achievement is being measured.
  - o Provide information on procedures for using assessment data to improve program quality. Include specific examples of program changes based on program assessment data
  - o Identify data-driven plans for future program improvement, including a timeline
  - o 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.

9. Previous reviews
   - o Review last program review action and indicate corrective actions implemented since the last review
10. Advisory Committees
    - o Identify whether the program has an Advisory Committee and if so, briefly indicate the role and impact of the Committee
11. Strengths
    - o Identify and describe strengths of the program. Describe any institutional and departmental plans in this area
12. Weaknesses
    - o Identify weaknesses of the program. Describe institutional and departmental plans for removing weaknesses
    - o Include plans for improvements, including timeline

IV. **Necessity – Necessary for Service Region and Needed by Society**
1. Career paths
   - o Current opportunities for employment through which program graduates can use their skills and knowledge to meet societal needs
     - within service region
     - beyond service region
   - o How the university facilitates employment of program graduates to meet societal needs
     - Role of the academic department or division
   - o Role of the Placement Office
     - Summary of placements of program graduates with the past 5 years
     - Evidence of future need for employment of program graduates
2. Similar programs in geographic region –list programs within a 50 mile radius and justify duplication

V. **Consistency with Mission**
1. Centrality to institution – program supports the University's mission
2. Complements, draws upon, supports other programs
3. Effect discontinuance would have on institution's ability to accomplish mission

Procedure for evaluation

- Programs/departments notified by Provost of program review(s) due next academic year, by May 1
- From Department Chair to faculty for comment with comments submitted to Department Chair, October 1
- From Department Chair to Assessment Director for Committee review, November 1
- From Assessment Director back to Departments with comments, December 1
- From Departments back to Assessment Director with corrections, January 15
- Completed Program Reviews and Executive Summaries to Provost from Assessment Director, February 15
- Executive Summaries from Provost to Board of Governors agenda and Academic Affairs BOG Sub-Committee, April 1
- From Board of Governors Acad. Affairs Sub-Committee to full BOG April 15
- From Provost to HEPC by May 31

CONCORD UNIVERSITY

PROGRAM REVIEW
INSTITUTIONAL RECOMMENDATION

PROGRAM _____

DATE_____

_____ 1. Continuation of the program at the current level of activity, with or without specific action.

_____ 2. Continuation of the program at a reduced level of activity reducing the range of optional tracks.

_____ 3. Identification of the program for further development; or

_____ 4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like.

_____5. Discontinuance

If the program is recommended for discontinuance, the provisions of Higher Education Policy Commission policy on approval and discontinuance of academic programs will apply. (SERIES 11 [§133-11-8.])

NOTE: For each program, the institution will provide a brief rationale for the observations, evaluation, and recommendation. These should include concerns and achievements of the program. All supporting documentation should be available to the Commission upon request.

_____   _____
Signature of person preparing the full report   Date

_____   _____
Signature of the person summarizing the report   Date

_____   _____
Signature of Chief Academic Officer   Date

_____   _____
Signature of Board of Governors Representative   Date

Appendix II

Program Courses, Enrollment, and Credit Hours (suggested format)

Course Number	Course Title	Course Type			Credit Hours	Enrollment (Credit Hours Taught)															
		Traditional	Beckley/ off-campus	On-line o		By Year 1			Year 2			Year 3			Year 4			Year 5		
						F	S	Summer I and II	F	S	Summer I and II	F	S	Summer I and II	F	S	Summer I and II	F	S	Summer I and II

APPENDIX V:

COURSES AND EXTERNAL STANDARDS

Concord University   **PROGRAM: _____**

COURSES:

Courses Required in Major (by Title and Course Number)	Total Required Hours	Additional Credit Required in Major	Total Hours	Related Fields Courses Required	Total Hours	Required in General Studies/ Electives	Total For Degree

Professional society that has influenced the program offerings and/or requirements: _____

APPENDIX V, cont'd.

EXTERNAL STANDARDS:

Identify and compare the s programmatic degree requirements for this Concord program to the standard course requirements for external degree majors in accord with at least two external standards:

APPENDIX VI: FACULTY DATA

Name_____Rank_____

Check One:

       Full-time _____ Part Time _____ Adjunct _____ Grad Assist. _____

Highest Degree Earned _____ Date Degree Received _____

Conferred by _____

Area of Specialization:_____

Professional registration/licensure _____

Yrs. of employment at Concord University ____

Yrs. of employment in higher education _____

Yrs. of related experience outside Higher Education _____

To determine compatibility of credentials with teaching assignments, list courses you are currently teaching and have taught during the previous academic year:

Year/ Semester	COURSE TITLE

1. If degree is not in area of current assignment, explain:
2. Publications in the last five years:
3. Presentations/Performances in the last five years:
4. Meetings/Workshops attended for Professional Development in last five years:
5. Honors/Recognition received in the last five years:
6. Research Grant/Fellowship externally funded during the last five years:
7. Other activities during the last five years which have contributed to effective teaching: