

**Academic Program Review Process
Clarion University of Pennsylvania**

July 9, 1999

[Revised 3/11/ 2003, 4/13/2005, 12/20/2005, 3/24/2006]

Purposes of Program Review: Clarion University Academic Program Review

Guidelines have been in place since 1985. Subsequently, the Board of Governors of the State System of Higher Education adopted its system-wide Program Review Policy (1986-04-A) and amended the policy in 1991 and 2003. The amended Policy cites the following general purposes:

1. To assure deliberate and continuous attention to enhancement of the quality and to assure mission centrality of academic and academic- and student-support programs within the State System Universities.
2. To analyze and employ quantitative and qualitative data, including student-learning outcomes, on individual programs which will contribute to both university and State System planning.
3. To provide the chancellor and Board of Governors, as well as the council of trustees of each university, with assurance that university programs are being assessed in a systematic fashion and that plans for making continuous improvements are developed and implemented.¹

The overriding purpose of academic and academic support program review at Clarion University is to improve student learning by promoting excellence and currentness in offerings to students as well as in teaching, research, and service. Each academic and academic support department at the university that is not subject to specialized accreditation will conduct a program review every five years which will culminate in a plan of action for improving performance in that department. Succinct interim reports will be used to identify the status of goals set as part of the ongoing review process.

The State System identifies two types of reviews. A full review is for programs not subject to specialized accreditation and requires external consultation. The president or designee may designate a program subject to specialized accreditation for a full program review. The modified review is for programs subject to specialized accreditation. The modified review must include the accreditor's recommendations/suggestions and rejoinder, when appropriate. If the president or designee does not designate a program subject to specialized accreditation for a full review, the accreditation review and subsequent accreditor report substitute for the full program review.

¹ The full text of Policy 1986-04A and the administrative procedures that accompany the policy can be found at <http://www.pashe.edu/content/?/governors/policies>

In place of the full five-year program review, the department provides the Provost with a copy of the accreditation self study, the accreditation visit report and response, and other supporting documentation necessary to complete an effective five year program review. The Provost, Dean and Department Chairperson will analyze the accreditation report to determine if other supporting documentation is needed.

More specifically, quinquennial academic and academic support program review will be used toward the following objectives:

1. To strengthen the quality of academic and academic support programs.
2. To provide a mechanism for systematic assessment of student learning and achievement in a given program. Assessment will also be used to evaluate, develop, and implement program goals and objectives and for external reporting purposes to department, college, and university accreditation agencies.
3. To identify specific strengths and weaknesses of academic and academic support programs and make recommendations for program improvement.
4. To be used in conjunction with other criteria to determine the extent to which an academic or academic support program is provided with adequate institutional support (number of faculty and staff, budget, etc.) to achieve its stated objectives.
5. To assess whether the academic or academic support program adequately meets the expectations of internal and external constituencies.
6. To assess the preparedness of graduates for their chosen careers and for additional study through graduate programs or continuing education.
7. To facilitate institutional planning and allocation of resources.
8. To explore new programmatic directions.

GENERAL GUIDELINES FOR PROGRAM REVIEW

Program Review Cycle

In accordance with the Pennsylvania Board of Governors Policy 1986-04-A, "all university programs are to be evaluated at least once every five years; when deemed necessary the university president may require a shorter review interval for given programs."

Responsibility for Execution of Program Reviews

The Associate Vice President for Academic Affairs, in consultation with the Deans/Directors, develops a master schedule for program reviews at the University. The Associate Vice President

for Academic Affairs initiates individual program reviews through an initial meeting with the Department and the Dean. The purpose of this meeting is to answer questions about the process and confirm a timeline for completion of the program review.

The Dean/Director is responsible for working with the Department to ensure that the program review proceeds appropriately.

Each Department shall constitute an appropriate committee to carry out the Program Review. The Department Chair or his/her designee is responsible for coordinating the work of the program review committee and submitting the completed self-study.

Data Collection

Data and a model survey instrument will be distributed and explained at the initial meeting with the Department, Associate Vice President for Academic Affairs, and Dean. With the exception of survey data, data related to the Program Review self-study and a model survey instrument will be provided by the Provost's and/or the Dean's office (see Appendix A: Data to be Discussed in Program Reviews). Determination of additional data to be gathered and/or supplied is normally made at this initial meeting.

Program Review Archives

The two most recent self-studies from each academic program review will be cataloged and made available in the University Libraries Archives. Archival copies of self-studies will include the self-study, dean's response, Provost's comments and recommendations, and Chancellor's office "Summary Report."

GENERAL TIMELINE FOR PROGRAM REVIEW

It is recognized that timelines for Program Review may differ among programs. The following 16-month timeline is provided as a general template from which to work.

January-February (Second half of the fifth year of the Program Review Cycle) Months 1-2

"Clarion University Program Review Process" and other relevant program review guidelines² are sent to Department Chair and Dean, along with a memo indicating which program(s) are to be evaluated during the coming academic year.

² Other relevant guidelines include Pennsylvania Board of Governors Policies 1985-01 ("Requirements for Initiation or Change of Credit-Based Academic Programs"), 1997-01 ("Assessing Student Learning Outcomes"), 1986-04-A ("Program Review"), 1990-06-A ("Academic Degrees"), 1993-01 ("General Education at State System of Higher Education Universities"); Office of the Chancellor "System Directive on Academic Program Moratorium and Termination" (February 15, 1993); and "Program Review Summary Form" (Office of the Chancellor, Pennsylvania State System of Higher Education).

Associate Vice President for Academic Affairs provides a workshop for chairs of departments scheduled for program review in which the process, definitions, data, and samples of program reviews are shared.

Associate Vice President for Academic Affairs and Dean/Director meet with representatives of program to be reviewed. At this meeting, the process is discussed, questions are answered, and agreement is reached regarding content of self-study document, additional data to be generated by Provost's office and by Department, procedures for use of consultant, and survey requirements.

Additional data requested by a department are forwarded to the Department by the Provost's office.

February-September - Months 3-9

Department gathers survey data and writes self-study. The self-study is submitted to the Dean and the Provost's office before the end of September.

By May 1, the Department will send a list of potential consultants³ to the College Dean, who will review the list and forward it to the Associate Vice President for Academic Affairs. This list should include more than one person in order to avoid delays should one potential consultant not be available. Additionally, it is preferable that the potential consultants be affiliated with non-System institutions whose missions are similar to the mission of Clarion University. The Provost's office will correspond with potential consultants, negotiate payment for their visit, and work with the Department to set a mutually agreeable time for the consultant's visit to campus. Except for unusual circumstances, the Provost's Office pays for consultant costs.

The Provost's office will confirm consultant visit for October-November.

October/November - Months 10-11

Visit by consultant. Consultant's report is sent to Provost two weeks after visit. Provost forwards consultant's report to Department Chair and College Dean.

January/February - Months 13-14

The dean, in consultation with the Department Chair and faculty, responds to the self-study and consultant's report and provides this response to the Vice President for Academic Affairs and the Provost.

³The State System requires that program reviews involve an external consultant at least once every ten years.

February/March - Months 14-15

The Provost reviews the program review, including the dean's response, and provides comments to the Dean and Chair. Program representatives meet with Dean and Associate VP for Academic Affairs to discuss the Provost's comments and recommendations.

March/April- Months 15-16

Summary Form written by the Dean and Associate VP for Academic Affairs and sent to Department Chair for review and comment.

Summary Form is sent to Provost's Office and is forwarded to Chancellor's Office.

Self-Study, dean's response, Provost's comments and recommendations, Consultant's report, and Chancellor's "Summary Form" are sent to the University Libraries Archives.

CONTENT OUTLINE FOR PROGRAM REVIEW SELF-STUDY

I. MISSION STATEMENT

Succinctly state the department's mission with respect to its individual programs (e.g., majors, minors) and how these programs provide service to other university programs and to the General Education program. Please discuss each departmental program separately.⁴ Mission statements should be written in terms of student learning outcomes (*Sample mission statements are provided in the data section of the five-year review packet*).

Statements of departmental and program missions should be written in a manner that will allow them to be excerpted verbatim for publication in documents such as university or departmental web pages, university catalogs, university brochures and promotional literature, State System reports, and accreditation reports.

II. DEGREES/PROGRAMS

A. CURRICULUM

So as to promote consistency among program reviews and the various venues in which statements about programs may appear, the following questions regarding curriculum are provided as a guide for structuring this section of the report. Please answer these questions in

⁴ Departments which comprise multiple disciplines (PSSP Department, AGES Department) should discuss their programs within the discipline to which the program belongs.

terms of the department's goals and objectives, strengths and weaknesses, and assessments of student learning outcomes.⁵

1. Please provide a brief overview of goals and objectives for curriculum identified in the department's previous Five-Year Review document, as well as the department's progress in achieving these goals and objectives over the past five years. Indicate which factors enabled you or prevented you from making progress toward these goals.
2. With regard to student learning outcomes and the stated mission for each program offered by the department, what are the department's goals and objectives for curriculum during the next five years? These goals and objectives should be stated in terms of student learning outcomes. They should identify outcomes assessment measures that will be used to determine levels of achievement, and they should indicate approximate timelines for accomplishment. Programs should indicate how the results of the assessment measures were used to plan and implement program improvements.
3. Discuss the relationship of your departmental offerings to other Clarion University programs (e.g., other degree programs, general education program, other university-wide initiatives).
4. Describe changes in the curriculum (additions, deletions, modifications) with regard to individual programs in the last five years and the rationales for those changes.
5. Describe any planned or anticipated curricular changes and provide a rationale for these changes.
6. For recruiting purposes, discuss the outstanding and unique qualities of your program(s).
7. If applicable, discuss issues of concern regarding the manner in which your departmental curricula meet accrediting body standards (please append accrediting standards to this document).
8. Discuss any other areas of concern about curriculum.

B. STUDENTS

So as to promote consistency among program reviews and the various venues in which statements about programs may appear, the following questions regarding students are provided as a guide for structuring this section of the report. In answering these questions, please make appropriate use of the data that have been provided. Please answer these questions in terms of the department's goals and objectives, strengths and weaknesses, and assessments of student learning outcomes.⁶

⁵ Examples will be provided at the departmental "Overview Meeting."

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1. Please provide a brief overview of goals and objectives for students identified in the department's previous Five-Year Review document, as well as the department's progress in achieving these goals and objectives over the past five years. Indicate which factors enabled you or prevented you from making progress toward these goals.
2. With regard to student learning outcomes and the stated mission for each program offered by the department, what are the department's goals and objectives for students during the next five years? These goals and objectives should be stated in terms of student learning outcomes. They should identify outcomes assessment measures that will be used to determine levels of achievement, and they should indicate approximate timelines for accomplishment.
3. What were the previous five-year enrollment trends and patterns in the program(s) being reviewed? *Data Source: Clarion University Fact Book. Departmental Data. Enrollment.* [relevant pages from this document are included in the data section of this notebook]. Based on your knowledge of national trends, employment projections, and other data which is discipline-specific, what are the projected enrollments for your program(s) for the next five years? *Data Sources: Departmental expertise; Occupational Outlook Handbook* [available in the Library and online at <http://stats.bls.gov/ocohome.htm>].
4. Discuss strategies used to attract and retain students in the program(s) being reviewed. What factors help/hinder these efforts? How could your efforts to attract and retain students be facilitated and/or improved?
5. Discuss strategies used to advise students in the program(s) being reviewed. What factors help/hinder these efforts? How could your efforts to provide effective advising be facilitated and/or improved?
6. Discuss the level of academic preparation of your students as indicated by
 - SAT scores (*Data Source: DPR # 5*)
 - High School QPA (*Data Source: Student Profile Report # 10.*)
 - Comparisons to national trends.
 - Other measures of academic credentials that are gathered by the department in its admissions processes

Questions that might be considered here include: How does the preparation of your students impact on program goals? If the program is accredited, how well does the preparation of your students meet accrediting body standards (please append accrediting standards to this document)? Does the department have recommendations regarding its admissions standards that might enhance its overall goals? How might these recommendations be facilitated?

7. Discuss the preparation of your graduates for their chosen careers and/or continuing education (e.g., graduate degrees). (*Data Source: Departmental Alumni Surveys, Employer Surveys, or other departmental surveys or information*).
8. Discuss any other areas of concern about students and enrollments.

C. FACULTY

So as to promote consistency among program reviews and the various venues in which statements about programs may appear, the following questions regarding faculty are provided as a guide for structuring this section of the report. Please answer these questions in terms of the department's goals and objectives, strengths or weaknesses, and assessments of student learning outcomes.⁷

1. Please provide a brief overview of goals and objectives for faculty identified in the department's previous Five-Year Review document, as well as the department's progress in achieving these goals and objectives over the past five years. Indicate which factors enabled you or prevented you from making progress toward these goals.
2. With regard to student learning outcomes and the stated mission for each program offered by the department, what are the department's goals and objectives for faculty for the next five years? These goals and objectives should be stated in terms of student learning outcomes. They should identify outcomes assessment measures that will be used to determine levels of achievement, and they should indicate approximate timelines for accomplishment.
3. Using the standardized format provided in Appendix B (Summary of Faculty Status, Expertise, Academic Preparation, Teaching Activity, and Scholarly Activity), describe the faculty in terms of number, academic preparation, expertise, teaching activity, and scholarly activity. Please provide, as an appendix, a current vita for each faculty member who teaches in the department.
4. For recruiting purposes, write a brief summary indicating the various areas of faculty scholarship since the last five-year review (*a numeric summary of faculty scholarship is provided in the data section of the five-year review packet*). This summary should be written in a manner that will allow parts to be excerpted verbatim for publication in documents such as university or departmental web pages, university catalogs, university brochures and promotional literature, State System reports, and accreditation reports.
5. Does the department have sufficient staffing and breadth of expertise for current and projected enrollments, program goals, and, if applicable, accrediting standards (please attach accrediting standards to this document)? If not, please discuss departmental needs in relation

⁷ Examples will be provided at the departmental "Overview Meeting."

to its five-year goals. Please include in this discussion anticipated leaves, sabbaticals, retirements, and other staffing changes.

6. Discuss any other areas of concern about faculty.

D. RESOURCES

So as to promote consistency among program reviews and the various venues in which statements about programs may appear, the following questions regarding resources are provided as a guide for structuring this section of the report. Please answer these questions in terms of the department's goals and objectives, strengths and weaknesses, and assessments of student learning outcomes.⁸

1. Please provide a brief overview of goals and objectives for resources identified in the department's previous Five-Year Review document, as well as the department's progress in achieving these goals and objectives over the past five years. Indicate which factors enabled you or prevented you from making progress toward these goals.
2. With regard to student learning outcomes and the stated mission for each program offered by the department, what are the department's goals and objectives for resources for the next five years? These goals and objectives should be stated in terms of student learning outcomes. They should identify outcomes assessment measures that will be used to determine levels of achievement, and they should indicate approximate timelines for accomplishment.
3. Are library resources and facilities adequate with respect to the department's programmatic needs?
4. Are other university resources and equipment adequate for the department's programmatic needs?
5. Discuss the adequacy of resources relative to accrediting body standards, if applicable.
6. Identify any other areas of concern about resources.

II. SUMMARY FORM

Using the form in Appendix C (Clarion University of Pennsylvania. Program Review Summary Form) please provide the following information which should be culled from your program review self-study. The summary should be no more than two pages long.

⁸ Examples will be provided at the departmental "Overview Meeting."

- Summarize the department's previous **primary** five-year program goals for curriculum, students, faculty, and resources; indicate progress made.
- Summarize the department's **primary** program goals for the next five years for curriculum, students, faculty, and resources. Indicate strategies to be used to assess student growth relative to each outcome, the manner by which progress toward goals will be measured, and approximate timelines for accomplishment.

Where appropriate, each departmental program may be addressed separately. Departments comprising multiple disciplines (PSSP Department, AGES Department) should discuss their programs within the discipline to which the program belongs.

III. Interim Report

Using the form attached as Appendix D (Program Review Interim Report), each department will submit a concise interim report to the appropriate Dean/Director and the Associate Vice President for Academic Affairs each June. The purposes of this report are to:

- Provide updated information regarding the department's progress toward goals identified in its five-year review
- Indicate any additional goals or modifications to existing goals
- Indicate new resources which are necessary to continue progress toward achieving the department's goals

It is the responsibility of the Dean/Director to acknowledge the interim report by working with the Department to provide any response that may be necessary. Written response to the interim report should be forwarded to the appropriate department chair and the Associate VP for Academic Affairs.

APPENDIX A
DATA TO BE DISCUSSED IN PROGRAM REVIEWS

Faculty Data

Data that may be used for this discussion, as well as their location, are listed below. Unless otherwise noted, data on this list will be provided by the Provost's office.

- 1. FTE Tenured Faculty**
In the *Fact Book*.
- 2. FTE Tenure Track Faculty**
In the *Fact Book*.
- 3. FTE Temporary Faculty**
In the *Fact Book*.
- 4. Total FTE Faculty**
In the *Fact Book*.
- 5. FTE Overload**
In the *Fact Book*.
- 6. FTE Contractual Release**
In the *Fact Book*.
- 7. FTE Non-Contractual Release**
In the *Fact Book*.
- 8. FTE Sabbatical**
In the *Fact Book*.
- 9. Total FTE Instructional Faculty**
In the *Fact Book*. This figure includes total headcount plus overload minus release time.

Enrollment Data

Data that may be used for this discussion, as well as their location, are listed below. Unless otherwise noted, data on this list will be provided by the Provost's office.

- 10. Headcount Enrollment by Minor**
In the *Fact Book*.

11. Headcount by Major

In the *Fact Book*.

12. Headcount by Non-Major

This is provided by course FTE (#13 below) in the *Fact Book*.

13. Course FTE/Student FTE

In the *Fact Book*.

Definition of Course FTE: All the credit hours generated during Fall semester in all the courses offered by the department divided by 15 for undergraduate courses or 12 for graduate courses. Course FTE shows the total students that the department is servicing (including service courses). To get student FTE from Course FTE, multiply the course FTE by 15 for undergraduate courses, and 12 for graduate courses.

14. Course FTE Ratios

In the *Fact Book*.

Definition of Course FTE Ratios: The percentage of all the courses offered by the department during the Fall semester that are lower level, upper level, or graduate.

15. FTE Student/FTE Instructional Faculty

The *Fact Book* provides this for Fall semesters and for fiscal year, including summers.

Definition of FTE Student/FTE Instructional Faculty: The ratio of FTE students to FTE Instructional Faculty. Fall ratios include all instructional faculty; fiscal year ratios do not include chairperson's release time. This number is based on data maintained in the State System budget office for purposes of common cost accounting. These numbers are used by the State System to facilitate comparisons among State System universities.

Course Enrollment Data

Data that may be used for this discussion, as well as their location, are listed below. Unless otherwise noted, data on this list will be provided by the Provost's office.

16. Five-Year History

This information is available in two reports: "SectStatSum.fex" and "SECTIONENR."

Academic Credentials of Entering Students

Data that may be used for this discussion, as well as their location, are listed below. Unless otherwise noted, data on this list will be provided by the Provost's office.

17. Average High School QPA of Graduates

Summary data is provided in *the Fact Book*.

Additional data on the SAT scores, High School GPAs, and Clarion University Cumulative QPAs of a department's majors are provided in the reports entitled "Student Profile Report #10" and "DPR #5" (relevant pages are attached). Data is provided for graduates of a program in a given year.

18. Average Total SAT Score of Graduates

Summary data is provided in the *Fact Book*. Detailed data is provided in the report entitled "Student Profile Report #10" (relevant pages are attached).).

Additional data on the SAT scores, High School GPAs, and Clarion University Cumulative QPAs of a department's majors are provided in the reports entitled "Student Profile Report #10" and "DPR #5" (relevant pages are attached). Data is provided for graduates of a program in a given year.

19. Grading Practices.

Data on departmental, college-wide, and university grading practices are provided in the report entitled "GRDPROFILE1." Relevant pages are attached.

20. Demographics of Students and Potential Students

Data on the race and gender of a department's majors is provided in the report entitled "DPR #1." Data on the counties from which a department's majors come is provided in the report entitled "DPR #2." Data on the states from which a department's majors come is provided in the report entitled "DPR #3." Data on the SAT scores, High School GPAs, and Clarion University Cumulative QPAs of a department's majors are provided in the reports entitled "Student Profile Report #10" and "DPR #5."

21. Faculty Scholarly Activity

Summary data is provided in the report entitled "Clarion University of PA. Summary of Professional Activities."

22. Expenditures

In the *Fact Book*. This is broken down into Personnel (5000), Services and Supplies (6000), and Capital Expenditures (7000).

**APPENDIX C
CLARION UNIVERSITY OF PENNSYLVANIA
PROGRAM REVIEW SUMMARY FORM**

PROGRAM (S)

**Completion Date of Five-Year Review Self-Study Document:
Completion Date of Last Five-Year Review:**

I. Program Goals for past five years. For each of the listed goals, please indicate progress made, any difficulties encountered that need to be addressed, and any additional resources which might be necessary.

II. Program Goals for next five years. Please indicate how progress toward these goals will be measured and indicate an approximate timeline for accomplishment.

