# 



# **Academic Program Review**

**DUE DATE: November 21, 2018**

The HLC Criteria for Accreditation, specifically Core Component 4.A, require institutions to maintain a “practice of regular program review[[1]](#footnote-1)” as one component for ensuring the quality of our educational programs and evaluating our effectiveness in achieving our stated student learning outcomes. For academic units, “Program” means an academic School.

|  |  |
| --- | --- |
| **School:** |  |
| **Degree Programs of the School: (indicate which, if any, hold specialized programmatic accreditation)** |  |
| **Academic Program Review Submission Date:** |  |
| **Dean:** |  |
| **School Chair:** |  |
| **Names of Faculty Members Completing Program Review Report:** |  |

# **Guidelines for Completing the Academic Program Review**

Questions in Part 1 are focused at the School level, and should reflect School-level data, findings, etc.

Questions in Part 2 should be completed for each distinct academic degree program in the School. In the cases where an academic degree holds specialized programmatic accreditation, Schools can cite the page(s) which address the prompt question. In all cases, attach evidence where available using the appendix cover sheet to identify how the evidence supports the relevant criteria or prompt.

# **PART 1: School-Level Review**

# **School Mission and Goals**

1. Provide the School’s mission statement and explain its connection to the University mission.

*Type response here.*

1. List the School-level goals and explain how they support and connect to the CAFE Master Goals of the Strategic Plan.

<https://www.lssu.edu/wp-content/uploads/2018/09/2018-2023-LSSU-Strategic-Plan.pdf>

*Type response here.*

***Explain how the School works to address each of the following questions. For each question, respond with a narrative and supporting evidence.***

# **Teaching and Learning Programs** Evaluation and Improvement*:* (CC 4.A)

1. Explain how faculty determine program and course learning outcomes, course prerequisites, rigor of courses, expectations for student achievement, and student access to resources.

*Type response here.*

1. Explain how faculty ensure the equivalence of learning outcomes and achievement in all modes and locations where degrees are delivered. Provide examples of course syllabi from multiple delivery modes and locations of the same course(s).

*Type response here.*

1. If applicable, attach the most recent report, findings and recommendations from specialized programmatic accreditations within the School.
2. Report data from the past two years to show what students are doing after graduation from the programs in your School. For example, statistical data should report the numbers of students in specific areas (*i.e.,* business, government, education, military, unemployed, pursuing advanced degrees, etc.). Attach representative data.

*Type response here.*

**Assessment** (CC 4.B and CC 4.C)

***Explain how the School uses assessment to promote ongoing growth and improvement. As evidence for each question, you may choose to include content from the ‘Use of Results’ column in the 4-Column Program Assessment Report, or provide broader assessment results from an alternative source.***

1. School-level goals and their connections to the university’s CAFE Master Goals Strategic Plan were listed in Question 2 of this report. Select 3-5 of those goals as a focus for the School’s 4-Column School Assessment Report; add the selected goals to the 4-Column report document, and attach the document.
2. Describe how results from assessment have been used to improve your School. Include specific examples.

*Type response here.*

1. Describe how the School uses assessment results to inform and facilitate better planning and budgeting.

*Type response here.*

1. In addition to LSSU’s campus-wide programs designed to support retention and degree completion, list any additional activities of the School specifically intended to increase retention and degree completion.

*Type response here.*

**Resources** (CC 5.A and CC 5.C).

1. Describe how the School allocates resources to adequately support the mission. Include explanations of faculty/staff, fiscal, and infrastructure allocations. For example, describe the process used to ensure that each faculty member or instructor in the program is qualified to teach the courses they are assigned, as consistent with HLC guidelines. (<https://www.hlcommission.org/Publications/determining-qualified-faculty.html>)

*Type response here.*

1. Explain how the School ensures that the curriculum for each program is current. For example, evidence may include specialized program accreditation, advisory boards, input from industry, discipline standards, previous School reviews or reports, etc.

*Type response here.*

# **PART 2: Degree-Level Review**

Degree Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.***

**Assessment** (CC 4.B and CC 4.C)

1. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the “use of results.” Attach the 4-Column Program Assessment Report.
2. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

*Type response here.*

**Quality, Resources and Support** (CC 3.A)

**The Lumina Foundation’s Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:**

<http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf>

1. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

*Type response here.*

**Intellectual Inquiry** (CC 3.B).

1. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

*Type response here.*

**Appendix Cover Sheet**

Use a copy of this cover sheet for each document submitted. Evidence supporting the questions and narratives does *not* need to be electronically added to this Program Review form. One option is to use this cover sheet to add content to directly this Word document. A second option is to submit separate documents along with the form, also using this cover sheet for each document provided.

Send email with supporting documentation to: [TRACDAT@lssu.edu](mailto:TRACDAT@lssu.edu), with a cc to your dean, or submit as a hardcopy to your dean.

|  |  |
| --- | --- |
| **School:** |  |
| **Document Title (if attached) or Filename (if emailed):** |  |
| **This documentation is relevant to Question number:** |  |
| **Briefly summarize the content of the file and its value as evidence supporting program review:** |  |

1. https://www.hlcommission.org/Policies/criteria-and-core-components.html [↑](#footnote-ref-1)