

Periodic Program Review

To a certain extent, every major or program is continuously reviewed, and consequently it is frequently adjusted in small ways. In addition, it is essential that programs undergo a more systematic assessment on a periodic basis, according to the rotation scheduled outlined in the document *Ohio Valley University Mission, Goals, Assessment, and Evaluation*. The elements of this period assessment are described below.

Before beginning the period assessment, the one leading the review should consult with the school chair, the college dean, and the vice president for academic affairs in order to be made aware of any relevant issues, concerns, or opportunities, etc. By the end of fall semester, the results of the periodic assessment should be presented as a written report that is submitted to the relevant school chair and/or dean, vice president for academic affairs, and the Office of Institutional Effectiveness; copies will also be given to the Deans Council and Faculty Assessment Committee. Recommendations for program change should also be submitted to Academic Council. It is ultimately up to the vice president for academic affairs to determine whether recommendations should be adopted, especially as they relate to program continuance, program staffing, and program budget. When decisions are made or action taken based on the report's recommendations, the Office of Institutional Effectiveness should be informed.

I. The following program information/data should be collected and, as appropriate, evaluated (in many cases, the Office of Institutional Effectiveness should provide this data in order to ensure consistency across programs):

- A. Program mission and goals, which includes school/program mission statement, learning outcomes, curriculum map, assessment methods, and linkage of learning outcomes to assessment methods.
- B. Program structure (from the catalog)
- C. The trend in program enrollment (see I.E from ANNUAL PROGRAM ASSESSMENT UPDATE)
- D. Credentials of those teaching in the program; at minimum, this would be full-time faculty and regular adjuncts.
- E. Changes in program staffing (full-time and part-time) since the last periodic review. (see last periodic review and ANNUAL PROGRAM ASSESSMENT UPDATE)
- F. Percentages of courses and/or credit hours taught by full-time, part-time, and adjunct faculty (see Section II from ANNUAL REPORT)
- G. Aggregated course evaluations across all faculty who taught in the program during the period of review (available in PROVOST OFFICE)
- H. Number of advisees for each advisor in the program (see Section I.C from ANNUAL PROGRAM ASSESSMENT UPDATE)
- I. Library resources available to students in the program, including databases
- J. Any other resources available to the program (e.g., endowment, scholarships, dedicated space)
- K. Courses that link learning with the community (see Section V from ANNUAL PROGRAM ASSESSMENT UPDATE)
- L. Changes made in the program since the last systematic review (see last periodic review and ANNUAL PROGRAM ASSESSMENT UPDATE)
- M. Any program accreditation reports sent to national professional association or specialized accrediting agencies
- N. Results from assessment testing (Major Fields test, departmental tests, etc. and Section III from ANNUAL PROGRAM ASSESSMENT UPDATE)

- O. Results from any exit surveys administered by the program (see Section III from ANNUAL PROGRAM ASSESSMENT UPDATE)
- P. Graduation survey results (see Section III from ANNUAL PROGRAM ASSESSMENT UPDATE)
- Q. Alumni survey results (if available for your program)
- R. Ongoing collaborations with the community (see Section V from ANNUAL PROGRAM ASSESSMENT UPDATE)
- S. A comparison of the curriculum for this program with that of peers (e.g., sister institutions and other WV or ACA institutions)

II. The following individuals should assist in analyzing the data:

- A. Faculty teaching in the program (full-time, part-time, and adjunct)
- B. Current student or students
- C. Outside advisors from the community (probably members of the program's, school's or college's advisory board)

III. The assessment report will contain the following elements:

A. General Information

- 1. Date report prepared and reviewed
- 2. Personnel
 - a. List of primary author(s) and contributors
 - b. List of reviewers (including their position, e.g., adjunct faculty, alumni, student, community member, faculty at another institution)

B. An overview of the program

- 1. Mission and goals
 - Program mission statement
 - Program Outcomes should be listed.
 - Program Structure – provide description of major from the college catalog
 - Curriculum map - a chart matching learning outcomes to coursework
- 2. Students and Graduates
 - Program Enrollment – show numbers of student majors as well as program completers (graduation) – complete chart provided

SAMPLE TABLE FORMAT for Reporting Student Enrollment and Program Completion

Student Enrollment and Program Completion per Academic Year*						
	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL (of all 5 years)
Student Enrollment (Majors)						
Program Completers (Graduates)						

*include Summer, Fall, and Spring Enrollment

3. Faculty and Staffing

- Provide faculty credential information on the table provided.
Include the credentials (post-baccalaureate work) of all instructors of record who have taught in the program during the period covered by this report.

SAMPLE TABLE FORMAT for Reporting Faculty Credentials

Faculty Name	Full-time or "Other"	Credentials (list post-baccalaureate work)

- Using the sample table provided, identify the course instructor, note if the individual is a full-time OVU faculty employee or “other,” list each course section taught per semester, and distinguish if the course is a general education core course or a course required for the major. Then provide course enrollments for each section of each course listed on the table provided. (See “Courses Taught the Past Year” on Annual Program Updates for course enrollment data)

SAMPLE TABLE FORMAT for Reporting Course Enrollments

Instructor Name	Employment Status		Course Taught	Credit Hours	Gen Ed Core	Student Course Enrollments														
	Full-time	Other				2013-14			2014-15			2015-16			2016-17			2017-18		
						Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr

- Calculate the percentage of courses and/or credit hours taught by full-time faculty employees or “other” per each semester. For some programs, it may be useful to separate this by general education courses and program courses, especially if enrollment in the general education courses far exceeds enrollment in the program courses.

SAMPLE TABLE FORMAT for Reporting Percentages of Courses Taught By Faculty Type

Faculty Type	Total Annual Enrollment in Courses Taught by Full-time OVU Faculty Employee and by “Other” Faculty									
	2013-14		2014-15		2015-16		2016-17		2017-18	
	Total Enrollments	Percentage	Total Enrollments	Percentage	Total Enrollments	Percentage	Total Enrollments	Percentage	Total Enrollments	Percentage
Full-time Faculty Employee										
“Other Faculty” (Part-time or Adjunct)										

- Provide the number of program majors and non-program advisees advised by each advisor each year. Complete the table provided with this information.

SAMPLE TABLE FORMAT for Reporting Faculty Advising Loads

Advisor Name	Number of Student Advisees per Year (Program and Non-Program Majors)									
	2013-14		2014-15		2015-16		2016-17		2017-18	
	Program	Total	Program	Total	Program	Total	Program	Total	Program	Total

- Provide a summary of aggregated course evaluations per each semester. For some programs, it may be useful to separate this by general education courses and program courses, especially if enrollment in the general education courses far exceeds enrollment in the program courses.

4. Resources

- List the resources that are available and used by the program (e.g., library holdings, collaborations with the community, advisory council, dedicated rooms, specialized equipment, endowments, scholarships, etc.).

5. Assessment

- Identify key assessment tools for the program, where each assessment occurs and what data was collected each year. Additionally, report the findings of the assessment and what changes (if any) were made to the program in response to the assessment data. **Do not identify individual students and their scores by name.** *GPA and course averages should not be considered primary assessments. If a Program Learning Outcome has not assessed, please explain. Assessments should not be limited to graduates.*

SAMPLE TABLE FORMAT for Reporting Assessments and Findings

Program Learning Outcome	Course(s) Where Assessed	Type of Assessment (e.g., project, test, rubric, activity, internship, etc.)	Brief Description of Assessment	Number of Students Assessed	Findings, Results, or Measurement (e.g., average, completion rate, % correct, etc.)

6. Advisory Board

- List all advisory board members who have served during the period of this review. Identify the years in which they served in this capacity.

SAMPLE TABLE FORMAT for Reporting Advisory Board Membership

Advisory Board Member	Years Serving

- List and include advisory board meeting minutes and records.
- Include any advisory board recommendations and/or input by year [indicate year]. List any changes made in response to advisory board input.

7. Linking Learning with Community Engagement

- Provide a list of that link learning with the community using the format of the sample table. Be sure to list the course number and name, whether or not the course is required, and a description of how learning is linked to the community.

SAMPLE TABLE FORMAT for Reporting Community Engagement

Course	Brief description of how coursework links with the community	Number of Students who Completed	Participation Required?
ACC 422	<i>Students from ACC 422, Federal Income Taxes, participated in the IRS VITA program to assist low-income taxpayers with tax return preparation. The event was held at the Vienna Public Library on March 8, 2017 and all students participated from 9:00 – 4:00 that day.</i>	25	Yes

8. Program Changes

- Provide a list of program changes since last review and the reason(s) for each change. This should be program structure changes, new courses, etc.—not personnel. Include discussion of any extenuating factors have impacted this program.

SAMPLE TABLE FORMAT for Reporting Program Changes

Program Change	Reason for Change

9. Resources

- List the resources that are available and used by the program (e.g., library holdings, collaborations with the community, advisory council, dedicated rooms, specialized equipment, endowments, scholarships, etc.).

10. Program Reports to Accreditors and Other Agencies

- Include a summary of program reports sent to national associations or accreditors. The full-report should not be included in the body of this report; if it is included with this report, it should be as an appendix.

11. Analysis

- In addition to the analysis of program assessment data required above, provide the following:
 1. A discussion of the program's success in integrating faith and learning
 2. A summary of the comparison with selected peers' curriculum
 3. A description of the program's strengths
 4. A description of the program's weaknesses and/or challenges/threats
 5. A description of the program's opportunities/aspirations for growth or change

12. Outcomes (Recommendations)

- Respond to the following questions:
 1. In what ways does this program contribute to the mission of the university?
 2. Should the program's mission and/or goals be adjusted, and if so, how?
 3. Is our current staffing appropriate? If not, what needs changed? How should these changes be prioritized?
 4. Do the assessment tools for this program need to change? If so, how?
 5. How can faith and learning be more effectively integrated in this program?
 6. What changes should be made to the curriculum (adding new courses, deleting courses, changing content of current courses, etc.)? (When recommending changes, the effect of these changes on other programs at OVU should also be considered.)

- 7. How can we more effectively link learning with community? (Questions to consider: Are there additional collaborations with the community that should be explored? How can we incorporate civic engagement more effectively into this program? How can we more effectively integrate service learning in this program?)
- 8. What are the budget needs of this program?
- 9. For what reasons should this program continue?

13. Outcomes (Implementing Recommendations):

- o Respond to the following questions:
 - 1. Who is responsible for putting these recommendations into effect?
 - 2. What is the timeline for putting these recommendations into effect?
 - 3. What resources are needed to put these recommendations into effect?
 - 4. What is the budget for these resources?

This information may be best presented in a table like that below.

<i>Recommendation</i>	<i>Person Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Budget</i>