



Academic Program Review Process

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Address questions to Office of Institutional Effectiveness
OIE@siena.edu

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Introduction

Program reviews, conducted once every **five years**, provide information that helps to enhance academic excellence as well as to improve the quality of the student learning experience. Ideally, the program review process is linked to the department's annual plans, annual reports, assessment of student learning outcomes, and other evaluations that take place on a continuous basis and are reviewed as an integral part of regional accreditation.

The program review is an iterative opportunity for the department to self-evaluate the effectiveness and relevance of the program under review and, as a result improve its operations and outcomes. This includes adherence to the program mission and the centrality to the school and Siena missions, stakeholder feedback, performance in relation to efficiency of delivery and instructional cost goals, and identification of resources- actual and necessitated as determined in the review. The process also enables department members, internal reviewers, and external reviewers to monitor program quality, to identify problems that may need corrective action, and to modify departmental offerings accordingly. The program reviews should be conducted within the context of Siena's academic values, the College's history, Siena's internal strengths and weaknesses, and the institutional need to respond to internal and external challenges and opportunities.

The program reviews scheduled within an academic year, are ***submitted to the Office of Academic Affairs by June 30th*** each year. Following this submission, a meeting will be held between the Vice President for Academic Affairs, Associate Vice President of Academic Affairs: Institutional Effectiveness, Department Chair and the Dean of the School. During this meeting follow up and action steps to be taken for the program within the next two years will be discussed.

Program Review Elements

Executive Summary

1. Description of the program: Briefly describe the program history, its mission, and the student characteristics of those enrolled in the program.
2. Overall: After analysis of the information on this program, please indicate if the program should continue as is, or if modifications are necessary for the program.
3. Describe the strengths of the program.
4. Describe the opportunities to enhance the program along with a suggested timeframe for changes to be implemented.

I. Program History and Context

In this section please provide a brief introduction of the history of the program (including the last time this program was reviewed) with particular attention to how the program supports the mission of both the Department and the College. The following elements need to be addressed in this section:

1a) Program history: Briefly discuss the history, when (year) the program started, and the degrees and majors currently offered.

1b) Congruence with Mission: Discuss how the program supports the Departmental and College mission.

1c) Program Uniqueness: What are the distinctive characteristics of this program? How does this program compare to others regionally? Nationally?

1d) Progress to date: Provide a description of the changes made to the program since the last review (and the mid-point review).

1e) Minor(s) or Certificate(s): If there are any minor(s) or certificate(s) that your department is responsible for, please address the program review elements for the minor and certificate separately within the same report.

II. Program Curriculum

In this section, in-depth curricular aspects are reviewed. Please provide information on the curricular structure for both the degree program and minor/certificates (if any), identify curricular maps, and review course enrollment patterns for the past five years. The following elements need to be addressed in this section:

2a) Curricular structure: Identify and describe the structure, breadth, and depth of the curricular offerings. Describe the changes that have occurred since the last review and the lessons learnt. Which changes (if any) made were most useful?

2b) Program learning outcomes: State the end of program learning outcomes.

2c) Curriculum map: Provide a curriculum map identifying the alignment between the courses and the program learning outcomes.

2d) Curriculum rigor: Identify if there are disciplinary standards related to this program and compare the program curriculum to the disciplinary standards. Is the curriculum and the courses applicable (right things in the right order), relevant (to current situation) and value added (assisting students in reaching their goals)? To address the aspect of curriculum rigor, the program may compare the Siena program to other similar programs regionally or nationally, or with those that are considered exemplary. Has this program pioneered new approaches to teaching and learning that could serve as a model for emulation?

2e) Courses: List the courses for this program and identify course enrollments for the past five years. Include FYSM courses taught by department faculty.

2f) Diversity: Explain how diversity issues are represented in the curriculum. How well does the program meet the needs of diverse student groups?

2g) Reflection: Overall, after reviewing the various aspects of the curriculum listed above, what are the key findings? What are the strengths and opportunities to improve the curriculum?

III. Program Faculty

This section of the review analyzes the faculty (full time and part-time) resources available to the program. Please address the following:

3a) Faculty Profile over a five-year period

	Year 1	Year 2	Year 3	Year 4	Year 5
# of FT Faculty					
Faculty FTE total					
Faculty FTE teaching					
Faculty FTE research					
Faculty FTE admin/other					
FT Faculty Workload					
Tenured					
Tenure-track					
Highest degree					
Faculty Rank					
Professor					
Associate					
Assistant					
Instructor					

(Note: Data will be provided by OIE)

3b) Student/faculty ratio over a five-year period

Ratio	Year 1	Year 2	Year 3	Year 4	Year 5
Student to faculty ratio overall					
Student to faculty ratio teaching					

(Note: Data will be provided by OIE)

3c) Average class size over a five-year period

Class size	Year 1	Year 2	Year 3	Year 4	Year 5
Average lecture class size					
Average lab size (if applicable)					

(Note: Data will be provided by OIE)

3d) Faculty Utilization: Please address the mix of contingent and full-time faculty. Identify which group of faculty is producing most research and scholarly work, and the faculty load of teaching faculty.

Faculty Utilization	Year 1	Year 2	Year 3	Year 4	Year 5
Number of full time faculty					
Number of visiting FT faculty					
Number of adjunct faculty					
Number of administrative faculty					
Number of other faculty					
Total number of instructional faculty					
Faculty on sabbatical (not included above)					

(Note: Data will be provided by OIE)

3e) Faculty Diversity: How diverse is the full-time faculty and how does the diversity compare to Siena's and national norms?

3f) Full time Faculty Management: Describe full-time faculty support for college programs (e.g., core curriculum, honors program), interdisciplinary programs, or programs in other departments. How are full time faculty mentored and supported as teachers? How is teaching performance of full-time faculty reviewed, and how does the department respond to problems that are identified?

3g) Part-time Faculty Contribution and Evaluation: How do the part-time faculty members contribute (may also include non-teaching) to the program? How are the part-time faculty evaluated?

3h) Reflection: Please list any other aspects (faculty accomplishments and recognitions, faculty research etc.) that are not covered in the areas above. Overall, after reviewing the various aspects of the faculty, what are the key findings? What are the strengths and opportunities to improve in this area?

IV. Student Engagement and Assessment

Student Learning Opportunities:

4a) Community Engagement: Are there any community engagement activities between high schools, business communities, and community organizations with the department? How does the College support such community engagement activities for the students in this program?

4b) High Impact Practices: Identify the high impact practices that is incorporated into this program and its courses.

	Internship	Clinical Experience	Independent Study/Research	Practicum	Total
Duplicated (H)					
Unduplicated (U)					

(Note: Data will be provided by OIE)

4c) Library Services: How well does the Library meet the needs of the program? Describe the adequacy of the Library's holdings (e.g. databases, journals, books, and audiovisual materials). How do the collaborative information literacy instruction and reference/research assistance programs support the program being reviewed?

Student Satisfaction:

4d) Course Satisfaction: How satisfied are students with courses being offered? Provide summarized course evaluations. How has the department responded to issues raised to course satisfaction concerns via quantitative and qualitative assessments?

Student Learning Outcomes Assessment:

4e) Use of Learning Outcomes Assessment: What changes have the faculty made in the program, as a result of an analysis of the assessment of student learning outcomes?

Program Learning Outcomes	Assessment Method	Frequency or Last Assessed	Results	Use of Results (Identify changes made as a result of student learning assessments)
PO # 1				
PO # 2				
PO # 3				

4f) Reflection: Overall, after reviewing the various aspects of the student learning, what are the key findings? What are the strengths and opportunities to improve continuous quality improvement efforts in the area of teaching and learning?

V. Student Retention and Success

This section of the review analyzes the area of student retention and success. Please address the following:

5a) Student Outcomes: Please provide the number of enrollments and graduates over the last five years, and address how this information compares with Siena's and national norms?

Measures		Year 1	Year 2	Year 3	Year 4	Year 5
Student enrollment	Full time (M\F)					
	Part time (M\F)					
	FTE					
Degrees conferred (number & percentage)						
Retention rate						
Graduation rate (4 year)						
Average length of time to degree						
Job placement rate (if available)						
Number of students pursuing graduate studies						

(Note: Data will be provided by OIE)

5b) Alumni satisfaction: Describe graduating students' and alumni satisfaction with program (if available)

5c) Reflection: Please summarize the data related to this area of student retention and success and determine next steps towards continuous quality improvement efforts.

VI. Future Plans

Based on an analysis of the program in the last 5 sections, please provide a narrative on what continuous quality improvement efforts are planned for this program for the future? How is the data gathered during this program review informing changes for the program? Address the departmental priorities for the next five years and changes that may be needed based on an internal analysis of the data as well as any social political changes in the educational landscape. Please present the specific

changes that you plan to implement, along with the timeline and resources needed for the same in the table:

Proposed changes to the program for the future	Timeframe	Resources (if needed)	Measures (if applicable, list current & target value)

Note: The report is sent to the external reviewer with the analysis from section I - VI, following which section VII will be written.

VII. Response to External Reviewer

Please summarize in a table format, the suggestions, recommendations put forth by the External Reviewer. Please place a check mark to indicate if the suggestions put forth by the external reviewer is under consideration, is planned or implemented.

Suggestions from External reviewer	Under consideration	Planned (indicate time frame for initiation)	Implemented (indicate time when started)	Comments

Timeline of the Program Review Process

Time period	Activity	Responsible Person
May	OIE Informs Department of upcoming program reviews	AVP IE
July - August	OIE provides 5 year data to Department for relevant sections of the program review	AVP IE
August	Department identifies an external reviewer. External Reviewer to be approved by the Dean	Department Chair Dean
July - December	Department prepares the program review document to send to the external reviewer	Department Chair Dean
December - January	Draft reviewed by the Dean Department Chair sends the program review to the External Reviewer	Dean Department Chair
February	External Reviewer visits the College and meets with program stakeholders	Department Chair Dean External Reviewer
March	External Reviewer submits report to the Department Chair	External Reviewer
April - June	Department reviews external reviewer comments and determines course of action for the program	Department Chair
June	Department submits program review report* to Academic Affairs	Department Chair Dean
October	VPAA and AVP-IE meeting with Department Chair and Dean to determine changes planned for the program	Academic Affairs (VP AA, AVP-IE School (Dean, Department Chair)
2 year Follow- up	VPAA and AVP-IE meeting with Department Chair and Dean for a status check on the program changes that had been planned. Discussion at the 2 year follow up will focus on whether the future plans presented in the program review is underway, or if there is any support needed to implement the same.	Academic Affairs (VP AA, AVP-IE School (Dean, Department Chair)

*Maximum page limit for program report is 40 pages (excluding appendices)

External Reviewer Guidelines

I. Qualifications

- Independent and experienced professional recognized for contributions related to the field being reviewed.
- Experience in review of academic programs is preferred.
- Current employment in peer or aspirant institution preferred. Avoided if possible is an external reviewer from a competitor or local school.
- Address potential conflict of interests with reviewers such as close collaborators or friends of faculty member or employment at competitor institution.

II. Responsibilities

- Notify external reviewer of report type and timeline expectations
- External reviewer will provide a report that include findings, recommendations, and suggestions on how to act on those recommendations.

III. Reviewer Responsibilities

- Before the site visit, the external reviewer will receive:
 - Written Review Plan (Schedule & Framework)
 - A draft internal review document (after seen by the Dean)
 - Abbreviated CV's for each faculty member
 - Review of library resources
 - Other supplementary reports or reviews as deemed necessary
 - Department expectations of external review and site visit
- The external reviewer is required to make a campus visit. During that visit the external reviewer should:
 - Interview appropriate constituent groups (e.g. students, faculty, staff, center/institute directors or coordinators)
 - Meet with Dean and VPAA
 - Tour the facilities and campus
 - Take note of available technologies and/ or department capabilities
 - If needed, request additional materials to help inform review
 - Participate in an Exit interview with the Dean
- Provide feedback and recommendations to the department based on review of the draft program review report, relevant materials, campus visit, and discussions with appropriate constituents
- The department will respond to the external reviewer indicating how the external reviewer's recommendations will be used.

IV. Other Parameters/Considerations

- An external reviewer should not be engaged prior to approval of the Dean and VPAA. (Need to actually review these and make sure potential reviewers are appropriate.)

Compensation

Time	Compensation	Notes
Program Review Coordinator*		
Fall	1 course (3 credit) Release	
Spring	\$500	1. At end of fall semester AND 2. Submission of Written Review Plan
Summer	\$500	1. At the conclusion of Program Review AND 2. Final Written Report AND 3. Written response to VPAA, Dean, and External Reviewer Recommendations
External Reviewer (per person)		
Stipend	\$500	1. Submitted report including recommendations AND 2. Carried-out responsibilities professionally as indicated by Program Review Coordinator
Travel Expenses	Covered	

*Program Review Coordinator receives compensation after all materials have been submitted and accepted to designated offices.

Additional Data Sources to Consider

Data	Source / Contact
Enrollment Data:	
Enrollment Data by Department - Major	Fact Book/Dept. Data Profile
Enrollment Data by Department - Minor	Fact Book
Enrollment Data by Department - Certificate	Fact Book
Sections Taught by Full-Time and Part-Time Faculty (includes Avg. Section Size)	Fact Book/Dept. Data Profile
Study Abroad Participation by Major	Fact Book
Course Enrollments	Registrar or OIE/Dept. Data Profile
Course - Average Grade / Withdrawal data	OIE
Student diversity - by Major	Registrar or OIE
Faculty:	
Credits by Part-Time Faculty	Fact Book
Faculty Diversity by Primary Department	OIE
Library:	
Library Data	Department's Library Liaison
Acquisitions	Department's Library Liaison
Strength of collections	Department's Library Liaison
Usage statistics	Department's Library Liaison
Library instruction	Department's Library Liaison
Student Recruitment:	
Applications, Accepts, Confirms by Major	Dept. Data Profile/Admissions
Pre-Enrollment Academic Data	Dept. Data Profile/Admissions
Retention \ Graduation Rates:	
Degrees Conferred by Major (includes Certificates)	Fact Book/Dept. Data Profile
Graduates by Minor	Fact Book/Dept. Data Profile
Survey Data:	
National Survey of Student Engagement (NSSE)	OIE
Noel-Levitz Student Satisfaction Inventory (NLSSI)	OIE
Career Status Survey - job/ graduate school	Career Center