

Guidelines for Initial Program Reviews for Graduate and Professional Programs

The purpose of this formal program review is three-fold. First, it is to provide the EPB an opportunity to evaluate the overall value and relative success of the program two-three years after it was granted provisional approval by the Chair of the EPB. Further, these reviews also afford a formal opportunity to identify needs and argue for institutional support (e.g., new tenure track faculty, lab equipments, library resources). Finally, because these reviews are intended as self-evaluations to help us maintain the highest standards of education, full department participation is expected.

The guidelines below offer a list of all the areas that should be addressed. The list is intended to be exhaustive; hence, some items may not be applicable. Its organization is also only a suggestion; departments should feel free to present their reviews in the simplest and most concise form.

I. Introduction

1. Describe the process your program used to prepare your review.
2. Summarize your progress toward meeting the goals specified in your last program review.

II. Context

1. Describe your program in context with your school
2. Describe the history of the program
3. Discuss any interactions (positive or negative) that this program has with other programs on campus
4. Discuss accreditation/certification issues related to this program (if applicable)

III. Overview

1. Describe to what extent and in what ways your program's mission is consistent with the Mission Statement of the College
 - a. The liberal arts mission of the College: "to probe deeply the mystery of existence by cultivating the ways of knowing and the arts of thinking."
Possible questions to consider:
 - i) How does your program "place special importance on fostering the intellectual skills and habits of mind which liberate persons to probe deeply the mystery of existence and live authentically in response to the truths they discover"?
 - ii) How does your program foster "wonder about the nature of reality," by having students "look twice, ask why, seek not merely facts but fundamental principles, strive for an integration of all knowledge, and express themselves precisely and eloquently."
 - b. The Catholic mission of the College: "to affirm and foster the Christian understanding of the human person that animates the educational mission of the Catholic Church."

Possible questions to consider (please see the addendum for further suggestions on how to respond to this section):

- i) How does your program lead students to a "transcendent meaning to creation and human existence" by probing "the mystery that inspires wonder about the nature of existence"?
- ii) How does your program connect the "intellectual and spiritual journeys" of the students? How do you promote the "dialogue of faith and reason"? How do you "defend the goodness, dignity, and freedom of each person, and foster sensitivity to social and ethical concerns"?
- c. The Lasallian mission of the College: "to create a student-centered educational community whose members support one another with mutual understanding and respect."

Possible questions to consider:

- i) How does your program enable faculty to grow "spiritually and personally when their work is motivated by faith and zeal"?
 - ii) How does your program help "students, faculty, administrators and staff from different social, economic, and cultural backgrounds come together to grow in knowledge, wisdom and love"?
 - iii) How does your program show "awareness of the consequences of economic and social injustice and its commitment to the poor"?
 - iv) How does your program help students learn "their responsibility to share their goods and their service with those who are in need"?
2. Provide a complete list of the educational goals of your program.
 3. List your program's courses, majors, minors, specializations, and concentrations, with their enrollments over the past five years. Indicate whether any departmental courses are derived from or offered in another department or program of the college.

IV. Competitive Analysis of the Market

1. Provide a description of the target market
2. Discuss enrollment figures throughout the brief history of the program and provide enrollment projection figures
3. How does the program compare with its non-Saint Mary's College peers (e.g., number of majors, course offerings, faculty size, resources, etc.)?
4. Identify the competitive strengths and weaknesses of your program in comparison to its non-Saint Mary's peers.

V. Self-Appraisal with Plans of Action: Assess your program's strengths and weaknesses for each item and, where needed, indicate action items and recommendations.

1. Curriculum
 - a. Identify specific, significant skills, knowledge and habits of mind that you expect your students to master, including but not limited to those learning outcomes listed in the catalog, as well as identifying where in the curriculum students acquire appropriate levels of information literacy relevant to your field.
 - b. Explain how the program's content and expectations are graduate level.
 - c. Explain how courses and course sequencing support the goals and expectations in 1.a.
 - d. Identify and explain methods (other than grades in individual courses) used to evaluate student mastery of the goals and expectations in 1.a.

- i) Provide sample syllabi including goals of at least the introductory course in the program and any “core” courses for majors and minors (including capstone courses or experiences, if applicable)
 - ii) Provide data and analysis of ongoing program assessment efforts directed at evaluating the educational effectiveness of your curriculum
 - iii) If your curriculum has a capstone course, explain courses prior to the capstone build toward it and how the capstone experience itself allows students to integrate previous learning. If your program does not have a capstone course/experience, explain how you evaluate the degree to which your graduating majors and minors have achieved the educational goals of the program
 - e. Outline the long-range program assessment plan and the ongoing process for regularly evaluating the program, especially ways you use assessment to improve both program, especially ways you use assessment to improve both individual course and overall program effectiveness, including departmental courses derived from or offered in another department or program.
 - f. Discuss specifically how your curriculum meets the general educational needs of non-majors (if applicable)
 - g. Identify any curricular changes that you have implemented within the last five years
- 2. Market Outreach
 - a. Provide an overview of how students are recruited into the program
 - b. Promotional material/resources used for recruitment
 - c. Conclusions about how you compare with non Saint Mary’s programs in the competitive market
- 3. Student Outreach, Advising, and Services
 - a. Methods for recruiting students
 - b. Effectiveness of student advising
 - c. Process for accommodating students with special needs
 - d. Support for student clubs
 - e. Placement of graduates
 - f. Availability of internships
 - g. Contact with alumni
 - h. Collaboration with other campus groups
- 4. Faculty Quality
 - a. Faculty changes that have occurred in the last five years
 - b. Number of tenure track faculty, adjunct faculty (5/7 or more) and lecturers (4/7 or less)
 - c. Ratio of tenure track faculty to non-tenure track faculty (adjuncts and lecturers)
 - d. Ethnic and gender diversity of faculty
 - e. Academic qualifications of your faculty
 - f. Faculty accomplishments:
 - i) Teaching
 - ii) Scholarship (see Faculty Handbook for definition of "scholarship")
 - iii) Other professional activities
 - iv) Extracurricular contributions

- g. Participation in Collegiate Seminar (if applicable)
- h. Participation in January Term (if applicable)
- i. Participation in other college programs and activities

5. Program Support for Faculty

- a. Short and long-range plans for faculty replacement because of retirements, reduced teaching load, administrative reassignments, leaves, etc.
- b. Issues/problems with faculty recruitment and retention
- c. Faculty evaluation process
- d. Faculty mentoring
- e. Faculty development support

6. Program Infrastructure

- a. Program decision-making structure (duties of chair, rotation of chair, faculty involvement in program planning and administration, process for assigning courses and reassigned time)
- b. Adequacy of program budget
- c. Adequacy of office space
- d. Adequacy of secretarial, clerical and technical support
- e. Adequacy of instructional materials and equipment
- f. Adequacy of library collections and learning resources
- g. Adequacy of information technology resources

VI. Challenges of the Program

- 1. Identify the internal challenges of the program at the program, school, an college level
- 2. Identify the challenges of the program stemming from competing institutions
- 3. Discuss the program needs that can be addressed in the next five years
- 4. Identify the program issues/concerns that cannot be addressed at this time and discuss the implications of those concerns

VII. Summary Plan of Action: please extract the action items and recommendations in Part III through VI, and present each item in prioritized order with a timeline for completion.

VIII. Appendices

- 1. Copy of College Catalog entry
- 2. Brochures and/or advertising materials
- 3. Review of Library Resources and Information Literacy (service provided by the Library upon request)