McKendree University
Academic Program Review

This document provides an overview of the academic program review process at McKendree University.

PURPOSE

The mission of McKendree University is to provide a high quality educational experience to outstanding students. Thus, the purpose of regular program reviews is to ensure the quality and relevance of courses and programs. The purpose is not to prioritize programs for resource (re)allocation but to examine each program individually. This review process aims to "close the loop" by using data to inform decisions and plan for the future.

The three primary components of the program review process are:

- Step 1: Self-Study
- Step 2: External Review
- Step 3: Action Plan

SCHEDULE

All academic majors will be reviewed every seven years. In addition, "standalone" minors, e.g., biochemistry, will be reviewed every seven years. For majors and minors that are reviewed externally for accreditation purposes, e.g., CAATE, the Provost will determine if the external review may substitute for all or a portion of the program review process. In general, if the accreditation review is focused on the unit, e.g., school or division, it probably will not substitute. If focused on individual programs, it may substitute.

Please see the document titled "Program Review Rotation" in the M:/Departmental Shares/Provost-Associate Deans Share with Employees/Academic Program Review folder.

Please note that school or division chairs may request of the Provost a change of the review year due to external accreditation, significant changes in faculty, etc.

PROCESS

Step 1: Self-Study

The Office of Academic Affairs will set deadlines, create forms, and notify school and division chairs about the review process. Chairs will be responsible for appointing a chair of the Self-Study Committee. The school or division chair and the chair of the Self-Study Committee will determine additional committee members, if any.

The Self-Study Committee will seek input from appropriate faculty, gather relevant documents, and write the Self-Study. See the Self-Study Form at the end of this document.

The following categories of information will be included in the Self-Study:

a. Mission and History
b. Curriculum
c. Assessment
d. Faculty
e. Resources
f. Students
g. Summary

The Self-Study should be reviewed by all full-time members of the program prior to submission electronically to the Office of Academic Affairs. The Self-Study must be submitted to the Associate Dean for Curriculum by May 31. The Associate Dean for Curriculum will post the Self-Study in the M:/Departmental Shares/Provost-Associate Deans Share with Employees/Academic Program Review folder.

Step 2: External Review

The External Review Committee will consist of three individuals: two McKendree University full-time faculty external to the school or division and one full-time faculty member external to McKendree with expertise in the discipline and serving at a similar college or university, preferably within a 350-mile radius. The Associate Dean for Curriculum will request recommendations for committee members from the school or division chair, invite persons to serve on the committee, and appoint one of the McKendree committee members to serve as chair.

Members of the External Review Committee will review the Self-Study. The chair of the External Review Committee will send a copy of the Self-Study to the reviewer external to McKendree. In addition, the chair of the External Review Committee will schedule a one-day review during which the External Review Committee will meet with program faculty, students, the relevant school or division chair, and the Provost. Committee members also will tour the facilities that support the program. Committee members should make an effort to consider all locations where the program is delivered, e.g., Scott, Kentucky, external locations, online.

The External Review Committee will write a report, and the chair of the committee will submit it to the Associate Dean for Curriculum by December 1. The report will include a summary of each of the seven components of the Self-Study highlighting strengths and opportunities for growth or improvement and recommendations for action. Copies of the External Review Committee report will be made available to all full-time members of the program faculty and the relevant school or division chair.

Step 3: Action Plan

The chair of the Self-Study Committee will convene program faculty to review the report from the External Review Committee and develop an Action Plan which should include short- and long-term goals, objectives, timelines, and resources needed. The Action Plan should be reviewed by all full-time members of the program prior to submission to the Associate Dean for Curriculum. The Action Plan must be submitted to the Associate Dean for Curriculum by April 1. Copies of the Action Plan will be made available to all full-time members of the program faculty and the relevant school or division chair.

The chair of the Self-Study Committee, the chair of the school or division, and the Provost will meet to review the Action Plan by May 15. The school or division chair should regularly review the Action Plan to monitor for progress.

Academic Program Review Process and Schedule

Date/Time Frame	Activity	Responsibility	Access
September	S/D Chair appoints SSC Chair.	S/D Chair	
October	S/D Chair and SSC Chair select SSC members.	S/D and SSC Chairs	
Spring semester	SSC writes Self-Study and all full-time members of the program review it.	SSC Chair	
May 31	Self-Study due to the Associate Dean for Curriculum	SSC Chair	Associate Dean for Curriculum posts Self-Study to the M:/Departmental Shares/Provost-Associate Deans Share with Employees/ Academic Program Review folder.
May 31	S/D Chair submits ERC member list to Associate Dean for Curriculum.	S/D Chair	
Summer	Associate Dean for Curriculum invites ERC members and appoints Chair of ERC.	Associate Dean for Curriculum	
September	ERC chair schedules ERC campus visit (for Sept/Oct) and sends copy of Self-Study and other materials to faculty member external to McKendree.	ERC Chair	
December 1	ERC Report due to the Associate Dean for Curriculum	ERC Chair	ERC Chair sends report to Associate Dean for Curriculum and copies all FT faculty in the program and the S/D Chair.
Spring	SSC meets with program faculty to review ERC Report.	SSC Chair	
Spring	All full-time members of the program prepare the Action Plan.	SSC Chair	
April 1	Action Plan due to the Associate Dean for Curriculum	SSC Chair	SSC Chair sends Action Plan to the Associate Dean for Curriculum and copies all FT faculty in the program and the S/D Chair.

May 15	SSC Chair, S/D Chair, and Provost meet to review the Action Plan.	Provost	

S/D Chair: School/Division Chair
SSC: Self-Study Committee
ERC: External Review Committee

McKendree University
Academic Program Review
Self-Study Form

Program:
School/Division:
Self-Study Due Date: **May 31, 2017**
Chair of Internal Review Committee:
Internal Review Committee Members:

Section 1: Mission and History

a. Mission of program: May use or adapt an existing mission or write a new one

b. How mission of program relates to division/school, college, and University missions

c. Brief history of program

d. Review of previous self-studies, evaluation reports, and action plans (if any)

e. Program materials: Provide link to program web page(s) and copy of brochures, handbooks, handouts, flyers, etc.

Section 2: Curriculum

a. Curriculum and course descriptions: Review and update curriculum and course descriptions; provide proposed revisions.

b. Syllabi: Upload at least one year's worth of syllabi to assessment.mckendree.edu (e.g., previous Summer, previous Fall, and current Spring).

c. Course information: The Associate Dean for Curriculum will provide a spreadsheet to the chair of the Self-Study Committee. The spreadsheet will include courses within the program taught by FT and PT faculty over the past two years, location, and enrollment information.

   Examine the spreadsheet and note trends, anomalies, concerns, and/or opportunities for change.

d. Integration of technology: Describe current uses of technology in the program and future needs.

e. Campus comparisons: Compare curriculum to at least two other institutions from our IPEDS comparison group. If the program does not exist at other IPEDS comparison group campuses, find another comparable program at a similar institution. The IPEDS comparison group may be found in the most recent Factbook within the McKendree Common/Institutional Research folder.

f. What courses are offered at other locations (e.g., Kentucky, AiM, etc.)?

What courses are offered as general education classes? Approximately how many sections and how many students are served?

Section 3: Assessment

a. Program learning outcomes: List overall program outcomes or separate outcomes for tracks or concentrations within the major (approximately 3-5).

b. Program assessments: Identify tools or measures that are used to assess the program outcomes identified above (e.g., senior thesis, standardized test, portfolio). Try to ensure that at least one assessment tool assesses student learning and all students in the program are assessed (e.g., they all take the same capstone course). Also attach any scoring rubrics.

c. Use of evaluation and assessment data: Explain how assessment results have been disseminated and describe programmatic changes that have been made based on the data.

Section 4: Faculty

a. Faculty profiles: Complete a profile for each full-time faculty member, as follows:

- Name:
- Rank:
- Years at McKendree:
- Highest degree earned:
- Tenure status (tenured, tenure-track, non-tenure-track):
- Courses taught (number and title) in the last two years (include fall, spring, and summer):
- Other teaching duties in the last two years (Describe duties such as independent study, directed study, honors thesis supervision, internship supervision, field

experience or student teaching supervision, portfolio review, etc. Include both credit and non-credit based duties.):

- Release time or other assigned duties in the last two years:

b. Faculty webpages: Update FT faculty webpages on www.mckendree.edu to include publications, presentations, research, service, and awards/honors. Enter links to faculty webpages; there is no need to write a narrative in this section.

Section 5: Resources

a. Physical resources: List special labs, equipment, or software that are used in support of the program.

b. Library collection: Identify strengths and needs of physical and/or electronic resources.

Section 6: Students

a. Number of students enrolled in program over past three years (enter Fall enrollment data per most recent FactBook)

	Fall ####	Fall ####	Fall ####
Number of Students Enrolled			

b. Number of graduates per year for past 10 years (enter graduation data per FactBook)

	Year ####	Year ####	Year ####	Year ####	Year ####	Year ####	Year ####	Year ####	Year ####	Year ####
# of Graduates										

c. Placement rate for graduates for past two years: Contact Career Services for data, then provide information about students' pursuit of graduate school and employment.

d. Alumni information: Provide quantitative and/or qualitative data.

e. Student research/scholarly activity: Describe opportunities for students to engage in research/scholarly activity within the program and beyond.

f. Student service: Describe opportunities for students to engage in service within the program and beyond.

g. Student awards: Describe opportunities for students to be awarded or honored within the program and beyond.

Section 7: Summary

a. Strengths: Based on the data collected, describe strengths of the program.

b. Challenges and Needs: Based on the data collected, describe challenges and needs of the program.