Degree Program Review Process

The following outline provides a framework for conducting a degree program review and that includes a comparative analysis, analysis of various key performance and institutional effectiveness indicators, and student learning outcomes. The program review also includes recommendations for program revisions and changes to increase educational effectiveness.

A. Institutional Effectiveness Data

B. Comparability of Degree Program

C. Instructional Effectiveness Data
   - Instructional Staff Listing (Full time and Adjunct Faculty ) Review
   - Course Evaluations Review (Degree Core Courses)

D. Institutional Assessment Data
   - Student Experience Inventory (SEI)
   - Graduating Student Inventory (GSI)
   - Alumni Inventory (AI)

E. Review the Degree Program Outcomes
   - Suggested Degree Program Outcomes Revisions
   - Review Program Scope and Sequence (Course List)
   - Review the Curriculum Matrix (mapping program outcomes to courses)
   - Review the General Education Core (if applicable)

F. Assessment of Program Learning Outcomes
   - General Education Learning Outcomes (If Applicable)
   - Program Learning Outcomes (Direct Measures of Core Courses)
   - Capstone Course (Direct Measures of Program Learning Outcomes)

G. Library Support of the Curriculum - Evaluation of Holdings

H. Conduct a SWOT analysis of the degree program.

I. Summary, Recommendations and Action Steps
   - Program Review Summary
   - Strategic Planning Recommendations

J. Report Findings
• Submit program review summary report and all supporting documentation to the Academic Dean and present findings to the appropriate academic forums.
Sample Assessment Plan Outline

I. Guiding Principles: Institutional Mission, Purpose and Objectives
   A. Statement of Mission, Vision and Objectives
   B. Institutional Objectives
   C. Philosophy of Education

II. Institutional Effective and Assessment: Introduction, Overview and Process
   A. Institutional Assessment - Data Collection
   B. Institutional Assessment - Analysis and Reporting
   C. Institutional Assessment - Review and Implementation (Sharing & Utility)

III. Assessment Instruments Overview (All aspects of the Institution)
   A. Academic Assessment

   The academic assessment instruments and procedures address three primary domains:
   - Student Learning (General Education & other degree programs)
     o Course Level
     o Program Level (Capstone Courses, Practicums, Internships)
     o Institutional Level

     *Curriculum Mapping would be helpful in this area*

   - Curriculum Development and Review Process (faculty involved Committees)
     o Evaluation of Student Learning results (5 W's)
     o Revision to Curriculum (if needed) (5 W's)

   - Faculty Evaluation and Development (Self, Supervisor and Student)
     o Faculty Self-Evaluations
     o Faculty Supervisor Evaluation
     o Course Evaluations (end of each term)

   - Program Review (Program Performance)
     o Student Performance (Student Learning—achievement of PLO, Retention, Graduation, Completion, Placement, Licensure Rates)
     o Curriculum Rigor and Relevance (comparability)
     o Resources (Faculty, Learning, Finances, Support Services)
     o Action Plan / Implementation
B. Learning Resources

The learning resources assessment instruments and procedures include the following measures:

- Evaluation of Holdings
- Core Institutional Instruments
- Student Library Survey
- Faculty Evaluation of Library Holdings

C. Organizational Assessment

The organizational assessment instruments and procedures include the annual administration of the following:

- Evaluation of Institutional Mission, Philosophy of Education; Biblical Foundations and Statement of Ethical Values and Standards
- Evaluation of Board of Trustees and President
- Evaluation of Faculty/Staff (based on Job Descriptions) / Performance Evaluations
- Evaluation of Policies and Publications
- Evaluation of all units (Facilities, Technology, Student Services, Enrollment Management, Finance/Budgeting)
- Evaluation of Planning
- Evaluation of Satisfaction (See Core Institutional Instruments) - Indirect

Core Institutional Instruments

These surveys provide necessary data for various assessment processes including: institutional SWOT analyses, program reviews, student learning, student support services, student retention, marketing, recruiting, and donor research.

- **Entering Student Inventory (ESI)** Identify key entering student characteristics related to student expectations, academic background, institutional choice and other demographics.

- **Faculty Satisfaction Inventory (FSI)** Measures faculty satisfaction and professional activity related to key academic, institutional, and program goals and objectives.

- **Student Experience Inventory (SEI)** Measures student satisfaction and sense of importance related to key contextualized learning outcomes, persistence indicators, institutional goals and objectives.

- **Graduating Student Inventory (GSI)** Identify key graduating student outcomes related to educational experiences, learning outcomes, satisfaction, placement, and other demographics.
• **Alumni Inventory (AI)** Identify key alumni characteristics and outcomes related to educational effectiveness, employment, institutional satisfaction, placement, and other demographics.

### IV. Assessment Schedule (See Sample Below)

#### Academic Calendar

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Interim 2019</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Dates</td>
<td>Term Dates</td>
<td>Term Dates</td>
<td>Term Dates</td>
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</tbody>
</table>

#### Institutional Assessment Schedule

<table>
<thead>
<tr>
<th>Area of Assessment</th>
<th>Assessment Process</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Institutional Instruments</td>
<td>Entering Student Inventory (ESI)</td>
<td>Fall 2018</td>
</tr>
<tr>
<td></td>
<td>Student Experience Inventory (SEI)</td>
<td>Spring 2019</td>
</tr>
<tr>
<td></td>
<td>Graduating Student Inventory (GSI)</td>
<td>Spring 2019</td>
</tr>
<tr>
<td></td>
<td>Alumni Inventory (AI)</td>
<td>Spring 2019</td>
</tr>
<tr>
<td></td>
<td>Faculty Satisfaction Inventory (FSI)</td>
<td>Spring 2019</td>
</tr>
<tr>
<td></td>
<td>Administrative Staff Satisfaction Inventory (ASI)</td>
<td>Summer 2019</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Organizational Assessment</th>
<th>Board of Trustees Self-Evaluation</th>
<th>Winter 2018</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation of Institutional Mission and Purpose</td>
<td>Winter 2018</td>
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<tr>
<td></td>
<td>President Evaluation</td>
<td>Winter 2018</td>
</tr>
<tr>
<td></td>
<td>Staff Self-Evaluations</td>
<td>Spring 2019</td>
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<td></td>
<td>Staff Supervisor Evaluations</td>
<td>Spring 2019</td>
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</table>

<table>
<thead>
<tr>
<th>Academic Assessment</th>
<th>Faculty Self-Evaluations</th>
<th>Spring 2019</th>
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<tbody>
<tr>
<td></td>
<td>Faculty Dean's Evaluation</td>
<td>Spring 2019</td>
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<tr>
<td></td>
<td>Course Evaluations</td>
<td>Each Semester</td>
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<tr>
<td></td>
<td>Syllabus Template</td>
<td>Ongoing</td>
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<td></td>
<td>Syllabus Evaluation</td>
<td>Summer 2019</td>
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<td></td>
<td>Degree Program Review</td>
<td>Summer 2019</td>
</tr>
<tr>
<td></td>
<td>Undergraduate Program Core Courses</td>
<td>Spring-Summer 2019</td>
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<tr>
<td></td>
<td>Graduate Program Core Courses</td>
<td>Spring-Summer 2019</td>
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<tr>
<td></td>
<td>Post-graduate Program Core Courses</td>
<td>Spring-Summer 2019</td>
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<tr>
<td></td>
<td>Senior Capstone Projects</td>
<td>Summer 2019</td>
</tr>
<tr>
<td></td>
<td>Supervised Ministry/Internship Evaluations</td>
<td>Summer 2019</td>
</tr>
<tr>
<td></td>
<td>Program Learning Outcomes (PLO) Summary</td>
<td>Summer/Fall 2019</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Resources</th>
<th>Student Library Survey</th>
<th>Spring 2019</th>
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<tbody>
<tr>
<td></td>
<td>Faculty Evaluation of Library Holdings</td>
<td>Summer 2019</td>
</tr>
<tr>
<td></td>
<td>Library Annual Report &amp; Strategic Plan</td>
<td>Spring 2019</td>
</tr>
</tbody>
</table>

| Institutional Effectiveness | Student Success and Retention Summary | Fall 2018 |
Evaluation of Strategic Planning Process | Spring 2019
---|---
Evaluation of Budgeting Process | Summer 2019
Evaluation of Policies and Procedures | Summer 2019
Facilities Usage and Equipment Report | Summer 2019

Curriculum/Program Review Schedule According to Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
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<tr>
<td>2019-2020</td>
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<tr>
<td>2020-2021</td>
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<tr>
<td>2021-2022</td>
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</table>

Assessment of Program Learning Outcomes

<table>
<thead>
<tr>
<th>Assessment of Program Learning Outcomes</th>
<th>Assessment Process</th>
<th>Type of Assessment</th>
<th>Assessment Schedule</th>
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<tbody>
<tr>
<td>Undergraduate Degrees</td>
<td>Selected Core Courses</td>
<td>Formative/Direct</td>
<td>Summer 2019</td>
</tr>
<tr>
<td></td>
<td>Selected Major Courses</td>
<td>Summative/Direct</td>
<td>Summer 2019</td>
</tr>
<tr>
<td></td>
<td>Selected General Education Courses</td>
<td>Formative/Direct</td>
<td>Summer 2016</td>
</tr>
<tr>
<td></td>
<td>Practicum/Supervised Study</td>
<td>Summative/Direct</td>
<td>Summer 2019</td>
</tr>
<tr>
<td></td>
<td>Capstone Course/Project</td>
<td>Summative/Direct</td>
<td>Summer 2019</td>
</tr>
</tbody>
</table>

Graduate Degrees

<table>
<thead>
<tr>
<th>Assessment of Program Learning Outcomes</th>
<th>Assessment Process</th>
<th>Type of Assessment</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Core Courses</td>
<td>Formative/Direct</td>
<td>Summer 2019</td>
<td></td>
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<tr>
<td>Selected Major Courses</td>
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