

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 an 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)
 - Course Level
 - Program Level (Capstone Courses, Practicums, Internships)
 - Institutional Level

Curriculum Mapping would be helpful in this area
- Curriculum Development and Review Process (faculty involved Committees)
 - Evaluation of Student Learning results (5 W's)
 - Revision to Curriculum (if needed) (5 W's)
- Faculty Evaluation and Development (Self, Supervisor and Student)
 - Faculty Self-Evaluations
 - Faculty Supervisor Evaluation
 - Course Evaluations (end of each term)
- Program Review (Program Performance)
 - Student Performance (Student Learning—achievement of PLO, Retention, Graduation, Completion, Placement, Licensure Rates)
 - Curriculum Rigor and Relevance (comparability)
 - Resources (Faculty, Learning, Finances, Support Services)
 - 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

Fall 2018	Interim 2019	Spring 2019	Summer 2019
Term Dates	Term Dates	Term Dates	Term Dates

Institutional Assessment Schedule

Area of Assessment	Assessment Process	Assessment Schedule
Core Institutional Instruments	Entering Student Inventory (ESI)	Fall 2018
	Student Experience Inventory (SEI)	Spring 2019
	Graduating Student Inventory (GSI)	Spring 2019
	Alumni Inventory (AI)	Spring 2019
	Faculty Satisfaction Inventory (FSI)	Spring 2019
	Administrative Staff Satisfaction Inventory (ASI)	Summer 2019
Organizational Assessment	Board of Trustees Self-Evaluation	Winter 2018
	Evaluation of Institutional Mission and Purpose	Winter 2018
	President Evaluation	Winter 2018
	Staff Self-Evaluations	Spring 2019
	Staff Supervisor Evaluations	Spring 2019
Academic Assessment	Faculty Self-Evaluations	Spring 2019
	Faculty Dean's Evaluation	Spring 2019
	Course Evaluations	Each Semester
	Syllabus Template	Ongoing
	Syllabus Evaluation	Summer 2019
	Degree Program Review	Summer 2019
	Undergraduate Program Core Courses	Spring-Summer 2019
	Graduate Program Core Courses	Spring-Summer 2019
	Post-graduate Program Core Courses	Spring-Summer 2019
	Senior Capstone Projects	Summer 2019
Supervised Ministry/Internship Evaluations	Summer 2019	
Program Learning Outcomes (PLO) Summary	Summer/Fall 2019	
Learning Resources	Student Library Survey	Spring 2019
	Faculty Evaluation of Library Holdings	Summer 2019
	Library Annual Report & Strategic Plan	Spring 2019
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

Academic Year	Degree Program
2018-2019	
2019-2020	
2020-2021	
2021-2022	

Assessment of Program Learning Outcomes	Assessment Process	Type of Assessment	Assessment Schedule
Undergraduate Degrees	Selected Core Courses	Formative/Direct	Summer 2019
	Selected Major Courses	Summative/Direct	Summer 2019
	Selected General Education Courses	Formative/Direct	Summer 2016
	Practicum/Supervised Study	Summative/Direct	Summer 2019
	Capstone Course/Project	Summative/Direct	Summer 2019
Graduate Degrees	Selected Core Courses	Formative/Direct	Summer 2019
	Selected Major Courses	Summative/Direct	Summer 2019
		Practicum/Supervised Study	Summative/Direct
	Capstone Course/Project	Summative/Direct	Summer 2019