

VSC POLICY 101
2010 ACADEMIC PROGRAM REVIEW
Cover Sheet

College: _____

Program Area Under Review: _____

All degrees/ concentrations/ tracks offered

Total credits required

in major for degree

Lead Writer of Report: _____

Other Writers/ Contributors:

VSC POLICY 101

OUTLINE FOR 2010 ACADEMIC PROGRAM REVIEW

Presidents must submit a report to the Chancellor for each program area under review. Please limit reports to twenty-five pages, including all required appendices. When submitting reports to the Chancellor, include enough copies for all program committee members plus two additional copies.

Note: Do not add to, omit or revise any part of this outline; all elements as presented are required.

1. Program Overview and Curriculum

- a) Describe the overall purpose of the program and how that purpose supports the mission of the College.
- b) List below all degree requirements for each program under review.
- c) Describe how core requirements address the stated purpose of the program as well as student learning outcomes for the program (as articulated in section 2).
- d) Describe the relationship between general education requirements and the requirements of the program(s) under review in relation to addressing desired learning outcomes.
- e) Provide examples of and a rationale for any specific electives that students in the major(s) under review are encouraged to take.
- f) Describe the process for regular curricular review.

2. Student Learning Outcomes and Program Assessment

- a) List student learning outcomes for each major under review.
- b) Where are these learning outcomes published? (please specify)
- c) What data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination).
- d) Who interprets the evidence? What is the process?

- e) How are the findings used? Note changes that have been made as a result of using the data/ evidence.
- f) Discuss findings from the dean’s most recent interview of students in the major.
- g) List any professional, specialized, State or programmatic accreditations currently held by the institution in relation to the specific program under review (excluding NEASC; *if there is no special program accreditation, skip to next section*).
- h) What is the date of the most recent program accreditation by each listed agency?
- i) Provide summary (“bullet points”) of key issues for continuing accreditation identified in accreditation action letter or report.
- j) List key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)
- k) Indicate date and nature of next scheduled review.

3. Faculty and Instruction

- a) Attach Appendix A: Faculty Workload Review
- b) List all full-time faculty responsible for core requirements in the program; indicate their terminal degree, discipline or field, area(s) of expertise and curricular responsibilities.

name degree/ discipline area(s) of expertise courses repeatedly taught

- c) Describe the role of full-time faculty in delivering the core requirements of the program (vs. offering electives).
- d) Describe the role of part-time faculty in delivering the core requirements of the program and in providing any other services, such as advising. Identify the areas of expertise in which the program is dependent on part-time faculty.
- e) Provide evidence of ongoing professional development, and pedagogical and curricular currency among faculty responsible for core requirements in the program.

4. Academic Resources and Support

Note: for equipment intensive programs, attach a program inventory list for equipment valued at over \$1000 per item.

Assess the adequacy of each of the following areas in specific reference to the program under review:

- facilities:
- specialized equipment:
- library materials:
- teaching/ learning technologies and related IT infrastructure:

5. Enrollment, Retention, and Graduation Data

- a) Attach Appendix B: Enrollment and Graduation Data.
- b) Provide an analysis of enrollment and graduation data as presented in Appendix B. Identify and interpret significant trends.
- c) What special efforts do faculty engage in to market and recruit for the program, including the use of web-based recruiting tools and the establishment of articulation agreements for student transfer into the program.
- d) What is the enrollment capacity of your program? If you have not reached capacity, what are your strategies for growth? If you have reached capacity, what resources would you need to expand?
- e) What are your specific strategies for improving graduation rates in your program?
- f) Provide information about retention rates in the program under review; indicate your source of information; discuss the reasons for current retention rates in the program under review. Describe plans to improve retention rates, as appropriate.

6. Graduate Placement and External Analysis

- a) Attach Appendix C: Placement and Continuing Education.
- b) Provide an analysis of the placement and continuing education data as presented in Appendix C. Define the current and future employment opportunities for graduates of the program.

- c) What are the competitive advantages and disadvantages of this program relative to other similar or competing programs in the state or region? Provide evidence for your claims.
- d) List all established articulation agreements within the VSC and with external entities that provide pathways for high school students to transition to your program, two-year students to transition to four-year programs, and/ or graduates to continue their studies; describe the results of established articulation agreements.
- e) Describe any other partnerships that the program has with external organizations (e.g., internship/ field study/ service learning agreements, workforce education/ training contracts).

7. Cost/ Revenue Analysis

- a) Attach the summary sheet for your discipline from the Delaware Study.
- b) Describe how the teaching loads of tenured faculty in your academic program compare with national benchmarks.
- c) How does the proportion of undergraduate teaching done by tenured faculty compare with that done by other faculty? How does that compare with other colleges and universities?
- d) How does the cost to deliver a student credit hour in your discipline compare with the cost at your peer institutions?

8. Progress on Policy 101 Program Improvement Recommendations from 2005

The 2005 Policy 101 program review resulted in the following recommended areas of improvement for X's Y program:

For *each* recommendation, describe progress to date; if insignificant or no progress has been made, provide an explanation.

9. Program Strengths and Weaknesses

- a) List the primary strengths of the program.
- b) List specific areas for program improvement.
- c) Propose a three-year program improvement plan. List specific and prioritized action steps, who is responsible and a recommended timeline.

action step

who is responsible

deadline

rev. 11/3/09