Comprehensive Program Review Outline (4.0)

Affirm alignment with mission and promise ▪ Enhance department/program-level quality
Strengthen student preparation ▪ Assure relevant curriculum ▪ Maximize resources ▪ Spur innovative thinking
Meet challenges with new initiatives ▪ Inform the university's strategic plan

The CPR is based in part on the "Five Gates" criteria for program effectiveness:
1. **Is there a sustainable career market for graduates?**
2. **Is there a sustainable academic market for prospective students?**
3. **Does the university have capacity to deliver the program?**
4. **Does the program fit within the strategic plan and mission of the university?**
5. **Is the program financially sustainable and does it contribute to the university revenue stream?**

Please use the outline and question prompts below to frame your report. **Examples from CPRs may be included in CSP's HLC Assurance Argument.**
Follow instructions and links provided here: **Program Review Website**

A. Overview
Department or Program Mission Statement:

List Programs/Majors	Online/Traditional/Blended*	Number of Years in Operation	Number of Full-time Faculty Assigned Plus Degree Level
Example: Data Analytics BS	*Online only*	*4*	*1 - Doctorate*
(insert/delete rows as needed)			

*Online assumes 7-week terms; Traditional assumes 14-week terms; For Blended, state 7- or 14-week terms.

B. External Demand for Programs
For *each* program/major in the department, please request needed data for this section from the Academic Program Research (APR) Team using this Data Request Form. This data request will also include retention/graduation data for **Section E.2**. If you have questions about completing the form, please contact Briana Eicheldinger, eicheldinger@csp.edu.

Using the supplied information, please respond to the following questions.
1. **Enrollment Trends:**
   a. Using APR Report data, describe enrollment trends in the last three years using numbers. (For example, "enrollment in program A increased by 15% (or X numbers of students) while enrollment in program B dropped by 10% (or X numbers of students)"). What reasons might there be for any changes?
   b. What is the likelihood of future enrollment? Are there practices the department could engage in or changes that could be made to boost enrollment?
2. **Employer/Student Demand:**
   a. Describe the demand by employers (Gate 1) for this program as evidenced by the APR Report data. Has demand changed (e.g., increased/decreased, shifted regionally, etc.)?
   b. Describe the demand by students (Gate 2) for this program as evidenced by the APR Report data. Has demand changed (e.g., increased/decreased, shifted demographically, etc.)?
   c. What responses can the department take to current and future demand?
3. **Competition:**
   a. What is the prevalence of similar academic programs in the region?
   b. What response can the department take to the competition?
4. **Summarize** your review of this section by adding highlights and tasks to the Summary section "Quick View."

C. Internal Demand for Programs
1. **Interdependencies:** Describe interdependencies of department courses and programs with other university programs. How does this department serve/support other programs? (E.g., teacher education, exercise science, business, general education requirements, etc.) Who are the primary users of courses in the department? (Your own majors, students from other programs, general education students, etc.)

2. **Evidence of Effectiveness:** What evidence do you have that these courses are meeting the needs of those other programs? If they are not meeting the needs of other programs, what steps will you take to improve alignment of goals?
3. **Adequacy of offerings:** Review the enrollments/numbers of sections for courses that are required for other programs. Are there sufficient offerings in sufficient delivery modes?
4. **Summarize** your review of this section by adding highlights and tasks to the Summary section "Quick View."

D. Quality of Program Inputs

For *each* program/major in the department, please provide evidence for each of the following areas and outline steps for improving quality in each area. Please plan to spend significant time in this section.

1. **Faculty:**
   a. Qualifications: Review the CVs of **all** instructors teaching in your programs (full-time and part-time faculty).
      i. Do they all have content-appropriate academic credentials and/or professional experience? Highlight points of faculty-program fit.
      ii. Do they meet HLC requirements for faculty teaching at the program degree level? In cases where they do not, add your remedy to your Quality of Program Inputs Task List in the Summary.
      iii. Indicate the central electronic location for department/program CVs and include a plan for how you get updated CVs.
      iv. Add the CVs to this centrally located electronic folder or archive; Provide CV access to your Review Panel so that they can review CVs.
   b. Professional Development: List any current department activities and practices that promote faculty/adjunct professional development, orientation, and support and discuss any plans for improvements.
2. **Curriculum:**
   a. Learning Outcomes and Assessment:
      i. Review stated [learning outcomes] for courses and programs. Are learning outcomes and instructional materials/methods up-to-date/relevant to student, market, and professional needs? Please provide examples of where this is the case. Note any changes made.
      ii. Are chosen assessment activities still appropriate? Note any changes made.
      iii. **Upload *updated* [curriculum maps]** of program learning outcomes against courses and **timeline** for assessment map, including the C.O.R.E. Outcomes assessed within undergraduate majors and Graduate School Outcomes assessed in graduate programs to the Curriculum Maps folder in the **Team Drive for Assessment-Accreditation-Program Review** for your program(s).
   b. Syllabi: ([Use syllabus review rubric at this link].)
      i. Conduct a course syllabus audit. All syllabi should use the most up-to-date university template.
      ii. What outstanding syllabus practices will you try to reproduce and what, if any, ineffective syllabus practices will you change?
      iii. List syllabus improvements made. Be sure to provide examples of syllabi from key courses to your Review Panel.
   c. Delivery Method:
      i. Face-to-Face Courses: Discuss results of classroom observations of full-time and adjunct faculty. What strengths in classroom teaching do current instructors display? What professional development would benefit the practices of instructors? If classroom observations have not been conducted, incorporate a plan for how your department will address face-to-face teaching quality.
      ii. Online Courses: Meet with Curriculum & Instruction Center staff to plan a review of Blackboard courses in your programs. Discuss what you find in your online course reviews and list plans for improvements.
   d. Course/Instructor Evaluations: ([View Course Feedback Results at this link.])
      i. Summarize and discuss results; highlight positive practices.
      ii. Address any areas in need of improvement and add to Task List in Summary section.
   e. Benchmarking Data: Note any relevant benchmarking data regarding student achievement or educational practices from national tests, e.g., Major Field Tests, or professional organizations or accreditors.
3. **Student Support:**
   a. What student support systems, e.g., tutoring, mentoring, online course supports, online textbook supports from publishers, career counselors, etc., are currently utilized? Share any relevant usage data.
   b. What additional supports are needed?
4. **Program Handbooks**: Review and update any program handbooks, e.g., internship manuals, adjunct training guides, etc. List improvements made and add future improvements to Summary Task List.

5. **Internships/Applied Experiences:** The University Strategic Plan includes a goal that 100% of students are engaged in meaningful work experience as part of their degree. How do your programs compare to that goal? What challenges do you face in meeting it?
6. **Watchlist Efforts**: For any programs on the watchlist for enrollment, retention, or DFW rates, list the steps being taken to address these concerns and include in the Summary Task List for this section.
7. **Summarize** your review of this section by adding highlights and tasks to the Summary section "Quick View."

E. Quality of Program Outcomes
For *each* program/major in the department, please provide responses for the following.
1. **Student Achievement:** Summarize results of Assessment Reports from the past three years: Discuss trends of learning outcomes from assessment data. List the steps taken in response to the results of learning assessments. Have they proved to be effective, i.e., resulted in higher student achievement?
2. **Retention/Graduation:** (*This data will be included in the report from the Academic Program Research Report you requested.)* Review the retention and graduation rate data for your programs. List what you will do to improve these rates, if needed.
3. **Employment:** *(Consult the* [office of institutional research](#) *for data from the First Destination Survey.)* Report on employment outcomes, alumni feedback, and employer/internship feedback. If you have difficulty gathering this data, state your plans for implementing a process for collecting it on a more regular basis.
4. **Professional Output:** List creative or scholarly works by students, faculty, alumni, and note any benchmarking or other external validation, e.g., awards from professional organizations, etc. (You have collected this information annually for your Annual Reports.)
5. **Summarize** your review of this section by adding highlights and tasks to the Summary section "Quick View."

F. Revenue and Other Resources Generated
1. List credits generated data for each program.
2. List grants, fundraising, external equipment grants, and other current or potential sources of revenue.
3. **Summarize** your review of this section by adding highlights and tasks to the Summary section "Quick View."

G. Alignment with the University Strategic Plan
1. Goal 1-Grow Enrollment: Outline how your programs meet this goal and steps taken or planned to further achievement.
2. Goal 2-Increase Persistence to Graduation: Outline how your programs meet this goal and steps taken or planned to further achievement.
3. Goal 3-Increase Transition to Job or Graduate School: Outline how your programs meet this goal and steps taken or planned to further achievement.
4. See example here: [Science](#)

H.   Distinctiveness and Value
Key points you could provide to CSP marketing:
1. What makes your programs distinctive?
2. What value do your programs provide to students?

Summary "Quick View"
In the interest of brevity, please **use words or phrases** rather than full sentences. In areas for growth, list the **actual steps** you plan to take and the **target timeframe**, e.g., "Develop proposal for new program in xxx by (year)."

External Demand	Highlights	Growth Tasks
Enrollment Trends		
Employers		
Students		
Competition		
Internal Demand	**Highlights**	**Tasks for Greater Alignment**
Interdependencies		
Effectiveness		
Adequate offerings		
Program Inputs	**Highlights**	**Improvement Tasks**

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Faculty Credentials		
Faculty Development		
Curriculum		
Assessment		
Syllabi		
Student Support		
Internships		
Watchlist Efforts		
Program Outcomes	**Highlights**	**Improvement Tasks**
Student Achievement		
Retention/Graduation		
Employment		
Professional Output		
Program Revenue	**Highlights**	**Improvement Tasks**
Credits Generated		
External Sources		
CSP Strategic Plan	**Highlights**	**Improvement Tasks**
Goal One		
Goal Two		
Goal Three		

Review Panel

The review panel is comprised of an external reviewer from outside the institution, a CSP faculty colleague from a different department, and the dean of the college. (Please provide your panel with materials to familiarize them with your programs.)

1. Nominate an individual who will be the external reviewer on the panel for your final report. (View evaluator qualifications at this link.)
2. Nominate a faculty colleague from a different department for the panel.
3. **Propose these reviewers for approval to the dean of your college.**
4. The review panel members may provide consultation or oral feedback during the review process; the panel will have 4 weeks to provide a written response document based on the final CPR. **Be sure to include this factor into your timeline in order to meet due dates.**

Submitting Your Document and Completing Your Panel Response:

1. Save your CPR and the responses from your review panel as PDF documents. Use PDF Split and Merge tool to combine into one document. (Download PDFSAM here.)
2. Save this single PDF to the Google folder at the following location: Team Drive > Assessment-Accreditation-Program Review Resources > Program Review > Comprehensive Program Review > [Submission Year] CPRs
3. Download and complete the department portion of the "Department-Dean Response to Review Panel and Action Steps" form and submit to your dean. Your dean will complete their portion and forward to you and the VPAA.
4. The VPAA will review the response and action steps and bring to the Academic Cabinet.
5. You will make a presentation of your executive summary to the Academic Cabinet.
6. The Academic Cabinet will complete the "Academic Cabinet Response to Review and Action Plan" document and respond to the Department.
7. The VPAA will report recommendations to the Academic Subcommittee of the Board of Regents.
8. The Department will carry out its approved Action Steps and complete items on its Task Lists with progress updates included in each Annual Report.

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