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**Program Review Template**

March 2017

**SUMMARY**

This document should provide guidance as you prepare your program review. It is anticipated that the program review process will result in increased information and knowledge about a program, culminating in charting a course towards the desired direction of the program.

Program reviews a) encourage a dialogue amongst faculty, students, and administration, b) demonstrate capability to innovate based on data collection and analysis and a commitment to continuous quality improvement, c) place into perspective improvement as a result of data analysis and findings, d) set the platform for a strategic planning effort, involving a Strengths, Weaknesses, Opportunities and Challenges (SWOC) analysis, and e) communicate results within the compelling story of faculty aspirations for students and commitment to ensure that learning is relevant and integrative.

From the point of view of the Florida Board of Governors (BOG), program reviews mustdocument how individual academic programs are achieving stated *student learning and program objectives* within the context of the university’s mission, as illustrated in the academic learning compacts.  Program reviews are expected to inform strategic planning, program development, and strategic decisions at the university level.  The BOG requires that we analyze a) how well program goals/objectives are being met, b) how well students are achieving expected learning outcomes, c) how the results of these assessments are used for continuous program improvement, and d) sufficiency of resources and support services to achieve the program goals/objectives. Strategic planning is key, particularly in a higher education landscape characterized by a heightened focus on accountability and performance metrics, the value of higher education, and workforce development.

On the following page, please find a timeline of the overall process for your review. The self-study report template is outlined and explained in the following sections. The Office of Analysis and Information Management (AIM) serves as an invaluable resource of support. Undergraduate Education will also assist in documenting common prerequisites of undergraduate degree programs. The University Graduate School will also participate in the review process when doctoral programs are involved.

**PROPOSED TIMELINE**

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| Dates | Activity |
| March/April 2017 | **Orientation(s) will be held to examine the program review template.** *This orientation launches the program review cycle and signals the beginning of the preparation of the Self-Study.***Data on enrollment and other metrics will be provided by Analysis and Information Management (AIM). A one-to-one consultation session on the data can be scheduled with AIM after the orientation for further review, as requested.** **Student learning and program outcomes will be provided by Academic Planning and Accountability (APA). During the orientation, an overview of student learning outcomes (SLOs) and program outcomes (POs) will take place with a goal to start thinking about lessons learned related to the SLO and PO processes.** **Note: Special instructions will be provided at the orientation session(s) in case that a Specialized Accreditation is underway during the current program review cycle.**  |
| April/May 2017 | **Identification and Invitation/Acceptance of External Consultant(s**). *The Unit proposes 3-5 prospective consultants, ranking them according to preference; thereafter the Unit forwards the list and CV*s *of prospective consultants to APA.* **The Associate Vice President of APA provides her recommendation based on the list proposed**. **APA extends the invitation; once a consultant accepts, the Unit organizes the logistics.** These arrangements need to be approved by APA.**Note: In the case that a Specialized Accreditation has recently or is concurrently taking place during the program review process, a visit by an external consultant will not be necessary for the degrees *covered* by the specialized review.** |
| June/July 2017 | **Once a consultant has been confirmed and a visit date has been set for January-March 2018, the Unit starts organizing the visit of the External Consultant(s)** *(Flight and hotel reservations need to be made. An agenda would need to be created [based on a proposed template that has been uploaded onto SharePoint]).* ***Note:*** *APA needs to approve in advance a preliminary budget of expense for the reviews related to the visit. A budget template can be found in SharePoint.* **The final agenda needs to be approved by APA*.*** |
| September 29, 2017 | **Deadline for Reconciliation of SLOs and POs Data.**  APA will generate the final SLOs/POs Assessment Reports documents (.pdf files) for the Units to include as supporting Appendix Items for their Self-Study reports. **Note:** Any issues and/or outstanding SLOs and POs data should be addressed with APA (Dr. Katherine Perez, assessment@fiu.edu) *before*­ this date.  |
| October 6, 2017 | **Submission of Self-Study draft to APA. Note: *Submission delays will be communicated to deans of respective colleges.*** |
| October/November 2017 | **Initial completed drafts will be reviewed by APA in order as determined by consultant(s) visit dates*.*** Feedback will be provided by APA; units will need to address any questions, comments, and gaps in narratives. |
| November/December 2017 | **Drafts submitted to College approval authorities for further feedback and approval. Editing and finalization of Self-Study** *(APA and Unit)* **and finalization of Visit Agenda** (*Unit, with APA's approval*).**Note**: *Self-Studies and agendas need to be sent to consultant(s) two weeks, at least, in advance of visit. A phone conference between the Unit and the consultant(s) to review visit logistics should also take place at this time. The Unit arranges the call.*   |
| January-March 2018 | **External Consultant(s) visits FIU and submits Report and Recommendations within a month following the visit, at latest.** |
| February-June 2018 | * **Submission of Recommendations of External Consultant to the Dean and Faculty for discussion.**
* **Preparation and submission of draft Improvement Action Plan to APA for review.**
* **Preparation and submission of draft Program Review Summary Report submitted to APA for review.**

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| July 31, 2018 | * **Final Improvement Action Plan due to APA *(this final plan must be reviewed and approved by the respective dean and/or associate dean).***
* **Final Program Review Summary Report due to APA *(this report must be reviewed and approved by the respective dean and/or associate dean).***

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**SELF-STUDY**

**Part I: Executive Summary** (**NOTE**: The Executive Summary should be developed based on the **findings** of the various sections of the self-study, including highlights of the Strengths, Weaknesses, Opportunities and Challenges (SWOC) analysis that will need to be developed. The Executive Summary should cover the following areas:

1. Brief description of the **history and evolution of your program**(s) by level of instruction.
2. Succinct narrative on **results** of program performance, program strengths, opportunities and challenges (see below the SWOC requirement), identification of improvements to be implemented, evidence of student learning outcomes, and informed decisions to maximize efficiencies as a result of the Program Review.
3. If an undergraduate degree program is under review, please provide evidence of meeting **Academic Learning Compacts** (ALCs).
4. Denote **authorship** of report in this section, acknowledging collaboration with other faculty or program leads as appropriate.

**Part II: Overview**

1. What **goals** did you develop as a result of your last program review? What are your major accomplishments tied to these goals? Are there other significant accomplishments that you reached as a result of continuous quality improvement and your ability to capture emerging trends, needs and opportunities?

1. Additionally, describe **major changes** in the Program as a result of changes in discipline, student demand, faculty feedback and labor dynamics. What curricular changes have been implemented, including new course development?

1. Comment on your most **recent annual goals** (i.e., 2016-17) submitted to your college in the areas of teaching, research, service, and other goals, such as student achievement and degree completion? Note your success and/or any challenges in meeting these goals.
2. Summarize **recommendations of any specialized accreditation**, including date of review, as applicable. What actions have been taken in response to these recommendations? **NOTE**: In this section include the First-time Pass Rate on Licensure Exams during the last three years, as appropriate.

**Part III: Program Analysis**

1. **Program Description, Purpose and Objectives:**
2. What is the **vision** of your program(s)? Your **mission**?
3. Describe how the proposed program is consistent with the current **State University System (SUS) Strategic Planning Goals**. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.edu/pressroom/strategicplan.php>)

In addition, please review the mission and purpose of the program (by level of instruction offered) within the context of **FIU's new Strategic Plan** located at the following site: <http://stratplan.fiu.edu/BeyondPossible2020.html>

1. **Programmatic information**: Based on AIM’s data report **analyze the data and trends** and discuss implications on how well the program is meeting BOG and FIU metric goals. The narrative should focus on the following metrics (**NOTE**: Program-specific metrics tables prepared by AIM will be provided to the Units; these are to be included in the report as supporting documentation in the Appendix section):

 a. **BOG Metrics**:

* + - * Employment and Continuing Education Data for Baccalaureate Graduates;
			* FTIC Six-Year Graduation and Retention Rates;
			* FTICs Academic Progress Rate: 2nd-Year Retention with GPA above 2.0;
			* Bachelor’s without Excess Hours; and,
			* Bachelor’s Degrees awarded to Minorities.

 b. **FIU Metrics**:

* + - * Enrollment Data;
			* Degree Production;
			* Instructional Efforts;
			* FTEs and Fundable Student Credit Hours;
			* Employment and Continuing Education Data for Master’s and/or Doctoral Graduates;
			* AA Transfer Four-Year Graduation and Retention Rates;
			* Graduate Students’ Time to Degree; and,
			* First-Time Pass Rate on Licensure Exam(s) (if applicable).

c. If a program is considered a "**Low Performing/Productivity Program**," what are your goals and strategies to redress any deficiency(ies)? (*The* *list can be found on SharePoint.*) What timeframe is under consideration? Include in the improvement action plan (see below) strategies and goals to improve these rates, as necessary.

1. For **baccalaureate programs**, a review of common prerequisites must take place to ensure that the program is in compliance with State-approved common prerequisites (refer to the Common Prerequisites Manual). (**NOTE**: This area will be assessed by Undergraduate Education, and they will provide reports to the Units on their findings. If any discrepancy is noted, corrective action will need to be taken as recommended by Undergraduate Education.) The self-study narrative needs to indicate the findings of the review as communicated by Undergraduate Education and include corrective measures, as appropriate.
	1. As applicable, conduct a review of the **limited access status** of the undergraduate program to determine if such status is still warranted.

B**. SWOC Preparation**

1. Develop **a SWOC analysis** (by the levels of education offered). A SWOC analysis identifies an organization’s strengths, weaknesses, opportunities and challenges. The SWOC includes an assessment of the internal environment (strengths and weaknesses) and an assessment of the external environment (opportunities and challenges). SWOCs facilitate strategic planning. Moreover, SWOCs help to understand the culture, facilitate decision-making, and may be used to assess opportunities and identify factors leading to an organization’s critical success. (*A SWOC template has been uploaded onto SharePoint.*)
2. Provide information on your **Student Learning Outcomes** (SLOs) and **Program Outcomes** (POs) by submitting the assessment reports generated by APA as Appendix items to the Self-Study. These reports will be provided to the Units as .pdf files that may not be modified. (**NOTE**: Dr. Katherine Perez will be in contact with Units to review the assessments before they are finalized; if issues exist and/or data are missing, please contact Dr. Perez at assessment@fiu.edu).

**Part IV: Conclusions (*This segment of the process is completed after the consultant***

 ***visits FIU and submits his/her report. Please follow the templates in the next pages to complete these last two documents of the Program Review process.*)**

* + - 1. **Strategic Planning and Improvement Action Plan**
1. Refer to issues still identified as challenges and/or opportunities and prepare a **plan** to suggest solutions and pathways towards furthering student learning and programmatic improvements. Include a timetable and denote process for developing consensus on the Improvement Action Plan (*a template has been provided* *below*). Within the Improvement Action Plan, please incorporate a plan to measure progress/indicators of success.

Place the formulation of the Improvement Action Plan within the context of your Unit’s ongoing strategic planning.

* + - 1. **Program Review Summary Report**

This summary information will be provided directly to the BOG as the culmination of the Program Review process.

**IMPROVEMENT ACTION PLAN (IAP)**

**Date of Submission**

I. **Purpose of Improvement Action Plan**

Provide an overview on the improvement practices/policies/goals you are recommending by the levels of education offered.

What is the anticipated impact of the improvements on students and program(s) and curriculum/curricula (by the levels of education offered)? What short- and long-term priorities have you identified for this plan (again, by the levels of education offered)? What is your vision for the next 3-5 years vis-à-vis the program(s)? How does this vision advance the University's vision and mission?

II. **Summary of** **Strengths, Weaknesses, Opportunities, and Challenges (SWOC) Analysis (by the levels of education offered)**.

What have you learned from your SWOC analysis? This area may serve as a situational analysis, indicating the factors that may either advance or impede the success of your program(s), particularly focusing on curricular reform and enhanced student learning.

III. **Goals and Strategies**

In considering your goals, please ask yourself the following critical questions—bear in mind the different levels of education offered:

In terms of doctoral programs, what specific goals are necessary?

In the case that your program has been designated as a “Low Performing Program,” what are your goals and strategies to redress any deficiency(ies)?

What do you want to do and what is the desired end-state to enhance student learning and program effectiveness?

What strategies have you designed to reach your goals? What resources will be required to implement this plan?

What would constitute your indicators of success?

What evidence and/or measurement/assessment tool(s) will you have in place to demonstrate that strategies have been implemented and goals reached?

IV. **Timeline**

What are the target dates for reaching your goals and implementing strategies?

**P R O G R A M R E V I E W S U M M A R Y R E P O R T**

**T E M P L A T E**

1. The CIP/degree combinations for the program that is reviewed.
2. An attached copy of the current Academic Learning Compact for each reviewed baccalaureate program. *(APA provides)*

These may be viewed at <https://assessment.fiu.edu/academic-learning-compacts/policies-and-procedures/index.html>

1. An indicator identifying whether or not the program review was conducted in conjunction with any external reviews (e.g., accreditation reviews).
2. The date of the last review of this program.
3. A briefdescription of *major changes* made since the previous program review.
4. A summary of the current *strengths* of the program.
5. A summary of the current *weaknesses* of the program.
6. A summary of the *recommendations and/or proposed action plans* made as a result of the review.