

Snow College Comprehensive 5-Year Program Review Planning Guide

Snow College Program Review Packet

Building on a tradition of academic distinction, Snow College serves as one of the nation's finest two-year colleges offering liberal arts, sciences, and professional/technical education. Snow College achieves its mission through the constant pursuit of excellence in teaching and learning, which is supported by regular and comprehensive academic program reviews. These comprehensive reviews help assure and improve Snow College's quality of education.

Program Self-Study:

An academic Self-Study report is developed by each division every five years under the leadership of the division dean and with the assistance of academic chairs, division faculty, and the Office of Institutional Research and Effectiveness. The division dean forwards a final copy of the Self-Study report to the Vice President of Academic Affairs by December of each year.

The program self-study includes the following:

- A program description that includes the mission and objectives of the program as well as any justification for the program such as external accreditation quality ratings.
- Curricula and expected student learning outcomes
- Students served including numbers and trends for course enrollments, majors, graduates, etc.
- Information regarding how students are advised throughout the program.
- Faculty information including trends of faculty and staff supporting the program
- Trends and numbers related to budget information and other physical resources supporting the program.
- Information regarding program relationships with internal and/or external parties (e.g. distinct program accreditation, paired or interdisciplinary instruction, articulated agreements the other institutions, etc.).
- Information detailing the assessment of student learning outcomes and the evaluation of the program's strengths, weaknesses, and future.
- Appendices that include a comprehensive list of courses (with descriptions) currently offered by the program, supporting assessment materials, and any other pertinent information.

Program Review Timeline:

The following timeline allows for the comprehensive program review to be completed in a way that is manageable by both faculty and staff.

- *October/November:* Program review meetings with the Office of Institutional Research and Effectiveness. These meetings will provide the program with previous program review materials, assessment information, and student, faculty, and program support data tables.
- *December/January:* A final copy of the self-study is provided to the Office of Institutional Research and Vice President of Academic Affairs. During this time, dates for the program review site visit should be finalized, external and internal evaluators should be contacted and confirmed.
 - *An external evaluator* is colleague or other representative from another institution who has instructional and/or administrative duties specific to the program being reviewed.
 - *An internal evaluator* is a colleague or other representative from within the institution who does not teach or have administrative responsibilities associated with the program.
- *February/March:* Site visit or site visits by reviewers. This may be accomplished with all reviewers attending campus in one day or on different days respective of the program being reviewed. The finalized program self-study should be sent in digital format (PDF) to each reviewer at least two weeks prior to the site visit. If hard copies are requested, they can be printed, bound, and sent by the Office of Institutional Research. A copy of the site visit(s) itinerary along with external and internal reviewer contact information (institution, email, and phone) should be provided to the Office of Institutional Research at least two weeks prior to the site visit. The site visit typically includes the following activities:
 - A welcome meeting at which introductions are made and the expectations for the day are explained. Attendees: external reviewer(s), internal reviewer(s), Vice President of Academic Affairs, Director of Institutional Research and Effectiveness, division dean, department chairs, and any/all faculty or staff associated with the program or programs being reviewed.
 - Appointments with faculty, staff, students, and other personnel affiliated with the program.
 - Lunch—this can be a meeting time with faculty or students if needed
 - A break of at least one hour during which external and internal reviewers can meet and discuss their findings from the days' activities.
 - An exit meeting at which site visit findings are briefly discussed. Attendees: external reviewer(s), internal reviewer(s), Vice President of Academic Affairs, Director of Institutional Research and Effectiveness, division dean, department chairs, and any/all faculty or staff associate with the program or programs being reviewed.
- *Two Weeks:* Approximately two weeks after the site visit, the reviewers should provide each program a letter or report detailing the results of the review. This document includes a summary of

the visit (date, general activities), program commendations, and program recommendations for improvement.

- *April:* Each program will provide the Office of Institutional Research a copy of the reviewers' letter as well as a document detailing their response to the review's recommendations. Program responses should address each recommendation with rationale as to the recommendation and plans by which to rectify the recommendation within the next three to five years (before the next comprehensive program review). These letters and program responses will be used by the Office of Institutional Research and Effectiveness to complete the R411 report. This report will be sent back to each program for edits prior to be submitted to the Snow College Board of Trustees.
- *May:* R411 reports for each reviewed program are presented to the Snow College Board of Trustees for approval by the Vice President of Academic Affairs.
- *June/July:* Approved R411 reports are submitted to the Utah State Board of Regents for approval during the summer business meetings. Once approved, the programs reviewed are compliant with R411 policy.
- *Years 1 through 4 following the review:* The program should work to implement the changes needed to assuage each of the recommendations. In addition, the program should continue to accumulate student learning outcome assessment and program evaluation materials in preparation for the next comprehensive program review. The annual Assessment Day on program learning outcomes is designed to support this ongoing improvement effort.

Program Improvement Cycle

The program improvement cycle represents formal and informal assessment activities conducted throughout the program: at the course level by instructors seeking distinct learning improvement, at the program level to determine student learning outcome gains, and at the division level to evaluate instructional effectiveness and contribution to mission fulfillment. The various assessment activities assist each program with multi-dimensional feedback leading to program improvement and provides the institution with valuable information supporting accreditation and effective resource allocation.

