**WNC Academic Program Review Guidelines *Revised Spring 2020***

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**OVERVIEW AND PURPOSE**

**Purpose**

An academic program review is a multi-year review of critical program data, student learning outcome achievement, and program successes and opportunities that informs program planning, priorities, changes, future assessments, and budgetary requests. At WNC, academic program reviews are conducted on a five-year cycle in compliance with [NSHE policy and expectation](https://nshe.nevada.edu/wp-content/uploads/file/BoardOfRegents/Handbook/title4/T4-CH14%20NSHE%20Planning%20Program%20Review%20Articulation%20and%20Enrollment%20Policies.pdf). Academic programs are expected to complete annual strategic plans and assessment reports that will inform their five-year program reviews, and the Institutional Research and Effectiveness Offices provides programs undergoing review with additional program and course-level data.

Program review:

* Aligns program mission with the college mission.
* Builds consensus around program goals and outcomes.
* Incorporates data and evidence into planning and program improvements.
* Provides meaningful assessment data.
* Plans assessments based on measurable student learning outcomes.
* Builds community and helps to set collective priorities.
* Evaluates progress.
* Tells a program's story.
* Reflects on the relevancy of program goals and course outcomes to students in meeting their professional goals or in transferring to another institution.
* Informs recruitment and hiring.

**Academic Program Review: Major Components**

The Academic program reviews consist of three major parts:

* A written report completed by the program, which includes student learning outcome assessments, annual planning documents, a review of critical program data, curriculum review with feedback from Curriculum Committee, program conclusions and recommendations resulting in a five-year action and assessment plan, and budgetary requests that support those plans.
* A written internal and external review of the program by faculty or professionals outside of the program.
* A presentation to the WNC community, leadership, and relevant committees to present findings and plans, request needed resources, and invite questions and dialog.

Expectations for these major components are detailed in the following pages of this packet.

**Program Review Team**

The Academic Division Director and program faculty work together to form a Program Review Team to complete the program review process. Depending upon the program, the Program Review Team may consist of all or some full-time faculty within the program, the Academic Division Director, and part-time faculty as desired or appropriate. The Program Review Team should be primarily led by program faculty. WNC faculty and staff from other programs may serve as internal program reviewers, but are typically not part of the Program Review Team. Colleagues, advisors, and professionals from outside of WNC may serve as external program reviewers, but are typically not part of the Program Review Team.

**Internal and External Reviewers**

The Program Review Team selects at least one internal and at least one external reviewer to review their completed written program review and provide meaningful feedback in the form of a brief written report. When available, the internal and external reviewers are encouraged to attend the program review presentation, ask questions, and share their insights.

**Internal reviewers** should be WNC academic faculty or, if applicable, administrative faculty from outside the program being reviewed.

**External reviewers** should be academic faculty, administrative staff, or leadership from another college or university working in the same or a related discipline as the program being reviewed. When applicable, professionals from industry may be selected in place of academic faculty, staff, or leadership.

More specific guidelines for internal and external reviewers, including templates for their written reports, are included in the following pages of this packet.

**Presentation and Exit Interview, Site Visit, and Student Panels**

All academic programs are expected to present their program reviews to WNC leadership and the wider WNC community. Internal and external reviewers, professional advisory committee members, business partners, and other program stakeholders are also invited to attend these presentations. Presentations are typically scheduled to allow for attendance from executive leadership, and often include IAV connections to other WNC campuses to allow for remote participation. Depending upon the program, presentations are often scheduled for one to two hours to allow sufficient time for questions, discussion, and feedback. Presentations should be scheduled following completion of the written program review and receipt of internal and external reviewer reports. Following the presentation, the program completes an exit interview with WNC leadership to discuss findings and final recommendations. Additionally, programs are expected to bring budgetary requests that arise out of the program review process to the Budget Committee, and to bring other requests for support or collaboration to other committees and offices as applicable.

Site visits, in which WNC leadership, internal and external reviewers, and key program stakeholders tour and review program facilities, are optional. Depending upon the program, such site visits may be an important component of properly representing the program and gathering meaningful feedback for consideration. Site visits are often scheduled for the same day as the program review presentation.

Student panels or focus groups were another previously required element of the program review presentation day. Due to frequent scheduling challenges, these are now optional. Programs are instead encouraged to conduct student surveys and focus groups as part of their ongoing assessment plans.

**Spring 2020 Update**: The program review process was coordinated through 2019 by the Program Assessment and Review Committee (PARC). During the spring of 2020, WNC executive leadership disbanded the PARC committee. When PARC was first stood up as a committee, there was no dedicated position at WNC in place to facilitate and coordinate the program review process. With the creation of a permanent Planning and Assessment Coordinator position in Institutional Research and Effectiveness, a position now exists to help facilitate and coordinate the program review process moving forward. PARC or a similar committee or task force may be stood up in the future as needed. Planning and Assessment Coordinator Mandy Billings can be reached at mandy.billings@wnc.edu. The Institutional Research and Effectiveness Office can be reached at ire@wnc.edu.

**RECOMMENDED TIMELINE**

Academic program reviews are typically completed and presented each fall. For example, a program review due in the year 2025 would be expected to have their review completed and presented by the end of the Fall 2025 semester. Programs are welcome to complete and present their reviews earlier if so desired (for example, Spring 2025 instead of Fall 2025). Programs should plan to complete their program reviews by the end of the calendar year in which they are due.

Academic program reviews are due every five years. The current program review schedule can be found on WNC’s public [Program Review and Assessment webpage](https://www.wnc.edu/institutional-research/program-review/#5yrReview). Changes to the program review schedule must be approved by the Provost and Vice President of Finance and comply with WNC and NSHE policy.

Academic programs are encouraged to begin the program review process in the year prior to their due date. Using the year 2025 again as an example, a program planning to complete their review by Fall 2025 would be encouraged to begin work on the program review process in Fall 2024. A program planning to complete their review by Spring 2025 would be encouraged to begin the program review process in Spring 2024. The below recommended timeline assumes a fall completion and presentation.

**Fall to Fall Academic Program Review Timeline**

| **Date** | **Task** | **Responsible Parties** |
| --- | --- | --- |
| August in year prior to completion and presentation | * Form Program Review Team with Academic Director and Program Faculty
* Review Academic Program Review Guidelines with Planning and Assessment Coordinator
* Connect with IRE for data requests
 | * Academic program faculty
* Academic Division Director
* IRE
* Planning and Assessment Coordinator
 |
| September to November in year prior to completion and presentation | * Program Review Team reviews most recent past program review, especially considering conclusions, action plans, assessment plans, budgetary requests, or any other stated goals/priorities given.
* Program Review Team begins gathering and reviewing annual program plans and assessment reports from prior five year period.
 | * Program Review Team
 |
| November to February | * Program Review Team begins reaching out to potential internal and external reviewers.
* Program Review Team connects with Curriculum Committee for items they would like to review for Curriculum Review component of the Program Review. These elements typically include updated course outlines, a suggested sequence of offerings, Scheduling/Enrollment History Report (provided by IRE), and an evaluation of library resources. Clarify when Curriculum Committee needs these items, when Program Review Team should attend Curriculum Committee meetings, and when Curriculum Committee will complete their Curriculum Review report.
* Begin analysis of data received from IRE.
 | * Program Review Team
* Internal/External Reviewers
* Curriculum Committee
* IRE
 |
| March to May | * Collect any additional annual planning or assessment items from current academic year to incorporate into program review.
* If not part of program’s ongoing assessment plans, consider conducting/planning student surveys or feedback sessions for current spring or upcoming early fall semester.
* Confirm participation of internal/external reviewers.
* Continue working with Curriculum Committee on agreed upon schedule to ensure completion of their Curriculum Review report.
* Seek additional assistance as needed from IRE and/or Planning and Assessment Coordinator. Complete remaining data analysis, assessment projects, or other items to be included in written report.
 | * Program Review Team
* Internal/External Reviewers
* Curriculum Committee
* IRE
* Planning and Assessment Coordinator
 |
| August to October | * Finish any remaining report elements, such as a student panel, early in the semester. Complete written Academic Program Review. Include Curriculum Committee Review report.
* Share written Program Review with Internal/External reviewers 4-6 weeks prior to presentation. This will allow them time to finish their review reports so they can be incorporated into your final written Program Review ahead of the presentation.
* Combine all required elements of written Program Review, including Internal/External reviewer reports and Curriculum Committee Review, into one PDF document. A PDF allows for WNC to properly archive your work. Presentation materials may be created in any appropriate format (PowerPoint, website, summary handouts, etc.).
* Work with executive leadership and their assistants to schedule a presentation time, likely in November or December. Allow sufficient time between completing your final report PDF and the presentation so that attendees can review the written report (2-4 weeks).
* Schedule a presentation room, arrange for IAV connections as needed, and determine the need for a site visit. Invite key stakeholders to the presentation.
* Seek support from Planning and Assessment Coordinator as needed.
 | * Program Review Team
* Curriculum Committee
* Internal/External Reviewers
* Executive Leadership and assistants
* IRE
* Planning and Assessment Coordinator
 |
| November to December | * Complete presentation. Consider incorporating any revisions, suggestions, or additions that came out of the process into the written Program Review report.
* Complete an Exit Interview with the Provost and President separate from the presentation to discuss major findings, recommendations, and goals moving forward.
* Complete any revisions to written Program Review.
* Send a copy of final written Program Review to Planning and Assessment Coordinator.
* Work with Planning and Assessment Coordinator to complete required NSHE Program Review summary.
* Present Program Review budgetary requests to Budget Committee.
* Present other identified opportunities for support and/or collaboration to appropriate committees, offices, programs, or community partners (as applicable).
 | * Program Review Team
* Planning and Assessment Coordinator
* Budget Committee
 |

**WRITTEN ACADEMIC PROGRAM REVIEW REPORT ELEMENTS**

**Part 1: Program Overview**

1. **Brief Program Description/Summary**
2. **College and Program Mission**
	1. The college mission and program mission are presented side- by-side in a table to show how the college and program missions align. The program mission states the purpose of the program; names its primary functions, activities and stakeholders; supports the college mission; and is distinctive. You can use the table below to record this alignment.

|  |  |
| --- | --- |
| **College Mission** | **Program Mission** |
| WNC contributes to solutions for the 21st century by providing effective educational pathways for the students and communities of Nevada. |  |

1. **College and Program Goals:**
	1. Please review the current [WNC Strategic Plan linked here](https://www.wnc.edu/wp-content/uploads/2019/10/2019-2025-WNC-Strategic-Plan-Summary-10.17.19.pdf). On pages 3-4, you’ll find a grid listing WNC’s current Core Themes, Objectives, and Strategic Plan Indicators. Review your program’s goals and student learning outcomes to find alignment between your program and the college’s goals. Points of alignment could be between Core Themes, Objectives, and/or increasing/improving specific key performance indicators. You can use the table below to record your identified alignment.

|  |  |
| --- | --- |
| **College Core Themes, Objectives, and/or Key Performance Indicators** | **Program Goals and Student Learning Outcomes** |
|  |  |

1. **Short Description:** Include the following information and append supporting documents as appropriate:
	1. Unique characteristics
	2. Concerns or trends affecting the program
	3. Significant changes or needs in the next five years
	4. Program Student Learning Outcome/Required Course Curriculum Map: Attach to the report a curriculum map which maps program-level student learning outcomes to required courses and shows the degree to which a course addresses an outcome.
2. **Degrees and/or Certificates Offered**: List degrees or certificates that are being evaluated for the purposes of this program review.
3. **Niches Served**: Describe any niches in the community the program serves, including other academic programs served by program core courses.

**Part 2: Program Effectiveness**

1. **Evidence of Effectiveness**
	1. Course Scheduling/Enrollment History Report: Institutional Research and Effectiveness provides this spreadsheet, which includes course scheduling history and enrollment figures for the most recent four-year period.
	2. Summary Data Sheet: Institutional Research and Effectiveness provides the Summary Data Sheet, a document that provides information on the headcount of students who have declared majors in the program, number of degrees and certificates granted, successful course completion data, student credit hours data, FTE, FTE faculty, workload ratios, and other information that provides a basis for demonstrating program efficiency and effectiveness.
	3. Systematic Assessment: Academic programs must include evidence that they systematically assess program level student learning outcomes and that data from assessments are used to make improvements to programs. The final program review report should include assessment reports from the past five years and an assessment plan for the upcoming five years. The report should also indicate the steps taken to make the student learning outcomes public and available to students.
2. **Evidence of Satisfaction**: Academic programs may include additional hard data regarding student satisfaction with courses and programs, employer satisfaction studies, etc., as indicators of effectiveness of the program. Results from the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement can be broken out by declared major and are available upon request from Institutional Research and Effectiveness. Summarized results from student course evaluations, other student satisfaction surveys, and student focus groups and feedback panels are additional sources that may be included.
3. **Certifications/Licenses**: Explain if there are special certifications or accreditations available to the program and the status of the program relative to these certifications or accreditations.
4. **Enrollment Trends:** Instructional programs should discuss general student demographics and enrollment trends outlined by the following questions:
	1. What student demographic and enrollment trends are most notable?
	2. W hat groups constitute the program’s main demographic?
	3. What efforts have been made by the program to recruit students?
	4. What initiatives have been undertaken to increase FTE?
	5. What initiatives have been undertaken to improve student retention?
5. **Need for the Program**: Explain the need and basis for determining the need for the program. Objective data, such as alumni studies, employer perceptions, data on transfer or transfer potential, local employment opportunities, and studies commissioned by WNC or NSHE, should be included when possible.
6. **Curriculum Review Report**: Attach to this report the Curriculum Review Report and the Curriculum Committee Program Evaluation (the committee’s response to the Curriculum Review Report).
7. **Internal and External Reviewer Reports**: Attach to this report the completed Internal and External Reviewer Reports.
8. **Findings and Recommendations:** Present the Program Review Team’s commendations and recommendations that are the result of the self-study process. Include:
	1. A Five-Year Action Plan outlining major goals, projects, and/or priorities within the program for the next five years.
	2. A Five-Year Assessment Plan outlining program-level student learning outcome assessment plans that ensures 1) all program-level outcomes are assessed within the next five year period and 2) meaningful findings from those assessments are applied to the program.
	3. Program needs and/or opportunities for support, including budgetary requests, hiring recommendations, and recommended collaborations with internal and external partners.
	4. Program successes and recommended action to continue or expand those successes.
	5. Proposed program changes or adjustments, including but not limited to changes in program student learning outcomes, recommended curriculum changes or adjustments, changes to degrees/certificates offered, opportunities for program expansion or streamlining, proposed changes to program modality (e.g., offering distance learning or expanding online offerings), etc.

**Written Academic Program Review Report Format**

Please combine all of the above elements, including supporting documents, exhibits, and appendices, **into a single PDF.** This is critical to ensure WNC’s ability to properly archive academic program reviews for NSHE and NWCCU accreditation purposes.

**INTERNAL AND EXTERNAL REVIEWER SELECTION AND REPORT GUIDELINES**

As part of the program review process, academic programs invite at least one internal and one external reviewer to share their insights and guidance based on the program’s five-year review report. The feedback shared by internal and external reviewers will help programs shape plans, projects, and goals to benefit the program and its students.

**Internal reviewers** should be WNC academic faculty or, if applicable, administrative faculty from outside the program being reviewed. The internal reviewer should be selected based on their ability to provide meaningful feedback and insight to the program, as well as their interest and availability to participate.

**External reviewers** should be academic faculty, administrative staff, or leadership from another college or university working in the same or a related discipline as the program being reviewed. When applicable, professionals from industry may be selected in place of academic faculty, staff, or leadership. The external reviewer should be selected based on their ability to provide meaningful feedback and insight to the program, as well as their interest and ability to participate.

Internal and external reviewers serve on a voluntary basis. At this time, WNC is not able to support stipends for internal and external reviewers.

All internal and external reviewers will be expected to:

* Read the Written Academic Program Review Report shared by the program, which should be completed at least through Part 2, Section F: Curriculum Review Report prior to Internal and External Reviewers receiving the report (please see Written Academic Program Review Elements in the Academic Program Review Guidelines for a complete overview).
* Communicate with the program to ask questions and request additional information.
* Complete a brief written reviewer report identifying program strengths, challenges, needs, and recommended next steps (template included at the end of these guidelines).
* **NOTE**: It is the program’s responsibility to complete the majority of their written program review in order to allow their internal and external reviewers sufficient time to complete the tasks listed above prior to the program review presentation. Work with your reviewers to establish how much time they may need to complete the above tasks (typically 4 weeks is requested).

Depending upon the program and its needs, internal and external reviewers may be invited to participate in the following optional activities as their availability allows:

* On-campus program review presentation and discussion with the academic program, WNC leadership, and members of the WNC community.
* Site visit tour of relevant program facilities.
* Feedback session with current and/or former students from the program.

**Internal/External Reviewer Report Template for Academic Program Reviews**

The following is an optional template for internal and external reviewer reports. Reports including the same content in different formats are welcomed. Internal and external reviewer reports should be completed and shared with the academic program **within one month** of receiving the written academic program review.

|  |  |
| --- | --- |
| **Internal or External Reviewer Report?** |  |
| **Reviewer Name, Title, and WNC Department or External Organization** |  |
| **Date of Reviewer Report** |  |
| **Name of WNC Academic Program Reviewed** |  |
| **Program Strengths** |  |
| **Program Weaknesses** |  |
| **Strategies and Recommendations for Next Steps:** Consider plans, projects, curriculum changes, opportunities for internal and/or external collaboration, assessment ideas, and resources that could benefit the program and student success.  |  |
| **OPTIONAL:** Additional Feedback for Academic Program and/or Regarding Review Process |  |

**ACADEMIC PROGRAM REVIEW PRESENTATION GUIDELINES**

**Plan Ahead**: Your written program review containing all report elements should be completed **at least 2-4 weeks before your presentation**. This complete PDF should be emailed to WNC leadership, the Planning and Assessment Coordinator, and key program stakeholders at least 2-4 weeks ahead of the presentation. This allow WNC leadership and other key stakeholders time to review your report ahead of your presentation so that they may attend ready to ask questions and enter into meaningful dialog with the program.

**Work with WNC Executive Leadership Schedules**: Connect with WNC leadership and their assistants to find presentation time options that work best for their schedules. Work with leadership to determine a presentation time length appropriate for the program undergoing review, and that allows for questions and discussion following the presentation.

**Invite the WNC Community and Key Program Stakeholders**: Send out an All College email sharing presentation details, arrange for a sufficient presentation space and IAV connection, and include the presentation on college event calendars and/or newsletters. Reach out to external partners, such as program advisory committee members, as well.

**Arrange for Site Visits as Needed**: Determine if a tour of the program’s facilities or other hands-on demonstrations would be useful and make arrangements and invitations as needed. Site visits are optional.

**Create Presentation Materials**: These may be in the form of a PowerPoint, website, summary handouts, etc. Your presentation materials should NOT stand in for a complete written program review report PDF.

**Schedule an Exit Interview Following the Presentation**: Typically this exit interview is conducted on the same day as the presentation. If that is not possible due to time constraints, it should be scheduled as soon after the presentation as possible. The Exit Interview is conducted with the Program Review Team, Academic Director, Provost, President, Planning and Assessment Coordinator, and appropriate key program stakeholders as needed. This is a small, closed-door discussion in which commendations, recommendations, and next steps for the program moving forward are discussed. Requested revisions or additions to your program review may be discussed as well.

**Schedule Presentations or Discussions with Committees, Offices, Programs, and External Partners as Needed**: Following completion of your report, presentation, and exit interview, schedule a time to present budgetary requests to the Budget Committee, connect with other committees, programs, and offices as needed, and/or connect to external community partners.