

Program Review Handbook

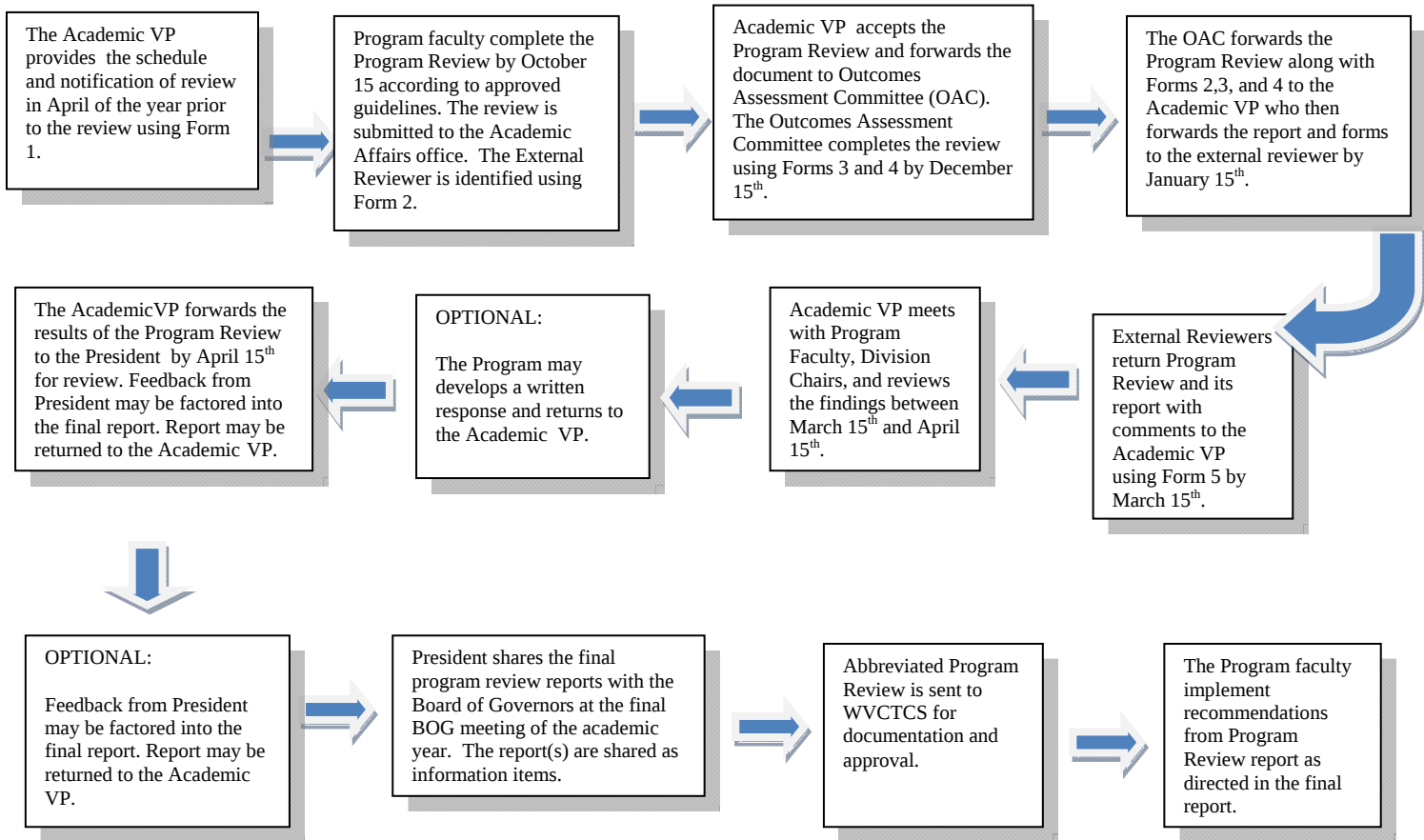


West Virginia University at Parkersburg

Program Review Process

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FORMS NEEDED

Form 1: Five Year Academic Program Review Cycle 2008-2014

Form 2: External Reviewer Nomination Form

Form 3: Five Year Program Review Worksheet

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FORM 1: PROGRAM REVIEW CYCLE

2008-2014

2008-2009

STATUS

Technical Studies	CP	Continuation with Recommendations
Technical Studies	AAS	Continuation with Recommendations
Occupational Development	AAS	Continuation with Recommendations
Criminal Justice	AAS	Continuation with Specific Actions/Assessment
Surgical Technology	CP	Continuation with Specific Actions/Assessment

2009-2010

Journalism	AAS	
Nursing	AAS	External review satisfies requirement for five year review
Associate of Arts	AA	

2010-2011

Elementary Education	BA	
Criminal Justice	AAS	Continuation with Specific Actions/Assessment FOLLOW UP
Surgical Technology	CP	Continuation with Specific Actions/Assessment FOLLOW UP

2011-2012

Bachelor of Applied Technology	BAT	
Computer Information Systems	AAS	
Engineering Technology	AAS	

2012-2013

Business Technology	AAS	
Business Administration	AS	
Business Administration	BSBA	
Industrial Maintenance	CP	
Welding Technology	CP	
Industrial Maintenance	AAS	
Welding Management Technician	AAS	
Welding Technology	AAS	

2013-2014

Technical Studies	CP	
Technical Studies	AAS	
Occupational Development	AAS	
Criminal Justice	AAS	
Surgical Technology	CP	
Paramedic Sciences	CP	
Multi-Disciplinary Studies	AA	
Pharmacy Technician	CP	
Animation, Web and Game Design	CP	
HVAC/R	CP	

Follow-Up Reports:

- HLC
 - o Follow up in Spring 2010 on assessment plan for online programs Spring 2010
- CTC Post-Audit Follow-Up Reviews
 - o AAS in Multi-Craft assessment follow-up May 2009
 - o AAS in Early Childhood assessment follow-up March 2009
 - o CP in Paraprofessional Studies assessment and graduates follow-up March 2009
- Institutional Five Year Review Follow-Up Reviews
 - o Criminal Justice (for assessment) March 2011
 - o Surgical Technology (for assessment) March 2011

FORM 2: External Reviewer Nomination Form
2009/2010

1. Program Under Review _____
Nominated _____
 - a. Phone _____
 - b. Email _____
 - c. Mailing Address _____

2. Describe background/experiences that support this person's nomination as an external reviewer for this program:

3. Person making the nomination: _____

2.1. W. Va. Code §18B-2B-6 and 18B-2A-4 delineate responsibilities for the review of academic programs. Each institutional governing board has the responsibility to review at least every five years all programs offered at the institution(s) of higher education under its jurisdiction and in the review to address the viability, adequacy, necessity, and consistency with mission of the programs to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district.

[illegible]

[illegible]

FIVE YEAR ACADEMIC PROGRAM REVIEW CYCLE
2008 – 2015

2008-2009

STATUS

Technical Studies	CP	Continuation with Recommendations
Technical Studies	AAS	Continuation with Recommendations
Occupational Development	AAS	Continuation with Recommendations
Criminal Justice	AAS	Continuation with Specific Actions/Assessment
Surgical Technology	CP	Continuation with Specific Actions/Assessment

2009-2010

Journalism	AAS	
Nursing	AAS	External review satisfies requirement for five year review
Associate of Arts	AA	

2010-2011

Elementary Education	BA	
Criminal Justice	AAS	Continuation with Specific Actions/Assessment FOLLOW UP
Surgical Technology	CP	Continuation with Specific Actions/Assessment FOLLOW UP

2011-2012

Bachelor of Applied Technology	BAT	
Computer Information Systems	AAS	
Engineering Technology	AAS	

2012-2013

Business Technology	AAS	
Business Administration	AS	
Business Administration	BSBA	
Industrial Maintenance	CP	
Welding Technology	CP	Follow Up Report
Industrial Maintenance	AAS	Follow Up Report
Welding Management Technician	AAS	
Welding Technology	AAS	Follow Up Report

2013-2014

PROGRAM	LEVEL	NOTES
Technical Studies	CAS	
Technical Studies	AAS	
Occupational Development	AAS	
Criminal Justice	AAS	
Criminal Justice	CAS	
Criminal Justice	BAS	
Surgical Technology	CAS	External Review/No Program Review Needed
Multi-Disciplinary Studies	BA	
Pharmacy Technician	CAS	
Animation, Web and Game Design (3-D)	CAS	
HVAC/R	CAS	
Computer Information Technology	AAS	Continuation with Specific Actions/Assessment FOLLOW UP

Journalism	AAS	
Nursing	AAS	External Report/No Program Review Needed
Associate of Arts	AA	

Follow-Up Reports:

- HLC
 - o Follow up in Spring 2010 on assessment plan for online programs Spring 2010
- CTC Post-Audit Follow-Up Reviews
 - o AAS in Multi-Craft assessment follow-up May 2009
 - o AAS in Early Childhood assessment follow-up March 2009
 - o CP in Paraprofessional Studies assessment and graduates follow-up March 2009
- Institutional Five Year Review Follow-Up Reviews
 - o Criminal Justice for assessment March 2011
 - o Surgical Technology for assessment March 2011
 - o CIT Fall 2012
 - o Welding Fall 2013

Outline for Program Reviews

I. Introduction

a. Overview

- i. Institutional history, include region description and demographics
- ii. Name the WVU at Parkersburg degrees that the AA supports.
- iii. Name the external uses for the AA degree as a transfer degree
- iv. Program particulars, such as number of students, # of traditional versus non-traditional, average # of years till completion, areas of emphasis and concentration
- v. How AA Degree is supposed to meet career goals and life skill demands

b. Mention of switch from ‘old curriculum’ to ‘new’

- i. List reasons for change and how change will be measured

c. Catalogue description

- i. Curriculum and Degree Requirements--Present brief mention of ‘old’ (catalogue copy and ‘audit sheets) Old degree goes into appendix
- ii. Curriculum and Degree Requirements—Present brief view of ‘new’ (catalogue copy and ‘audit sheets)
- iii. Relationship with Foundation Courses
- iv. Graduation Requirements

II. Curriculum and Enrollment

- i. Similar programs (OU, OSU, WVU, Marshall, OVU, Marietta College, Washington State University)
- ii. Continuing Need for the Program
 1. Affordable career path
 2. Only public institution degree offered in our seven county service area.
 3. Relationship with area high schools
 4. Career pathways: (internal: RBA, MDS, BA Education); (external: transfer)
- iii. Enrollment trends and projections:
 1. Enrollment institutional data: increase?
 2. Job and transfers opportunities
- iv. Data about need for 2 and 4-year degrees: degree are and job projections

- v. Program change particulars—more accessible, more in line with other college's AA degrees, previous problem of people accumulating hours and not graduating
 - 1. Leadership and coordinator responsibilities: why a coordinator?
 - 2. Curriculum change
 - 3. Online options
 - 4. The language problem: real or not?
- vi. Past and projected graduation rates table

III. Faculty Information

- i. # of faculty with and without tenure, with MA's, PhD., Average time of employment, required # of committees, required # of courses
- ii. Full time faculty credentials
- iii. Part time faculty credentials
- iv. Use of adjunct faculty
- v. Use of technology in class room
- vi. Use of internationalization/diversity

IV. Students

- 1. Entrance Standards
- 2. Admission requirements
- 3. Entrance abilities
- 4. Graduation Standards
- 5. Areas of emphasis chosen: data on what area of emphasis people choose?

V. Resources

- a. Financial
 - 1. Program budget
 - a. Full time faculty
 - b. Part time faculty
 - c. Full time staff
 - d. Tech support for online faculty
 - e. Advertising/brochures
 - f. Supplies
- b. Facilities
 - a. standard class rooms
 - b. labs
 - c. relationship with Learning Center
 - d. Office space for Coordinator

c. Consequences of Termination

VI. Assessment Information

A. Students

- a. Placement into appropriate college level classes
- b. Assessed in General Education courses:
 - i. Average grades of grades in English, Social Sciences, Fine Arts, Modern Languages, and Sciences
- c. Assessed in Area of Emphasis: what do people choose to emphasize?
- d. Average GPA of graduates?
- e. Over all writing proficiency of graduates?

B. Programmatic

- a. Tracking 3 degree paths:
 - i. Daytime
 - ii. Nighttime
 - iii. Online
- b. Relationship with Outcomes Assessment Committee
- c. Program reviewed by HLC
- d. Currently overall Program Assessment is not coordinated with classroom assessment. No statement of AA Degree goals/educational outcomes is available (to my knowledge) that could be combined into a weighted average which considers how the actual classroom experience meets the overall goals of the degree program

C. Data Collection

- a. Graduate Follow-up Data from survey**
- b. Transfer students survey**

D. External feedback

- a. Employer feedback**
- b. Feedback from institution where students transferred**

E. Changes Implemented to Degree requirements and Goals

- a. Have grad requirement changes upped graduation?
- b. Are students still prepared in spite of curriculum changes?

F. External Data Pointing to the Need for Change

- a. Acceptance at other colleges**

b. Comparison to other AA programs

G. Internal Data Pointing to the Need for Curriculum Changes

- a. Graduation rates
- b. Retention

VII. Strengths and Weaknesses

- a. Strengths
- b. Weaknesses

VIII. Conclusions

Appendix 1 : Old AA

Appendix 2: new brochure

Appendix 3: letter to students with AA audit sheets

Appendix 4: Letter to advisors with AA audit sheets

Appendix 5: Webpage

Appendix 6: Faculty Data:

- 1. Vitas of all full time faculty and courses taught for past 5 years
- 2. Vitas of all part time faculty and courses taught for past 5 years

Appendix 7: uniform course syllabi of all courses in the AA Degree

External Reviewer Nomination Form
For Five-Year Program Reviews

1. Program Under Review_____

2. Person Nominated_____

a. Phone_____

b. Email_____

c. Mailing Address_____

3. Describe background/experiences that support this person's nomination as an external reviewer for this program:

4. Person making the nomination:_____

January 22, 2010

Dr. Rita Smith Kipp
Provost and Dean of the College
Marietta College
Marietta, OH 45750

Dear Dr.Kipp,

Thank you for agreeing to serve as the external reviewer for our Associate of Arts degree program at West Virginia University at Parkersburg. Enclosed you will find the following items related to the review:

1. Original letter of request
2. Agreement Form
3. Template for completing the review

We have also included the Five-Year Program Review Notebook for the Associate of Arts which you will return to us following your review in the prepaid packaging that is provided. The template for the review is also provided for you on the flash drive so that you may complete the review electronically and return with the notebook . You may also wish to print a copy and place inside the front of the notebook.

The categories that you will be reviewing from the notebook include the following:

- Curriculum and Enrollment;
- Faculty Information;
- Student Information;
- Resources;
- Assessment;
- Concluding Comments

From this information, you will need to summarize comments into the following areas:

- Documentation of Adequate Resources
 - o Does the program have faculty and enrollment to continue?
- Assessment Information Related to Student Learning Outcomes and the Achievement of the Program's Objectives
 - o Does the program have an assessment plan and is it clear that student learning is being effectively measured?
- Plans to Improve the Quality and Productivity of the Program
 - o Does the Program Review include an analysis of strengths and areas for improvement and how improvement will be achieved?
- Five-Year Trend Data on Enrollment and Degrees Awarded
 - o Does the program indicate steady and sustained growth over a period of time?

For your information, the comments from the internal review entity, the Outcomes Assessment Committee, are included at the beginning of the notebook. This committee reviewed the Associate of Arts program using the same criteria you will be using.

We need to have the review completed by March 15th, 2010 and once we receive your comments we will process the \$500 payment. Our sincere thanks and appreciation for agreeing to review our program and should you have any questions, please feel free to contact me directly at (304) 424-8242.

Sincerely,

Rhonda T. Richards, Ph.D.
Senior Vice President for Academic Affairs

cc: Pam Braden, Chair, Outcomes Assessment Committee
Dr. Sandra Kolankiewicz, Coordinator, Associate of Arts
Dr. Cindy Kelley, Associate Dean, Academic Affairs

WVU PARKERSBURG FIVE-YEAR PROGRAM REVIEW WORKSHEET FOR INTERNAL

2.1. W. Va. Code §18B-2B-6 and 18B-2A-4 delineate responsibilities for the review of academic programs. Each institutional governing board has the responsibility to review at least every five years all programs offered at the institution(s) of higher education under its jurisdiction and in the review to address the viability, adequacy, necessity, and consistency with mission of the programs to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district.

VARIABLES	Inclusion of Information					Program Quality				Comments	
1 = low 4 = high	Inadequate	Average	Good	Excellent		Inadequate	Average	Good	Excellent		
I. Introduction											
II. Curriculum and Enrollment/NECESSITY											
4.1.3.3. Necessity - The dimensions of necessity include whether the program is necessary for the institution's service region, and whether the program is needed by society (as indicated by current employment opportunities, evidence of future need, rate of placement of the programs' graduates). Whether the needs of West Virginia justify the duplication of programs in several geographic service regions shall also be addressed.											
a. Similar Programs											
b. Continuing Need for the Program											
c. Enrollment Trends and											
Projections											
III. Faculty/ADEQUACY											
4.1.3.2. Adequacy - The institution shall assess the quality of the program. A valuable (but not the sole) criterion for determining the program's adequacy is accreditation by a specialized accrediting or approving agency recognized by the Federal Government or the Council for Higher Education Accreditation. The institution shall evaluate the preparation and performance of faculty and students, and the adequacy of facilities.											
a. Percentage of Faculty Holding											
Tenure											
b. Full-Time Faculty Credentials											
c. Use of Adjunct Faculty											
IV. Students/ADEQUACY											
4.1.3.2. Adequacy - The institution											

[illegible]

g. Internal Data Pointing to the Need for Curriculum Changes										
VII. Strengths/Weaknesses:										
h. Strengths:										
i. Weaknesses:										
VIII. Conclusions:										
TOTAL POINTS										

§ 133-10-6. Possible Outcomes.

6.1. Institutional Recommendation - The appropriate Board of Governors five-year cycle of program review will result in a recommendation by the institution for action relative to each program under review. The institution is clearly obligated to recommend continuation or discontinuation for each program reviewed. If recommending continuation, the institution should state what it intends:

- _____ 6.1.1. Continuation of the program at the current level of activity, with or without specific action;
- _____ 6.1.2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action.
- _____ 6.1.3. Identification of the program for further development; or
- _____ 6.1.4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like.
- _____ 6.1.5. If it recommends discontinuance of the program, then the provisions of Higher Education Policy Commission policy on approval and discontinuance of academic programs will apply.

6.1.6. For each program, the institution will provide a brief rationale for the observations, evaluation, and recommendation. These should include concerns and achievements of the program. The institution will also make all supporting documentation available to the Commission upon request.

Date of Last Program Review: _____

Date of Next Program Review: _____

Division: _____

Program Title: _____

Program Contact Person: _____

Institutional Alignment	Programmatic Outcomes and Assessment		Data Collection and Analysis		Review of Plan
Purpose/Rationale of the Program How does this program connect to the WVU Parkersburg Strategic Plan?	Learner Outcomes: What should students know for this program?	Assessment Instruments: How do we know that students are successful?	Data Collection/Presentation	Use of Data	
			Who is responsible? How will the data be maintained? In what form will it be presented? When (how often) will the data be reviewed?		How often will the assessment plan be reviewed? Who will review the plan?

West Virginia University at Parkersburg - Program Review Rubric
Program Being Reviewed: _____
Committee Members Assigned to Review: _____

Introduction				
	Inadequate	Good	Exemplary	NA
Catalog description	__ Program description lacks clarity		__ Program is concisely and clearly described.	
Curriculum description	__ Curriculum description lacks clarity.	__ Curriculum is adequately described.	__ Curriculum is clearly described and significant features are highlighted.	
Degree requirements	__ Degree requirements are not adequately described.	__ Degree requirements are described in general terms.	__ Degree requirements are clearly described.	
Comments:				
Curriculum and Enrollment				
	Inadequate	Good	Exemplary	NA
Similar programs	__ Other similar or equivalent programs exist within 50 miles suggesting some program duplication.	__ Other programs exist within 50 miles, but special features or unique qualities distinguish this program	__ No other programs exist within 50 miles.	
Continuing need	__ A continuing need for the program has not been demonstrated; most or all program goals could be met in other ways.	__ A continuing need for the program is demonstrated, but some of the program goals could be met in other ways.	__ A continuing need for the program is clearly evident, and program goals could not be met in other ways.	
Enrollment trends and projections	__ Enrollment trends and projections indicate that the program is declining, or that the program lacks a critical mass of students.	__ Enrollment trends and projections indicate that the program is stable and serves a critical mass of students.	__ Enrollment trends and projections indicate that the program is well positioned for growth, or program serves students to it fullest capacity.	
Degree Completion	__ A substantial number of admitted and enrolled students do not complete degrees, or do not complete their degrees within a reasonable time.	__ The majority of admitted and enrolled students complete degrees in a timely manner.	__ Nearly all admitted and enrolled students complete degrees in a timely manner.	
Comments:				
Faculty				

	Inadequate	Good	Exemplary	NA
Number and percentage of tenured faculty (?? Should this just be full-time faculty?)	___ Program lacks enough tenured faculty to provide adequate leadership and service for the program.	___ Program has tenured faculty but lacks enough to enable program growth and national recognition.	___ Program has enough tenured faculty to effectively maintain a quality, nationally recognized program.	
Use of part time faculty	___ Program relies on part time faculty for a substantial portion of its program.	___ Program relies on well qualified part time faculty for a portion of its program.	___ Program does not rely on part time faculty.	
Level of academic preparation of faculty	___ A significant number of faculty have inadequate academic preparation, or are involved outside of their areas of expertise.	___ Most of the faculty have academic credentials that make them highly qualified to serve the program.	___ All of the faculty have academic credentials that make them highly qualified to serve the program.	
Scholarly productivity of faculty DELETE or modify since this is not a part of our mission?	___ Most of the faculty do not regularly publish in their field's primary research or scholarly journals, or engage in externally recognized creative activities.	___ Most of the faculty are productive scholars and regularly publish in their field's primary research or scholarly journals, or engage in externally recognized creative activities.	___ All of the faculty are highly productive scholars and regularly publish in their field's primary research or scholarly journals, or engage in externally recognized creative activities.	
Professional development of faculty		___ Faculty regularly engage in professional development activities.		
Comments:				

Resources				
	Inadequate	Good	Exemplary	NA
Departmental or College financial support	___ The program lacks adequate financial resources from its home college or department; the internal resources devoted to the program is insufficient to sustain a quality program.	___ The program has adequate financial resources from its home college or department.	___ The program has more than sufficient financial resources from its home college or department; the internal resources devoted to the program is substantial.	
Impact of program termination	___ Substantial resource savings would accrue if the program were terminated which could be used for higher priority programs.	___ Some resource savings would accrue if the program were terminated, but program termination would adversely impact the overall graduate program of the college or department.	___ Few resource savings would accrue if the program were terminated, and/or termination would have serious negative effects on the department's, college's and university's graduate mission.	
Classroom facilities	___ Classroom facilities are inadequate, not usually located in proximity to the home department, or shared classroom space negatively affects program quality.	___ Classroom facilities are adequate and usually located in proximity to the home department.	___ Classroom facilities are plentiful, well equipped, and located in proximity to the home department.	
Laboratory facilities and Equipment	___ Laboratory facilities and/or equipment are inadequate, not usually located in proximity to the home department, or shared by other programs in ways that negatively affects program quality.	___ Laboratory facilities and equipment are adequate and usually located in proximity to the home department; laboratories and equipment shared by other programs do not usually affect program quality.	___ Laboratory facilities and equipment are plentiful, well equipped, located in proximity to the home department, and not usually shared by other programs.	
Computer facilities	___ Computer facilities are inadequate and not usually located in proximity to the home department; deficiencies in computer facilities negatively affect program quality.	___ Computer facilities are adequate and usually located in proximity to the home department.	___ Computer facilities are plentiful, well equipped, and located in proximity to the home department.	
Comments:				

Assessment Information				
	Inadequate	Good	Exemplary	NA
Previous reviews and actions taken	___ Previous reviews are not discussed, or important actions called for in those reviews have not been taken.	___ Previous reviews are discussed, but not all appropriate actions have been taken in response to those reviews.	___ Previous reviews are discussed and appropriate actions have been taken responding to those reviews.	
Strengths and weaknesses identified	___ Strengths and weaknesses have not been identified.	___ Strengths and weaknesses have been identified in general terms.	___ Strengths and weaknesses have been explicitly identified.	
Plans for enhancing strengths and removing weaknesses	___ Plans are not described for enhancing strengths and removing weaknesses.	___ Plans for enhancing strengths and removing weaknesses are described in general terms.	___ Explicit plans are described for enhancing strengths and removing weaknesses.	
Student learning outcomes description and measurement	___ Student learning outcomes are vague or not described at all, and no outcomes are described in measurable ways.	___ Student learning outcomes are described in general terms, and the description of some outcomes are not measurable.	___ Measurable student learning outcomes are explicit and clearly described.	
Scores on license or exit examinations (if applicable)	___ Scores on license or exit examinations are not reported.		___ Scores on license or exit examinations are reported.	
Summary of data collected	___ Data have not been collected for the program assessment plan.	___ Data collected for the program assessment plan have been collected, but the data are not summarized.	___ Data have been collected for the program assessment plan and the data are adequately summarized.	
Analysis of data: outcomes identified as met or needing attention	___ Program assessment data have not been collected, or if collected, have not been analyzed; determination of which student learning outcomes have been met or which need attention cannot be made on the basis of the information presented.	___ Program assessment data have been analyzed, but it is not always clear which student learning outcomes have been met or which need attention.	___ Program assessment data have been analyzed such that the degree to which student learning outcomes have been accomplished has been determined.	

Assessment Information, Continued				
	Inadequate	Good	Exemplary	NA
Graduate satisfaction data and analysis	___ Systematic surveys of graduate satisfaction have not been developed, or if developed, have not been conducted.	___ Systematic surveys of graduate satisfaction have been developed, some data have been collected, but analysis is incomplete.	___ Systematic surveys of graduate satisfaction have been conducted, data collected and analyzed, and conclusions drawn.	
Employer satisfaction data and analysis	___ Systematic surveys of employer satisfaction have not been developed, or if developed, have not been conducted.	___ Systematic surveys of employer satisfaction have been developed, some data have been collected, but analysis is incomplete.	___ Systematic surveys of employer satisfaction have been conducted, data collected and analyzed, and conclusions drawn.	
Job placement data and analysis	___ Procedures for supporting job placement, for follow-up contact with graduates, and for collecting placement data are not described.	___ Procedures for supporting job placement are described, but placement data have not been collected or analyzed; procedures for follow-up contact with graduates are not clearly described.	___ Procedures for supporting job placement are described, placement data have been collected and analyzed, and procedures for follow-up contact with graduates are described.	
Comments:				

Conclusion				
	Inadequate		Exemplary	NA
Relationship with institutional mission	___ The program does not fit well within the overall mission areas of the university.		___ The program effectively fulfills the overall mission areas of the university.	
Relationship with other programs	___ The program's relationships with others at the university is often problematic, limiting its own effectiveness or the effectiveness of the other programs.		___ The program maintains mutually beneficial relationships with other programs.	
Comments:				

Council Recommendation

___ Continuation of the program at the current level of activity.

___ Without specific action

___ With specific action

___ Continuation of the program at a reduced level of activity

___ Identification of the program for further development

___ Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like.

___ Discontinuation of the program

Attach Written Rationale for Council Recommendation (Template provided separately.)

Effective: **August 2, 2009**

BOARD OF GOVERNORS PROGRAM REVIEW
West Virginia University Parkersburg
Format for Programs Without Specialized Accreditation

Date _____
Institution West Virginia University at Parkersburg
Program (Degree and Title) _____

(e.g., CP in Surgical Technology; AAS Business Administration; BA in Elementary Education)

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuation or discontinuation of a program and to provide a brief rationale for its recommendation:

- ___ 1. Continuation of the program at the current level of activity, with or without specific action
- ___ 2. Continuation of program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action
- ___ 3. Identification of the program for further development
- ___ 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like
- ___ 5. Discontinuation of the Program (the provisions of the Higher Education Policy Commission policy on approval and discontinuance of academic programs will apply)

**WVU at Parkersburg Outcomes Assessment Committee Program Review
Recommendations for WVUP Board of Governors**

This form is used to summarize the final results for the Board of Governors.

Program Title and Degree: _____

Year of Last Review: _____

Documentation of Continuing Need:

Assessment Information Related to Expected Student Learning Outcomes and the Achievement of the Program's Objectives:

Plans to Improve Quality and Productivity of the Program:

Five-Year Trend Data on Enrollment and Degrees Awarded:

Review Committee Recommendation:

Rationale:

WVCTCS Five-Year Program Review Format

In order to standardize the reporting of annual program review results to the Council, institutions are requested to follow a common format. This version is a shortened version of the full Five-Year Program Review submitted at the institutional level.

The format elements are:

- Name and degree level of program;
- Number of hours required for graduation
- Synopses of significant findings, including findings of external reviewer(s);
- Plans for program improvement, including timeline;
- Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished;
- Five year trend data on graduates and majors enrolled;
- Summary of assessment model and how results are used for program improvement;
- Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees); and
- Final recommendations approved by governing board.

The results of the program reviews conducted each year should be submitted by May 31. Request to submit reports at a later date should be filed with the Academic Affairs office.