

Eastern Washington University Academic Program Review Guidelines for Non-Accredited Programs

Purpose of Academic Program Review

The Northwest Commission on Colleges and Universities (NWCCU), EWU's institutional accrediting body, requires that all academic programs be reviewed on a regular basis. At Eastern Washington University, the Program Review Committee (PRC) as a faculty organization committee was established to fulfil this requirement. In order for this process to be relevant and meaningful, it is important that faculty reflect on their teaching and student learning via a self-study, as well as collaboratively develop a seven-year plan.

The purpose of this mandatory review is to conduct an honest assessment of program strengths, and address areas for improvement. This is a great tool for highlighting the achievements of the program. This collaborative effort involves department faculty, chair, students, staff, community members, employers, and dean. The Program PRC encourages programs to devote time during departmental meetings to discuss the elements asked for in the template.

Process of Academic Program Review

All non-accredited programs will conduct their Program Review once every seven years. Programs will be notified one year in advance by the PRC. A template for the content of the self-study and seven-year plan are on the website. If the program would like guidance on writing the Program Review, the chair is encouraged to reach out to PRC and the Office of Assessment and Accreditation. All full-time faculty will need to sign the cover sheet. The chair will submit the Program Review to PRC and the college dean.

One Document or Multiple?

PRC asks that those programs where there is a lot of overlap between the faculty submit one document.

External Review

Programs are strongly encouraged to have an external reviewer read the Program Review and meet with faculty, students, and administration.

Program Review Committee Workflow

1. The PRC will review the document and offer feedback to the chair or program director. If the chair or program director wishes, PRC will meet with them and any faculty to discuss the feedback.
2. The PRC will summarize the feedback for the college dean.
3. The PRC will summarize the feedback and give a copy of the Executive Summary to UAC and/or GAC. UAC and/or GAC will forward to the Academic Senate.

Academic Program Review Self-Study & Seven Year Plan Template for Non-Accredited Programs

Answer all numbered sections, maximum 20 pages (not including the Part 1: Executive Summary, Part 4: Action Steps Table, and appendices).

Part 1: Executive Summary

1-2 page synopsis of your self-study and seven-year plan. This synopsis will be included with the Program Reviews recommendations to UAC or GAC and the Academic Senate.

Part 2: Self-Study

Departmental Overview and Major Changes

1. A brief history of the programs. Tell us about major changes to the programs in the last seven years.
2. Mission, goals, and strategic priorities of the programs. Discuss how your programs align with college and university mission, goals, and strategic priorities.
3. State your goals in your last program review. Discuss accomplished goals since your last program review. Discuss those goals that remain to be done, or are no longer goals.
4. Discuss emerging disciplinary trends in your programs. Based on these trends, how are you responding or how do you propose to respond.
5. Discuss how you are meeting local, regional, or state needs with your graduates.
6. List your benchmark departmental peers (maximum 5). State your strengths and challenges. List your aspirational departmental peers (maximum 5). State your strengths and challenges. Discuss how has this changed over time.
7. List the key challenges that face your department. Discuss what is being done, or needs to be done, to address these challenges.

Student Learning

Degree Programs

1. Summarize each degree program, minor, and certificate. Include:
 - a. Description of the curriculum with required and elective courses, and rationales for the required courses, and number of credits. Discuss why the curriculum requires X number of credits.
 - b. Program Learning Outcomes (PLOs). If the department offers different degree programs, discuss how the PLOs differ.
 - c. Location (e.g. Cheney, Spokane, Bellevue, etc.)
 - d. Format (e.g. face-to-face, online, hybrid)
2. Discuss how the department contributes to general education and/or service courses for other degree programs.

Your Students

1. After reviewing the student data supplied by Institutional Research, summarize the trends, especially as they relate to retention and graduation. Discuss your successes and challenges with regards to recruitment, diversity, retention, and graduation. Discuss your responses to the trends, along with external forces that may be affecting these trends.
2. Discuss your relationships with community colleges for transfer students.
3. In the past seven years, list typical examples of what your students have gone on to do. Share three of your success stories.

Assessment, Learning, and Pedagogy

Include your latest Assessment Plans with course mapping for each degree program or certificate in the appendix.

1. Reflect on assessment results for the past seven years.
 - a. Discuss how students are exceeding, meeting or not meeting your Program Learning Outcomes (PLOs).
 - b. State how you have “closed the loop” – how assessment results have been used to make changes to your curricula, and then how you re-assessed to determine if the changes were effective.
 - c. State curricula changes that are currently underway, but you have not had time to re-assess.
2. Discuss changes you have made in pedagogy, or how you teach content areas or skills that have proved more difficult for students. Discuss faculty professional development efforts in relation to pedagogy.
3. Discuss the department’s inclusion of high impact practices (see <https://www.aacu.org/leap/hips>) or other initiatives to enhance student learning (e.g. service learning/community engagement, internships, undergraduate research, first year experience, living/learning communities, collaborative learning, ePortfolios, study abroad).
4. Discuss any other departmental efforts to improve student learning (e.g. student exit interviews, alumni surveys, employer surveys).
5. Discuss how the department approaches advising students, to insure student success.

Personnel

Faculty

Attach all faculty CVs in the appendix.

1. After reviewing the faculty data supplied by Institutional Research (or your own data), list departmental faculty by academic rank (e.g. professor, associate professor, assistant professor, senior lecturer, lecturer, adjunct/quarterly faculty, graduate student), and by any demographic characteristics that are relevant to your department.
2. Discuss how faculty workloads are balanced (e.g. teaching loads, advising), and who primarily teaches introductory classes and upper-division classes.
3. Discuss how the department supports the professional growth of its faculty members, and how the faculty members are mentored.
4. Summarize the scholarship, grants, and service accomplishments of each faculty member in the past seven years.
5. List the strengths and limitations of the faculty’s scholarship and artistic work, and the faculty’s service work.
6. Discuss the impact of new hires and departures over the past seven years. Discuss any challenges the department has had in hiring faculty.

Other Personnel

1. List personnel and their titles. Include staff and graduate student assistants (GSAs).
2. Discuss how workloads of staff and GSAs are balanced.
3. Discuss how the department supports the professional growth of its staff, and how staff are mentored.
4. Discuss any challenges the department has had in hiring staff.

Part 3: Seven-Year Plan

1. Discuss your vision for where your department will be in seven years. Reflect on your programs and changes in the discipline, changes in students, changes in pedagogy, and any relevant issues impacting your department. Discuss the gaps between where your programs are now, and where you want them to be.
2. Discuss potential areas of collaboration between your department and other EWU departments, or outside of EWU.
3. Assuming stable levels of funding and resources, list your top priorities (maximum 5) to improve your programs and student learning.
4. List extra resources (physical, technological, or personnel) that are required to address your most pressing needs.

Part 4: Action Steps Table

Action Steps that the department chair and college dean have agreed in writing to implement, in order to fulfill your seven-year plan. (Add rows as needed.)

Action Step	Why Needed	Person Responsible	Resources Needed	Timeline	How Assess	Additional Comments

Part 5: Conclusion

1. Share your thoughts about this process. Include what parts of the process were successful, and what parts need improvement.
2. List specific areas that you would like the Program Review Committee to address or comment on.

Appendices

- Latest Assessment Plans for each degree program and certificate
- Faculty CVs
- Table of action steps for the seven-year plan
- And any other pertinent documents