# POLICY 6.41 - APPENDIX A

**Overview of Framework**: The framework clarifies the content, criteria, supporting evidence, and **Key Performance Indicators** (KPIs) applicable to the program review. The criteria have been adopted/adapted from the NWCCU Accreditation Standards (http://www.nwccu.org/Standards%20and%20Policies/Accreditation%20Standards/Accreditation%20Standards.htm) and from the book 'Using Quality Benchmarks for Assessing and Developing Undergraduate Programs' (Dunn, D. S., McCarthy, M. A., Baker, S. C., & Halonen, J. S. (2011). *Using quality benchmarks for assessing and developing undergraduate programs*. San Francisco, CA: Jossey-Bass.)

**General Guidelines for Program Review**: As applicable, supporting evidence should not only be provided for the program but also for the college, the institution, and, as available, in comparison to national norms/standards for the discipline to allow for benchmarking. Moreover, as applicable supporting evidence should be for the most recent 7 years.

| Content | Related Criteria | Supporting Evidence | Related Key Performance Indicators |
|---|---|---|---|
| Introduction | | | |
| Section 1: Purpose and R411 Data | | | |
| 1. A. Mission Statement (Including program goals and objectives) | 1. A.1. The program has a published mission statement and goals that appropriately reflect its purpose, characteristics, and expectations, give direction for its efforts, and derive from, and are generally understood by, its community.<br><br>1. A.2. The program defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates program accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment. | 1. A.1.a. Provide evidence of published mission statement<br><br>1. A.1.b. List of goals related to mission fulfillment<br><br>1. A.2.a. Key Performance Indicators (KPIs) for measuring mission fulfillment | |

| Content | Related Criteria | Supporting Evidence | Related KPIs |
|---|---|---|---|
| 1.B. R411 Data Form | 1. B.1. Faculty, number of graduates, enrollment, cost, and funding. | | • Headcount of majors (Total and broken down by class standing)<br>• Program FTE based on courses<br>• Total SCH generated by program<br>• % of program SCH generated by majors in program |
| **Section 2: Operations** | | | |
| 2.A. Faculty Characteristics | 2. A.1. Consistent with its mission, intended outcomes, services, and characteristics, the program employs a sufficient number of qualified faculty to achieve its educational objectives and to assure the integrity and continuity of its programs and services, wherever offered and however delivered. | 2.A.1.a Faculty qualifications and bios<br><br>2. A.1.b. Data on teaching loads and assignments<br><br>2. A.1.c. Data on faculty retention | • SCH and Contact Hours per credit hour<br>• Average class size<br>• Student-faculty ratio (ICH/SCH ratio) (total and broken down by course level)<br>• Number of majors per FTE faculty (split by full-time faculty and other faculty)<br>• % of SCH taught by program faculty vs. % of SCH taught by faculty from other programs<br>• % of release time for faculty<br>• % of SCH taught by faculty rank |

| Content | Related Criteria | Supporting Evidence | Related KPIs |
|---|---|---|---|
| 2.A. Faculty Characteristics (continued) | 2. A. 2. Faculty are evaluated in a regular, systematic, substantive, and collegial manner based on clearly established criteria that reflect duties, responsibilities, and authority of their position. | 2. A.2.a. Department LRT criteria and documentation guidelines<br><br>2. A.2.b. Aggregated data on teaching evaluations for program faculty | |
| | 2. A.3. The program provides faculty with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities. | 2. A.3.a. Evidence of Faculty Development<br><br>2. A.3.b. Library resources report based on national standards | |
| 2.B. Administrative Support | 2.B.1 Consistent with its mission, intended outcomes, services, and characteristics, the program employs a sufficient number of qualified administrative leadership and other personnel to achieve its educational objectives, assure the integrity and continuity of its programs and services, wherever offered and however delivered, and maintain its support and operations functions. | 2.B.1, a. Leadership and staff qualifications<br><br>2.B.1.b. Clerical, professional, and technical support with duties and responsibilities | |
| | 2. B.2. Administrative leadership and other personnel are evaluated in a regular, systematic, substantive, and collegial manner based on clearly established criteria that reflect duties, responsibilities, and authority of the position. | 2.B.2.a. Annual reviews as per policy<br>6.2 Academic Officers are administered | |
| | 2. B.3. The program provides administrative leadership and other personnel with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities. | 2. B.3.a. Evidence of regular leadership and staff development activities | |

| Content | Related Criteria | Supporting Evidence | Related KPIs |
|---------|-----------------|---------------------|--------------|
| 2.C. Program Resources | *Financial Resources:*<br>2. C.1. The program demonstrates financial stability<br><br>2. C.2. Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources. | 2.C.1.a Budget report<br><br><br>2.C.2.a List of grants (funded and unfunded) by purpose, title, source, and amount<br><br>2. C.2.b. Other external funding revenue<br><br>2. C.2.c. Amount of student support (e.g., scholarship, tuition waivers) | • Cost per FTE (total and broken down by class standing) |
| | *Physical and Technological Infrastructure:*<br>2. C.3. Consistent with its mission, intended outcomes, and characteristics, the program's physical facilities and equipment are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments.<br><br>2. C.4. Consistent with its mission and characteristics, the program has appropriate and adequate technology systems and infrastructure to support its management and operational functions, and it's academic and support services, wherever offered and | 2. C. 3.a Evaluate the extent to which program meets criteria set forth for facilities, equipment, and technology.<br><br><br><br>2. C.4.a. As applicable, perform evaluation reflecting specialized accreditation standards. | |

| Content | Related Criteria | Supporting Evidence | Related KPIs |
|---|---|---|---|
| 2.D. Student Development | 2. D.1. Students receive effective and sufficient support and opportunities beyond the classroom in an effort to facilitate their academic success and to enhance their overall development. | 2.D.1.a List of program level activities and events<br><br>2.D.1.b. List of student organization and number of students involved<br><br>2.D.1.c. Evidence of student involvement in program decision- making<br><br>2.D.1.d. Department Student Handbook | |
| 2.E. Program Climate | 2. E.1. The program has a positive and stimulating work environment in which mutual respect, shared responsibility, and equitable problem solving are demonstrated and differences are utilized as strengths for advancing the program.<br><br>2. E.2. The program shares responsibility at the university level, is engaged with the community outside the institution, and is reputed to be functional, contributing, and | 2. E.2.a. List of institutional committee service<br><br>2. E.2.b. Evidence of community engagement | |

| Section 3: Instructional Programs (address each academic unit) | | | |
|---|---|---|---|
| **Content** | **Related Criteria** | **Supporting Evidence** | **Related KPIs** |
| 3.A. Curriculum | 3. A.1, Admission and graduation requirements are clearly defined and widely published. | 3. A.1.a. Course Catalog information (could be linked)<br><br>3. A.1.b. Course Syllabi (most recent academic year)<br><br>3. A.1.c. Evidence of course selection directions for majors (e.g., advisement, clarification of required vs. selected courses for major, evidence of clear description of required course sequences for program completion) | • Number of enrolled students per course/section |
| | 3. A.2. The program provides a curriculum with appropriate content and rigor and consistent with its learning outcomes. | 3. A.2/3. a. As applicable, evidence of how the curriculum complies with national standards (curricular tables)<br><br>3. A.2/3.b. Evidence of how the curriculum supports the student learning outcomes<br><br>3.A. 2/3.c. Evidence of use of High Impact Practices (http://www.aacu.org/lea p/hip.cfm) | |
| | 3. A.3. The curriculum demonstrates a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. | | |
| 3.B. Student Learning Outcomes | 3. B.1. Academic programs identify and publish expected course and program student learning outcomes that are clearly stated. | 3. B.1.a. Program Learning Outcomes | |
| 3.B. Student Learning Outcomes (continued) | 3. B.2. The course and program learning outcomes are aligned with the institutional student learning outcomes. | 3. B. 2.a. Evidence of alignment of program learning outcomes with SUU learning outcomes | |

| Content | Related Criteria | Supporting Evidence | Related KPIs |
|---|---|---|---|
| 3.C. Assessment | 3. C.1. The program documents, through an effective, regular, and comprehensive system of assessment, achievement of its intended outcomes and the students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course and program learning outcomes. | 3. C.1.a. Evidence of systematic and ongoing assessment | • Number of graduates<br>• Ratio of seniors in a given year in relation to the number of graduates in the following year<br>• % of students who begin and complete the program versus % of students who begin |
| | 3. C.2. The program regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. | 3. C.2.a. List of majors' post-graduate 'success' (employment and graduate school activity) | |
| | 3. C.3. The program regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. | 3.C.3.a, Evidence of student achievement of course and program learning outcomes | • Grade distribution for courses<br>• Average GPA of students for a) courses taken outside their college, b) |

| Content | Related Criteria | Supporting Evidence | Related KPIs |
|---|---|---|---|
| 3.C. Assessment (continued) | 3. C.4. The program disseminates assessment results and conclusions concerning mission fulfillment to appropriate constituencies. | 3. C.4.a. Evidence of dissemination of assessment results | |
| | 3. C.5. The program uses the results of its assessment to inform its planning and practices that lead to enhancement of the achievement of intended outcomes including student learning achievements. | 3. C.5.a. Evidence of utilization of assessment results for improvement purposes | • **Data from Trac Dat** |
| 3.D. Special Considerations or Issues | | | |
| Section 4: Areas for Commendations, Recommendations, Concern, Questions and Future Directions (Reviewer's Charge) | | | |