**The University of West Florida**

**Program Review Procedures & Guidelines,**

**Related Forms, and Templates**

Division of Academic Affairs

Revised August 29, 2023

**Introduction**

Academic Program Reviews are designed to analyze, on a periodic basis, the extent to which degree programs provide students with high quality education and preparation for success in the global economy. Well-aligned with regional and discipline-specific accreditation expectations, program review processes emphasize the assessment of student learning outcomes and continuous program improvement within the context of the University’s mission. Program reviews also provide offering departments opportunities to review goals and objectives related to scholarly and creative activities and to institutional, professional, and community service.

These program review procedures and guidelines reflect requirements established in University of West Florida Policy AC-07.00-06/09, which stipulates that academic program reviews must be conducted at least once every seven years.

The schedule of program reviews is maintained by the Office of the Provost. Programs scheduled to undergo review are notified in the summer semester prior to the academic year of their review. Program review policies, timelines, deadlines, report templates, and related forms are posted on the Academic Program Review Procedures web page at <https://uwf.edu/academic-affairs/resources/program-review/>.

**Contents**

Included in this set of procedures and guidelines are the following:

1. Program Review Timeline 4
2. Program Review Contact Information (form) 5
3. Program Review Planning (form) 6
* Key Questions to be Addressed by the Program Review
* Recommendations of Program Review Team Members
* Appointment of Program Review Team Members
1. Expectations for Program Review Team Members 7
2. Program Review Expense Request (form) 8
3. Program Review Self-Study (annotated table of contents) 9
4. 1. Program Review Team Site Visits (prototype schedule) 17

 2. Site Visit Schedule (form) 18

1. Program Review Team Report (recommended content) 19
2. Responses to Recommendations of the Program Review Team 20
3. Executive Summary (form) 21
4. Confirmation of Processes (form) 22
5. Final Program Review Report (template) 23

**A. Program Review Timeline**

July / August Confirmation and notification of upcoming academic program review to Year Prior department chair and college dean

September Conduct program review fall orientation/question session for deans and

Review Year program chairs/directors

Early Fall Department provides name and contact information for program review

Review Year coordinator

Early Fall Department initiates “AA Program Review Planning Form” in DocuSign

Review Year to identify program review team members:

 External member

 Within-college, external to program member

 Within-university, external to college member

Late Department submits Self-Study - sent to dean and the vice provost

January

4 Weeks Department submits proposed Program Review Team site visit schedule

Prior to (dates and times) to the vice provost

Visit

2 Weeks Department sends Self-Study to Program Review Team members

Prior to and vice provost

Visit

February/ Program Review Team site visit

March

2 Weeks Program Review Team submits its report to program chair/director

After Visit

Early Department submits its response to the Program Review Team report

April to the dean, with copy to the vice provost

Mid Dean provides response to the Program Review Team report to the

April department, with a copy to the vice provost

Late Department/program chair submits Program Review Executive Summary

April to the vice provost

Late Department submits electronic version of Program Review Final Report

April (Executive Summary, Confirmation of Processes Form, Program Review Self-Study, Program Review Team Report, Department Response, and Dean’s Response) to the vice provost

Academic Program Review recommendations are addressed in Annual Reports.

B. Program Review Contact Information--Form

The University of West Florida

Academic Program Reviews

Program Review Contact Information

Please provide the information requested below and email to Eileen Saunders in the Office of the Provost (esaunders@uwf.edu).

Department Name:

List of Degree Programs Pertinent to the Program Review:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair:

 Name:

 Office Location:

 E-mail:

 Telephone:

Department Support Staff:

 Name:

 Office Location:

 E-mail:

 Telephone:

Program Review Contact Person (only if different from Department Chair):

Name:

 Office Location:

 E-mail:

 Telephone:

## C. Program Review Planning—Form (in DocuSign)

## The University of West Florida

### Academic Program Reviews

**PROGRAM REVIEW PLANNING**

Key Questions to Be Addressed by the Program Review

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Review Team Members – Appointment Recommendation Form

Section 1 to be completed by the Department Chair and submitted to the Dean

Section 2 to be completed by the Dean and submitted to the Vice Provost

Section 3 to be signed by the Vice Provost. Copies sent to the Dean and Department Chair

Section 1: Names recommended by the Program Department

Program(s):

CIP Code(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Listed below are the names of three potential external (non-UWF) members of the Program Review Team for consideration. External reviewers must not have a pre-existing working relationship with the University of West Florida program and program personnel. **Vitas for each individual are attached for review**.

* + 1. Name:
		2. Name:
		3. Name:

Listed below are the names of three potential internal (a discipline not closely related to the program and not in the same college) members of the Program Review Team for consideration.

(1) Name:

(2) Name:

(3) Name:

Listed below are the names of three potential internal (related discipline in the same college) members of the Program Review Team for consideration.

(1) Name:

1. Name:

(3) Name:

Signature of Department Chair: Date:

Section 2: Names recommended by the Dean

External member:

Internal member (different college):

Internal member (same college):

Signature of Dean: Date:

Section 3: Names approved by the Vice Provost for appointment as members of the Review Team

External member:

Internal member (different college):

Internal member (same college):

Signature of Vice Provost: Date:

**D. Expectations for Program Review Teams**

**The University of West Florida**

**Academic Program Reviews**

**Expectations for Program Review Teams**

**Prior to Visit**

* Receive program review key questions and self-study at least 2 weeks prior to the visit
* Review materials sent by the program
* Develop questions to be asked during visit
* Develop list of additional data to be reviewed
* Develop list of additional documents to be reviewed
* Visit program website

**During the Visit**

* Meet with University, College, and Department program personnel
* Meet with current students and alumni
* Meet with program advisory council and/or local business/industry/government agency personnel involved with the program
* Meet with other individuals or groups as suggested by the program chair
* Tour program facilities

**Report: Recommended Content**

* *Findings* with respect to status, strengths/opportunities and weaknesses/threats
	+ Vision, mission, and values
	+ Goals and objectives
	+ Curriculum (including identification of student learning outcomes)
	+ Scholarship and creative activities
	+ Service (institutional, professional, community)
	+ Program assessment (methodology and use of data)
	+ Articulation within and outside the University
	+ Enrollment-related productivity (headcount and FTE enrollment, including underrepresented groups; retention; degrees granted)
	+ Resources to support the program (personnel, facilities, equipment, materials, supplies, staff development, other)
	+ Other issues and concerns
* *Recommendations* for achieving the mission and strengthening the program
	+ Vision, mission, values, goals
	+ Curriculum
	+ Scholarship and creative activities
	+ Service
	+ Program assessment
	+ Articulation within and outside the University
	+ Enrollment-related productivity
	+ Resources
	+ Other issues and concerns
* *Other comments*
* *Summary Assessment: UWF Program Evaluation Matrix*

[PRT enters rankings in column headed “PRT Rating”]

* *Appendices:*
* Individuals and groups interviewed
* Documents reviewed
* Site-visit schedule
* Other

**E. Program Review Expense Request--Form**

**Division of Academic Affairs**

**Academic Program Review**

**Expense Request Worksheet**

The Office of the Provost will provide up to $2500 to help defray costs1 related to conducting academic degree program reviews.2 To request a transfer of program review funds, please email the information and cost estimates as noted below to Eileen Saunders, Executive Assistant, Provost’s Office (esaunders@uwf.edu).

Costs related to External Consultant

1. Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. [Program Review Payment Application Form Amount](https://uwf.edu/media/university-of-west-florida/finance-and-administration/departments/controller/forms/Program-Review-Payment-Application-Form.pdf) $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Submitted by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Account Index Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes:

1 Does not include costs for food, beverages, or entertainment other than allowable by state policy for reimbursement of meals associated with the external consultant’s travel.

2 Excludes accreditation reviews if the Office of the Provost has provided a supplemental appropriation to the department for accreditation.

**F. Program Review Self-Study*—*Annotated Table of Contents**

***Program Vision, Mission, and Values***

[Include program vision, mission, and values statements and discuss relationship to College, University, and SUS vision, mission and values.]

***Program Goals and Objectives—Statements***

[Identify program goals and objectives for each mission element below and discuss their relationship to College, Academic Affairs, University, and SUS goals and objectives.]

 Instruction/Learning

 Scholarship and Creative Activity

 Service

 Other

***Program Goals and Objectives—Assessment and Related Actions (Methodology and Use of Data)***

[Provide information about the assessment procedures and assessment results for the goals and objectives identified above; describe actions taken or planned based on assessment results.]

 Instruction/Learning

 Scholarship and Creative Activity

 Service

 Other

***Review of Curriculum***

[Describe the curriculum; discuss relevancy and currency of the curriculum and recommended changes; ensure that course syllabi are posted to Classmate.]

***Review of Common Prerequisites*** (bachelor’s degree programs only)

[Identify common prerequisites; discuss needed changes to the common prerequisites and rationale for proposed changes.]

***Review of Limited Access Status*** (bachelor’s degree programs only)

[If the program has limited access status, provide rationale for continuing the limited access status.]

***Articulation Within and Outside the University***

[Describe articulation activities with related programs at UWF, with other higher education institutions (e.g., community colleges, state colleges), and with public schools.]

***Enrollment, Retention, and Degree Productivity***

[Discuss trends identified in five-year summary tables and graphs with respect to future viability of the program; discuss projections for employment opportunities for program graduates.]

***Programs and Services Associated with the Degree Programs***

[Include information about related centers/institutes, grants/contracts, certificate programs, community/professional service, and so forth.]

***Resources—Trends and Projection of Need***

[Discuss trends identified in five-year summary tables and graphs; identify and provide rationale for additional resource needs.]

 Income Generated

Expenditures

 Personnel

 Faculty [Updated vitae are to be posted to Xitracs]

 Staff

 Other

 Library and Other Learning Resources

 Information Technology

Physical

 Equipment

 Facilities

 Other

***Summary of Major Changes Subsequent to Previous Program Review***

[Describe major changes to the program and program operations since the previous review; identify changes made in response to recommendations from the previous review.]

***Strengths, Weaknesses, and Opportunities***

Current Strengths of the Program

Current Weakness of the Program

Opportunities

***Threats to Program Viability***

***Recommendations/Proposed Action Plans***

***Assessment Summary: UWF Program Evaluation Matrix***

[This matrix is used by UWF program personnel as part of the Self-Study and will also be used by the Program Review Team]

***Appendices*** [As noted, plus other appendices appropriate to the review]

 Student Learning Outcomes

 Academic Learning Compact(s)/Academic Learning Plan(s)

 Assessment Plan(s)

 Enrollment Trend Data

 Headcount

 Full-Time Equivalent

 Retention Data

 Degree Productivity Trend Data

 Resource Data

 Income Generation Data

Expenditure Trend Data

 Personnel Trend Data

 Library and Other Learning Resources Data

 Information Technology Data

 Special Facilities

 Special Equipment

 Grant/Contract Acquisition Summary

 Community Engagement/Professional Service Summary

 Certificate Programs Summary

 Program Review Team/Accreditation Review Team

 Program Review Site Visit Schedule/Accreditation Review Site Visit Schedule

**UWF Program Evaluation Matrix for**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Insert numerical Program Self-Ratings and Program Review Team (PRT) ratings in the two right-most columns.

Explanatory comments (if any) may be inserted in the table following the ratings table.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Characteristic** | **Distinguished 4*****Best practice*** | **Excellent 3*****Solid performance*** | **Adequate 2*****Minor problems*** | **Insufficient 1*****Major problems*** | **Program Self-Rating** | **PRT Rating** |
| **1. MISSION FIT*****How well does the unit address objectives outlined in the mission statement?****Indicators:**• meets regional need**• fills national niche* | Attains status of signature unit that symbolizes UWF’s unique goals and contributions (especially as compared to other SUS members and regional higher ed institutions) | Signifies unit that is explicitly tied to mission but hasn’t reached the stature of a signature unit | Signifies unit that is implicitly tied to mission | Signifies unit that has no apparent link to mission |  |  |
| **2. EDUCATIONAL QUALITY*****How well does the unit achieve high caliber educational impact?****Indicators:**• assessment results**• national exam status**• NSSE1 engagement results**• student competition awards**• program review findings* | Demonstrates exemplary performance and impact through multiple sturdy benchmarks | Demonstrates strong performance and impact through more limited benchmarks | Demonstrates moderate achievements in performance and impact benchmarks | Demonstrates minor or no achievements in performance and impact benchmarks |  |  |
| **3. ASSESSMENT PLANNING*****How sophisticated is the department’s assessment effort?****Indicators:**• department meeting minutes**• annual report**• SOTL2 scholarship**• external reviews* | Embraces mature assessment planning and disseminates SOTL scholarship to establish leadership in the discipline | Reflects maturity in approach by including full assessment cycle, continuous improvement, questions and broad involvement from all/vast majority of department members | Reflects two of three elements of mature assessment plan | Reflects one or no elements of mature assessment plan |  |  |

1NSSE – National Survey of Student Engagement

2SOTL – Scholarship of Teaching and Learning

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Characteristic** | **Distinguished 4*****Best practice*** | **Excellent 3*****Solid performance*** | **Adequate 2*****Minor problems*** | **Insufficient 1*****Major problems*** | **Program Self-Rating** | **PRT Rating** |
| **4. OPERATIONAL QUALITY*****How well does the unit fulfill campus citizen obligations?*** *Indicators:**• deadline responsiveness**• resource generation**• leadership contributions**• assessment responsiveness**• appropriate resource use**• outreach practices**• graduation participation* | Meets obligations efficiently and effectively with full participation of unit members; members make significant contributions from individual strengths; problem-solving tends to be proactive | Meets obligations efficiently and effectively but workload tends to be born disproportionately by more committed unit members; problem-solving tends to be responsive | Meets obligations but may struggle with efficiency, effectiveness, or equitable workload distribution; problem-solving tends to be reactive | Fails or is inconsistent in meeting obligations efficiently and effectively; the workload may be inequitably distributed; problem-solving tends to be protracted, disorganized, or avoided |  |  |
| **5. STRATEGIC PLANNING*****How effectively does the department engage in long- and short-term planning?****Indicators:**• department meeting minutes**• annual report**• chair supervision**• CCR3 rationales* | Demonstrates broad constituent collaboration on formation of SMART (specific, measurable, appropriate, realistic, and timely) goals and their pursuit | Demonstrates limited collaboration on SMART goals and their pursuit | Submits goals that show minor problems in SMART goal formulation | Submits goals that show major problems in SMART goal formulation |  |  |
| **6. FACULTY QUALITY*****How prominent have the faculty become in their teaching, research, and service******contributions****?* *Indicators:**• peer review results**• faculty awards / recognition**• scholarly & creative*  *productivity measures**• citation impact indices* | Achieves national or international prominence based on recognition of exemplary individual performance by majority of unit faculty | Achieves regional/local prominence based on accumulated individual performance by unit faculty | Achieves local reputation for functionality but not prominence based on accumulated individual performance by unit faculty | Fails to achieve prominence; reputed to have questionable quality based on accumulated individual performance by unit faculty |  |  |

3CCR – Curriculum Change Request

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Characteristic** | **Distinguished 4*****Best practice*** | **Excellent 3*****Solid performance*** | **Adequate 2*****Minor problems*** | **Insufficient 1*****Major problems*** | **Program Self-Rating** | **PRT Rating** |
| **7. COST RECOVERY*****How effective is the unit in generating cost recovery through SCH4?****This indicator will be provided, calculated as income-cost.*  | Contributes significant profit margin over cost recovery to help with university overhead | Contributes moderate profit margin over cost recovery to help with university overhead | Breaks even on cost recovery | Fails to break even on cost recovery |  |  |
| **8. ENROLLMENT HISTORY*****What do enrollment patterns suggest about unit capacity over past 3 years?****Indicators:**• 3 year SCH patterns**• retention statistics* | Experiences steady progress 🡪 dramatic growth in enrollments linked to strong market demand and/or innovative ways of meeting enrollment management demands | Experiences steady growth in enrollment linked to favorable market demand and/or effective enrollment management strategies | Experiences flat or irregular enrollment linked to more variable market demand and/or limited enrollment management practices | Shows irregular or declining enrollments linked to reduced market demand and/or inactivity in enrollment management |  |  |
| **9. MARKET PROJECTIONS*****What are the prospects for enrollment growth for the next 5 years?****Indicators:**• Workforce projections**• Disciplinary society estimates**• Job placement rates for grads* | Graduates are in significant demand; future enrollments are ensured at high levels because applications are competitive | Graduates are in demand; future enrollments projected to be strong and steady | Graduates land jobs; future enrollments expected to remain stable | Graduates have difficulty getting jobs after graduation; future enrollments hard to project or likely to decline |  |  |
| **TOTALS** |  |  |

4SCH - Student Credit Hour

**Rating Explanatory Comments (if any)** Note: Comment sections will expand to fit text.

|  |  |
| --- | --- |
| **Characteristic** | **Comments** |
| **1. Mission Fit** | ***Program:*** |
| ***Program Review Team:*** |
| **2. Educational Quality** | ***Program:*** |
| ***Program Review Team:*** |
| **3. Assessment**  **Planning** | ***Program:*** |
| ***Program Review Team:*** |
| **4. Operational Quality** | ***Program:*** |
| ***Program Review Team:*** |
| **5. Strategic Planning** | ***Program:*** |
| ***Program Review Team:*** |
| **6. Faculty Quality** | ***Program:*** |
| ***Program Review Team:*** |
| **7. Cost Recovery** | ***Program:*** |
| ***Program Review Team:*** |
| **8. Enrollment History** | ***Program:*** |
| ***Program Review Team:*** |
| **9. Market Projections** | ***Program:*** |
| ***Program Review Team:*** |

***Crosswalk of Required Program Review Elements to Accreditation Self-Study***

|  |  |  |
| --- | --- | --- |
| **Program Review Element** | **Location in Accreditation****Self-Study** | **Notes** |
| Program Vision, Mission and Values |  |  |
| Program Goals and Objectives—Statements Instruction/Learning Scholarship and Creative Activity Service Other |  |  |
| Program Goals and Objectives—Assessments and Related Actions (methodology and use of data) Instruction/Learning Scholarship and Creative Activity Service Other |  |  |
| Review of Curriculum |  |  |
| Review of Common Prerequisites |  |  |
| Review of Limited Access Status |  |  |
| Articulation Within and Outside of the University |  |  |
| Enrollment, Retention, and Degree Productivity |  |  |
| Resources—Trends and Projection of Need Income Generation Expenditures Personnel Library and Other Learning Resources Information Technology Facilities Equipment Other |  |  |
| Summary of Major Changes Since Previous Review |  |  |
| Strengths, Weaknesses and Opportunities |  |  |
| Threats to Program Viability |  |  |
| Recommendations/Proposed Action Plans |  |  |
| Assessment Summary: UWF Program Evaluation Matrix |  |  |
|  |  |  |
| Appendices |  |  |
|  Student Learning Outcomes |  |  |
|  Enrollment Trend Data |  |  |
|  Retention Data |  |  |
|  Degree Productivity Trend Data |  |  |
|  Resource Data |  |  |
|  Grant/Contract Acquisition Summary |  |  |
|  Community Engagement/Professional Service Summary |  |  |
|  Certificate Programs Summary |  |  |
|  Accreditation Review Team |  |  |
|  Accreditation Review Schedule |  |  |

**G. 1. Program Review Team Site Visit--Prototype Schedule**

**The University of West Florida**

**Academic Program Reviews**

**Program Review Team\* Site Visit**

Summary of Suggested Activities and Typical One-Day Schedule\*\*

 8:00 - 8:30 am Program Review Team meets on campus with Department Chair (or Center/Institute Director for center/institute reviews).

 8:30 - 9:00 am \*\*\*Initial Interview--Program Review Team meets with the Department Chair, Dean, and Vice Provost (Building 10, President’s Conference Room, if available. Advance notice is required for scheduling with Vice Provost and Dean).

 9:10 - 9:40 am Dean, Associate Dean, and Program Review Team

 9:40 -10:10 am Department Chair and Program Review Team

10:15 -11:30 am Department/Program faculty and Program Review Team

11:30 -12:00 noon Program Review Team, Dean, and other administrators as appropriate (e.g., Associate Vice President for Research Administration, Graduate School Dean, Dean of the Emerald Coast Campus, other college deans, other department chairs)

12:30 - 1:30 pm Lunch—Program Review Team and Department faculty

 1:30 - 2:00 pm Program Review Team and program students, representative from SGA, and other students as appropriate

 2:00 - 2:30 pm Program Review Team with alumni and employers

 2:30 - 3:00 pm Program Review Team visit to department’s physical facilities (e.g., offices, dedicated classrooms, laboratories)

 3:00 - 4:00 pm Program Review Team conference

 4:00 - 5:00 pm \*\*\*Exit Interview – Program Review Team with the Department Chair, Dean, and Vice Provost

Notes:

\*The Program Review Team includes the external consultant, a UWF faculty member from outside the review department’s college, and a UWF faculty member from inside the review department’s college.

\*\*For two-day schedules, appropriate adjustments should be made in sequencing and timing of activities.

\*\*\*In the case of center/institute reviews, the Associate Vice President for Research Administration is to be invited to the Initial and Exit Interviews and scheduled for separate interviews with the Program Review Team during the course of the visit. In the case of graduate program reviews, the Graduate School Dean is to be invited to the Initial and Exit Interviews and scheduled for separate interviews with the Program Review Team during the course of the visit.

**G. 2. Site Visit Schedule—Form**

Program:

Contact Person:

Date of Visit:

Program Review Team Members:

Preliminary Site Visit Schedule

<Insert schedule detail including day, time, and location of meetings>

* Meeting with Chair/Director
* Initial Interview with Vice Provost, Dean, and Department Chair/Director\*
*
*
*
* Exit Interview with Vice Provost, Dean, and Department Chair/Director\*

\*In the case of center/institute reviews, the Associate Vice President for Research Administration is to be invited to the Initial and Exit Interviews and scheduled for separate interviews with the Program Review Team during the course of the visit. In the case of graduate program reviews, the Graduate School Dean is to be invited to the Initial and Exit Interviews and scheduled for separate interviews with the Program Review Team during the course of the visit.

**H. Program Review Team Report--Recommended Content**

The Program Review Team Report should include at least the following:

* *Findings* with respect to status, strengths/opportunities and weaknesses/threats
	+ Vision, mission, and values
	+ Goals and objectives
	+ Curriculum (including identification of student learning outcomes)
	+ Scholarship and creative activities
	+ Service (institutional, professional, community)
	+ Program assessment (methodology and use of data)
	+ Articulation within and outside the University
	+ Enrollment-related productivity (headcount and FTE enrollment, including underrepresented groups; retention; degrees granted)
	+ Resources to support the program (expenditures, personnel, facilities, equipment, materials, supplies, staff development, other)
	+ Other issues and concerns
* *Recommendations* for achieving the mission and strengthening the program
	+ Vision, mission, values, goals
	+ Curriculum
	+ Scholarship and creative activities
	+ Service
	+ Program assessment (methodology and use of data)
	+ Articulation within and outside the University
	+ Enrollment-related productivity
	+ Resources
	+ Other issues and concerns
* *Other comments*
* *Summary Assessment: UWF Program Evaluation Matrix*

[The Program Review Team inserts its rankings in the matrix previously completed during the Self-Study process.]

* *Appendices:*
* Individuals and groups interviewed
* Documents reviewed
* Site visit schedule

**I. Responses to Program Review Team Recommendations**

* 1. Following receipt of the report of the Program Review Team, the program review department is to prepare a Departmental Response to the Program Review Team’s recommendations.
	2. The Program Review Team Report and the Departmental Response is then forwarded to the dean for review and preparation of the Dean’s Response to the department chair.

**J. Executive Summary**

The Executive Summary is prepared by the department chair (or program review coordinator) following receipt of the Dean’s Response. The Executive Summary should be emailed to Eileen Saunders (esaunders@uwf.edu).

The Executive Summary requires the following information:

 Report Title: Department, Academic Program Review

Degree program(s): CIP Code Program Name Bachelors

 CIP Code Program Name Masters

Accreditation (Accrediting Body):

Date of Current Review:

Last Review Year:

Major Changes (Bullet points):

Strengths (Bullet points):

Weaknesses (Bullet points):

Recommendations (Bullet points):

**The University of West Florida**

**Academic Program Review**

**Confirmation of Processes**

I hereby confirm that the enclosed program review for the following programs has included all processes outlined in this Guide.

 CIP Code Level Program Name

Degree Program(s):

Requirements:

1. The CIP/degree combinations for the program(s) included in the review.
2. An electronic copy of the current Academic Learning Compact for each reviewed baccalaureate degree program.
3. Indication of whether or not the program review was conducted in conjunction with any external reviews.
4. The date of the last review of this program.
5. A brief description of major changes made since the previous program review.
6. A summary of the current strengths of the program.
7. A summary of the current weaknesses of the program.
8. A summary of the recommendations and/or proposed action plans made as a result of the review.

With the exception of the Academic Learning Compacts which are included in the Program Review Self-Study, these items are included in the Executive Summary.

Further, each program review was conducted according to University of West Florida approved policy.

Department or Program Head Date

Dean Date

Vice Provost Date

**L. Final Program Review Report--Template**

 UWF Program Review Final Report Template follows:

**The University of West Florida**

**Program Review Final Report Template**

Division of Academic Affairs

Revised August 29, 2023

Cover Page

**The University of West Florida**

**Academic Program Review**

 CIP Code Level Program Name

**Degree Program(s):**

**Site Visit Date(s):**

**Related Accreditation Review:**

 Accreditation Agency:

 Date First Accredited:

 Date Previous Accreditation Review:

**Date of Previous Program Review:**

**Program Review Contact:**

**Department:**

**College:**

**Date Submitted:**

🞎 **Reviewed by Chair/Director**

🞎 **Reviewed by Dean**

**Table of Contents**

<Insert page numbers into Table of Contents>

Page(s)

Confirmation of Processes

1. Executive Summary

II. Program Review Team Report/Accreditation Review Team Report

III. Response to Program Review Team Report Recommendations/

 Accreditation Review Recommendations

 A. Program/Department Faculty and Chair

 B. College Dean

IV. Program-Review Self-Study/Accreditation Review Self-Study

V. Crosswalk of Required Program Review Elements to Accreditation

 Self-Study

 [applicable only to program reviews conducted in conjunction with

 accreditation reviews; see detail table]

VI. Accreditation Action Letter

 [applicable only to program reviews conducted in conjunction with

 accreditation reviews]

**The University of West Florida**

**Academic Program Review**

**Confirmation of Processes**

I hereby confirm that the enclosed program review for the following programs has included all processes outlined in this Guide.

 CIP Code Level Program Name

Degree Program(s):

Requirements:

1. The CIP/degree combinations for the program(s) included in the review.
2. An electronic copy of the current Academic Learning Compact for each reviewed baccalaureate degree program.
3. Indication of whether or not the program review was conducted in conjunction with any external reviews.
4. The date of the last review of this program.
5. A brief description of major changes made since the previous program review.
6. A summary of the current strengths of the program.
7. A summary of the current weaknesses of the program.
8. A summary of the recommendations and/or proposed action plans made as a result of the review.

With the exception of the Academic Learning Compacts which are included in the Program Review Self-Study, these items are included in the Executive Summary.

Further, each program review was conducted according to University of West Florida approved policy.

Department or Program Head Date

Dean Date

Vice Provost Date

1. **Executive Summary**

<To be completed by program review coordinator after receipt of the Program Review Team Report and Dean’s Response>

The Executive Summary is prepared by the department chair (or program review coordinator) following receipt of the Dean’s Response. The Executive Summary should be emailed to Eileen Saunders (esaunders@uwf.edu).

The Executive Summary requires the following information:

 Report Title: Department, Academic Program Review

Degree program(s): CIP Code Program Name Bachelors

 CIP Code Program Name Masters

Accreditation:

Date of Current Review:

Last Review Year:

Major Changes (Bullet points):

Strengths (Bullet points):

Weaknesses (Bullet points):

Recommendations (Bullet points):

**II. Program Review Team/Accreditation Review Team Report**

<Insert report>

|  |
| --- |
| **Program Review Team Report should include at least the following:*** *Findings* with respect to status, strengths/opportunities and weaknesses/threats
	+ Vision, mission, and values
	+ Goals and objectives
	+ Curriculum (including identification of student learning outcomes)
	+ Scholarship and creative activities
	+ Service (institutional, professional, community)
	+ Program assessment (methodology and use of data)
	+ Articulation within and outside the University
	+ Enrollment-related productivity (headcount and FTE enrollment, including underrepresented groups; retention; degrees granted)
	+ Resources to support the program (expenditures, personnel, facilities, equipment, materials, supplies, staff development, other)
	+ Other issues and concerns
* *Recommendations* for achieving the mission and strengthening the program
	+ Vision, mission, values, goals
	+ Curriculum
	+ Scholarship and creative activities
	+ Service
	+ Program assessment (methodology and use of data)
	+ Articulation within and outside the University
	+ Enrollment-related productivity
	+ Resources
	+ Other issues and concerns
* *Other comments*
* *Summary Assessment: UWF Program Evaluation Matrix*

[Include the UWF Program Evaluation Matrix as completed in the program Self-Study and by the Program Review Team.]* *Appendices:*
* Individuals and groups interviewed
* Documents reviewed
* Site visit schedule
 |

**UWF Program Evaluation Matrix for**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Insert numerical Program Self-Ratings and Program Review Team (PRT) ratings in the two right-most columns.

Explanatory comments (if any) may be inserted in the table following the ratings table.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Characteristic** | **Distinguished 4*****Best practice*** | **Excellent 3*****Solid performance*** | **Adequate 2*****Minor problems*** | **Insufficient 1*****Major problems*** | **Program Self-Rating** | **PRT Rating** |
| **1. MISSION FIT*****How well does the unit address objectives outlined in the mission statement?****Indicators:**• meets regional need**• fills national niche* | Attains status of signature unit that symbolizes UWF’s unique goals and contributions (especially as compared to other SUS members and regional higher ed institutions) | Signifies unit that is explicitly tied to mission but hasn’t reached the stature of a signature unit | Signifies unit that is implicitly tied to mission | Signifies unit that has no apparent link to mission |  |  |
| **2. EDUCATIONAL QUALITY*****How well does the unit achieve high caliber educational impact?****Indicators:**• assessment results**• national exam status**• NSSE1 engagement results**• student competition awards**• program review findings* | Demonstrates exemplary performance and impact through multiple sturdy benchmarks | Demonstrates strong performance and impact through more limited benchmarks | Demonstrates moderate achievements in performance and impact benchmarks | Demonstrates minor or no achievements in performance and impact benchmarks |  |  |
| **3. ASSESSMENT PLANNING*****How sophisticated is the department’s assessment effort?****Indicators:**• department meeting minutes**• annual report**• SOTL2 scholarship**• external reviews* | Embraces mature assessment planning and disseminates SOTL scholarship to establish leadership in the discipline | Reflects maturity in approach by including full assessment cycle, continuous improvement, questions and broad involvement from all/vast majority of department members | Reflects two of three elements of mature assessment plan | Reflects one or no elements of mature assessment plan |  |  |

1NSSE – National Survey of Student Engagement

2SOTL – Scholarship of Teaching and Learning

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Characteristic** | **Distinguished 4*****Best practice*** | **Excellent 3*****Solid performance*** | **Adequate 2*****Minor problems*** | **Insufficient 1*****Major problems*** | **Program Self-Rating** | **PRT Rating** |
| **4. OPERATIONAL QUALITY*****How well does the unit fulfill campus citizen obligations?*** *Indicators:**• deadline responsiveness**• resource generation**• leadership contributions**• assessment responsiveness**• appropriate resource use**• outreach practices**• graduation participation* | Meets obligations efficiently and effectively with full participation of unit members; members make significant contributions from individual strengths; problem-solving tends to be proactive | Meets obligations efficiently and effectively but workload tends to be born disproportionately by more committed unit members; problem-solving tends to be responsive | Meets obligations but may struggle with efficiency, effectiveness, or equitable workload distribution; problem-solving tends to be reactive | Fails or is inconsistent in meeting obligations efficiently and effectively; the workload may be inequitably distributed; problem-solving tends to be protracted, disorganized, or avoided |  |  |
| **5. STRATEGIC PLANNING*****How effectively does the department engage in long- and short-term planning?****Indicators:**• department meeting minutes**• annual report**• chair supervision**• CCR3 rationales* | Demonstrates broad constituent collaboration on formation of SMART (specific, measurable, appropriate, realistic, and timely) goals and their pursuit | Demonstrates limited collaboration on SMART goals and their pursuit | Submits goals that show minor problems in SMART goal formulation | Submits goals that show major problems in SMART goal formulation |  |  |
| **6. FACULTY QUALITY*****How prominent have the faculty become in their teaching, research, and service******contributions****?* *Indicators:**• peer review results**• faculty awards / recognition**• scholarly & creative*  *productivity measures**• citation impact indices* | Achieves national or international prominence based on recognition of exemplary individual performance by majority of unit faculty | Achieves regional/local prominence based on accumulated individual performance by unit faculty | Achieves local reputation for functionality but not prominence based on accumulated individual performance by unit faculty | Fails to achieve prominence; reputed to have questionable quality based on accumulated individual performance by unit faculty |  |  |

3CCR – Curriculum Change Request

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Characteristic** | **Distinguished 4*****Best practice*** | **Excellent 3*****Solid performance*** | **Adequate 2*****Minor problems*** | **Insufficient 1*****Major problems*** | **Program Self-Rating** | **PRT Rating** |
| **7. COST RECOVERY*****How effective is the unit in generating cost recovery through SCH4?****This indicator will be provided, calculated as income-cost.*  | Contributes significant profit margin over cost recovery to help with university overhead | Contributes moderate profit margin over cost recovery to help with university overhead | Breaks even on cost recovery | Fails to break even on cost recovery |  |  |
| **8. ENROLLMENT HISTORY*****What do enrollment patterns suggest about unit capacity over past 3 years?****Indicators:**• 3-year SCH patterns**• retention statistics* | Experiences steady progress 🡪 dramatic growth in enrollments linked to strong market demand and/or innovative ways of meeting enrollment management demands | Experiences steady growth in enrollment linked to favorable market demand and/or effective enrollment management strategies | Experiences flat or irregular enrollment linked to more variable market demand and/or limited enrollment management practices | Shows irregular or declining enrollments linked to reduced market demand and/or inactivity in enrollment management |  |  |
| **9. MARKET PROJECTIONS*****What are the prospects for enrollment growth for the next 5 years?****Indicators:**• Workforce projections**• Disciplinary society estimates**• Job placement rates for grads* | Graduates are in significant demand; future enrollments are ensured at high levels because applications are competitive | Graduates are in demand; future enrollments projected to be strong and steady | Graduates land jobs; future enrollments expected to remain stable | Graduates have difficulty getting jobs after graduation; future enrollments hard to project or likely to decline |  |  |
| **TOTALS** |  |  |

4SCH - Student Credit Hour

**Rating Explanatory Comments (if any)** Note: Comment sections will expand to fit text.

|  |  |
| --- | --- |
| **Characteristic** | **Comments** |
| **1. Mission Fit** | ***Program:*** |
| ***Program Review Team:*** |
| **2. Educational Quality** | ***Program:*** |
| ***Program Review Team:*** |
| **3. Assessment**  **Planning** | ***Program:*** |
| ***Program Review Team:*** |
| **4. Operational Quality** | ***Program:*** |
| ***Program Review Team:*** |
| **5. Strategic Planning** | ***Program:*** |
| ***Program Review Team:*** |
| **6. Faculty Quality** | ***Program:*** |
| ***Program Review Team:*** |
| **7. Cost Recovery** | ***Program:*** |
| ***Program Review Team:*** |
| **8. Enrollment History** | ***Program:*** |
| ***Program Review Team:*** |
| **9. Market Projections** | ***Program:*** |
| ***Program Review Team:*** |

**III. Responses to Program Review Team/Accreditation Review Recommendations**

 ***A.* *Program/Department Faculty and Chair***

 <Insert program/department faculty and chair response>

 ***B. College Dean***

 <Insert college dean's response>

**IV. Program Review Self-Study**

<Insert Program Review Self-Study here; Procedures & Guidelines, Section F>

***Program Vision, Mission, and Values***

***Program Goals and Objectives—Statements***

***Program Goals and Objectives—Assessment and Related Actions (Methodology and Use of Data)***

***Review of Curriculum***

***Review of Common Prerequisites*** (bachelor’s degree programs only)

***Review of Limited Access Status*** (bachelor’s degree programs only)

***Articulation Within and Outside the University***

***Enrollment, Retention, and Degree Productivity***

***Programs and Services Associated with the Degree Programs***

***Resources—Trends and Projection of Need***

***Summary of Major Changes Subsequent to Previous Program Review***

***Strengths, Weaknesses, and Opportunities***

***Threats to Program Viability***

***Recommendations/Proposed Action Plans***

***Assessment Summary: UWF Program Evaluation Matrix***

***Appendices*** [As noted, plus other appendices appropriate to the review]

**V. Crosswalk of Required Program Review Elements to Accreditation Self-Study**

|  |  |  |
| --- | --- | --- |
| **Program Review Element** | **Location in Accreditation****Self-Study** | **Notes** |
| Program Vision, Mission and Values |  |  |
| Program Goals and Objectives—Statements Instruction/Learning Scholarship and Creative Activity Service Other |  |  |
| Program Goals and Objectives—Assessments and Related Actions (methodology and use of data) Instruction/Learning Scholarship and Creative Activity Service Other |  |  |
| Review of Curriculum |  |  |
| Review of Common Prerequisites |  |  |
| Review of Limited Access Status |  |  |
| Articulation Within and Outside of the University |  |  |
| Enrollment, Retention, and Degree Productivity |  |  |
| Resources—Trends and Projection of Need Income Generation Expenditures Personnel Library and Other Learning Resources Information Technology Facilities Equipment Other |  |  |
| Summary of Major Changes Since Previous Review |  |  |
| Strengths, Weaknesses and Opportunities |  |  |
| Threats to Program Viability |  |  |
| Recommendations/Proposed Action Plans |  |  |
| Assessment Summary: UWF Program Evaluation Matrix |  |  |
|  |  |  |
| Appendices |  |  |
|  Student Learning Outcomes |  |  |
|  Enrollment Trend Data |  |  |
|  Retention Data |  |  |
|  Degree Productivity Trend Data |  |  |
|  Resource Data |  |  |
|  Grant/Contract Acquisition Summary |  |  |
|  Community Engagement/Professional Service Summary |  |  |
|  Certificate Programs Summary |  |  |
|  Accreditation Review Team |  |  |
|  Accreditation Review Schedule |  |  |

**VI. Accreditation Action Letter**

<Insert copy of accreditation action letter here, if applicable>