MANUAL FOR PROGRAM REVIEW OF NON-ACCREDITED PROGRAMS

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

FAQs and FORMS

CONTENTS

OVERVIEW

INTRODUCTION

The Higher Learning Commission (HLC) and the Illinois Board of Higher Education (IBHE) require institutions to maintain a practice of regular program review including reporting on program level assessment and continuous improvement. In order to meet this requirement, programs at SIU undergo a program review every eight years. For accredited programs, this review is guided by accreditation standards, policy, and procedures. or non-accredited programs, this manual provides guidance on the process.

In general, the process of program review for non-accredited programs is aligned with the best practices used by accreditation bodies. There is a standardized process that meets the requirements for program review by IBHE, a self-study, peer review, and a final report of the findings with recommended actions. Programs should also address improvements in the effective delivery of the curriculum using technological innovation and comprehensive data systems. Accredited programs on campus also find that elements of program review process are useful for their planning and documentation of assessment and continuous improvement required by the accrediting bodies.

The material presented in the manual are on the website for the Office of the Associate Provost for Academic Programs (pvcaa.siu.edu).

The outcomes of each review are summarized in the Program Quality Assurance Report (PQAR) submitted annually to the Office of the President. A complete report for the system is submitted by the Office of the President to the Board of Trustees and Illinois Board of Higher Education (https://siusystem.edu/innovation-planning-partnerships/reports/index.shtml).

Other reviews conducted at SIU include:

- Mandatory 3rd year review for new programs and centers seeking IBHE approval
- Priority Review/Low Producing Programs
- Center Reviews

For further information, please contact the Office of the Associate Provost of Academic Programs (APAP, apap@siu.edu).

IBHE GUIDELINES FOR PROGRAM REVIEW

IBHE recognizes that academic program review is a critical and constructive process whose essential elements are documentation of learning outcomes and identification of actions for program improvement. Program reviews are required every eight years with the submission of a final report that includes the following:

a) Description and assessment of any major changes in the program (e.g. in the discipline or field; student demand; state need; institutional context for offering the degree)
b) Major findings and recommendations, including evidence of student learning outcomes and identification of opportunities for program improvement

c) Actions taken since the last review, including instructional resources and practices, and curricular changes

d) Actions to be taken as a result of this review, including changes in instructional resources and practices, curriculum, and assessment of student learning

ELEMENTS OF PROGRAM REVIEW

The APAP office posts the program review schedule. Academic units should identify a faculty member or administrator as the key contact for the review. Workshops are offered that cover key elements of the review process, with a focus on preparing the self-study and scheduling the review.

WRITING THE SELF-STUDY

The academic annual assessment questionnaires provide information required in the self-study. Annual submission of this document reduces the amount of time in preparing the self study. Programs are advised to write the self-study in the spring term prior to the review. If a program offers degrees at the undergraduate, graduate and doctoral levels, the self-study can address all three programs provided that there is a clear distinction between the student learning outcomes and assessment within each degree. The major elements of the self-study are:

- Program Overview
- Program Learning Outcomes
- Program Data
- Program Feedback
- Assessment Plan
- Curriculum and Program Changes Since Last Review
- Program Continuous Improvement Plan
- Faculty
- Faculty Workload Summary
- Facilities
- Online/Off-Campus Programs

SELECTION OF REVIEWERS

According to the State Officials and Employees Ethics Act (5ILCS 430), units must avoid nominating reviewers with potential bias or conflicts of interest with the program or its faculty. Current or former collaborators, colleagues, mentors, and students, faculty and staff of unit are inappropriate, as are past reviewers of the unit. If you have any questions about possible conflicts of interest, contact the APAP (apap@siu.edu).

- In the spring term prior to the year of the review, the academic unit should identify potential internal reviewers and informally ask if they are willing and available to serve. The program review will occur in the fall or early spring of the next academic year.
- The names, contact information and affiliation of the reviewers are submitted to the APAP Office.

- The APAP office compiles and submits the list of all the nominated reviewers to the Faculty Senate and Graduate Council for review and approval.
- The APAP Office will notify the department/school of the results.
- There should be one reviewer (internal) but it is recommended that programs select two internal reviewers

PROGRAM REVIEW

- Determine the date of the review at the start of the fall semesters.
- A sample itinerary is provided (pvcaa.siu.edu and in the appendix).
- The academic unit is responsible for setting the itinerary. Meetings should be scheduled with the APAP, dean, faculty, students, staff and appropriate support units on campus. Programs are advised to schedule meetings well in advance to assure that key people are available.
- The week prior to the review, the academic unit should distribute the itinerary and self-study to program faculty, dean, and any key people on campus who will be meeting with the reviewers.
- The final meeting with the reviewers will be with the APAP and the dean. During this meeting, the reviewers will provide preliminary findings.

REVIEWERS' REPORT

- The report must follow the reviewer template (pvcaa.siu.edu and in the appendix). This allows us to comprehensively evaluate the review across different programs.
- The report should be submitted within one month of the review. Submit electronically to the APAP Office (apap@siu.edu). The report will be reviewed for completeness prior to forwarding the results to the college.

DEAN'S REPORT

- The dean is required to complete a report that summarizes the findings of the reviewers. The Dean's Report template is available on the APAP website and in the appendix).
- Deans are required to submit a program review report for each program reviewed during the academic year to the APAP office (apap@siu.edu). Deans are encouraged to complete the report within one month of receiving the reviewer's report.

FINAL STEPS

- A report summarizing the reviews for the academic year are submitted to the SIU System Office. A final Program Quality Assurance Report (PQAR) is compiled from the Dean's reports, similar reports from Southern Illinois University Edwardsville, and reports on the status of accredited programs. The PQAR is submitted to the Illinois Board of Higher Education.

APPENDIX

Sample Program Review Itinerary

Sample Reviewer Questions

Self-Study Template

Annual Assessment Report Template

Assessment Plan Template

Reviewers' Report Template

Dean's Report Template

IBHE Guidelines

SAMPLE PROGRAM REVIEW ITINERARY

Program Name and Degree/s:

Date of Program Review:

Contact Name and Phone Number:

Reviewers' Names and contact information:

Day One	Event	Location
8:30 – 9:00	Reviewers meet with APAP and College Dean to review charge	
9:00 - 9:30	Meeting with School Director	
9:30 - 10:00	Meeting with Faculty	
10:00 – 10:30	Meeting with advisory board members	
10:30 – 11:00	Break	
11:00 – 12:00	Tour of facilities	
12:00 – 1:00	Lunch/Break	
1:00 – 1:30	Meeting with students	
1:30 – 2:00	Meeting with Program Director	
2:00 – 2:30	Meeting with Program Advisor	
2:30 – 3:00	Meeting with Dean & Associate Dean	
3:00 – 3:30	Break	
3:30 – 3:50	Exit interview with APAP and College Dean	
	FINAL REPORT DUE WITHIN ONE MONTH	

SAMPLE REVIEWER QUESTIONS

Provost (or Designee) Meeting

- What is your view of the college's role and the program in meeting the mission of SIUC?
- What are the major challenges of the university and the program under review?
- How is the university addressing these challenges?
- What is your view of the college's role and the program in meeting the mission of SIUC?
- What are the major challenges of the university and the program under review?
- How is the university addressing these challenges?

Faculty Meeting

- How does the program align with the college's mission and strategic goals?
- What is the process for establishing and revising program goals and objectives?
- What are the program's student learning outcomes? Explain the process of assessing SLOs to improve student learning.
- What program changes have been made since the last program review? What changes are being planned?
- How does the program assist in preparing graduates for employment or continuing education?
- What is a short-term improvement that would enhance the program? A long-term improvement?
- How has the profession been involved in developing the program's goals, objectives and curriculum? In evaluating assessment results and identifying opportunities for improvement?

Dean/Associate Dean Meeting

- How does the program align with the college's mission and strategic goals?
- What are the biggest challenges facing the program? What are the college's plans for addressing these challenges?
- What are the major challenges and opportunities for growth of the college? How does the program align with these?
- Describe the student support services that are offered by the college.
- How does the college advisory board support its academic programs?
- Please provide examples of how the college supports this program.
- Can you provide an example of changes that have been made at the college level as a result of program assessment? Have these changes been successful?

Students

- What do you see as the major strengths and opportunities for your program?
- Are there hands-on opportunities for learning; e.g. lab studios, internships, clinicals, research?
- Describe student support at the program, college and university level? Is there other support that would benefit you that is not provided?
  - What are opportunities for improvement in your program?
  - Are you involved in co-curricular activities or high impact practices? If yes, describe your experiences.
  - Have you been involved in any regional/state/national competitions or professional conferences?
  - In what ways does your program support student learning and success?

PROGRAM
COLLEGE

PROGRAM REVIEW
SELF-STUDY REPORT

DATE

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SIUC MISSION

SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.

INTRODUCTION

Academic Program Reviews (APR) are one of the most important aspects of ensuring the relevancy and quality of degree programs. In addition, the University's accreditation by the Higher Learning Commission (HLC) and operation under the Illinois Board of Higher Education (IBHE) require individual program reviews every eight years. Programs with external accreditation like undergraduate business, education and engineering and graduate clinically oriented degrees also have external accreditation requirements. These external accreditation reports can be substituted for the APRs. At SIU, APRs are undertaken every eight years in accordance with IBHE policy, and program-based external accreditation reports may be used to meet this requirement.

PROGRAM OVERVIEW/GOALS

Provide a current program summary statement that comments on the general health of the program, the program's future relevancy, trends in the field and how the program is responding to them. What goals have been established to ensure program viability in the next 3-5 years?

PROGRAM LEARNING OBJECTIVES

Provide a list of the program learning objectives, i.e. broad statement statements on what students should know upon graduation from the program. This corresponds to Section I.a. of the Annual Assessment Questionnaire.

PROGRAM DATA

Using the PowerBI dashboards (or other sources) provide the following information over the past 5 years:

- Enrollment
- Completions
- Credit Hours Generated
- Courses with high D/F/W rates
- Student/Faculty Ratio
- Cost per Credit Hour
- Etc.

PROGRAM FEEDBACK

Where applicable, provide a summary of the following:

- Student Exit Survey Results
- Alumni Survey Results
- Employer Survey Results
- Advisory Committee Recommendations

ASSESSMENT PLAN

Provide your current Program Learning Outcomes (PLO) Assessment Table. This corresponds to Section I.b. of the Annual Assessment Questionnaire (see Appendix).

CURRICULUM AND PROGRAM CHANGES SINCE LAST REVIEW

Changes based on assessment data:

- Using the annual assessment questionnaires submitted since the last program review, summarize changes made to the curriculum that resulted in an improvement in program learning outcomes and provide the data that informed these changes. This coincides with Section II and III of the Academic Assessment Annual Questionnaire.

Changes based on feedback from students, alumni, and other stakeholders:

- Summarize program or curricular changes that have been made based on feedback from students, alumni, advisory board members or other stakeholders that resulted in program improvements (such as enrollment, completions, D/F/W rates, etc.).

PROGRAM CONTINUOUS IMPROVEMENT PLAN

Based on an analysis of program metrics and feedback from stakeholders, identify 2-3 key areas for improvement (curricular, research, facilities, faculty recruitment, retention, etc.). For each improvement area provide the following:

1. Action items and timelines: high level tasks to be completed and person(s) responsible for these items
2. Anticipated outcomes: what improvements are anticipated
3. Assessment measures and goals: how will you measure the success of the improvement plan

FACULTY

Describe the qualifications of the faculty and how they are adequate to cover all curricular areas of the program.

Report changes in faculty since last review (tenure, promotion, resignation/retirement, new hires, etc.). Provide an overview of the impact of these changes.

FACULTY WORKLOAD SUMMARY

Complete the following table:

Faculty Member (Name)	PT or FT[2]	Classes Taught (Course No./Credit Hrs.) Term and Year[3]	Program Activity Distribution[1]			% of Time Devoted to the Program[5]
			Teaching	Research/Scholarship	Other[4]	

[1] Program activity distribution should be in percent of effort in the program and should total 100%.
[2] FT = Full Time Faculty or PT = Part Time Faculty in the program.
[3] For the academic year for which the Self-Study Report is being prepared.
[4] Indicate sabbatical leave, etc., under "Other."
[5] Out of the total time employed at the institution.

ONLINE/OFF CAMPUS PROGRAMS

This is an optional section for programs that have degree programs offered online and/or off-campus.

Provide data on enrollment and graduation (this can be included in the Program Data section if data is disaggregated). Address the following questions:

- Are student learning outcomes the same across modalities (online/off-campus)? Does the assessment process include evaluation of data and continuous improvement plans for all modalities?
- If NTT faculty teach in the online and/or off-campus program, what is the process for determining faculty qualifications?
- Is student advisement for online/off-campus students adequate?
- What resources are available to online/off-campus students?
- How are laboratory components offered (if applicable)? Are similar laboratory experiences, facilities, and classrooms provided to online and off-campus students?

SUMMARY

Describe the program's plan for the future growth and improvement in the next eight years What opportunities exist to extend and build on the present strengths? What are the major obstacles?

APPENDICES

FACULTY CURRICULUM VITAE (2-PAGES PER FACULTY)

PREVIOUS PROGRAM REVIEW REPORT

Program Reviewers Report and/or Dean's Summary Report

SURVEYS/FEEDBACK

Include the following, where applicable:

- Student Exit Survey Results
- Alumni Survey Results
- Employer Survey Results
- Advisory Committee Recommendations

ACADEMIC ASSESSMENT ANNUAL QUESTIONNAIRE (LAST THREE YEARS)

SECTION I: BACKGROUND INFORMATION

1: What is the name of this Academic Program?

2: Provide the following:

a. All the Program Level Outcomes (PLOs) -click here for definitions-
b. A table listing the key courses where achievement of the PLOs are evaluated, the primary assessment and data collection tools (aka "Standards" in D2L) used for evaluation in each course, and performance targets for achievement

SECTION II: ASSESSMENT PLANNING

To answer the following, identify at least 2 primary tools from the PLO Assessment Table from Section I

1: What specific data from the tools alerted faculty that activities/assignments/curricular changes were needed to improve student achievement of the related PLOs?

2: If the program can be completed fully online, describe any unique data from the online sections that alerted faculty that activities/assignments/curricular changes were needed to improve achievement of the related PLOs?

If the program cannot be completed fully online, skip this question.

3: What specific changes to activities/assignments/curriculum are planned based on the data gathered above?

SECTION III: PRIOR YEAR ASSESSMENT IMPACT

Gather relevant historical assessment efforts to answer this section

1: Discuss how prior changes to activities/assignments/curriculum impacted students' achievement of the PLOs related to those changes. Provide at least 2 examples.
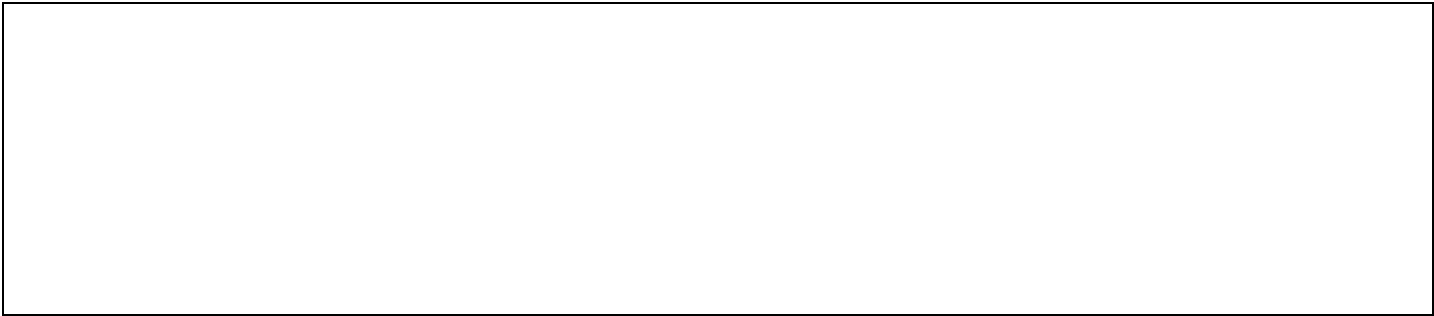
EXAMPLE BELOW

SECTION I: BACKGROUND INFORMATION
1: What is the name and level of this Academic Program?
Electrical Engineering Technology – Bachelor of Science
2: Provide the following: a. **All** the Program Level Outcomes (PLOs) -click here for definitions- b. A table listing **key courses** where achievement of the PLOs are evaluated, the primary assessment and data collection **tools** (aka "Standards" in D2L) **used for evaluation in each course, and performance targets for achievement**

a) PROGRAM-LEVEL OUTCOMES (PLOs):

1. An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering and technology to solve broadly-defined engineering problems appropriate to the discipline;
2. An ability to design systems, components or processes meeting specified needs for broadly- defined engineering problems appropriate to the discipline;
3. An ability to apply written, oral and graphical communication in broadly-defined technical and non-technical environments, and an ability to identify and use appropriate technical literature;
4. An ability to conduct standard test, measurements and experiments and to analyze and interpret the results to improve processes;
5. An ability to function effectively as a member as well as a leader on technical teams.

b) PLO ASSESSMENT TABLE:

PLOs	Key Courses	Tools to Assess Whether Students are Achieving Outcomes	Performance Targets
PLO 1	EET 332a EET 495a/b EET 438b	EET 332a: Assignments, exams EET 495a/b: Senior design project, report EET 438b: Subject area scores	70% or more of the students receive a score of 70% or higher on all assessment tools; 70% of students attain minimum threshold scores on end of program exam
PLO 2	EET 438b EET 495a/b	EET 438b: Assignments, exams, lab activities EET 495a/b: Senior design project, report	70% or more of the students receive a score of 70% or higher on all assessment tools
PLO 3	EET 332a EET 438b EET 495a/b	EET 332a: Assignments, exams, lab activities EET 438b: Assignments, exams, lab activities EET 495a/b: Senior design project, report	70% or more of the students receive a score of 70% or higher on all assessment tools
PLO 4	EET 332a EET 495b EET 438b	EET 332a: Lab activities EET 495b: Senior design project, report EET 438b: Subject area scores	70% or more of the students receive a score of 70% or higher on all assessment tools; 70% of students attain minimum threshold scores on end of program exam
PLO 5	EET 495b	EET 495b: Senior design project, report	70% or more of the students receive a score of 70% or higher on all assessment tools

SECTION II: ASSESSMENT PLANNING

To answer the following, identify at least 2 primary tools from the PLO Assessment Table from Section I

1: What specific data from the tools alerted faculty that activities/assignments/curricular changes were needed to improve achievement of the related PLOs?

Data of Interest from Tool 1: End of program exam – performance metrics not met in Alternating Current (AC) circuit analysis; most recently, the percentage of students meeting or exceeding the threshold increased from 38% to 50% but did not meet the target of 70%

Data of Interest from Tool 2: End of program exam – performance metrics not met in microcontroller principles; most recently, the percentage of students meeting or exceeding the threshold decreased from 75% to 50% which does not meet the target of 70%

2: If the program can be completed fully online, describe any unique data from the online sections that alerted faculty that activities/assignments/curricular changes were needed to improve achievement of the related PLOs?

If the program cannot be completed fully online, skip this question.

When disaggregating the data, online students perform just as well or better than their campus counterparts. The online students are working adults and can more readily translate knowledge in courses to the real world. Overall, if either population of students falls below performance targets, changes are made to both modalities which benefits all students.

3: What specific changes to activities/assignments/curriculum are planned based on the data gathered above?

Change(s) based on data:

Change 1 – Provide new modules in EET 304a to reinforce AC circuit analysis content and identify areas of deficiency

Change 2 – Revise introductory microcontroller course, update to use current technology and software development tools

Change 3 – Revise content in EET 403b to eliminate duplication with content in EET 438b and convert to an advanced microcontroller course

SECTION III: PRIOR YEAR ASSESSMENT IMPACT

Gather relevant historical assessment efforts to answer this section

1: Discuss how prior changes to activities/assignments/curriculum impacted students' achievement of the PLOs related to those changes. Provide at least 2 examples.

Impact of change 1 from last year - 2022-2023: (PLO1 & PLO 4) Students were provided new practice exams in EET 304a to reinforce AC circuit analysis content, the results of these practice exams increased the AC circuit analysis on the end of program exam from 38% to 50%, but still below the 70% threshold.

Impact of change 2 from last year - 2022-2023: (PLO1 & PLO2) Students received practice exams in EET 332a and EET 438a to reinforce concepts and the percentage of students that attained a grade level of 70% or higher on all course assessments increased as it relates to these PLOs. (EET 332a: PLO1 – 69 to 74%, PLO2 – 70 to 75%; EET 438a: PLO2 – 71 to 93%)

REVIEWERS' REPORT TEMPLATE

PROGRAM NAME COLLEGE

REVIEWER REPORT

DATE

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PROGRAM OVERVIEW

What are the major findings from the review? Does the program have unique or innovative approaches to teaching, learning, or new knowledge creation? Consider the following: changes in the discipline, societal need (employment outlook), student enrollment/retention, support for faculty (hiring, workload, professional development) or any other areas that are relevant.

PROGRAM ASSESSMENT

Provide a summary of the process of assessment and continuous improvement, including but not limited to the following:

- Faculty involvement in and awareness of the contents of the self-study?
- Faculty involvement with the development of program goals, program learning outcomes (PLOs) and student learning outcomes (SLO).
- Involvement of internal or external constituencies other than faculty in developing program goals, PLOs and SLOs.
- Development of appropriate assessment tools and benchmarks for determining if SLOs are being met.
- Alignment of SLOs and PLOs.
- Involvement of key stakeholders in reviewing assessment results.
- Evidence that assessment and other feedback is used for continuous improvement.

If any of these items are not reported in the self-study or demonstrated during the program review, please note the shortcoming(s) in the report.

ACTIONS TAKEN SINCE LAST REVIEW

Report any major changes that have occurred in the program since the last review. What, if any, actions have been taken since the last review including instructional resources and practices, and curricular changes?

ONLINE/OFF-CAMPUS PROGRAMS

Optional section for programs that have degree programs offered online and/or off-campus. Delete this section if N/A.

- Do the online and or off-campus program modalities have the same SLOs as the on-campus program?
- Does the assessment process for the program include assessment of online and/or off-campus programs? If included, is the data for face-to-face and online classes disaggregated or combined? Is the data used for continuous improvement?
- Is there a documented process for determining faculty qualifications for online offerings and the off-campus sites?
- Is student advisement for online students and off-campus students adequate?

- What resources are available to online/off-campus students?

CLASSROOMS, FACILITIES, AND LABORATORIES

Provide an overview of the quality of the classrooms, facilities, teaching labs, research labs and studios (as appropriate). If applicable, are similar laboratory experiences, facilities, and classrooms provided to off-campus and online students?

LEADERSHIP AND INSTITUTIONAL SUPPORT

Provide an overview of the quality and effectiveness of the program's leadership and institutional support.

RECOMMENDATIONS

Provide recommendations for the program with consideration of the following:

- Identify and prioritize actions needed to improve the program, focusing on curricular changes, instructional resources, and teaching practices.
- Potential for growth through program expansion, partnerships, and interdisciplinary collaboration.
- Evaluate the program's strengths and weaknesses, as well as strategies to leverage strengths and address weaknesses.
- Recommend any changes that would improve the program's ability to assess and implement continuous improvements.

DEAN'S REPORT TEMPLATE

PROGRAM REVIEW REPORT-DEANS

1. Reporting Institution: Southern Illinois University Carbondale

2. Programs Reviewed:

3. Date:

4. Contact Person: Sheryl A. Tucker, Provost and Vice Chancellor for Academic Affairs

    4.1.   Telephone: (618) 453-5744

    4.2.   E-mail: provost@siu.edu

    4.3.   Fax: (618) 453-1478

5. Major Findings and Recommendations

The review team was comprised of:

5.1 Description and assessment of any major changes in the program:

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes:

GUIDELINES FOR REVIEW OF EXISTING
UNITS OF INSTRUCTION, RESEARCH, AND PUBLIC SERVICE
AT PUBLIC INSTITUTIONS

A.   Major Assumptions

1.   That primary responsibility for quality and, therefore, review of existing academic programs resides with the institutions and will be carried out in a manner compatible with institutional academic planning/review mechanisms and guidelines promulgated by the Illinois Board of Higher Education (IBHE). Each institution will determine the program review process that best meets its unique needs (e.g., specialized accreditation reviews, review committees, use of external reviewers, etc.). This process will be consistent with IBHE guidelines. To avoid redundancy, institutions have the discretion to use current findings from specialized program accreditations and other reviews as the basis of the program review process. To be current, a review must be no more than two years old.

2. That academic program review is a critical and constructive process whose essential elements are documentation of learning outcomes and identification of actions for program improvement.

3.   That the IBHE, occasionally, may call for a review of programs on a statewide basis for the purpose of addressing matters of statewide priority, e.g., high-demand fields, disciplines undergoing substantial change, etc.

4.   That increased institutional control over the review process entails increased institutional accountability.

5. That institutions are responsible to identify and review programs targeted for priority evaluation and take appropriate action to remedy problems revealed by the review process (e.g., improvement, suspension, or closure).

6.   That "the Board of Higher Education is authorized to review, periodically, all existing programs of instruction, research and public service at the State universities and colleges and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified." (110 ILCS 205/7)

B.   Program Review Schedule

Eight-year Cycle

1.   Institutional program review will occur on an eight-year cycle, with the institution determining the schedule for individual programs. Since eight years is considered the maximum time period for reviewing an individual program, some programs may be reviewed more than once within this cycle.

2. As part of the review process, institutions will prioritize programs flagged due to quality, viability, and/or other concerns.

Three-year Cycle

1. Three years after approval **and** three years after implementation of a new program, *progress reports* will be provided to the IBHE. Programs not making progress towards achieving objectives stated in the original request for approval will submit a plan for improvement**.**

2. Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to the IBHE every three years until accreditation is achieved.

3. Programs flagged for attention or improvement by the institution will report every three years until the situation is corrected or resolved.

4. Programs with institution-determined temporary suspensions of enrollment will inform IBHE of the program's status every year until the situation is corrected.

C. **Program Review Components**

While the institution is responsible for developing its unique program review procedures, it is expected that those processes will include the following components:

1. A statement of program goals and intended learning outcomes;

2. An end- or near-end-of-program assessment of student learning, in addition to course-by-course assessment;

3. Multiple performance measures, if necessary, that reflect the uniqueness of academic programs and disciplines;

4. Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc.);

5. Evidence of a formal feedback/improvement mechanism, i.e., that the program/unit has a regular review process in place, and that the results of this review process are used to improve curriculum, instruction, and learning;

6. Improvement to its capacity to efficiently and effectively deliver programs using technological innovation and comprehensive data systems; and

7. Findings and recommendations for improvement, suspension, or closure.

D. **Reporting Process**

1. Institutions will report on the outcomes of the program reviews in a "Summary of Annual Program Review Process."

2. Three years after implementation of a new program, a progress report will be provided to the IBHE.

3. Programs requiring specialized accreditation for students to sit for professional licensure, but which have not yet achieved accreditation, will provide a report every three years until accreditation is achieved.

4.   Programs flagged for priority review by the institution for improvement require a short interim report, which may be submitted to the IBHE three years after being flagged and must address actions taken since the last program review. Interim reports on flagged programs should:

(a) Delineate actions taken to resolve the issues or improve the program;

(b) Identify areas for further action or improvement; and,

(c) Describe how the program will be monitored to ensure continued improvement until the next review.

5.   Upon notification by letter to the IBHE by its president or chancellor, a college or university may:

(a) Suspend enrollment in a program for a period not to exceed five years, for any reason;

(b) The enrollment-suspension notification shall include an explanation of the reasons for the action and a brief remediation plan;

(c) Institutions will submit a brief progress report every year until the situation is resolved; and,

(d) Reinstate a suspended program through a letter of notification to the Board;

(e) The IBHE will consider a program terminated if no progress report is received each year or if no reinstatement notice is received within the five-year period.

6. Summary reports shall include:

(a) Description and assessment of any major changes in the program/disciplinary context e.g., (1) in the discipline or field; (2) student demand; (3) state need; (4) institutional context for offering the degree; (5) other elements appropriate to the discipline in question; and (6) other;

(b) Major findings and recommendations, including evidence of student learning outcomes and identification of opportunities for program improvement;

(c) Actions taken since the last review, including instructional resources and practices, and curricular changes; and,

(d) Actions to be taken as a result of this review, including changes in instructional resources and practices, curriculum, and assessment of student learning.

PROGRAM REVIEW REPORT

1. **Reporting Institution** _____

2. **Program Reviewed** _____

3. **Date** _____

4. **Contact Person** _____

    4.1. **Telephone** _____

    4.2. **E-mail** _____

    4.3. **Fax** _____

5. **Major Findings and Recommendations**

    5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

    5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement;

    5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes; and

    5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

6. **Outcome**

    6.1   Decision:

        _____ Program in Good Standing

        _____ Program flagged for Priority Review

        _____ Program Enrollment Suspended

6.2   Explanation