# Operational and Student Support Program Review – Template

**February, 2018**

The HLC Criteria for Accreditation, specifically Core Component 4.A, require institutions to maintain a “practice of regular program review[[1]](#footnote-1)” as one component of our ensuring the quality of our educational programs and the evaluating our effectiveness in achieving our stated student learning outcomes. For **non-academic units, “Program” means a University Planning Unit.** This review will include sections which address HLC Core Components related to institutional accreditation, and these are identified in the text where appropriate (e.g. CC 4.A.1), or which address elements of the HLC’s Assumed Practices[[2]](#footnote-2) (e.g. AP B.1.a).

Operations and Student Support Program Review Reports are due by April 1 of the review year. Brief responses (1-2 pp) should be in the form of narrative, indexed to the prompt, and supported by evidence relative to the activities of the Planning Unit.

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| 1. **Operations and Student Support Program Mission**    1. Provide an introduction to the Planning Unit being reviewed.    2. Present the Planning Unit mission statement and evaluate how this is consistent with the LSSU Mission and strategic plan (CC 1.A.2).    3. Evaluate the extent to which the Planning Unit mission, and other relevant documents, identify the nature, scope, and intended constituents of the Program (CC 1.B.3)    4. Evaluate the role of the Planning Unit to address the institution’s role in a multicultural society, and the processes and activities which reflect attention to human diversity (CC 1.C.1-2).    5. Present evidence of the extent to which the Planning Unit engages with external constituencies and communities of interest within the scope of the program mission and capacity (CC 1.D.3). |  |
| 1. **Operations and Student Support Program Quality, Resources and Support**    1. Within the Planning Unit, review evidence that staff members providing student support services, and those providing co-curricular activities, are appropriately qualified, trained, and are supported in their professional development (CC 3.C.6).    2. Student Support only, answer where applicable:       1. Present evidence that the Planning Unit provides student support services suited to the needs of the student population (CC 3.D.1)       2. Present evidence of effective processes to support the academic needs of all students and for directing students to courses and degree programs for which students are adequately prepared (CC 3.D.2).       3. Present evidence of academic advising support services suited to the University programs and the needs of students (CC 3.D.4)       4. Present evidence of student guidance in the effective use of research and information resources (3.D.5).    3. Co-Curricular only, answer where applicable:       1. Present evidence that co-curricular programs are suited to the mission and contribute to the education experience of students (CC 3.E.1)       2. Present evidence that co-curricular programs help the University fulfill claims related to providing an enriched educational environment and student educational experience (CC 3.E.2) |  |
| 1. **Operations and Student Support Program Evaluation and Improvement**     1. Present evidence of the Planning Unit’s goals for student learning and the processes in place to assess student learning and achievement of these goals (4.B.1).    2. Summarize actions taken to engage in continued improvement of student learning which is based on the established learning goals and measures (CC 4.B.2-3).    3. Using appropriate Nuventive Improve™ reports where available for the Planning Unit, document clearly stated goals for student learning and effective processes for assessment of student learning and achievement of the learning goals (CC 4.B.2), and evidence of the use of assessment information to improve student learning (CC 4.B.3). Review evidence of how the processes and methodologies used to assess student learning reflect good practice, including evidence of the substantial participation of faculty and other instructional staff (CC 4.B.4).    4. Summarize the ongoing activities related to improving retention, persistence and degree completion rates for students through the efforts of this program to implement clearly defined goals. For the collection and analysis of information, and for the use of information to make improvements as appropriate (CC 4.C.1-3). |  |
| 1. **Operations and Student Support Program Resources, Planning and Effectiveness**    1. Evaluate the sufficiency of the fiscal and human resources, and the physical and technological infrastructure to support the Program (CC 5.A.1)    2. Summarize one or more examples of how the Planning Unit has linked processes for assessment of student learning, evaluation of operations, planning and budgeting (CC 5.C.2).    3. Identify examples of the Planning Unit’s consideration of internal and external constituent groups in planning, and how programmatic planning reflects an understanding of the current capacity, challenges and emerging factors (CC 5.C 4-5) |  |
| 1. **Other -** Present other issues relevant to the Planning Unit review not addressed above (optional |  |

# College Program Review – Academic Template

**February, 2018**

The HLC Criteria for Accreditation, specifically Core Component 4.A, require institutions to maintain a “practice of regular program review[[3]](#footnote-3)” as one component of our ensuring the quality of our educational programs and the evaluating our effectiveness in achieving our stated student learning outcomes. For academic units, “Program” means an entire College. The elements of an Academic Program Review include sections which address HLC Core Components related to institutional accreditation, and these are identified in the text where appropriate (e.g. CC 4.A.1), or which address elements of the HLC’s Assumed Practices[[4]](#footnote-4) (e.g. AP B.1.a).

Colleges submit an Academic Program Review Report by April 1 of the review year. Responses to each prompt (1-2 pp) should be in the form of narrative, indexed to the prompt numbers, and supported by evidence relevant to the academic degree programs and activities of the College.

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| 1. **College Mission**    1. Provide an introduction to the College, its programs, key initiatives, and history.    2. Evaluate the relationship of the College goals to the LSSU Mission and strategic plan. (CC 1.A.2). |  |
| 1. **College Program Quality, Resources and Support**    1. Summarize the academic degrees of the College, present evidence that they adhere to commonly accepted program standards, and delineate the College and academic degree learning goals. Verify compliance with institutional policies related to degree requirements (AP B.1).    2. Within the College, present evidence that courses and degree programs are current, and require levels of performance by students appropriate to the course and program level (CC 3.A.1).    3. Within the College, present evidence that student-learning goals, at the course and degree program level, are student focused, are clearly articulated, and differentiated based on the course and program level (CC 3.A.2).    4. Within the College, present evidence that degree program quality and student-learning goals are consistent across all modes of delivery and all locations (CC 3.A.3).    5. Within the College, present evidence that students are engaged in collecting, analyzing, and communicating information, in mastering modes of inquiry or creative work, and in developing skills integral to the program (CC 3.B.3).    6. Present evidence that College faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to the Program and academic degrees (CC 3.B.5).    7. Present evidence that the College has sufficient numbers and continuity of qualified faculty to carry out necessary functions, including oversight of curriculum, setting expectations for student learning, academic credentials for instructors, and involvement in assessment of student learning (CC 3.C.1).    8. Present evidence that all instructors in the College are appropriately qualified and regularly evaluated in accordance with established policies and procedures (CC 3.C.2-3).    9. Present evidence that all College instructors are current in their disciplines, adept in their teaching roles, engaging in ongoing professional development, and accessible for student inquiry (CC 3.C.4-5).    10. Present evidence that faculty teaching in the College participate substantially in the analysis of data and development of action on the assessment of student learning and program completion (AP B.2.c)    11. Present evidence of this College’s incorporation of high-impact educational practices promoting student learning and engagement[[5]](#footnote-5).    12. Present evidence of the College’s use of specialized facilities or equipment. |  |
| 1. **College Degree Program Evaluation and Improvement**     1. Present evidence of the process used by faculty in the College to evaluate credits accepted to meet degree program requirements, including credit for experiential learning and other forms of prior learning, and to assure the quality of credits accepted in transfer (CC 4.A.2-3).    2. Within the College, present evidence of the faculty’s role to exercise authority over course prerequisites, rigor of courses, faculty qualifications and equivalence of learning outcomes and achievement in all modes and locations where the program is delivered (CC 4.A.4).    3. If relevant, present evidence of the status of any specialized accreditation related to degree programs, including findings and recommendations from previous reviews (CC 4.A.5) Summarize program pass rates on licensure exams since the last program review, or the previous 5 years (AP A.7).    4. Present evidence of degree-program specific graduate success and preparedness for advanced study or employment through indicators appropriate to the College mission (CC 4.A.6).    5. Summarize examples in the College of the faculty’s commitment to educational achievement and improvement through ongoing assessment of student learning (CC 4.B).    6. Present evidence of the College, and specific degree program, goals for student learning and the processes in place to assess student learning and achievement of these goals (4.B.1).    7. Within the College, summarize actions taken to engage on continued improvement of student learning which are based on the learning goals and measures (CC 4.B.2-3).    8. Use appropriate Nuventive Improve™ reports to document clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals (CC 4.B.2), and evidence of the use of assessment information to improve student learning (CC 4.B.3).    9. Within the College, present evidence of how the processes and methodologies used to assess student learning reflect good practice, including evidence of the substantial participation of faculty and other instructional staff (CC 4.B.4).    10. Within the College, summarize the ongoing activities related to improving retention, persistence and degree completion rates for students enrolled in this Program, and for academic degree programs, through clearly defined goals, evidence of the collection, analysis and use of information to make improvements as appropriate (CC 4.C.1-3). |  |
| 1. **College Resources, Planning and Effectiveness**    1. Evaluate the sufficiency of the fiscal and human resources, and the physical and technological infrastructure to support this College and its constituent academic degree programs (CC 5.A.1)    2. Summarize examples of how the College has linked processes for assessment of student learning, evaluation of operations, planning and budgeting (CC 5.C.2).    3. Identify examples of the College’s consideration of internal and external constituent groups in planning, and how programmatic planning reflects an understanding of the current capacity, challenges and emerging factors (CC 5.C 4-5) |  |
| 1. **Other**   Present other issues relevant to the Program review not addressed above (optional). |  |

1. <http://policy.ncahlc.org/Policies/criteria-for-accreditation.html> [↑](#footnote-ref-1)
2. <http://policy.ncahlc.org/Policies/assumed-practices.html> [↑](#footnote-ref-2)
3. <http://policy.ncahlc.org/Policies/criteria-for-accreditation.html> [↑](#footnote-ref-3)
4. <http://policy.ncahlc.org/Policies/assumed-practices.html> [↑](#footnote-ref-4)
5. <http://www.neasc.org/downloads/aacu_high_impact_2008_final.pdf> [↑](#footnote-ref-5)