Academic Program 5-Year Review Format

A 5-year program review is a review of the effectiveness of the College's academic programs. Departments must address at least the questions below but are encouraged to broaden their reflections to include other matters where appropriate.

I. Executive Summary of the Program Review (maximum 1 page)

II. Program Learning Goals (3 pages max)

1. What are the program's student learning goals?
2. How are the goals connected to the program's mission?
3. Describe the process by which these goals are developed, adopted, and revised.

III. Curriculum (7 pages max)

Please append an up-to-date curriculum map and curriculum architecture.

1. With reference to the curriculum map and architecture, describe how the courses in the curriculum are arranged and sequenced in order to promote the program-level goals?
2. Describe the processes by which the department faculty members monitor the coherence of the curriculum and adjust it as necessary.
3. How does the program provide instruction in, and assessment of, the five key intellectual skills (Communication, Critical Analysis and Reasoning, Synthesis, Social Awareness, Quantitative Literacy)?
4. What are the areas of concern and/or opportunity for the program's curriculum?
5. In light of 4, what are the program's goals for the curriculum over the next five years?

IV. Student Learning (7 pages max)

1. What sources of evidence does the program use to determine whether or not students are meeting the program-level and course-level student learning goals outlined in II and III?
2. Describe how student learning outcomes data have been used by faculty to make curriculum decisions (include the department's student learning outcomes reports as an appendix.)
3. What are the program's goals for student learning over the next five years?

V. Students (5 pages max)

1. Given the information provided by the institution about students in your program, what trends, or directions does the department foresee will have an effect on student learning outcomes?
2. What plans does the department have for responding to these trends?

VI. Faculty (5 pages max)

1. How do the qualifications, skills, and experience of the faculty, including adjunct faculty, align with the program's student learning goals.

2. What are the program's goals for the faculty over the next five years?

VII. Program Operations (3 pages max)

1. Given the information provided by the institution about the finances of your program, and about the operating efficiencies of your program, what are your program's operational goals for the next 5 years?

VIII. Resources (5 pages max)

1. To what extent are the resources available to the program sufficient to enable students to meet the program learning goals?
2. In light of 1, what are the program's prioritized goals for resources over the next five years?

IX. Additional information as desired by the program (5 pages max)

APPENDICES

A. Curriculum Map

A grid showing the program-level student learning goals, the course required in the curriculum, and the curricular locations where students are introduced to the program level goals, where they are reinforced, and where students demonstrate proficiency.

B. Curriculum Architecture

A single document containing the program-level student learning goals, and the student learning objectives for each course.

C. Student Learning Assessment Plan Form

This summarizes the student learning outcomes and assessment measures identified in the program review. Programs will then submit annual updates on the results of that assessment.

D. Latest Annual Program Goal Report

Annual Program Goal Report is an update of progress toward the goals identified in the program review. Programs will submit an Annual Program Goal Form every year.

E. Academic Assessment Plan

Additional Documents from the Committee

How to develop good operational goals (SMART Goals)
How to write good student learning goals and objectives