Timeline for Assessment in the Major/Program Review

Fall
- Identify Faculty to write the program self-study using the Assessment in the Major as a template
- Request assessment information required and meets with the Director of Institutional Research
- Identify potential reviewers (two are needed)

January
- Finish self-study and pull information together
- Submit the Assessment in the Major to the Associate Dean of the Division for review before the document is sent to the reviewers
- Secure two reviewers to review self-study and facilities (if program has special training facilities)

February
- Send self-study to the reviewers with the review forms and make arrangements to visit facilities if necessary
- Reviewers visit facilities if necessary

March 15th
- Reviewers turn in report on program self-study using standardized form

April 15th
- Faculty respond by writing goals & objectives to address program weaknesses cited by reviewers and send to Assessment Committee
- Faculty fill out SUNY State Summary Report Form – "Program Review and Assessment of Student Learning Outcomes in the Major: Summary Report"- submit to Dean of Academic Affairs

Assessment in the Major Template

1. *CURRICULUM*

The undergraduate academic major as a program of study is defined by the curriculum. This includes the courses and other educational experiences, the methods of delivery, and the structure of requirements and electives into which these are arranged to give coherence to the program.

Although some traditional curricular goals underlie all academic programs, curricula for programs bearing the same name differ across institutions as a function of variations in the training and interests of the faculty, in the background and interests of the students, and in the availability of resources both on and off the campus. The resultant variations in curricula offer students and employers the desirable situation of having choices; however, differences make design and publication of a program's expectations especially important. Faculty must determine the programmatic goals, objectives, purposes, and effects for the major. Consequently, faculty, students, administrators, and staff must engage in an active review of the combination of in-depth study and specialized skills in an academic discipline, general education, and intellectual growth that will best meet the needs of their students.

A. *MISSION, GOALS, AND OBJECTIVES*
1. Prepare a program mission statement that outlines the goals and their relationship to the institutional mission statement.
2. Delineate the program's goals and objectives.
3. Define quality as it relates to the program.
4. Identify the learning outcomes students should demonstrate.

B. *PROGRAM DESIGN*
1. Specify the degree requirements for the program, using the format of the catalog description of the program.
2. Describe the congruence between course and program goals and expectations in the discipline or profession, as appropriate.
3. Describe the congruence between course and curricular goals, courses, and prerequisite patterns.
4. Explain the balance between breadth and depth designed in the program.
5. Describe the methods used to ensure comparable learning outcomes among multiple sections of a course.
6. Describe efforts to assure that required courses and electives are offered on a schedule to meet the needs of various student constituencies.
7. Describe internship opportunities and the rationale for assigning credit.
8. Describe departmental procedures including student participation for the development, review, and evaluation of courses.
9. Describe the advisement procedures and the way the department assesses advisement effectiveness.

C. *ASSESSMENT*
1. Analyze the effectiveness of the program in achieving its goals and objectives in the discipline. Describe the procedures, criteria, and methods used for this assessment. (Identify direct and indirect measures)
2. Analyze the effectiveness of the program in achieving its goals and objectives in general education. Describe the procedures, criteria, and methods used for this assessment. (Identify direct and indirect measures)

3. Analyze the effectiveness of the program in achieving its goals and objectives for intellectual growth. Describe the procedures, criteria, and methods used for this assessment.
4. Describe discipline-, college-, and community-related student activities, and how the program promotes and supports faculty and student involvement and effort.
5. Describe how the program responds to the needs of the community, if applicable.
6. Provide follow-up data on student placement for the last five years. Indicate year(s) of data collected and total number of student responses: percentage employed in the field, percentage employed elsewhere, percentage seeking employment, and percentage continuing education.
7. Describe the results of any alumni follow-up surveys that reflect the student outcomes.
8. Describe the dissemination of the results of the program review to appropriate constituencies.
9. Describe the planning processes, including those to be used to formulate and implement changes based on program review analysis.
10. Describe the most recent evaluation of the program, what was learned from the evaluation, and what improvements resulted.

2. THE FACULTY

The quality of the faculty is critical to the quality of an undergraduate academic program. The qualifications of the faculty constitute traditional measures, and they are useful to show the extent to which the faculty is prepared to fulfill the mission of the program. The quality of the program also depends upon the availability of the faculty to the undergraduates and the effectiveness of the interactions, in other words, the extent to which the faculty creates a participatory culture. The following are categorized according to the five criteria for the evaluation of academic employees in the *Policies of the Board of Trustees.*

A. MASTERY OF SUBJECT MATTER

Faculty Summary	*Full-time*	*Part-time*
1. *Number of faculty assigned to the program*		
Men	_____	_____
Women	_____	_____
Minorities	_____	_____
2. *Credentials*		
Bachelor's Degree	_____	_____
Master's Degree	_____	_____
Doctorate	_____	_____
3. *Experience*		
0-3 years	_____	_____
4-7 years	_____	_____

Source: SUNY Guide for the Evaluation of Undergraduate Academic Programs, 2001
http://www.suny.edu/sunypp/docs/182.pdf

8-11 years	_____	_____
12-15 years	_____	_____
16-24 years	_____	_____
25+ years	_____	_____

B. *EFFECTIVENESS IN TEACHING*
1. Describe the hiring procedures, including the formulation of the job description, publication of the position, representation on the search committee, and responsibility for the final decision. Include copies of faculty vitae with the report.
2. Explain how the training and interests of the faculty contribute to appropriate breadth of the program's mission. Indicate areas, if any, in which greater strength would be beneficial.
3. Analyze the teaching loads and how they are distributed among faculty by rank, full-time, part-time, and teaching assistants (number of courses/number of students).
4. Highlight faculty innovations in teaching.
5. Describe the program's procedures for evaluating effectiveness in teaching.

C. *SCHOLARLY ABILITY*
1. Describe the recent scholarly and creative contributions of the program faculty that are important to the program goals.

D. *EFFECTIVENESS OF COLLEGE SERVICE*
1. Describe the faculty's service to the university, such as committee work, administrative work, public service, and other activities that contribute to the fulfillment of the program's mission in relation to the university and the community.

E. *CONTINUING GROWTH*
1. Identify the steps taken to assure that faculty members maintain currency in their disciplines and the activities that result in the continuing growth of the faculty.

3. *THE STUDENTS*

In the evaluation of the effectiveness of an undergraduate program, it is essential to consider the students it serves and those it might serve in the future. Student needs influence the design of the curriculum, the faculty to implement it, and the services to support it. The quality and success of the program depends upon the extent to which it meets the needs of its students.

A. *STUDENT PROFILES*

1. *Annual cohorts for the last five years:*

Total Number of Majors

Year	to	Year	Full-time	Part-time
_____		_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____

Source: SUNY Guide for the Evaluation of Undergraduate Academic Programs, 2001
http://www.suny.edu/sunypp/docs/182.pdf

_____   _____   _____   _____

_____   _____   _____   _____

Graduates
Year   Number

_____   _____
_____   _____

_____   _____

_____   _____

_____   _____

2. Describe the program strategies used to recruit students.
3. Identify the program minimum requirements for admitting students.
4. Explain the acceptance ratio.
5. Compare the student diversity of the program to that of the institution, other institutions, the region, and the state.
6. Analyze the enrollment patterns over the last five years.

B. *STUDENT NEEDS*
1. Describe the goals of the students entering the program.
2. Describe the financial needs of the students enrolled.
3. Describe the academic needs of the beginning and transfer students.
4. Describe the special needs of groups of students, such as nontraditional, international, disabled, and underprepared students.
5. Explain any academic placement procedures.
6. Describe the diverse learning styles of the students and strategies for engaging them.
7. Describe any orientation activities designed to introduce students to the program.
8. Analyze attrition patterns and describe efforts to improve retention.
9. Analyze the time students take to complete degrees.

4. *SUPPORT SERVICES*
The academic and student services of the campus provide important support to the instructional efforts of the faculty. Furthermore, support services should contribute directly to the richness of student's academic lives.

SPECIAL STUDENT SERVICES
What provisions are made for groups of students with special needs in this program for the following groups:
- Nontraditional students
- International students
- Students with disabilities
- Students who need special remedial or tutorial services
- Nonresidential students
GENERAL STUDENT SERVICES

What provisions are made for all of the students, such as in the following areas:
- Orientation
- Diagnostic evaluation and placement
- Library and media resources
- Computer resources
- Health and counseling services
- Career advisement
- Job placement
- Describe student and faculty satisfaction with services that support the program.
- Describe the general campus environment and climate. Explain their impact upon student performance.
- Describe how student affairs and academic affairs are coordinating efforts to contribute to student success.
- Guide for the Evaluation of Undergraduate Academic Programs

ADMINISTRATIVE SUPPORT
An academic program exists within the context of an institution, and it is effective in so far as it contributes to the mission of that institution. Similarly, the institution must be committed to the quality and effectiveness of the program.

The health and continued vitality of an undergraduate academic program is critically influenced by the quality and continuity of leadership and support that its faculty and students receive from the administration of the campus, starting at the level of the president. Furthermore, the institution's leadership plays an important role in fostering a climate that supports change and makes clear the consequences of not improving.
Consequently, administrators also have a need for training as evaluators.

- Explain the effective ways in which the administration encourages program review.
- Explain how the leadership helps to create an environment and a climate for academic excellence.
- Analyze the fairness of the reward structure of the institution and the program.
- Describe the ways by which the administration empowers faculty and students.
- Explain how budget decisions reflect the concern for quality programs and support academic robustness.
- Provide an organizational chart that shows the relationship of the program to the rest of the institution.
- Explain how the program is represented in the institution's governance bodies and planning processes.
- Describe faculty development and support efforts by administration in the program area.