

**ACADEMIC  
PROGRAM REVIEW  
GUIDE**



**Southeastern Oklahoma  
State University**

**Durant, Oklahoma**

**2021-2022**

## ACADEMIC PROGRAM REVIEW

Program Review seeks to bring about the improvement of the academic programs offered by Southeastern (SE). The concepts of quality, value, outcomes, and effective use of resources are fundamental issues to be addressed by the process of program review. Program review is defined as the systematic, periodic, and comprehensive evaluation of the academic programs offered by SE. A program is defined as a sequence of courses that lead to a degree or certificate; general education also will be subject to the program review process.

The general purposes of program review are to provide:

- a process to verify that each program is achieving its stated goals, and to reaffirm that those goals are appropriate,
- an opportunity to identify needed improvements in programs, and to develop strategies to accomplish these improvements,
- a framework for institutional planning that facilitates improvements in courses, curricula, and instructional methodology, and
- a means to assess those programs that are no longer serving an identifiable societal need, and develop a recommendation regarding the expenditure of limited tax dollars.

The overarching functions of program review at SE are to:

- engage faculty/departments in the assessment of their current goals, objectives, and activities in relation to institution-wide goals,
- provide a basis for recommendations regarding: (1) internal allocations in the preparation of annual operating budgets, and (2) reallocations (in the form of budget adjustments) during the operating year, and
- provide a basis for the formulation of both immediate and long-range plans, designed to enhance the viability of the programs in each unit.

**Special note regarding pandemic operations:** It is understood that the pandemic may have disrupted traditional trends and activities; be sure to be specific regarding any relevant disruptions in data or in action. Previous activities and ones planned for the future are relevant to addressing the sections in this report.

### PROTOCOL FOR THE COMPREHENSIVE REVIEW OF ACADEMIC PROGRAMS

- 1. Preparation of a Program Self-Study Report by the Department Faculty**
- 2. Evaluation of the Program by an External Consultant**
- 3. Final Evaluation of all Reports by the Organized Research and Program Review Committee (ORPRC)**

The ORPRC will review self-study report and recommendations made by the department and external consultant for the program. If both sets of recommendations are generally consistent with the self-study report and other information, the ORPRC will communicate its findings to the department chair/program coordinator. Should there be significant differences in the recommendations, or significant variations between the

recommendations and self-study report, the ORPRC should schedule a formal conference with the department to resolve these differences. If the department believes that the consultant's report and recommendations are not valid, the department chair may request a conference with the Committee to respond and/or present additional evidence. After appropriate considerations, the Committee will communicate its recommendations to the Vice President for Academic Affairs (VPAA), or designee (designee may be substituted for subsequent references to VPAA), and department.

**4. Review and Prioritization by the Department Chair**

The Department Chair will prioritize the recommendations resulting from the program review process, estimate the cost of implementation for each recommendation, and develop a timeline for implementation.

**5. Department Chair and Vice President for Academic Affairs Conference**

The purpose of the conference is to provide the Department Chair/Program Coordinator an opportunity to discuss the recommendations with the VPAA. After review by the VPAA, recommendations will be integrated into institutional priorities. At this particular step of review, the Department Chair/Program Coordinator and VPAA have the option of involving other groups or individuals such as the Department Chairs, Academic Council, Graduate Council, Teacher Education Council, Curriculum Committee, Graduate Dean, other Vice Presidents, and the President.

**6. Closure: Memorandum of Understanding (MOU) or a Plan of Action.**

The MOU will be developed by the VPAA; it will be distributed to the Department Chair and ORPRC.

**7. Implementation of Recommendations**

The prioritized recommendations are implemented by the department.

**8. Specialty Accreditation and Program Review Process**

It is important to note that OSRHE Academic Policy (3.7.4 Academic Program Review) provides an institution the ability to use the specialty accreditation process in lieu of the Program Review process used for programs without specialty accreditation. The ORPRC will not be directly involved in the specialty accreditation process; it is not reasonable for committee members to have a thorough understanding of the all the standards and requirements for each type of specialty accreditation. Therefore, the documentation and reports submitted SE as part of the reaffirmation process and the reports and declarations prepared by the specialty accreditation body, will be reviewed by the Department Chair and VPAA so that the recommendations can be integrated into SE's priorities. The Department Chair and VPAA will involve other entities on campus (e.g., other department chairs, Academic Council, Graduate Council, Teacher Education Council, ORPRC, Curriculum Committee, Graduate Dean, other Vice Presidents, and President) to help ensure that the needed resources are allocated to address the recommendations for improvement identified during specialty accreditation processes.

## GENERAL GUIDELINES FOR THE PROGRAM REVIEW REPORT AND PROCESS AT SOUTHEASTERN

### I. Departmental Overview

This section should provide a synopsis of the department and its programmatic offerings. It should include a brief history of the unit but emphasize activities within the last 5 years.

- A. State the importance of the program(s) offered by the department to SE and the geographic footprint that it targets. Be sure to highlight differences between the program(s) offered at SE and those offered by other universities.
- B. Provide an overview of any changes in personnel (faculty and support staff) that occurred during the last five years (**Table 1. Faculty Demographics**). Be sure to comment on the adequacy of all personnel in providing quality academic programming and support (**Provide CVs for all faculty teaching during the current academic year in Appendix I**).
- C. Describe the sources of financial resources available to support the department. Provide a basic annual budget (revenues and expenditures) by operational category for the last five years (**Table 2. Departmental Budget**). Be sure to include funds used to support library holdings used by the department.
- D. In addition to funds listed in **Table 2**, does the department have access to other sources of funds (e.g., SE Foundation, external grants)? If so, please provide the source, amount, and how the funds are used. Describe any future fundraising/grant efforts and recent successes.
- E. Describe the adequacy of the department's current physical space, specialized equipment, and access to technology necessary to meet the education needs of the students being served (**Table 3. Faculty Survey**).
- F. If the department/program has an advisory board, discuss the role of the advisory board and how it contributes to the success of the department/program.
- G. Describe the environment in which faculty, staff, and students work together and the role of the leadership in providing a cohesive and supportive work climate for the unit.
- H. Provide a brief overview of strengths and weaknesses of the department/program that will be discussed in more detail in the self-study report.

### II. Implementation of Recommendations from Previous Program Review

Describe what action was taken, if any, regarding implementation of each recommendation from the most recent program review

cycle completed. If a recommendation was not implemented, provide the rationale for the lack of action.

### III. Review of Program(s)

- A. Briefly describe the requirements of each program and any major differences it has from similar programs offered at other universities (**Provide a copy of the Degree Program Worksheet from the catalog for each program and minor in Appendix II**).
- B. Summarize headcount, SCH production, and number of graduates for each program during the last five years (**Table 4A-B. Enrollment and Graduation Trends**). What trends, if any, can be found in the data? Provide a summary of any significant changes in mode of delivery of courses and/or programs that have occurred in the last five years (**Table 4C. Enrollment Trends by Mode of Delivery**).
- C. Discuss student diversity within the department (**Table 5. Student Demographics**). Describe the department's recruiting efforts at K-12 schools and community colleges.
- D. Discuss retention and completion rates of both native and transfer students in the program. What actions has your department taken, if any, to increase retention and graduation of students in the last five years.
- E. Summarize data provided by students currently enrolled in the program regarding program quality and rigor (**Table 6. Results of Student Survey**). Identify primary strengths and weaknesses of the program from the perspective of current students. Describe any changes made (or changes planned) in teaching, curriculum, advising, or other aspects of the program resulting from the survey results.
- F. Discuss the results of the survey of alumni (**Table 7. Results of Alumni Survey**) of your department's programs. Describe any changes made (or changes planned) in teaching, curriculum, advising, or other aspects of the program resulting from the survey results.
- G. Provide a brief overview of student activities outside the typical classroom experience (e.g., community engagement activities, internships, research experiences, creative activities).
- H. Provide a brief overview of post-graduation placement of students (e.g., enter workforce in area related to degree, enter workforce in area not related to degree, continue education in graduate/professional school, or other activities such as the joining the Peace Corps or enlisting in a branch of the military).
- I. Describe the departments contribution to the general education program (**Table 8. List of General Education Courses Offered by the Department**). Provide a list of courses and student enrollment in each course. For enrollment, be sure to report the contribution of both majors and non-majors to the overall headcount/SCH production in each general education course.
- J. Provide a list of the student learning outcomes for each program. Summarize student achievement of each student learning outcomes

and identify any changes made to the program as a result of assessment (**Provide the Program Outcomes Assessment Reports for the last five years in Appendix III**).

**K** Discuss the average GPA and DFW rates for the different levels of courses offered by your department (**Table 9. List of Student Results**).

#### **IV. Faculty**

##### **A. Disciplinary Breadth of Faculty**

1. Describe the breadth of faculty expertise and credentials relative to the teaching, research/creative activity, and service goals of the department (**Refer to Table 1. Faculty Demographics**).
2. Discuss any gaps or strategic hires by core disciplinary areas that will enable the department to sustain and/or enhance academic programming.

##### **B. Teaching/Advising**

1. Summarize the current instructional load of program all faculty including adjuncts (**Table 10A-B. Instructional Load of Departmental Faculty**). How have faculty load patterns changed in the last five years?
2. Provide a summary of the student evaluation of instruction and examples of any specific changes made by faculty as a result of this assessment.
3. Describe how the department ensures the quality of instruction regardless of the location or mode of delivery.

##### **C. Scholarly and Creative Activity**

1. Describe the scholarly and creative activities of departmental faculty since the last program review cycle (**Table 11 Scholarly, Creative, and Service Activities of Faculty**).

##### **D. Service**

1. Summarize faculty service activities related to the department, university, and discipline (**see Table 11**).
2. Describe community outreach, engagement, and service of departmental faculty (**Table 12. Community Service and Engagement of Departmental Faculty**).

##### **E. Professional Development**

1. Describe professional development activities of faculty in the areas of teaching, scholarship, and creative activities. Provide specific examples of support such as Organized Research Fund, Presidential Partners, External Grants, Departmental Allocation, or other funding sources.

## **V. Self-Study Recommendations and Conclusions**

Provide an overall self-evaluation of each program relative to other similar programs with which you are acquainted. Use a specific rating which covers the range of: **Needs Significant Improvement (lowest rating), Adequate, Satisfactory (average), Good, and Outstanding (highest possible rating)**. Briefly state the rationale for your rating. Identify greatest opportunity and threat to the program?

Provide a numbered list of specific departmental recommendations, in rank order of importance, for each program that resulted from the self-study process. Be sure to include the estimated cost, if any, and a timeline for completion for each recommendation. In the event that new resources are not available, briefly describe how each recommendation could be addressed by reallocation of existing resources, external fund raising, or by other means. Each recommendation should be supported with evidence in the self-study report. Examples of recommendations include but are not limited to: changes in personnel (addition, deletion, or realignment); modification of curriculum; improvements to the infrastructure such as facilities and technology; and future of program to meet projected demand (e.g., expand, consolidate, suspend, or terminate).

### **GENERAL INSTRUCTIONS AND REPORT FORMAT**

The report should be a well-written and readable narrative; it should include appropriate tables/graphs to summarize the data examined. The self-study should include three components: (1) factual information about the program, (2) an analysis that identifies program strengths and weaknesses, and (3) recommendations (or plans) for improving the program. The report and recommendations for an individual program should not exceed 20 double-spaced pages, excluding tables and appendices. If tabular data are cited in the report, incorporate condensed tables/graphs into the narrative at the place the data are discussed.

Generally, the report should avoid making comparisons with specific programs in other departments. The self-study report will be read by individuals off-campus, and ultimately will be made available to OSRHE. Consequently, the report should be edited so that the writing style is internally consistent, and the report is free from errors (grammatical and typographical).

**It would be most helpful if the report would be organized according to the following outline:**

- Cover Page
- Page 1—Table of Contents
- Departmental Overview

- Implementation of Recommendations from Previous Program Review
- Review of Programs
- Faculty
- Self-Study Recommendations and Conclusions
- Appendices of supporting documentation
  - Curriculum Vita of Faculty
  - Program Outcomes Assessment Reports

### **IDENTIFICATION AND SELECTION OF CONSULTANTS**

One external consultant will be identified to complete a paper review of the self-study report.

1. The names of prospective consultants are solicited from the faculty in the pertinent academic department and from academic administrators.
2. The VPAA and department chair will discuss the credentials of prospective consultants and select one to serve as a peer evaluator. The criteria used to select the consultant will include but not restricted to the following:
  - a. Doctorate/other terminal degree if possible
  - b. Credentials as scholar and teacher; currency in the discipline
  - c. Understanding of regional state universities and their environment
  - d. Understanding of academics and has administrative perspective
  - e. Evidence of a regional/national reputation in the discipline
  - f. Program evaluation experience, if possible
  - g. Ability to conduct online meetings
3. The department chair will work with the Office of Academic Affairs to prepare the consultant agreement and schedule the review process.

### **GUIDELINES FOR THE CONSULTANT'S REPORT**

The major goal of program review at SE is to improve the academic programs offered by the institution. An important aspect of the evaluation process is to identify the strengths and weaknesses of the program with respect to curriculum, faculty, students, facilities, and operational procedures. The program self-study report and SE's website ([www.se.edu](http://www.se.edu)) will introduce the consultant to the program. The consultant will be expected to conduct at least two online meetings (one with departmental faculty and the other with students majoring in the program that is being reviewed) to gather additional information. These online meetings should be scheduled at times when sufficient numbers of students and faculty are available to provide feedback to the consultant regarding the program. The consultant should compare the program with similar degrees at medium-sized regional state universities.

The following information is requested in the evaluation report.

1. Provide a brief description of the program at Southeastern, as perceived by the consultant.

2. Appraisal of Program Components.

- Critique each of the following program elements/components in terms of their relative strengths and weaknesses. Also, note any unusual difference in the SE Program.
- Program goals, objectives, and student outcomes (specificity, clarity, and appropriateness)
- Compatibility of this program with the mission of SE.
- Curriculum (breadth, depth, requirements, course sequence, etc.).
- Faculty (educational qualifications, experience, scholarship, workload, initiative, and morale).
- Operational procedures and program processes.
- Departmental coordination and faculty involvement in the program management.
- Students (e.g., abilities, attrition, attitude, academic achievement, and post-graduate success).
- Also, critique the Assessment Plan developed for the Program.
- Resources (financial support, library, and other academic support services, etc.)
- Facilities (classrooms, laboratories, offices, equipment, etc.).
- Relative program costs and effective use of resources provided to the program
- Administrative/Institutional support of the program.
- Other Factors: size of classes, total enrollment in program, number of graduates.

3. Overall Program Quality Rating

Provide an overall rating of this program relative to other similar programs with which you are acquainted. Use a specific rating which covers the range of: Needs Significant Improvement (lowest rating), Adequate, Satisfactory (average), Good, and Outstanding (highest possible rating).

4. Recommendations

In numerical order briefly state each recommendation from the Self-Study Report. Then state whether you concur, disagree, or have a qualified agreement/disagreement with the recommendation. In addition, you may wish to provide a brief rationale or discussion.

Provide any additional recommendations for improving the program. Assume that only limited funds would be available in the next 3-5 years for reallocation to this program. Hence, you may want to provide two categories of recommendations: (1) those that can be implemented without a substantial input of dollars, and (2) those that require substantial allocations.

**Table 1. Faculty Demographics (all faculty and adjuncts- past 5 years, current faculty listed first) in the \_\_\_\_\_ Department Programs.**

Name	Current rank	Teaching Field(s)	Terminal degree and field (list additional degrees if related to teaching assignment in a field outside of terminal degree)	Years at Southeastern	Course delivery mode experience (Y/N)		Number of professional development courses and trainings attended; and certificates earned.	
					Face-to-face	Distance	> 5 yrs. ago	Within last 5 years
Faculty 1								

**Table 2. Departmental Allocations by Budget Category from FY2016 to FY2020.**

<b>BUDGET CATEGORIES</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>
Teaching Salaries					
Professional Salaries					
Non-Professional Salaries					
Fringe Benefits					
Professional Services					
<b>TOTAL PERSONNEL SERVICES</b>					
Travel					
Supplies and Other Operating Expenses					
Academic Partnerships					
Transfers and Other Disbursement					
Property, Furniture, and Equipment					
<b>TOTAL NON-PERSONNEL SERVICES</b>					
<b>TOTAL ALLOCATION</b>					

**Table 3. Faculty Survey**

**Table 4. Productivity in the \_\_\_\_\_ Department Programs.**

**A. Enrollment and Graduation Trends- Primary Majors**

	Num. of students					Num. Graduates					SCH				
	16-17	17-18	18-19	19-20	20-21	16-17	17-18	18-19	19-20	20-21	16-17	17-18	18-19	19-20	20-21
<b>University Average</b>															
Program 1(total)															
Option 1															
Option 2															
Program 2															

**B. Enrollment and Graduation Trends- Secondary Majors (Double majors not included above)**

	Num. of students					Num. Graduates					SCH				
	16-17	17-18	18-19	19-20	20-21	16-17	17-18	18-19	19-20	20-21	16-17	17-18	18-19	19-20	20-21
<b>University Average</b>															
Program 1(total)															
Option 1															
Option 2															
Program 2															

**C. Enrollment Trends by Mode of Delivery- by Gen. Ed. And Departmental Prefixes**

	Face-to-Face					Online- full semester					Online- 7-week					Hybrid/IETV/SIDE				
	16-17	17-18	18-19	19-20	20-21	16-17	17-18	18-19	19-20	20-21	16-17	17-18	18-19	19-20	20-21	16-17	17-18	18-19	19-20	20-21
All Gen. Ed.																				
Prefix 1																				
Prefix 2																				
Prefix 3																				

**Table 5. Student Demographics in the \_\_\_\_\_ Department Programs: A Comparison Between Current Students and Those Five Years Ago.**

Program	Year	Num.	Females	Males	African- Amer.	Native Amer.	Asian	Hispanic	Caucasian	Fresh.	Soph.	Jr.	Sen.	Grad. Stud.	Ave. Age	ACT Comp.	% Transfer
Program 1	2016																
	2021																
Program 2	2016																
	2021																
Minor	2016																
	2021																

**Table 6. Results of Student Survey**

**Table 7. Results of Alumni Survey**

**Table 8. List of General Education Courses offered by the \_\_\_\_\_ Department.**

General Education Course	Num. of Majors enrolled					Num. of Non-majors enrolled				
	16-17	17-18	18-19	19-20	20-21	16-17	17-18	18-19	19-20	20-21

**Table 9. List of Student Results in the \_\_\_\_\_ Department.**

	16-17		17-18		18-19		19-20		20-21	
	Ave. GPA	% DFW								
Gen. Ed. courses										
1000-level courses										
2000-level courses										
3000-level courses										
4000-level courses										
Grad. level courses										

**Table 10. Instructional Load for Departmental Faculty**

**A- Fulltime Faculty**

Faculty name 1	Fall 2018	Fall 2019	Fall 2020	Average
SCH				
Reassigned Time				

Faculty name 2	Fall 2018	Fall 2019	Fall 2020	Average
SCH				
Reassigned Time				

<b>Dept. Totals</b>	Fall 2018	Fall 2019	Fall 2020	Average
SCH				
Reassigned Time				

**B- Adjunct Faculty**

Adjunct name 1	Fall 2018	Fall 2019	Fall 2020	Average
SCH				
Number of courses taught:				

<b>Dept. Totals</b>	Fall 2018	Fall 2019	Fall 2020	Average
SCH				
Number of courses taught:				

**Table 11. Scholarly, Creative and Service Activities of faculty in the Department of \_\_\_\_\_**

Item	2016	2017	2018	2019	2020
Number of Publications (Peer-Reviewed)					
Other Publications- Not Peer Reviewed					
Number of Presentations					
Number of Student Presentations					
Number of Internal Grants					
Dollar Value of Internal Grants	\$	\$	\$	\$	\$
Number of External Grants					
Dollar Value of External Grants	\$	\$	\$	\$	\$
Number of Memberships in Professional Societies					
Number of offices, editorships, governing boards					
Number of Committees on in Professional Societies					
Number of University Committees					
Professional Development Workshops Presented					
Professional Development Workshops Participated In					
Articles Reviewed for Journals					
Chapters/Textbooks Reviewed					
University Recruitment Activities					

**Table 12. Community Service and Engagement of Departmental Faculty**

Item	2016	2017	2018	2019	2020
Number of Civic Engagement Projects in program/courses					
Describe Key examples:					
Number of Community Service Activities in program/courses					
Describe Key examples:					
Number of Faculty Community Service Activities					
Describe Key examples:					
Number of Leadership Roles in Faculty Community Service Activities					
Describe Key examples:					