

**PROGRAM REVIEW FORMAT
WESTERN NEW ENGLAND COLLEGE**

Note: The preparation of this Program Review is the responsibility of the entire Department.

I. GOALS and OBJECTIVES

- A. State the educational goals and objectives of the Program. Also state if they have changed since the last Program Review and if they will change in the next five years.
- B. Place the Program within the institutional context. Explain how the Program is within the scope of the College Mission and Strategic Plan.

II. CURRICULUM

- A. Describe the Program's curriculum or curricula. (Catalogue copy)
 - General College Requirements
 - School Requirements
 - Major and Minor and Certificates
 - Degree audits attached
 - Course Syllabi should be assembled and made available in a separate folder
- B. Identify and explain changes made since the last Program Review.
- C. Explain how the course offerings serve the needs of students from other programs and the general education requirements. Discuss how introductory courses are designed and taught to majors and non-majors.
- D. Discuss the effectiveness of requirements in the major that are taught outside the Department.
- E. Discuss whether required courses are often waived or substitutions made to accommodate graduation requirements.

III. ASSESSMENT- Major Programs

- A. Give the competencies and learning outcomes the students should acquire when completing the program successfully. (Matrix of courses and outcomes may be useful.)
- B. Describe how the program assesses its instructional effectiveness and student growth relative to each of the program outcomes. Give the measures that determine how successful the program is in meeting educational objectives such as: alumni academic achievement, alumni career achievement, standardized test results (such as GREs), non-standardized test results, capstone projects, portfolios, interviews, and the results of current student and alumni surveys. (Annual Assessment Reports should provide most of this information.)
- C. Explain any major changes in the last five years as a result of the assessment process.

IV. ASSESSMENT -- General Education within the Major

Fundamental to every student's success in college and beyond is competency in four areas that provide the foundation for life-long learning and for personal and professional effectiveness. These areas are mathematical analysis, communication, critical thinking, and computer competence and information literacy. The College recognizes the importance of continuing development in these areas in the context of the student's major. The target level of competency in these areas will be determined and assessed by the major in which the student is enrolled. (College Catalogue)

- A. Identify where in the upper level courses of the major these competencies can be measured.
- B. Collect and submit with this review, the evidence of General Education Foundation Competencies of: Mathematical Analysis; Critical Thinking; Written and Oral Communication; Computer Competency and Information Literacy. As a Department, evaluate the effectiveness of student learning in each of these areas in your major program and make recommendations for possible change.

V. PROGRAM VIABILITY

- A. Describe current and projected program demand and enrollment patterns. Include discussion of your ability to maintain optimal class sizes in the program.
- B. Explain how the program's retention statistics, or a similar measure, compare to other College programs.
- C. Provide information on how office space, classrooms, laboratory space and equipment, computers/technology, library/media impact program viability.
- D. Provide information on secretarial, technical and student assistants support of the program.

VI. FACULTY

- A. Assemble and make available in a separate folder a current curriculum vitae of each full-time faculty member in the program.
- B. Provide information on:
 - academic and experiential background of the faculty
 - rationale for the size and composition of the program faculty
 - quantity and quality of the faculty to meet the teaching and advising needs of the program
 - extent of faculty turnover and changes anticipated for the future
 - extent of the reliance upon adjunct faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds
 - how the faculty composition reflects the diversity goals of the institution

VII. STUDENTS

- A. Provide information from the Graduating Senior Surveys and Alumni Surveys on what students do when they graduate.

VIII. SUMMARY

- A. Summarize how successful the Program is in achieving its objectives, as identified by assessment and this Program Review.
- B. State the major problems identified by assessment and this Program Review. Include:
 - What can be done to solve the problem without additional resources?
 - What additional resources might be needed to solve this problem?
 - What is the proposed time-frame for considering the problem and finding the solutions if these solutions cannot be provided now.
- C. Provide a succinct conclusion and clearly defined recommendation for the Program reviewed.

IX. PROCESS

- A. Each Program Review must have an external reviewer provide a site visit and written evaluation of the materials prepared by the Department and of the Program's facilities.
- B. Program Reviews will occur on a five-year cycle unless the Program is reviewed on a different year cycle by an external accrediting agency.
- C. All Program Reviews, including self-study and external reviewers report, must be submitted to the Dean's Office and the Faculty Senate for approval. If assessments of the Major and of General Education competencies were not part of the external review requirements, the Program Review must be expanded to include them. If the external accrediting agency does not require a review of each Major, then each Major must complete its own Program Review.
- D. The timeline for Program Reviews are as follows: By April of the year PRIOR to the beginning of the Program Review, Provost Hirsch will contact Departments that need to complete their Program Review. In the first year of the Program Review, the Department members shall conduct a Self-Study which will result in a document describing the outcome of that study. In the spring of year one, the Dean, in consultation with the Department, should contract with an external reviewer to visit the campus in the fall of year two, read the self study, and write a report based on the findings. The report is then reviewed by the Program Department members and submitted to the Dean's Office and eventually to the Faculty Senate for Approval.