Academic Program Review

Template

2021-2022 Review Cycle

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Program Review Report

for the

<Program Name>

at

<University Name>

<Location>

<Date>

CONFIDENTIAL

Florida Polytechnic University
Program Review Report

CRITERION 1. REQUIRED SUMMARY INFORMATION

The following summary must be completed and will be submitted to the Board of Governors.

A. Summary Facts

Degree Program Level & Name	
CIP Code	
Date of Last Program Review	
Identify Accrediting Agency, if applicable, with which this review is in conjunction.	
Department Chair's Signature:	
Provost's Signature:	

B. Summary Narrative

Provide the following on subsequent pages. Limit to **one-page** per item.

1. An electronic copy of the current Academic Learning Compact for each reviewed baccalaureate program (*See current University Catalog*);
2. A brief description of major changes made since the previous program review, or inception of the program if this is the first review;
3. A summary of the current strengths of the program;
4. A summary of the current weaknesses of the program;
5. A summary of the recommendations and/or proposed action plans made as a result of the review.

GENERAL CRITERIA

CRITERION 2. DEPARTMENT MISSION & PROGRAM EDUCATIONAL OBJECTIVES

This criterion focuses on the alignment between the program, the department, and the University's mission, with emphasis on ensuring a periodic process is in place for continual review and adjustment, where necessary, of this alignment.

A. Mission Statement

Provide the department's mission statement and explain how it aligns with the University's Mission.

B. Program Description & Educational Objectives

Provide a description of the degree program and list its educational objectives.

C. Consistency of the Program Educational Objectives with the Mission of the Institution

Describe how the program educational objectives are consistent with the mission of the institution.

D. Program Constituencies

List the program constituencies. Describe how the program educational objectives meet the needs of these constituencies.

E. Process for Review of the Program Educational Objectives

Describe the process that periodically reviews the program educational objectives including how ALL of the program's various constituencies are involved in this process. Describe how this process is systematically utilized to ensure that the program's educational objectives remain consistent with the institutional mission, the program constituents' needs and these Criteria.

CRITERION 3. STUDENT OUTCOMES

This criterion focuses on the program's student learning outcomes.

A. Student Outcomes

List the program's student learning outcomes and state where they may be found by the general public.

B. Relationship of Student Outcomes to Program Educational Objectives

Describe how the student outcomes prepare graduates to attain the program educational objectives.

Sample PEO to PLO Map

Table 4. Sample PEO to PLO Map

Program Learning Outcomes align With Educational Objectives as Described in this table. (adjust as needed)	PEO 1 Hold a leadership position in their company.	PEO 2	PEO 3	PEO 4
Critical Thinking				
Quantitative				
Project Management				
Team work	y			
Communication				

C. Curriculum/Assessment Map

Include a copy of the program curriculum showing how program courses are mapped to outcomes assessment. You do not need to include all credit hours required by the program. But you must include all program core (major) courses; include concentration courses, if appropriate; and, include any pre-major courses that are essential and closely monitored by the program as part of its assessment process. Provide a rationale for what is included.

Sample Curriculum Map (Courses to PLOs)

Table 5. Sample Curriculum Map (Courses to PLOs)

Course Code and Title • Color code each concentration • Identify capstone • Identify whether course introduces, reinforces, or assesses (I,R,A) a program outcome	PLO 1	PLO 2	PLO 2	PLO 4	PLO 5	Credit Hours
IDS 1380 Intro to STEM	I			I		

CRITERION 4. CONTINUOUS IMPROVEMENT

This criterion focuses on the program's periodic gathering and evaluation of assessment data for the purposes of continuous improvement. The basis for decisions for continuous improvement do not always stem from clear-cut, quantitative assessment, but may come from direct experience of faculty, qualitative assessment, response to external inputs, or an aggregate of different factors. In all cases, a coherent rationale should be provided.

A. Student Outcomes

It is recommended that this section include the following (a table may be used to present this information and annual assessment reports may be provided here to fulfill the requirements of this section):

1. A listing and description of the assessment processes used to gather the data upon which the evaluation of each student outcome is based. Examples of data collection processes may include, but are not limited to, specific exam questions, student portfolios, internally developed assessment exams, senior project presentations, nationally normed exams, oral exams, focus groups, industrial advisory committee meetings, or other processes that are relevant and appropriate to the program.
2. The frequency with which these assessment processes are carried out.
3. The expected level of attainment for each of the student outcomes.
4. Summaries of the results of the evaluation process and an analysis illustrating the extent to which each of the student outcomes is being attained. You must show explicitly whether the result is **met** or **not met** for the period in question.
5. How the results are documented and maintained.

B. Continuous Improvement

Describe how the results of evaluation processes for the student outcomes and any other available information have been systematically used as input in the continuous improvement of the program. Describe the results of any changes (whether or not effective) in those cases where re-assessment of the results has been completed. Indicate any significant future program improvement plans based upon recent evaluations. Provide a brief rationale for each of these planned changes. *Clearly link* any plans/improvements to outcomes in the tables in Part A (above). Note whether the changes are based on this data or other inputs or both. Make sure that there is a clear chronology evident in your presentation and provide any supporting evidence in an Appendix. You do not need to address every outcome or assessment noted in Part A, but there is an expectation that your presentation is consistent with the assessment schedule you have identified and/or with areas in clear need of improvement. No activity in this area is not acceptable.

CRITERION 5. CURRICULUM

This criterion focuses on the content and structure of the program curriculum.

A. Program Curriculum

1. Complete Table 5-1 that describes the plan of study for students in this program including information on course offerings in the form of a recommended schedule by year and term along with maximum section enrollments for all courses in the program for the last two terms the course was taught.
2. Describe how the curriculum and its associated prerequisite structure support the attainment of the student outcomes.
3. Attach a flowchart or worksheet that illustrates the prerequisite structure of the program's required courses.
4. Describe the capstone experience and how this experience is based upon the knowledge and skills acquired in earlier coursework and incorporates appropriate disciplinary knowledge and contributes to the educational objectives of the University.
5. Identify how the program curricula supports the University's mission and metrics to graduate highly trained, employable professionals.

B. Course Syllabi

In Appendix A of the Program Review Report, provide syllabi (2-page master versions) for each pre-major, core program, concentration, and elective course. (Note: pre-major includes courses that may be general education or sophomore level but directly inform the fundamental skills required for success in the discipline, such as Calculus 1 (for Engineering) or Economics (for Business Analytics).

C. Concentrations / Tracks

Complete Table D2 to show enrollment trends for each concentration or track. Then, discuss the following:

1. Describe each concentration/track and how it enhances the core delivery and outcomes of the degree program.
2. Describe the process by which concentrations/tracks are identified, developed, and selected to be offered.
3. Reviewing Tables D1A, 5-1, and 6-3, identify, assess the viability of each concentration/track with relation to the rest of the program's content.
4. Describe any periodic review or "shelf-life" for concentrations/tracks, including any plans for upcoming concentration/tracks and whether they will replace or sunset any existing concentration/tracks.
5. As the program sunsets concentration/tracks, describe its method for ensuring they are "taught-out" appropriately. If none have yet been retired, or there are no plans to, simply note that.

Table 5-1 Curriculum

Name of Program

Course (Department, Number, Title) List all courses in the program by term starting with the first term of the first year and ending with the last term of the final year.	Indicate whether course is Required, Elective or a Selected Elective by an R, an E or an SE.[1]	Subject Area (Credit Hours)			Last Two Terms the Course was Offered: Year and, Semester, or Quarter	Maximum Section Enrollment for the Last Two Terms the Course was Offered[2]
		Essential Pre-major, as defined by program (may be a Gen Ed)	Program Core; Insert (√) for Capstone or Major Project/Design Course	General Education (not inclusive of Foundations Sequence)		
Add rows as needed to show all courses in the curriculum.						
TOTALS (in terms of semester credit hours)						
Total must satisfy minimum credit hours	Minimum Semester Credit Hours	__ Hours	__ Hours	__ Hours		

1. **Required** courses are required of all students in the program, **Elective** courses (often referred to as open or free electives) are optional for students, and **Selected Elective** courses are those for which students must take one or more courses from a specified group.
2. For courses that include multiple elements (lecture, laboratory, recitation, etc.), indicate the maximum enrollment in each element. For Selected Elective courses, indicate the maximum enrollment for each option.

CRITERION 6. FACULTY AND DEPARTMENT FUNCTIONS

This criterion focuses on faculty activity and departmental functions with respect to program administration and student support.

A. Qualifications

This description should include the composition, size, credentials, and experience of the faculty. Complete Table 6-1. Include faculty resumes in Appendix B.

B. Workload

Complete Table 6-2, Faculty Workload Summary and describe this information in terms of workload expectations or requirements.

C. Curriculum Coverage

Assess the qualifications of the faculty and how they are adequate to cover all the curricular areas of the program and also meet any applicable program criteria. Complete Table 6-3, Curriculum-Staffing Worksheet.

D. Structure and Adequacy for Program Maintenance

Describe the Department's organizational structure and how it supports the ongoing monitoring and maintenance of the following: course creation, modification, and evaluation; faculty role in the definition and revision of program educational objectives and student outcomes; faculty role in the attainment of the student outcomes (assessment and continuous improvement); and, student progress, program growth, retention, and graduation. Where possible, identify and explain any plans currently in place or proposed and progress on those plans.

E. Student & Program Engagement

Address the following items:
1. Summarize the process by which student performance is evaluated and student progress is monitored. Include information on how the program ensures and documents that students are meeting prerequisites and how it handles and documents situations when a prerequisite has not been met.
2. Summarize the requirements and process for accepting transfer students and transfer credit. Include any agreements established between the University and other entities; include any state-mandated articulation requirements that impact the program.
3. Summarize the process for major advising and providing career guidance to students. Include information on how often students are advised and who provides the advising (for example, program faculty member or program, departmental, or university advisor).

F. Professional Development

Provide detailed descriptions of professional development activities the department/program engages in for each faculty member or as a group.

Table 6-1. Faculty Qualifications

Name of Program

Faculty Name	Highest Degree Earned- Field and Year	Rank [1]	FT or PT [2]	Years of Experience			Professional Registration/ Certification	Level of Activity [3] H, M, or L		
				Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/summer work in industry

Instructions: Complete table for each member of the faculty in the program. Add additional rows or use additional sheets if necessary. Updated information is to be provided at the time of the visit.

1. Code: P = Professor   ASC = Associate Professor   AST = Assistant Professor   I = Instructor   A = Adjunct   O = Other
2. FT = Full-Time Faculty or PT = Part-Time Faculty
3. The level of activity (high, medium, or low) should reflect an average over the three years prior to the visit.

Table 6-2. Faculty Workload Summary

Name of Program

Faculty Member (name)	PT or FT[1]	Classes Taught (Course No./Credit Hrs.) Term and Year[2]	Program Activity Distribution[3]			% of Time Devoted to the Program[5]
			Teaching	Research or Scholarship	Other[4]	

1. FT = Full-Time Faculty or PT = Part-Time Faculty, at the institution
2. For the academic year for which the Self-Study Report is being prepared.
3. Program activity distribution should be in percent of effort in the program and should total 100%.
4. Indicate sabbatical leave, etc., under "Other."
5. Out of the total time employed at the institution.

Table 6-3. Curriculum-Staffing Worksheet

Name of Program
Catalog Year:

Course Type	Crse Dept.	Crse Code & #	Course Name	No. of Sections Annually	No. of Students	Faculty Name Highest Degree Next Highest	Faculty Name Highest Degree Next Highest	Faculty Name Highest Degree Next Highest	Faculty Name Highest Degree Next Highest	Faculty Name Highest Degree Next Highest	Faculty Name Highest Degree Next Highest	Notes
Service Courses												
Core Program Courses												
Core Program Electives												
Concentration #1 -- Name												

Columns: Course type refers to the full name for which the code is an acronym as defined by the State Course Numbering System (SCNS); Crse. Dept. is the department that delivers the course; Crse. Code and # is that which appears in the catalog and the SIS, e.g., FIN 2001; in the next two columns provide the total number of sections offered annually, followed by the total number of students enrolled in the course annually. In each subsequently column identify program faculty by name and include degree and field below their name. Add more columns as needed. Use an additional sheet or copy to excel and attached with the final document.

Rows: The first set of rows should include service courses taught be the department. These may serve the major but are courses that clearly serve the broader student body, such as COP 2271C-intro to computation & programming. The remaining rows/categories are self-explanatory. Add rows as necessary including additional rows to show each concentration in the program. Then, beneath each faculty member's name, using the following *key*, indicate their capacity to deliver the course listed. If the course is not in any way applicable to the faculty member, leave the space blank.

Key to Faculty notes
- P - Faculty member can deliver this because it is in their Primary area of expertise.
- S - Faculty member can deliver this because it is in their Secondary area of expertise.
- C - Faculty member can deliver this because they meet the credentialing standard.
- W - Faculty member can deliver this with supervision/assistance from another faculty member.

CRITERION 7. RESOURCES & FACILITIES

This criterion focuses on program resources used to deliver the curriculum and achieve the program outcomes and objectives.

A. Offices, Classrooms and Laboratories

Summarize each of the program's facilities in terms of their ability to support the attainment of the student outcomes and to provide an atmosphere conducive to learning.

1. Offices (such as administrative, faculty, clerical, and teaching assistants) and any associated equipment that is typically available there.

2. Classrooms and associated equipment that are typically available where the program courses are taught.

3. Laboratory facilities including those containing computers (describe available hardware and software) and the associated tools and equipment that support instruction. Complete Appendix C containing a listing of the major pieces of equipment used by the program in support of instruction.

B. Computing Resources

Describe any computing resources (workstations, servers, storage, networks including software), in addition to those described in the laboratories in Part A, which are used by the students in the program.

C. Guidance

Describe how students in the program are provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories.

D. Review and Evaluation of Resources

Describe the program/department's method for reviewing, evaluating the quality and efficacy of its facilities resources, hardware and software needs, and other instructional and research needs. Include its program for prioritizing these needs and its methods for requesting institutional support for provisioning these and other needs.

E. Library Services

Describe and evaluate the capability of the library (or libraries) to serve the program including the adequacy of the library's technical collection relative to the needs of the program and the faculty, the adequacy of the process by which faculty may request the library to order books or subscriptions, the library's systems for locating and obtaining electronic information, and any other library services relevant to the needs of the program.

APPENDIX A – COURSE SYLLABI

Please use the following format for the course syllabi (2 pages maximum in Times New Roman 12 point font)

1. Course number and name

2. Credits, contact hours, and categorization of credits in Table 5-1 (math and basic science, engineering topic, and/or other).

3. Instructor's or course coordinator's name

4. Text book, title, author, and year
   a. other supplemental materials

5. Specific course information
   a. brief description of the content of the course (catalog description)
   b. prerequisites or co-requisites
   c. indicate whether a required, elective, or selected elective (as per Table 5-1) course in the program

6. Specific goals for the course
   a. specific outcomes of instruction (e.g. The student will be able to explain the significance of current research about a particular topic.)
   b. explicitly indicate which of the student outcomes listed in Criterion 3 or any other outcomes are addressed by the course.

7. Brief list of topics to be covered

APPENDIX B – FACULTY VITAE

Please use the following format for the faculty vitae (2 pages maximum in Times New Roman 12 point type)

1. Name

2. Education – degree, discipline, institution, year

3. Academic experience – institution, rank, title (chair, coordinator, etc. if appropriate), when (e.g., 2002-2007), full-time or part-time

4. Non-academic experience – company or entity, title, brief description of position, when (e.g., 2008-2012), full-time or part-time

5. Certifications or professional registrations

6. Current membership in professional organizations

7. Honors and awards

8. Service activities (within and outside of the institution)

9. Briefly list the most important publications and presentations from the past five years – title, co-authors if any, where published and/or presented, date of publication or presentation

10. Briefly list the most recent professional development activities

APPENDIX C – EQUIPMENT, FACILITIES

Please list the major pieces of equipment & software used by the program in support of instruction using the table below. For general skill/knowledge supported, identify broadly how the instrument or software connects to the foundational knowledge of the discipline.

Equipment or Software	Course(s) Used	General Skills/Knowledge Supported	Program Student Learning Outcomes Supported

Table D-1. Program Enrollment and Degree Data

Name of the Program

| | Academic Year | | Enrollment Year | | | | | Total Undergrad | Degrees Awarded B.S. or M.S *Select one* | In these columns, abbreviate each concentration name and list the number of graduates **who earned a degree with the respective concentration**. | | | | |
			1st	2nd	3rd	4th	5th							
Current Year		FT												
		PT												
1 year prior to current year		FT												
		PT												
2 years prior to current year		FT												
		PT												
3 years prior to current year		FT												
		PT												
4 years prior to current year		FT												
		PT												

Give official fall term enrollment figures (head count) for the current and preceding four academic years and undergraduate and graduate degrees conferred during each of those years. The "current" year means the academic year preceding the on-site visit.
- FT—full-time
- PT—part-time
-

Table D-2. Program Enrollment and Concentration Data

Name of the Program

	Track/ Concentration(s)	Enrollment Year					Total
		1st	2nd	3rd	4th	5th	
Current Year							
1 year prior to current year							
2 years prior to current year							
3 years prior to current year							
4 years prior to current year							

Table D-3. Personnel

Name of the Program

Year[1]: _____

	HEAD COUNT		FTE[2]
	FT	PT	
Administrative[2]			
Faculty (tenure-track)[3]			
Other Faculty (excluding student Assistants)			
Student Teaching Assistants[4]			
Technicians/Specialists			
Office/Clerical Employees			
Others[5]			

Report data for the program being evaluated.
1. Data on this table should be for the most recent fall term.
2. Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category.
3. For faculty members, 1 FTE equals what your institution defines as a full-time load.
4. For student teaching assistants, 1 FTE equals 20 hours per week of work (or service).
5. Specify any other category considered appropriate or leave blank.