PROGRAM REVIEW REPORT

Purpose

The Program Review is a set of procedures to evaluate the effectiveness of academic programs through a systematic review. These reviews will follow a 5-year assessment cycle. The purpose is to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. The review of academic programs shall involve analysis of both quantitative and qualitative data—much of which will be provided to the review team by the Office of Institutional Research and the Office of the Provost. The comprehensive Program Review consists of an Internal Program Review and a review by an External Reviewer, along with recommendations by the   Assistant Dean, Dean of Colleges, and Provost.

Guidelines

1. The Program Review should be an open process in which data is disseminated and discussed across the program. All program faculty should have the opportunity to view the data, to discuss its implications, and to make suggestions.
2. The process should allow programs to discuss strategic goals/objectives (that are current, exemplary, best practice, etc.), program needs (financial, faculty, etc.), and identifiable measurable outcomes.
3. The team is composed of members of that program. One member, usually the Program Coordinator, will serve as Team Leader to coordinate the report.

Exemptions

All academic programs that have specialized accreditations (CAEP, NASAD, CCNE, ABET, ACBSP, etc.) are exempt from Component 1 as well as the external review process (unless requested by the Dean of Colleges in coordination with the Program Review team).

ACADEMIC PROGRAM REVIEW REPORT

Program**:**   Date**:**

Background – Program Context

Official Program Description:

Program Mission Statement:

Brief History of the Program at Athens State University: Changes Made Since Last Program Review (if applicable):

GOAL	ACTION TAKEN	IMPACT ON PROGRAM

Additional Context:

Executive Summary

Summarize the findings of the internal program review. This section should be no more than one single-spaced page.

Component 1 -- Review of the Current Program: Curriculum

Student Learning Outcomes:
What are the program's student learning outcomes? Program student learning outcomes (SLOs) are clear, concise statements that describe how students can demonstrate their mastery of program goals.

Assessment Narrative:
Outline what assessment methods are employed in measuring student attainment of program learning outcomes. Describe how assessment artifacts are collected and evaluated. Discuss how the results of these assessment activities are used to evaluate the program's effectiveness.

Map of Curriculum and Program Learning Outcomes

Level of instruction: I – Introduce (Students identify ideas or understand information), P – Practice (Students use knowledge in new situations or recognize trends), M – Master (Students put ideas together or evaluate information and make judgments)
Assessment: PR- Project, P-paper, E-Exam, PO – Portfolio, O-Oral presentation, I-Internship, OT-Other (explain briefly)

Course	LEARNING OUTCOMES					
	Learning Outcome 1		Learning Outcome 2		Learning Outcome 3	
	Level	Assessment	Level	Assessment	Level	Assessment

Findings Related to Program Assessment:

Service to KSAs (Undergraduate) – Knowledge, Skills, and Abilities

Courses by KSA	Course Title	Enrollment Year 1	Enrollment Year 2	Enrollment Year 3	Enrollment Year 4
Knowledge of Fundamental Concepts- Major Area (ILG 9)					
Critical Thinking and Analysis (ILG 4)					
Proficiency in Written Communication (ILG 2)					
Proficiency in Oral Communication (ILG 2)					
Appreciation for Ethical Standards ((ILG 5)					
Appreciation for Societal, Cultural, and Global Diversity (ILG 1, 6)					
Proficiency in the Use of Technology (ILG 7)					
Lifelong Learning – only routinely measured in the COE (ILG 3)					

Service to KSAs (Graduate) – Knowledge, Skills, and Abilities

Courses by KSA	Course Title	Enrollment Year 1	Enrollment Year 2	Enrollment Year 3	Enrollment Year 4
Scholarly Development a. Advanced core knowledge in field of study b. Research and methodological skills					
Advanced Communication *Written and oral communication skills—including communication of research findings.*					
Professional Responsibility, Leadership, and Management Skills a. Demonstrated diligence in the application of ethical, legal, and institutional policy standards in the conduct of research applicable to the discipline. b. Demonstrated diligence in the application of ethical legal, and institutional policy standards in managing projects, operations, or formulating strategies applicable to the discipline.					
Practical application of knowledge					

Developed by University Curriculum Committee
Approved by Faculty Senate on June 26, 1996
Revised: May 22, 2009
Revised: October 12, 2016
Reviewed: June 11, 2020
Revised: October 14, 2024
Revised: September 25, 2025

Demonstrated ability to apply discipline-specific theoretical knowledge to new and practical situations				
Pedagogy and Training (education programs only) *Demonstrated ability to create an environment that supports learning through teaching, collaborative inquiry, mentoring, and demonstration.*				

Institutional Research will provide enrollment data for courses in Component 1 (KSAs) to the program team by October 15th.

Component 2 – Review of the Current Program: Faculty, Resources, and Cooperation

Faculty Qualifications and Activity

Faculty Roster

Name (FT, PT)	Rank	Courses Taught	Academic Degrees and Coursework	Other Qualifications and Comments	Expertise/Research Interests

Human Resources
- Having identified your program faculty, describe how each faculty member contributes to the mission of the program.
- What additional faculty resources are needed to keep the program current with significant developing trends and best practices in the field?

Course Scheduling
- Are courses scheduled based on student need/interest?
- Does each program have a 2-year course schedule?
- Is this program maximizing enrollment?
- Are there efficiencies we can find? (ie. shift from teaching a course all 3 semesters to just Fall/Spring)

Course Requirements
- Are the courses current?
- Do we have too few/many courses?

- Do we offer too few/many electives?

Physical Resources

Note that you should evaluate current resources in terms of how well they serve the needs of the students and program.

- facilities (classrooms, labs, performing & rehearsal spaces, athletic spaces, etc.)
- equipment and technology
- academic resources (books, databases, etc.)
- internship opportunities
- program funding (monies available for field trips, conference/workshop attendance and other enrichment activities)
- What new or additional resources are needed to keep the program current with significant developing trends and best practices in the field?

Request for financial support

- Based on the above review, what financial resources are needed to improve the program, both short-term and long-term?
- Provide cost estimates for all purchases, funding, and investments required to achieve this.

Component 3 – Enrollment, Graduation, and Alumni Outcomes[1]

	Year 1		Year 2		Year 3		Year 4	
	FA	SP	FA	SP	FA	SP	FA	SP
Major Enrollment								
Full-time								
Part-time								
Second majors								
Minors								
Discipline Enrollment								
Sections offered								
Credit hours generated								
Average course size								

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[1] Institutional Research will provide enrollment, graduation, and alumni outcomes in Component 3 to the review team by October 15th. The program review team will then complete the analysis.

Number of Faculty							
Full-time faculty in discipline (people)							
Courses taught by full time faculty in discipline							
Courses taught by full time faculty from other disciplines							
Courses taught by adjuncts							
Degrees Conferred							
Number of degrees conferred/year							
Number of certificates (if applicable)							

Alumni Outcomes				
% of graduates employed				
% of graduates employed in field				
% pursued additional education				

Analysis:

Component 4 – Student Input [2]

Narrative:
Describe in detail how the student input was solicited and evaluated. The Provost will send historic course evaluation data, but you might choose to administer your own student survey as well.

Feedback from Students**:**

Program Strengths and Areas for Improvement:

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[2] The Provost will send aggregated data based on course evaluations in Component 4 by October 1.

Component 5: Advising and Mentoring[3]

This section should include Graduating Senior Exit Survey Results, with particular attention given to the following questions as a basis for their discussion of the advising and mentoring process for the program.

Q9: Guidance provided by your faculty advisor

Q10: Guidance provided at time of transfer/admission

Q19: Individual assistance from faculty or staff when needed

Q24: Student Success Coach advising.

Q30: Career Advice and Assistance

Description of the Advising and Mentoring Process in the Program Under Review:

Input from Program Faculty:

Strengths, Weaknesses, and Improvements Needed Related to Student Advising and Mentoring:

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[3] Institutional Research will provide Graduating Senior Exit Survey Results in Component 5 to the review team by October 15th.

Component 6: National trends

Data:

You should include national trends relevant to the program under review.

Possible sources of national higher education data are:

- American Association of Colleges and Universities (AAC&U)
- The Chronicle of Higher Education
- Economic Development and Employer Planning System (EDEPS)
- The Integrated Postsecondary Education Data System (IPEDS)
- The National Center for Education Statistics (NCES)
- U.S. Bureau of Labor Statistics

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

Strengths (Internal to Athens State University):	Opportunities (External to Athens State University):
Weaknesses (Internal to Athens State University):	Threats (External to Athens State University):

Component 7: Action Plan

Program Engagement with and Contributions to the University's Mission and Strategic Plan:

Five-Year Action Plan:

Goal[4]	Rationale for Goal	Strategy to Achieve Goal	Resources Needed to Achieve Goal	Timeline	Indicators of Success

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[4] Goal: An observable, measurable end result/outcome. Goals usually have attached objectives and strategies to achieve the goal or objectives.