***Louisiana State University at Eunice***

***Program Review***



***Title of Program Being Reviewed***

Name of Task Force Chair

Title of Task Force Chair

Date Submitted to the Office of Institutional Effectiveness: \_\_\_\_\_\_\_\_\_

The section below should be deleted prior to turning the document in.

Template for Program Review – July 2, 2020

A report of Task Force findings will be drafted by the Chair and approved by the Task Force.

The data section of the Program Review Procedure is duplicated here for the Chair’s convenience:

Data

Central to the review is an examination of data, including measures of stakeholder satisfaction, to support empirically-derived lists of programmatic strengths and weaknesses. This list forms the basis upon which recommendations for improvement are developed.

To an extent, the model does not prescribe a complete list of quantitative measures that should be collected. For the review process to be most beneficial, it must be flexible enough to encompass whatever aspects of the unit the Task Force views as relevant. However, three to five years of applicable data may include but is not limited to the following:

* Institutional Effectiveness documentation including the unit’s mission, goals, and objectives and how each are tied to the Institution’s Strategic Goals;
* Enrollment and graduation rates with demographics;
* Number of faculty and courses taught;
* Licensure pass rates with demographics;
* Student satisfaction;
* Total revenue and expenditures from all sources (form included in the last appendix…data is available in WorkDay);
* Information on trends affecting the unit; and
* Clinical affiliates and equipment (if any).

Attention should be given to those outcomes and measures the college has recognized as indicators of institutional effectiveness toward meeting the mission of the Institution.

Nonetheless, each review will include an examination of Institutional Effectiveness results as prepared by the department. These results will reflect levels of client satisfaction (i.e. students, former students, employers of graduates, faculty/staff), and in some instances, results of self-assessment. The annual college Fact Book is also an important data reference that provides data on many of the programs and services rendered by the College.

For academic programs, data must focus on measurable learning outcomes (e.g. licensure pass rates, competency check-off lists, capstone courses) consistent with student competencies to be attained upon successful completion of the program.

*Direct evidence* of student learning demonstrates the degree to which a student has attained mastery of knowledge, skills, and abilities as a result of their engagement in a collective set of instructional experiences at the college. It is fundamental that results of learning outcome measures be used to develop recommendations to improve academic programs and overcome barriers to learning.

Task Force Chairs will have chief responsibility for coordinating provision of the data to the Task Force. Based upon the available data and the needs of the review, the Task Force will determine if additional information is needed. The Task Force will be responsible for collecting additional information. If requested, consultative assistance can be provided by the Office of Institutional Effectiveness and Accreditation.

Note that the data may be integrated into the sections below as the Task Force deems necessary.

Upon completion, the report is to be submitted as a Word document to the Director of Institutional Effectiveness, Dean (if appropriate), and the person on the Cabinet that the unit ultimately reports to.

The report must include, but is not limited to, the following components:

The section above should be deleted prior to turning the document in.

Note: The blue passages throughout the document below are considered instructions and should be removed prior to the document being turned in.

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# Section I: Task Force Members

Task Force Members for this program review were:

(list all Task Force Members with their titles beginning with the Chair)

Dr., Ms., Mr. First Name, Last Name, Title

text

# Section II: Purpose and Scope

(An introduction to include the purpose and scope of the review of the program and a description of the review process)

text

# Section III: Description of the Unit

(The program’s functions and whom it serves; include data as the Task Force deems appropriate)

Text

# Section IV: Strategic Planning Objectives of the Unit and Relationship to LSU Eunice’s Strategic Goals

(Include each planning goal/objective and progress toward achievement and identification of the institutional strategic goal each supports. Note that this is a general discussion of goals and objectives and is not meant to be a repetition of the strategy, progress report, and improvement plan items in the planning system.)

text

# Section V: Strengths of the Unit

(Enumerate strengths as informed by evidence. Document as appropriate.)

text

# Section VI: Weaknesses of the Unit

(Enumerate weaknesses as informed by evidence. Document as appropriate.)

text

# Section VII: Recommendations for Improvement for the Unit

(Enumerate recommendations. Recommendations shall include identification of each unit goal/objective supported and identification of the strategic college supported.)

Begin text

# Appendix A: Title of Appendix

(Documentation as required to include applicable institutional effectiveness results. Please begin each Appendix with a page break.)

Begin Text

# Appendix \_\_(appears last): Summary of Expenditures and Revenues

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program:** | | | | | | **Date:** | | | |
|  | | | | | | | | | |
|  | | | | | | | | | |
| **Expenditures** | | | | | | | | | |
| **Indicate Academic Year:** |  | |  | |  | | |  | |
|  | **AMOUNT** | **FTE** | **Amount** | **FTE** | **AMOUNT** | | **FTE** | **AMOUNT** | **FTE** |
| Faculty[[1]](#footnote-1) | $ |  | $ |  | $ | |  | $ |  |
| Support Personnel |  |  |  |  |  | |  |  |  |
| Fellowships and Scholarships |  |  |  |  |  | |  |  |  |
| **SUB-TOTAL** | $ |  | $ |  | $ | |  | $ |  |
|  | | | | | | | | | |
|  | **AMOUNT** | | **AMOUNT** | | **AMOUNT** | | | **AMOUNT** | |
| Facilities | $ | | $ | | $ | | | $ | |
| Equipment |  | |  | |  | | |  | |
| Travel |  | |  | |  | | |  | |
| Supplies |  | |  | |  | | |  | |
| Other (specify) |  | |  | |  | | |  | |
| **SUB-TOTAL** | $ | | $ | | $ | | | $ | |
| **TOTAL EXPENSES** | $ | | $ | | $ | | | $ | |
| **Revenues** | | | | | | | | | |
| Revenue Anticipated From: | **AMOUNT** | | **AMOUNT** | | **AMOUNT** | | | **AMOUNT** | |
| Federal Grants/Contracts | $ | | $ | | $ | | | $ | |
| State Grants/Contracts |  | |  | |  | | |  | |
| Private Grants/Contracts |  | |  | |  | | |  | |
| Expected Enrollment |  | |  | |  | | |  | |
| Tuition only[[2]](#footnote-2) |  | |  | |  | | |  | |
| Other (specify) |  | |  | |  | | |  | |
| **TOTAL REVENUES** | $ | | $ | | $ | | | $ | |

1. FTE = Full Time Equivalent for faculty is 15 hours per semester [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)