

***Louisiana State University at Eunice
Program Review Procedure***



Implementation and Data

Office of Institutional Effectiveness and Accreditation

July 2, 2020

Louisiana State University at Eunice

Program Review Model

Implementation

All reviews will be completed in a five-year cycle. A review will be conducted by a Task Force composed primarily of individuals outside the unit under review. The Chair will be a full-time employee of the unit under review.

The charge to the Task Force is to identify strengths and weaknesses of the unit as guided by empirical evidence. From the list of strengths and weaknesses, the Task Force is to develop recommendations for improvement to capitalize on strengths and redress weaknesses.

Task Force recommendations are addressed to the Chancellor for approval preceded by a presentation to the Chancellor's Cabinet. Two semesters following completion of the Task Force report, a progress report toward implementation of approved recommendations is presented to the Cabinet (See "Follow up Reporting" for more detail).

The work of the Task Force will be completed within a fall or spring semester. The Chair may opt to use the suggested model of implementation (see [Appendix A](#)).

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 (see [Appendix B](#));
- 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.

Appendix A

Program Review: A Model for Implementation

Purpose: The Implementation Model proposes a means of fulfilling the requirements of a program review within four meetings of a Task Force. The review is to be completed within a fall or spring semester. The first three meetings will last approximately two hours each. The meeting agendas and minutes will contribute directly toward completion of the final report. All members should bring their calendars to the first meeting.

Meetings:

Meeting	Agenda	Comments
<i>First</i>	1. Review model of program review.	Office of Institutional Effectiveness and Accreditation
	2. Describe the unit, its functions, its clients; progress toward planning objectives; and implementation of recommendations from the last review.	Presented by Chair.
	3. Data examination. Distribution to include Institutional Effectiveness data, survey results, unit measures of effectiveness or student learning outcomes, Fact Book, etc.	Prepared by Chair.
	4. Identify scope & area of focus of the review.	Proposal by Chair
	5. Determine if additional data is needed.	Task Force
	6. Schedule all remaining meetings within the semester.	Chair & Task Force
	Homework: A. Chair and/or Task Force gather additional information if needed. B. Examine data and draft independent lists of unit strengths & weaknesses.	
<i>Second</i>	Identify strengths and weaknesses/areas for improvement	Flip-chart activity: Brainstorming activity
	Homework: draft independently recommendations for improvement.	
<i>Third</i>	Identify recommendations/suggestions. Consider financial impact of recommendations.	Flip-chart activity: Brainstorming activity
	Homework: A. Chair drafts report. B. Chair distributes report for feedback to Task Force cluster/unit employees, relevant dean(s) and cabinet officer(s).	
<i>Fourth</i>	Task force reviews & approve draft report	May be done electronically

Appendix B
Summary of Expenditures and Revenues

Program: _____

Date: _____

Expenditures								
Indicate Academic Year:								
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty ¹	\$		\$		\$		\$	
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$		\$		\$		\$	
Revenues								
	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								
Other (specify)								
TOTAL REVENUES	\$	\$	\$	\$				

¹ FTE = Full Time Equivalent for faculty is 15 hours per semester

² $\frac{\text{Total Credit Hour Production for all Students Enrolled in the Program}}{12} \times \text{FTE Cost (Supplied by the Business Office)}$