

Louisiana State University at Eunice

Program Review Procedure



Office of Institutional Effectiveness and Accreditation

July 2, 2020

Louisiana State University at Eunice

Program Review Model

For Academic (Credit/Non-Credit), Academic Support and Administrative Areas

Adapted from Hillsborough Community College, Tampa, Florida

Core Requirement 7.1 from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), *Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement* requires that each

...institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission (p. 56).

The demonstration of institutional and instructional effectiveness includes the evaluation of all academic, academic support, and administrative units within the college. Therefore, a formal, on-going process of review will be implemented to assess each unit's contribution to institutional effectiveness, while generating useful information for unit improvement.

Purposes

Louisiana State University at Eunice engages in a review of academic, academic support, and administrative areas for the following purposes:

1. To complement the institution's strategic planning process requiring the internal development of unit plans with an external perspective in the review of those plans and the quality of programs and services.
2. To respond to intrinsic motivations for continuous improvement with a focus on the enhancement of institutional effectiveness and efficiency; student learning outcomes; and client satisfaction.
3. To respond to state mandates and accreditation requirements of the SACSCOC calling for a systematic review of all programs and services.

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.

Task Force Composition

A Cabinet-level official with the responsibility for the unit will identify the names of individuals to serve on the Task Force with input from the Cabinet. This will include securing agreement to serve by those individuals identified and securing the acknowledgement of their supervisors where appropriate. The Cabinet officer will forward this information to the Office of Institutional Effectiveness and Accreditation. The Office of Institutional Effectiveness and Accreditation will identify someone from his/her staff to serve on the Task Force to further ensure 1) a review focused on empiricism and 2) adherence to the spirit and letter of the review model. The Chancellor will issue a letter of appointment including the charge to the Task Force. It is understood that there will be times in which adjustments to Task Force composition must be made; for these reasons flexibility in the appointments is maintained to the extent they follow the requirements below.

The composition of the Task Force shall include the following representatives.

1. A full-time employee of the unit under review to serve as chair or two full-time employees of the unit to serve as co-chairs if an academic program spans more than one site. The chair or co-chairs are the only Task Force members that can be employees of the unit under review.
2. One Supervisor/administrator of another unit.
3. One full-time and/or continuing part-time faculty outside the unit.
4. One full-time staff outside the unit.
5. One individual not employed by the college. See below for suggestions. If the unit is academic or academic support, it may also include:
 - a. One currently enrolled student or graduate; and
 - b. A member of the program's advisory committee.

Other potential members include an additional individual from the division or

department providing the individual is not from the unit being reviewed, individuals drawn from the local school system, local four-year institutions, experts in the field, peer colleagues from another community college, etc. It is recommended that the Task Force be kept to no more than eight members to facilitate an efficient and timely review.

Reporting

Task Force Report

A report of Task Force findings will be drafted by the Chair and approved by the Task Force. The report must include, but is not limited to, the following components:

1. An introduction to include the purpose and scope of the review and a description of the review process;
2. Description of the unit – its functions and whom it serves;
3. Strategic planning objectives of the unit including progress toward achievement and identification of the institutional strategic goal each supports;
4. Strengths of the unit as informed by evidence;
5. Weaknesses of the unit as informed by evidence;
6. Recommendations for improvement and identification of the college goal each supports;
7. List of appendices; and
8. Appendices to include applicable Institutional Effectiveness results.

The report as approved by the Task Force will be submitted to the Office of Institutional Effectiveness and Accreditation and the Cabinet Officer with direct authority over the unit. The Director of Institutional Effectiveness and Accreditation will schedule a review of Task Force recommendations by the Chancellor's Cabinet in the following semester (fall or spring).

For those reviews in which it is possible, the presentation to Cabinet may also occur in the summer term.

The Cabinet will advise the Chancellor regarding approval of the recommendations. The Director of Institutional Effectiveness and Accreditation will summarize the advisement of the Cabinet in writing and forward this to the Chancellor for a final decision. A record of the Chancellor's decisions will be posted on the Institutional Effectiveness Website with a link forwarded to all stakeholders. A record will also be recorded in the Cabinet's meeting minutes.

Follow-up Reporting

One year following completion of the Task Force Review, a report of progress toward implementation of Cabinet-supported recommendations will be drafted by the designee(s) of a Cabinet-level officer(s) responsible for the unit reviewed. The report will include a listing of the recommendations with a few statements

indicating the status of their achievement. An electronic copy is forwarded to the Office of Institutional Effectiveness and Accreditation for electronic posting.

Recommendations not achieved within a year may become unit planning objectives to ensure a continued focus on their attainment. Objectives that stem from review recommendations should be indicated as such in the Planning System.

Report Distribution

An electronic version of the Task Force Report and all subsequent reports will be forwarded to the Office of Institutional Effectiveness and Accreditation for electronic dissemination to the Cabinet, the college community, and posting to the Institutional Effectiveness Website. Task Force Chairs, at their discretion, may elect to distribute additional hardcopy to others such as employees of the unit under review, advisory committee members, etc.

Administration

All reviews will be conducted within a five-year cycle. The Chancellor's Cabinet provides leadership and oversight to the review process. Specific duties include

- Approving the program review model and any revisions;
- Approving the schedule of reviews;
- Ensuring the completion of reviews;
- Reviewing the report recommendations as submitted by the Task Force and advise the Chancellor regarding their approval;
- Naming those individuals who will compose the follow-up report and relaying these appointments to the Office of Institutional Effectiveness and Accreditation; and
- Ensuring the implementation of Cabinet-supported recommendations. The Cabinet Officer with authority over the unit reviewed is accountable directly for the implementation of review recommendations.

Note that although Cabinet recommends Task Force membership, the Chancellor has final approval via a letter of appointment. The Chancellor also makes a final determination regarding approval of the recommendations. A record of these decisions is distributed to all stakeholders and posted on the website of the Office of Institutional Effectiveness and Accreditation.

The Office of Institutional Effectiveness and Accreditation has managerial oversight of the process to ensure its implementation. Specific duties of the Office include

- Ensuring adherence to this model and the use of data to the greatest degree possible;
- Drafting letters of appointment to the Task Force on behalf of the Chancellor;
- As needed preparing administrators, Task Force Chairs, and members to fulfill their responsibilities;
- Ensuring that all reporting requirements are completed in a timely fashion;

- Drafting reports of approval of Task Force recommendations as a record of the final decisions rendered by the Chancellor; and
- Proposing to Cabinet, revisions to the model or any other aspect of the process as warranted.

Responsibilities of the Task Force Chair include

- Committing the time, energy, preparation, and forethought toward preparation for each meeting of the Task Force;
- Channeling to the Task Force all data needed to support development of strengths, weaknesses, and recommendations;
- Ensuring that the review is conducted in an objective and constructive fashion with a focus on developing empirically derived lists of strengths, weaknesses and recommendations for improvement;
- Completing all writing assignments in a timely fashion as prescribed; and

Responsibilities of the Task Force include

- Devoting the necessary time, energy, preparation, and forethought to the evaluation;
- Commitment to conducting a constructive review that will lead to the improvement of the unit;
- Punctual arrival for all meetings and completing assignments by agreed upon deadlines; and
- Collectively developing a list of strengths, weaknesses, and recommendations for improvement within the semester designated.
- To the greatest extent possible, examining data as the basis for the identification of strengths and weaknesses; and
- Developing recommendations for improvement that capitalize on strengths and redress weaknesses.
- Distributing draft report for feedback to the Task Force cluster (academic)/ unit employees (non-academic), relevant dean(s) and cabinet officer(s).

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