

BGSU Firelands		
Governance Document Instruction	Academic Committees	Program Review Report
Approved by:	Date Revised 2-20-07	FC 4231

PURPOSE

Defines the content of a program review report to be submitted by program director, coordinator, or other designated individual to the Program Review Committee (PRC), a subcommittee of the Academic Affairs Committee, approximately once every five years.

Report Criteria and Format

The report will include information from the prior seven academic years or since the last review of the program. The PRC acknowledges that some statistical information about programs is difficult to obtain, or that information obtained from different sources may not always agree.

I. Program Purpose and Learning Outcomes

- A. The report should begin with a statement outlining the purpose of the program (i.e., why the program exists) and an explanation of the program learning outcomes (i.e., what skills and competencies students should possess when they complete the program).
- B. How does the program satisfy Ohio Board of Regents requirements (i.e., how does the program meet its communication, general, basic, and technical requirements)? How does the program adhere to university and college degree requirements? How do the core and technical courses support the learning outcomes of the program? (One copy of the most recent syllabi should be available for PRC review for all core and technical courses.)
- C. How does the program compare with relevant benchmark standards? Benchmark standards are: (1) professional licensing/certification requirements and/or (2) standards set forth by a national accrediting organization; and/or (3) a sister program in Ohio (or another state, when appropriate). If applicable, what is the current accreditation status of the program?
- D. How do faculty/staff credentials associated with the program at BGSU Firelands compare with the standards outlined in C?
- E. Does the program transfer into a Bachelor's degree program with a minimum loss of credits? (Examples of transferability should be included.)

II. Enrollment and Financial Information

- A. Has enrollment increased, decreased, or remained constant in the program? Enrollment information should include: (1) the number of students enrolled in the program each year and (2) relevant demographic information about these students, such as age, gender, and race. [The Assistant Director of Institutional Research will provide this information annually to department chairs and program directors through the Associate Dean.]
- B. Programs that have experienced steady decline during the period covered by the report may be asked to comment on their program's cost effectiveness. [This will be done if requested by the administration of BGSU Firelands; pertinent information related to cost effectiveness will be provided to the Chair and program director involved by the Office of Budget and Operations.]

III. Assessment of Learning

- A. How does the program insure the assessment of student learning? What are the indicators? How do the indicators relate to the learning outcomes?
- B. How do students who graduate from the program perform at other academic institutions? Graduation and transfer information should include: (1) the number of students who graduated from the program each year and their mean grade point average (GPA), and (2) the number of individuals who went on to Bowling Green's main campus. How successful were these students? [The Assistant Director of Institutional Research will provide this information annually to department chairs and program directors through the Associate Dean.]
- C. How do students who graduate from the program perform in the workplace? How many students acquired related full-time employment? How many students acquired related part-time employment? How do employers evaluate the preparation of the graduates from the program?

How do graduates evaluate their preparation? (Summaries of employer and graduate surveys should be included.) [The Office of Career Services will provide this information annually to department chairs, program directors and the Associate Deans.]

- D. What pre-graduation assessment methods of student academic achievement are employed? (Methods include: specially designed standardized tests, faculty designed comprehensive examinations, capstone courses, portfolios, and performance on professional licensing/certification examinations.) How did students perform? What are the benchmark standards for this evaluation? How does performance compare to benchmark standards?
- E. What inferences were made from this assessment? What actions were taken? In what ways has assessment resulted in improvements in the program? What improvements still need to be accomplished and how are any concerns/ deficiencies being addressed?

IV. Summary and Recommendations

- A. What are the strengths and weaknesses of the program as seen by the director and the chair?
- B. Should the program be expanded, maintained, modified, reduced, or eliminated? This recommendation should take into account expected long term market changes and their impact on the program. How will the program achieve this recommendation? What needs to be accomplished (goals), what steps should be taken (methods), and what is the likely timetable?