

ACADEMIC PROGRAM REVIEW

Fairmont State Board of Governors

Program without Special Accreditation

Degree Program _____ Date Submitted _____

INSTITUTIONAL RECOMMENDATION Approved by the Board of Governors (§ 5.2.8)

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- _____ 1. Identification of the program for further development and/or expansion due to demand (e.g., providing additional institution commitment), with or without action.
- _____ 2. Continuation of the program at the current level of activity; with or without action.
- _____ 3. Continuation of program at a reduced level of activity (e.g., restructuring curriculum, reduce credit hours, merge programs, share courses, share faculty, develop a joint program with another institution) or other corrective actions.
- _____ 4. Discontinuation of the Program (review for potential sunset)

Rationale for Recommendation:

Signature of person preparing report:

Date

Signature of Dean

Date

Signature of Provost and Vice President for Academic Affairs:

Date

Signature of President:

Date

Signature of Chair, Board of Governors:

Date

Academic Program Review: Self-Study Guidelines

Core Evaluation Criteria

All programs should address the six core criteria outlined below in their self-study: Mission, External Demand, Internal Demand, Quality of Outcomes, Financial Health, and Preparing for the Future.

I. MISSION

The self-study should describe how the program is fulfilling its mission. There is a clear philosophy and focus on instruction, scholarship, and outreach programs (e.g., community-based service, service-learning and civic engagement, arts, and cultural programs/activities). The program self-study should address how program goals align with the university mission and strategic priorities and include strategies for further program development.

Table 1 represents required program data to be collected in reviewing the program's mission.

Table 1. Program Mission	
Mission Alignment	Website Link - Provide the link to the program website showing the mission.

Qualitative Analysis/Discussion

The following statements serve as specific examples a program might present in addressing the mission criterion:

- The program mission is clearly articulated and aligns with the college and university missions and strategic priorities **(required)**.
- The program is a mission critical program for the University (e.g., distinct program, unique contribution not replicated elsewhere, [state program priority](#), strong connections with external partners).
- The program's decisions are mission-and data informed (e.g., curriculum, funding, resource allocation, enrollment, faculty activity).
- The program meets university-wide curricular needs.
- The program strives to improve its standing within the discipline and in state, regional and/or national standing.

II. EXTERNAL DEMAND

External demand refers to the level of interest or need for the program outside the institution. This includes factors such as prospective student interest, job market demand and/or societal

need. The external demand of a program is an indicator of a program’s viability and relevance in state, region, and society in general.

Table 2 represents required program data to be collected in addressing the external demand criterion.

Table 2. External Demand Data	
Employer Demand – Job Market Data/Census Data	IEO supplied report for calculating
Student Demand - Program Applicant Data Market	IEO supplied report for calculating
New Student Enrollment	IEO supplied report for calculating
Saturation - Peer Program Comparison	IEO supplied report for calculating

Optional data. The following serve as examples of optional data a program might present in addressing external demand.

- Dual enrollment matriculation [[IEO supplied data](#)]
- Graduate Placement Data (students employed in positions related to the field of study or pursuing advanced degrees)

Qualitative Analysis/Discussion [IEO supplied data]

The following statements serve as specific examples a program might present in addressing the external demand criterion:

1. The program’s importance and relevance of the program in the community, state, geographical service region and/or nation **(required)**.
2. Current employment opportunities for program graduates within and beyond the geographical service region **(required)**.
3. Potential student interest, including trends in applications, inquiries, and program enrollment **(required)**.
4. The courses offered as dual enrollment courses and enrollment trends.
5. The program’s ranking relative to peer or aspired institutions including metrics where available (please use data provided by the IE Office).
6. Analysis of program’s competitors, including how similar programs at other institutions perform (e.g., enrollment numbers, accreditation status, industry partnerships).
7. Shifting trends, market forces, technological advances that might impact demand for the program and the number of students enrolled or attracted to the program. Consider engaging alumni and communities member focus groups, or program advisory board to determine current and future program needs.
8. Potential for future program demand?
9. Other data to provide a comprehensive understanding of the external demand for the academic program, aiding in making informed decisions about program development,

marketing, and alignment with employer and industry needs.

II. INTERNAL DEMAND

Internal Demand refers to the level of demand, interest or need for the program by the broader University community. This includes the relationship between the program and other programs at the Fairmont State, especially in terms of mutual support (e.g., supporting other program's students, shared faculty, shared facilities, shared course requirements for external program accreditation) and contribution to quality of outcomes and student success.

Table 3 represents required program data to be collected in reviewing the internal demand for the program. Please contact the Director of Institutional Effectiveness, [Frank Lafone](#), for data requests.

Table 3. Internal Demand Data	
Non-major Course Enrollment	IEO supplied report for calculating
Non-major Credit Hour Production	IEO supplied report for calculating
Non-major D/F/W rates	IEO supplied report for calculating
Non-major grade distribution	IEO supplied report for calculating

Optional data. The following serve as examples of optional data a program might present in addressing internal demand.

- Service Course Contributions: UG Student FTE.
- Credit hours by instructor rank department*
- Enrollment head count of student enrolled in core curriculum course/s offered by program.
- Enrollment head count of students concurrently enrolled in major (Double Major).
- Enrollment headcount of students enrolled in program minor.
- Internal transfer and completion rates.
- # of courses taught without pre-requisites
- non-major enrollment in courses taught without pre-requisites.

* *Credit Hours by Instructor Rank Department: provides reports on all the student credit hours taught by faculty with rank in the department/program. This allows programs to see how their faculty members contribute to teaching outside their department (e.g., interdisciplinary courses, honors, courses for other departments, etc.).*

Qualitative Analysis/Discussion

The following statements serve as specific examples a program might present in addressing the internal demand criterion:

1. The program’s faculty and staff are involved in programs outside the department and serve the broader institution.
2. The program jointly shares facilities, equipment, and/or space with other programs to optimize resources.
3. The program supports and contributes to the success of students in other programs (e.g., curriculum/course sharing, advising, research mentoring)

III. QUALITY OF OUTCOMES

Quality of outcomes refers to the quality of program outcomes with a focus on three specific areas: program success, student success, and faculty contributions and success.

A. Program Outcomes (Academic Quality)

Program outcomes refer to the achievement of desired goals and learning outcomes of the academic program. It details programs efforts to develop and offer a high-quality education for students through a curriculum that is relevant, rigorous, current, and coherent.

To comply with [HLC accreditation standards](#), departments/programs must develop and implement plans to assess student learning. **Self-study reports must specify program learning outcomes, summarize the direct assessment data collected, and describe curricular action(s) taken in response to the data that has been collected.** To help structure the assessment process, programs should draft a curriculum map that indicates at what point in the curriculum the intended learning outcomes are achieved. While indirect evidence, such as student surveys, may be included in a program’s assessment plan, academic programs must have in place a plan to continuously gather direct evidence of each program’s learning outcome over a three to five-year cycle. Finally, the self-study should describe how program faculty use assessment data to evaluate and inform content and instructional methods (where appropriate) to improve student learning and success. Ideally, the self-study report would contain specific examples of how faculty have used data to improve the curriculum and/or teaching practices resulting in student learning/success.

Table 4 represents required data to be collected in addressing the program quality of outcomes criterion.

Table 4. Program Data	
Program Description	Catalog Link - Provide a link to Fairmont State published digital/online academic catalog page that shows the program description.
Program Curriculum Requirements	Catalog Link - Provide a link to the Fairmont State published academic catalog page(s) that shows the current degree requirements for the program and associated concentrations.
Program Learning Outcomes	Identify student learning outcomes for the program (Taskstream)

Curriculum Map	Curriculum Map (Taskstream)
Assessment Plan	How do you assess student learning outcomes? (Taskstream)
Outcomes Assessment Report	Based on the assessment of each SLO was the target met? Describe current SLO assessment measures needing improvement (TaskStream). Identify actions for improvement.

Qualitative Analysis/Discussion

The following statements serve as specific examples a program might present to address the quality of outcomes/program success criterion:

1. The program's student learning outcomes assessment results to inform changes and/or improvements in curriculum, instruction, program resources and/or student services.
(Required)
2. Peer comparison in terms of curriculum requirements and program quality benchmarks.
3. The program's efforts to enhance student learning, engagement, and success.
4. Innovative use of technology, equipment, open education resources, capstone activities, etc.
5. Program articulation agreements with other higher education institutions.
6. Significant program issues during the review cycle, such as those interfering with the program's ability to be delivered to its students or student's ability to complete the program in a timely manner (e.g., providing student accommodations, course scheduling conflicts, adequate technology or technology support).
7. The effectiveness of the program to deliver quality instruction with the available resources.

Note: The course syllabi for all courses within the major should be available for review by the Program Review Council. The [syllabus template](#) and guidelines can be found [here](#).

B. Faculty Outcomes

Faculty outcomes refer to excellence in teaching, contributions to scholarship and service, effective student mentorship, active engagement in the university and ongoing professional development to ensure a high-quality program and achievement of the University mission.

Table 5 represents required program data collected in reviewing the faculty for the program.

Table 5. Faculty Data	
Faculty Profile	Faculty Profile (See Appendix A) Faculty employed during the last five-years, including name, rank (assistant, associate, full, instructor, adjunct), tenure status, highest degree, area of specialization, and program.

Faculty Credentials	Faculty Credentials (See Appendix B). Faculty may submit a current Faculty Success Report showing 5-year activities.
Faculty Teaching Load	IEO supplied report for calculating
Faculty Credit Hour Generation	IEO supplied report for calculating
% Faculty Tenure/Non-Tenure	IEO supplied report for calculating

Qualitative Analysis/Discussion

The following statements serve as specific examples a program present in addressing the quality of outcomes/faculty contributions and success criterion:

1. The program has the full-time faculty and staff needed for an effective high-quality program and student support. **(Required)**
2. The program has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff. **(Required)**
3. All instructors are [appropriately qualified](#) (in compliance with Higher Learning Commission), including those in [dual credit](#) offerings (Required).
4. The program uses teaching evaluations to inform program improvement.
5. Faculty retention rate.
6. Example of program’s faculty who have served in leadership roles and made significant and impactful contributions to the program and University (e.g., university policy development, HLC accreditation chair/writer, accreditation reports, innovative project development and implementation).

C. Student Outcomes

Student outcomes refer to the achievement of positive and meaningful outcomes by enrolled students who complete the program.

Table 6 represents required student program outcome data provided by the Institutional Effectiveness Office [**IEO supplied for the report**]

Table 6. Student Outcome Data						
Category	Metric	2021	2022	2023	2024	Change
Student Progress	# and % Students w/30 credit hours					
	# and % Students w/60 credit hours					
	# and % Students w/90 credit hours					
	D/F/W Rate in Major Courses					

Student Outcomes	Total Enrollment (or full-time equivalent [FTE] enrollment)					
	# of Completions					

* Data can be filtered by student populations (e.g., Pell status, age, gender, race/ethnicity)

Optional/Recommended where applicable

- Benchmark Exam/Licensure Pass Rate
- Avg. End of Program Survey Rating

Qualitative Analysis/Discussion

The following statements serve as specific examples a program might present to address the student outcomes quality criterion:

1. The relevant trends in program enrollment, program retention, and program completion over the past cycle are based on student outcome data. If those trends are negative, the actions, if any, the program will take to address those trends. **(Required)**
2. The program’s high D/F/W courses and the action (if any) it will take (or has taken) taken to address student success in these courses. **(Required)**
3. The results of student exit interviews, alumni surveys, and/or employer surveys.
4. Student accomplishments in the program (e.g., student research, conference presentations, performances, exhibitions, grants or prestigious scholarships, awards).
5. The success of program graduates.

V. FINANCIAL HEALTH

The financial health of a program refers to the cost and revenue portion of the program. This analysis reveals the extent to which the program is contributing to the institution’s financial health and if additional resources are necessary to sustain the program.

The metrics below represent required program financial data to be collected in reviewing the financial health of the program [IEO supplied for the report].

Table 7. Financial Health							
Category	Metric	Year 1	Year 2	Year 3	Year 4	Year 5	Change
Revenue	General Tuition and Fee Revenue						
	Program Fee Revenue						
	Course Fee Revenue						
Expenses	Direct Costs						

	Indirect Departmental Costs						
	Indirect College Costs						
	Indirect Institutional Costs						
Net Position Per Credit Hour Delivered without Indirect Institutional Costs							
Net Position Per Credit Hour Delivered with Indirect Institutional Costs							

Qualitative Analysis/Discussion

The following statements serve as specific required and non-required responses a program might present to address the financial health of the program:

1. The financial health of the program, including any strengths or concerns. **(Required)**
2. The ability of the current resources (facilities, equipment, labs, library, instructional technology) to contribute to an effective instruction and support the program. **(Required)**
3. Measures the department/program takes (or plans to take) to ensure efficient use of its resources and financial health of the program. **(Required)**
4. Grant funding (optional – program supplied)
5. Endowment funding (optional – program supplied)
6. The program’s target enrollment identified it would achieve by the end of its 5th year of operation from when it was approved. This can be found in the Intent to Plan program proposal. Contact Susan Ross (susan.ross@fairmontstate.edu) or Frank LaFone (frank.lafone@fairmontstate.edu) if you need assistance.

VI. PLANNING FOR THE FUTURE

In **planning for the future to ensure student success**, the self-study should articulate ways in which curriculum, scheduling, instructional strategies, scholarship, student support services, and/or outreach programs might be changed or improved within currently available university resources. The allocation of resources and processes for planning should align with the mission, improve the quality of education, and respond to future challenges. The self-study should include information on how the program seeks to maximize the use of its human and material resources.

The following examples could be included to address the future planning criterion:

- Synopsis of current program review findings and action plan for improvement. **(Required)**

- Curriculum proposal/planning documents reflecting alignment with current or future forecast industry standards, employer needs, and academic advancements.
- Program efforts to systematically collect and analyze student performance data to inform program improvements and resource allocation.
- Program Strategic Plan.
- Planning processes linked to budgeting processes.

APPENDIX A: FACULTY PROFILE

	Name	Rank	Tenure Status	Highest Degree	Specialization	Teaching Program
1						
2						
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20						

Rank (Assistant/Associate/Full Professor, Instructor, Adjunct, Temporary faculty)

Tenure Status (Tenured, Tenure Track, Non-tenure)

Highest Degree (Ph.D., J.D. Ed.D., M.B.A. M.S.)

Specialization: The faculty members/instructors' area of study (Chemistry, Exercise Physiology, Mathematics, Developmental Psychology)

Teaching: The academic program in which the faculty is teaching in at Fairmont State University (Core Curriculum Math, Elementary Education, Psychology)

APPENDIX C: FACULTY CREDENTIALS

Provide the information below for each program faculty member – full-time and adjunct.

Faculty Name:	
Faculty Rank (full-time, instructor, adjunct)	
Highest Degree Earned:	
Date Degree Received:	
Degree Conferred by:	
Area of Specialization:	
Professional certification or licensure:	
Years of employment at Fairmont State:	
Years of employment in higher education:	

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1. List the courses you are currently teaching and have taught over the past 3 academic years.
 2. If your degree is not in the area you are currently teaching, please explain:
 3. Publications in the last five years.
 4. Presentations/Performances in the last five years:
 5. Participation in professional organizations, workshops, meetings in the last five years.
 6. Research grants over the last five years.
 7. Honors/Recognition received in the last five years.
 8. Activities of the last five years which have contributed to effective teaching and/or program development (e.g., new course development, new credential, accreditation report author).
 9. Other activities over the last five years that have contributed to professional service or scholarship (e.g., journal editor, special project consultation).