Morrisville State College Elements for Academic Program Reviews

Morrisville State College has a long tradition of performing reviews of academic programs with the help of outside evaluators. Given some changes in SUNY policy on assessment, including program reviews, as well as some follow up required by our recent Middle States accreditation process, it is useful for the campus to have a set of expectation about the main elements that should be part of a program review document that will provide a useful and detailed picture of your program both for use by your faculty and others on the Morrisville campus and by the outside evaluators who will be reviewing your program.

The elements described in this document combine the guidelines contained in the SUNY policy on assessment as described in SUNY Trustees Resolution 2010-039 and SUNY Memorandum to Presidents 2010-02 as well as the Guide for the Evaluation of Undergraduate Programs developed in 2012 by the SUNY University Faculty Senate Undergraduate Committee.

MAIN ELEMENTS

Note: In general, data reported should cover the period since the last program review.

1. OUTCOMES
   An analysis of the results obtained in the assessment of how students are performing on the stated program-level outcomes as well as on the SUNY General Education outcomes in the areas of critical thinking and information management. Note that the main focus should be on the faculty’s analysis of the results and not simply on the listing of the results obtained.
   Suggestions:
   - The analysis should look at all program outcomes.
   - Results can be obtained through direct assessment of course-related work, assessment of final internship presentations, feedback from industry or employers or other means that the faculty consider reliable.
   - In situations in which students did not perform at a level acceptable to faculty, the discussion should include a specific plan for improving student performance.
   - The analysis might also include a discussion of whether the current program-level outcomes are accurate and sufficient.
   - The analysis might include changes to program-level outcomes, including adding new outcomes, removing existing outcomes, consolidating existing outcomes or breaking existing outcomes into several separate outcomes. Any such changes should include a rationale.

2. PROGRAM EFFECTIVENESS
   A description and discussion of students enrolled in the program, of program graduates and their characteristics along with a description and discussion of any other measures of program effectiveness that the faculty considers appropriate. These may include job placement, starting salaries, student performance on licensing exams, transfer rates, etc.
   Suggestions: Data presented and discussed should include:
3. INTERNAL FACTORS
A description and discussion of internal, campus factors that the faculty considers important in understanding the present status and the future of the program.
Suggestions:
- Facilities
- Resources (labs, library etc.)
- Staffing
- Workload

4. EXTERNAL FACTORS
A description and discussion of outside factors that the faculty considers important in understanding the present status and future of the program.
Suggestions:
- Comparator programs within SUNY
- Comparator programs outside SUNY
- Relevant industry trends
- Current and projected employment opportunities for graduates

5. LOOK TO THE FUTURE
A description and analysis of the main challenges and opportunities that the faculty thinks will be important in the period between the current program review and the next program review.

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