

# Southern Adventist University Guidelines for Program Reviews

## Introduction

The program review process provides an opportunity to evaluate present practices, document accomplishments, and identify and improve shortcomings. This review is designed to enhance the quality and effectiveness of the educational programs in the achievement of planned goals and objectives, improved effectiveness of program(s), and alignment of program(s) and institutional goals.

The program review report should include all information in the order listed in the “Self-Study Contents and Criteria” found below. Each program is to be reviewed separately, e.g., A.A., A.S., B.A., B.S., M.A., M.S. Use data from the previous five academic years. Each program, **other than those that have external, discipline-specific accreditation**, is to complete a program review every five years. Externally accredited programs are expected to submit their self-study document **and** the reviewer’s report to the Academic Administration for a modified review in the year of their external review.

This study will be assessed by a Faculty Senate-appointed peer review committee (see *Appendix B*). All findings (i.e., commendations, recommendations, suggestions, and questions) are reported to the school or department and the Vice President for Academic Administration. **The school or department will have six weeks to clarify statements and respond to questions raised by the review committee.**

The final report of the review committee and the executive summary will be submitted to the Undergraduate Curriculum Committee, Graduate Curriculum Committee, Faculty Senate, and the Board of Trustees for their review.

## Writing the Report

The self-study report should provide a brief narrative for each subsection that describes the method of data collection, the established standards, results, as well as recommendations when a program does not meet the required program standards. Narratives should be concise, direct, clear, and data-informed.

Include tables and attach documentation that has been referenced in the program review. Maintain all evidence on file in the school or department, e.g., course syllabi, raw data, etc. Among other data sources, it is expected that the report will evaluate the school or department’s strategic plans and assessment effectiveness data (UPAR’s) over the past five years. All of the data reports referenced in this document are available at this link: Info Center – Commonly Used

## Data – Academic Program Review Data Links

Alternatively, copy and paste this link to your browser:

([https://southern0.sharepoint.com/teams/irreports/SAU%20Reports/Academic%20Program%20Review%20Data%20Links.aspx?csf=1&web=1&share=EYMOOpkL41RLncSF1\\_6uqhIBwZrfwt2tYqH3hN2\\_1L8Ygg&e=fzSI09](https://southern0.sharepoint.com/teams/irreports/SAU%20Reports/Academic%20Program%20Review%20Data%20Links.aspx?csf=1&web=1&share=EYMOOpkL41RLncSF1_6uqhIBwZrfwt2tYqH3hN2_1L8Ygg&e=fzSI09))

### **Readability**

Write the report for ease of readability by peer evaluators. Doing this will minimize unnecessary requests for additional information. Based on feedback from peer evaluators, ease of readability is enhanced by:

- Providing responses for **each** criteria area indicated below in order
- Clearly labeling all charts, tables, and graphs
  - Include explanatory narratives for easy interpretation of data included in graphs and charts.
  - Include notes to explain acronyms and symbols used in the graphs and charts (if applicable).
- Citing all sources, including data sources
- Including sub-headers to delineate where responses to multi-part sections begin

e.g. **III. Curriculum**

Instructional Program

Progression

Competencies

Student—Faculty Research Collaboration

**Important.** Consider that readers will not be as familiar with your discipline as you are. Write your report with this in mind. For example, at first use, explain acronyms and abbreviations used in the report. If used, use them consistently.

## **Self-Study Contents and Criteria**

### **I. Title Page (see example below in Appendix A)**

### **II. EXECUTIVE SUMMARY (No more than one page in length)**

### **III. RESPONSES TO RECOMMENDATIONS, SUGGESTIONS, & QUESTIONS OF PREVIOUS REVIEW CYCLE**

- A. Recommendations. Discuss how the school or department implemented the recommendations or integrated corrective action plans to address areas of insufficiency identified in previous self-study report.
- B. Suggestions. Provide additional data or explanation to address findings of insufficiency identified in the previous self-study report.
- C. Questions. Provide substantive responses to questions not adequately addressed in the previous self-study report.

### **IV. MISSION & GOALS**

- A. Provide the mission statement of the school or department.
- B. Show how the school or department's mission statement interfaces with the mission statement of the university.
- C. Articulate the broad goals of the school or department and indicate how they tie in with the unit's mission and student learning goals and outcomes.

### **V. CURRICULUM**

#### **A. Instructional Program**

- 1. Show how the courses required for each degree program offered by the school or department:

- a. Demonstrate progression, and
  - b. Contribute to the competencies expected of graduates using a curriculum map of student learning outcomes.
2. Evaluate student participation in research, including research collaboration with professors. Include brief, specific examples (e.g. publications, presentations, awards, recognitions, etc.)
3. Justify any variance from the institutional standard of no more than 40 hours in BA degrees and 60 hours in BS degrees, including cognates. For degrees other than BA and BS, justify the total major and cognates credits required. This may include an analysis of peer institutions.
4. Describe the specific procedures the school or department follows in keeping the instructional program updated and in tune with important trends in the discipline and industry.
5. Explain the process of ensuring a meaningful distribution of credits between courses required in the major, required cognates, and general education courses.
6. For all degrees (undergraduate and graduate), evaluate how degree programs align with contemporary academic, professional, or industry standards.
7. Describe the school's or department's contribution to the general education program of the university, if any.
8. Provide a rationale for any variance above the 50<sup>th</sup> percentile in a) direct instructional expense per student credit hour and b) direct instructional cost per student FTE between departmental and "Delaware National Study of Instructional Costs and Productivity" norms and outline a strategy for bringing school or department costs into alignment with comparable institutions. (Delaware Study available on the Institutional Research website).
9. Provide a listing of each course taught in the prior year and the net revenue for each course. Provide a listing of each major and its affiliated net revenue. Address any course owned by the school or department with net negative revenue. Evaluate any major owned by the school or department with net negative revenue (data available on the PowerBI Net Revenue Dashboard, using the Net Revenue by Course tab and the Net Revenue by Major tab)

10. Give the rationale for the continuation of any course that has had less than six students enrolled per semester during any of the last five years.
11. Give the rationale for the continuation of any degree program that has had ten or fewer graduates over the course of the last five years (data available in PUB6007 Undergraduate Degrees Conferred).

## **B. Faculty**

1. Prepare a table of all faculty in the school or department (see *Appendix C*) showing their academic preparation and other qualifications for the courses taught over the past two academic years. Use the **most recent** data for faculty in the department or school.
2. Complete Appendix D. Use the data in Appendix D to evaluate faculty professional development, including participation in research and publication.
3. Describe the role that faculty members have in the development of school or departmental policies and standards.
4. Describe procedures other than the university-wide student evaluation program used to evaluate the teaching effectiveness of the school or department faculty.

## **C. Students.**

1. Use data found in PUB3009 to chart the enrollment per year in each program. Comment on trends that appear in the chart (enrollment data available from Infocenter report “PUB 3009 Number of Departmental Majors in Fall Semester Longitudinal”).
2. Describe how the school or department attracts new students, including participation in recruitment efforts. Discuss **new** undergraduate and graduate student enrollment. (Data on new student enrollment by academic year is available in the Infocenter.)
3. Describe what the school or department does to retain first-year students; give first year to sophomore retention rates (data available in Infocenter report “PUB4004 First Year Freshmen Retention Report – Academic Department at Time of Entry.”)

4. Provide an analysis for courses with DFW rates above 20% and describe steps being taken to help students succeed in those courses (data available in the Infocenter report section “Analytic Studies: Grade Distribution” (found left side of the Infocenter menu).
5. Give standards for admission, progression, and degree completion; describe the procedures used to assess students from admission to completion of the instructional program, including transfer students.
6. Describe how the school or department advises students and evaluate the effectiveness of faculty advisers in the school or department. Also discuss the use of advising notes.
7. Summarize certification outcomes if applicable.

**D. Facilities and Equipment**

1. Evaluate the adequacy of the facilities and equipment in relation to the needs of the school or department.
2. Describe the process for determining essential equipment.

**E. Learning Resources**

1. Evaluate the adequacy of library holdings for the school or department (e.g., books, periodicals, databases, research guides, etc.).
2. Describe the process of ensuring that holdings are current and sufficient.
3. Evaluate the adequacy and accessibility of resources such as:
  - a. Computer labs and software
  - b. Classroom audio-visual equipment, and
  - c. Instructional media equipment and software (videos, etc.).
4. Describe how the school or department engages community organizations and professionals to provide learning experiences.
5. Describe how the school or department incorporates technology in its program(s)

## **F. Financial Support**

1. Describe the budgeting process for the program(s).
2. Evaluate the adequacy of the budget in all areas, including equipment.
3. Evaluate funded research as well as grants received by the school or department. In your analysis, include funding provided by the Academic Research Committee.
4. Describe school or department involvement with solicitation and use of affinity funds.

## **G. External Constituencies**

1. Describe the school or department's interactions with alumni
2. Discuss the school or department's research activities, whether by faculty or students.
3. Describe community outreach activities.

## **VI. OUTCOMES**

- A.** Evaluate the results of competency assessments of students (e.g., MCAT, ACS, MFAT, GRE, NCLEX, etc.) over the last five years and compare with scores of graduates of similar programs
- B.** Evaluate the employment of graduates during the last five years and include the following:
  1. A list of fields of employment graduates have entered, and
  2. A table showing number & percentage of graduates who are employed in jobs related to their chosen field of study one-year after graduation (data in Infocenter – “Job Placement”).
- C.** If majors prepare students for admission to graduate school, provide a description of type of graduate programs your graduates have chosen during the last five years. Give the number and percentage who gained admission into these programs as well as the number and percentage who received graduate degrees.

- D. Report and evaluate the graduates' reported satisfaction or dissatisfaction with the education received in the school or department, with their employment, or graduate work (data available from Infocenter – “Exit Surveys” MMICRO and from Institutional Research – “Alumni survey”).

## **VII. STENGTHS AND WEAKNESSES**

- A. Summarize the strengths and weaknesses in the school or department’s programs and give a plan to overcome any identified weaknesses.
- B. Summarize any fundamental limitations the school or department has in carrying out its mission under current conditions and discuss how these limitations can be addressed.

## **VIII. PROJECTIONS**

Give the goals for the school or department for the next five years along with the rationale and a plan of action for achieving each goal.

**Appendix A**  
**Sample Title Page**

Program Review

by

School of Religion

M.Min in Church Leadership and Management  
M.Min in Church Ministry and Homiletics  
M.Min in Evangelism and World Mission  
M.A. in Biblical and Theological Studies  
M.A. in Religious Studies  
B.A. in Archaeology  
B.A. in Biblical Studies  
B.A. in Missions  
B.A. in Pastoral Care  
B.A. in Religious Education, Teacher Certification Licensure 7-12  
B.A. in Religious Studies  
B.A. in Theology  
A.A. in Religion

For 2013 - 2018

Submitted

August 15, 2019

by

Greg A. King, Dean

## Appendix B

### Faculty Senate-Appointed Academic Program Review Committee

- Associate VP for Academic Admin, Chair
- Director of Institutional Research and Planning
- Director of Records and Advisement
- Six (6) level three (3) teaching faculty members, at least four (4) of whom must hold the rank of full professor appointed by the Faculty Senate
  - Three (3) members selected each year by Faculty Senate for staggered, non-renewable 2-year terms [eligible for another term after a one-year hiatus]).

#### Procedure:

- a. At the first meeting, the Review Committee will be divided into two (2) reading committees of three (3) faculty members each and a chair will be selected from among the members.
- b. Each reading committee will complete the review of two (2) program reviews during the academic year.
- c. The three administrators will function in an advisory capacity and will meet with the reading committees **as requested**.
- d. Each department or school not externally accredited may choose to use an external reviewer (faculty member from another institution) whose selection will be endorsed by the full Review Committee.
- e. The external reviewer will receive the document at the beginning of the review process and will meet with the reading committee at least once to present his or her findings.
- f. The reading committees will complete their review **within two months** and present their report to the full Program Review Committee
- g. The Program Review Committee will review the report from the reading committees and present a consolidated report to the Senior Vice President for Academic Administration.
- h. Externally accredited programs are expected to submit their self-study document and the reviewer's report to the Academic Administration for a modified review **in the year of their external review**.

#### Process:

- The Office of Academic Administration will receive the program review report from the chair of the department or the dean of the school that is under review **no later than August 15**.
- The Academic Program Review Committee will examine the school or department's program review document and make a recommendation on the outcome of the school or department's program review to the Office for Academic Administration and to the school or department.
- The Committee should complete the review process, including the consultation with the external reviewer (if one is used) within one semester.
- The completed report from the Review Committee will be returned to the school or department for correction of errors of fact and, if necessary, clarification.
- The Committee will prepare a final report. The Committee's recommendations may be appealed to the Academic Administration Council.
  - The Academic Program Review Committee's recommendations can be struck down or amended by a 2/3 or greater majority vote of the Academic Administration Council.
  - Department chairs or deans of schools appealing the report or individual recommendations, as well as any members of the Academic Administration Council serving on the Review Committee, shall abstain from voting.

- The final report will be submitted to the Academic Administration Council and the Faculty Senate for review and sent to the Academic Life and Student Success Committee of the Board of Trustees for approval. The Academic Program Review Committee or the Board of Trustees may request an interim progress report on all or selected recommendations. Recommendations in the report approved by the Board of Trustees shall be implemented.

#### Program Review Terms

1. A five-year term with no interim reports. This option is for reports that:
  - a. Fulfilled or satisfactorily addresses all recommendations from the prior program review
  - b. Show strengths in each area of its operation
  - c. Submitted an acceptable program review at the designated time
  - d. Presents no major circumstance that would negatively impact its educational mission and outcomes or its Seventh-day Adventist focus or identity.
2. A five-year term with a one-year interim report. This option is for reports that:
  - a. Presents weakness in one or more areas in its operation that could negatively impact its educational mission and outcomes or Seventh-day Adventist focus or identity.
3. The program review term for programs with external accreditation will be the same as that provided by the most recent external evaluation. Submission of the self-study document **and** accreditor letter listing the terms and conditions of accreditation are submitted for review by the Program Review Committee when received from the accreditor.

**Appendix C**  
**Faculty Roster Form**

**Qualifications of Full-Time and Part-Time Faculty**

Name of Primary Department, Academic Program, or Discipline: \_\_\_\_\_

Academic Term(s) Included:

Date Form Completed:

1	2	3	4
NAME (*F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (*D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught

**\*Legend**

- F, P:** Full-time or Part-time
- D:** Developmental
- UN:** Undergraduate Nontransferable
- UT:** Undergraduate Transferable
- G:** Graduate

**Appendix D**

Faculty Development Professional Growth Activities of Full-time Faculty

Name of Primary Department, Academic Program, or Discipline: \_\_\_\_\_

Academic Years Included:

Date Form Completed:

1	2	3	4
NAME	Research and Publications	Professional Growth Activities (Conferences, Workshops etc.)	School or Department Activities

## Appendix E

### Department or School Academic Program Review Five-Year Cycle Including Due Dates

(The last review is noted in parenthesis)

#### **August 15, 2022**

Visual Art & Design (2024)  
Computing (2014)

#### **August 15, 2023**

Health and Kinesiology (2024)  
English (2011) (**review moved to 2024**)

#### **August 15, 2024**

Business (2012 & 2015)

- Applied Technology
- Business-related programs

Math (2018)  
Modern Languages (2024)  
Journalism & Communication (2014)  
History and Political Studies (2018)

#### **August 15, 2025**

Biology (2020)  
Social Work (2018)  
Chemistry (2018)  
Music (2019)  
Southern Scholars (2014??)

#### **August 15, 2026**

Business

- Long-Term Care (Program discontinued)

Computing (2022)  
Physical Therapist Assistant (PTA) Program (new program)  
School of Engineering and Physics (2021)  
Adult Degree Completion (new program)

#### **August 15, 2027**

Nursing (2019)  
Education & Psychology (2022)

- Psychology
- MEd

**August 15, 2031**

Education & Psychology

- Teacher Education
- Counseling

**Note:**

- 1) Notices will go out from the office of AVP of Academic Administration 18 months ahead of the review due date.
- 2) Progress on and completion of program review will be part of the VPAA's annual evaluation process for the dean or chair.

Appendix F

Program Review Evaluation Worksheet

Program Name: \_\_\_\_\_

<p><b>II. EXECUTIVE SUMMARY</b></p>	<p><b>Evaluation*</b> Present <input type="checkbox"/> Absent <input type="checkbox"/></p>	<p><b>Comments</b></p>
<p><b>III. RESPONSES TO RECOMMENDATIONS, SUGGESTIONS, &amp; QUESTIONS OF PREVIOUS REVIEW CYCLE</b></p>	<p><b>Evaluation*</b></p>	<p><b>Comments</b></p>
<p><b>A. Recommendations.</b> Discuss how the school or department implemented the recommendations or integrated corrective action plans to address areas of insufficiency identified in previous the self-study report.</p>	<p>5 4 3 2 1 NA ND</p>	
<p><b>B. Suggestions.</b> Provide additional data or explanation to address findings of insufficiency identified in the previous the self-study report.</p>	<p>5 4 3 2 1 NA ND</p>	
<p><b>C. Questions.</b> Provide substantive responses to questions not adequately addressed in the previous self-study report.</p>	<p>5 4 3 2 1 NA ND</p>	
<p><b>IV. MISSION &amp; GOALS</b></p>	<p><b>Evaluation*</b></p>	<p><b>Comments</b></p>
<p>A. Provided a well-defined Mission Statement of the school or Department</p>	<p>Present <input type="checkbox"/> Absent <input type="checkbox"/></p>	
<p>B. Showed how the school's or department's mission statement interfaces with the mission statement of the university.</p>	<p>5 4 3 2 1 NA ND</p>	

	C. Articulated the broad goals of the school department and indicated how they tie in with the unit's mission.	5 4 3 2 1 NA ND	
<b>IV.CURRICULUM</b>		<b>Evaluation*</b>	<b>Comments</b>
<b>A. Instructional Program</b>			
	1. Showed how the courses required for each degree program offered by the school or department: a. Demonstrates progression, and b. Contributes to the competencies expected in the graduates.	5 4 3 2 1 NA ND	
	2. Evaluated student participation in research including research collaboration with professors.	5 4 3 2 1 NA ND	
	3. Justified any variance from the institutional standard of no more than 40 hours in BA degrees and 60 hours in BS degrees, including cognates.  For degrees other than BA and BS degrees, justified the total major and cognates required.	5 4 3 2 1 NA ND	
	4. Described the specific procedures the school or department follows in keeping the instructional program updated and in tune with important trends in the discipline and industry.	5 4 3 2 1 NA ND	
	5. Explained the process of ensuring a meaningful distribution of credits between courses required in the major, required cognates, and general education courses.	5 4 3 2 1 NA ND	
	6. For all degrees (undergraduate and graduate), evaluated how degree programs align with contemporary academic, professional, or industry standards.	5 4 3 2 1 NA ND	
	7. Described the school's or department's contribution to the general education program of the university, if any.	5 4 3 2 1 NA ND	

<p>8. Provided a rationale for any variance above the 50th percentile in:</p> <p><b>a)</b> direct instructional expense, and  <b>b)</b> direct instructional cost per FTE student between departmental and "Delaware National Study of Instructional Costs and Productivity" norms and outlines a strategy for bringing school or department costs into alignment with comparable institutions.</p>	<p>5 4 3 2 1 NA ND</p>	
<p>9. Provided a listing of each course taught in the prior year and the net revenue for each course. Provided a listing of each major and its affiliated net revenue.</p> <p>Addressed any course owned by the school or department with net negative revenue.</p> <p>Evaluated any major owned by the school or department with net negative</p>	<p>5 4 3 2 1 NA ND</p>	
<p>10. Gave the rationale for the continuation of any <b>course</b> that has had no more than six students enrolled per semester during any of the last five years.</p>	<p>5 4 3 2 1 NA ND</p>	
<p>11. Gave the rationale for the continuation of any degree <b>program</b> that has had ten or fewer graduates over the course of the last five years.</p>	<p>5 4 3 2 1 NA ND</p>	
<p><b>B. Faculty</b></p>	<p><b>Evaluation*</b></p>	<p><b>Comments</b></p>
<p>1. Prepared a table of all the faculty in the school or department (see Appendix C) showing their academic preparation and other qualifications for the courses taught over the past two academic years, using the <b>most recent</b> data for faculty in the department or school.</p>	<p>Present <input type="checkbox"/> Absent <input type="checkbox"/></p>	

	<p>2. Prepared a table (from data in Appendix D) to evaluate faculty involvement in professional-growth activities (including research and publication), that serve to maintain their current knowledge and expertise in the subject area of teaching responsibility as well as their school or departmental responsibilities assigned.</p>	<p>Present <input type="checkbox"/> Absent <input type="checkbox"/></p>	
	<p>3. Described the role that faculty members have in the development of school or departmental policies and standards.</p>	<p>5 4 3 2 1 NA ND</p>	
	<p>4. Described the procedures, other than the university wide student evaluation program, used to evaluate teaching effectiveness of the school or department faculty.</p>	<p>5 4 3 2 1 NA ND</p>	
<b>C. Students</b>	<b>Evaluation*</b>	<b>Comments</b>	
	<p>1. Charted the enrollment per year in each program.  Commented on trends that appear in the chart.</p>	<p>Present <input type="checkbox"/> Absent <input type="checkbox"/></p>	
	<p>2. Described how the school and department attracts majors, including participation in recruitment efforts.  Discussed <b>new</b> undergraduate and graduate student enrollment.</p>	<p>5 4 3 2 1 NA ND</p>	
	<p>3. Described what the school or department does to retain first-year students  Gave first year to sophomore retention rates.</p>	<p>5 4 3 2 1 NA ND</p>	
	<p>4. Provided an analysis for courses with DFW rates above 20%  Described steps being taken to help students succeed in those courses.</p>	<p>5 4 3 2 1 NA ND</p>	

<p>5. Gave standards for admission, progression, and degree completion</p> <p>Described the procedures used to assess students from admission to completion of the instructional program, including transfer students.</p>	<p>Present <input type="checkbox"/> Absent <input type="checkbox"/></p> <p>5 4 3 2 1 NA ND</p>	
<p>6. Described how the school or department advises students</p> <p>Evaluated the effectiveness of faculty advisers in the school or department.</p> <p>Discussed the use of advising notes.</p>	<p>5 4 3 2 1 NA ND</p>	
<p>7. Summarized certification outcomes, if applicable.</p>	<p>5 4 3 2 1 NA ND</p>	

<b>D. Facilities and Equipment</b>	<b>Evaluation*</b>	<b>Comments</b>
<p>1. Evaluated the adequacy of the facilities and equipment in relation to the needs of the school and department.</p>	<p>5 4 3 2 1 NA ND</p>	
<p>2. Described the process for determining essential equipment.</p>	<p>5 4 3 2 1 NA ND</p>	
<b>E. Learning Resources</b>	<b>Evaluation*</b>	<b>Comments</b>
<p>1. Evaluated the adequacy of library holdings for the school and department (books, periodicals, data bases, research guides etc.).</p>	<p>5 4 3 2 1 NA ND</p>	

	<p>2. Described the process of ensuring that holdings are current and sufficient.</p>	<p>5 4 3 2 1 NA ND</p>	
	<p>3. Evaluated the adequacy and accessibility of resources such as:</p> <ul style="list-style-type: none"> <li>a. Computer labs and software</li> <li>b. Classroom audio-visual equipment, and</li> <li>c. Instructional media equipment and software (videos, etc.)</li> </ul>	<p>5 4 3 2 1 NA ND</p>	
	<p>4. Described how community organizations and professionals are used to provide learning experiences.</p>	<p>5 4 3 2 1 NA ND</p>	
	<p>5. Described how technology is incorporated in the program(s).</p>	<p>5 4 3 2 1 NA ND</p>	

<b>F. Financial Support</b>	<b>Evaluation*</b>	<b>Comments</b>
1. Described the budgeting process for the program(s).	5 4 3 2 1 NA ND	
2. Evaluated the adequacy of the budget in all areas, including equipment.	5 4 3 2 1 NA ND	
3. Evaluated funded research as well as grants received by the school and department (including funding provided by the Academic Research Committee)	5 4 3 2 1 NA ND	
4. Described school or department involvement with solicitation and use of affinity funds.	5 4 3 2 1 NA ND	
<b>G. External Constituencies</b>	<b>Evaluation*</b>	<b>Comments</b>
1. Described school or department's interactions with alumni.	5 4 3 2 1 NA ND	
2. Discussed on school or department's research activities whether by faculty or students.	5 4 3 2 1 NA ND	
3. Described community outreach activities.	5 4 3 2 1 NA ND	

IV. OUTCOMES	Evaluation*	Comments
<p>A. Evaluated the results of competency assessment of students (e.g., MCAT, ACS, MFAT, GRE, NCLEX, etc.) over the last five years and compared with scores of graduates of similar programs</p>	<p>5 4 3 2 1 NA ND</p>	
<p>B. Evaluated the employment of graduates during the last five years <b>and</b> included the following:</p> <ul style="list-style-type: none"> <li>• A list of fields of employment graduates have entered</li> <li>• A table showing number and percentage of graduates who are employed in jobs related to their chosen field of study one-year after graduation.</li> </ul>	<p>5 4 3 2 1 NA ND</p>	
<p>C. For majors that prepare students for admission to graduate school, described the type of graduate programs the graduates have chosen during the last five years</p> <p>Gave the number and percentage who gained admission into these programs as well as the number and percentage who received graduate degrees.</p>	<p>5 4 3 2 1 NA ND</p>	
<p>D. Reported and evaluated the graduates' reported satisfaction or dissatisfaction with the education received in the school and department, with their employment, or graduate work.</p>	<p>5 4 3 2 1 NA ND</p>	

<b>V. STRENGTHS AND WEAKNESSES</b>	<b>Evaluation*</b>	<b>Comments</b>
A. Summarized the strengths and weaknesses in the school's or department's programs and gave a plan to overcome any identified weaknesses.	5 4 3 2 1 NA ND	
B. Summarized any fundamental limitations the school or department has in carrying out its mission under current conditions  Discussed how these limitations can be addressed.	5 4 3 2 1 NA ND	
<b>VI. PROJECTIONS</b>	<b>Evaluation*</b>	<b>Comments</b>
Gave the goals for the school and department for the next five years along with rationale and plan of action for achieving each goal.	5 4 3 2 1 NA ND	

\* 5 = Highest score (exceptional)

4 = Very good

3 = Meets expectations

2 = Opportunities for growth

1 = Lowest score (needs major improvement)

NA = Not applicable,

ND = Not done

## COMMITTEE NOTES

**Important.** Please enter comments, **in complete sentence structures**, pertaining to the items below.

**General Comments:**

**Commendations:**

**Recommendations:**

**Suggestions:**

**Questions:**