

Program Review Recommendations for New Programs

The following recommendations are based on the Essential Elements of Program Review listed in Table I of the Program Review Guide. These recommendations are designed to assist program directors of new programs with building a comprehensive self-study assessment of performance within the first five years. While the Program Review Guide remains the gold standard, these recommendations are meant to guide the program director by instituting clear goals at specified timepoints within the first five years. The complete list of elements can be found here:

<https://home.llu.edu/sites/home.llu.edu/files/2022-08/Program%20Review%20Guide%202022-08-1.pdf>

Essential Element Recommendations

At Program Start: The information requested under Element A should already be available from the new program approval process. We recommend keeping that data accessible to report in a few years.

Year One: A new program needs good data in order to compile a worthwhile report. Thus, during the first year, we recommend that the program director focus on developing the mission of the program (Element P), learning the ILO's and developing PLO's that are meaningful and valuable to the program. These can then be used to compile a clear curricular map (Element D) and curriculum flow chart (Element E). We also recommend that the program director receive training Live Text and AMS training to successfully warehouse and track incoming data.

Year Two: Now that some data is available from year one, the Program Director should begin to collect data on student satisfaction (Element K), retention/attrition (Element N) and demographics (O).

Years Two-Five: Depending on length of program, once students begin to complete the program and graduate the Program Director should begin to track student success (Element L), graduate data (Element M), and their assets to the university (Element Q).

Continuously Ongoing: Faculty is an extremely valuable asset to each program and thus faculty elements should be collected and tracked continuously from the beginning of the program. These include faculty CV's (Element F), criteria for faculty (Element G), faculty profile (Element H), publications (Element I) and faculty workload (Element J). Programs should also carefully monitor societal and market trends (Element R), program competition (Element S), and the promotion of DEI (Element T) on an ongoing basis to ensure their program remains competitive in the market.

Table X. Recommended Time Frame for New Programs

Time Frame	Included Element(s)	Description
Program Initiation	<u>Element A</u> Academic and Professional Standards	This information should already be included and available from the new program approval process. Keep this information on hand to add to the final report.
Year One	<u>Element P</u> Missions	A new program needs good data in order to compile a worthwhile report. Thus, during the first year, we recommend that the program director focus on developing the mission of the

<p>Year One</p>	<p><u>Element D</u> Curriculum Map</p> <p><u>Element E</u> Curriculum Flow Chart</p>	<p>program (Element P), learning the ILO's and developing PLO's that are meaningful and valuable to the program. These can then be used to compile a clear curricular map (Element D) and curriculum flow chart (Element E). We also recommend that the Program Director receive training Live Text and AMS training to successfully warehouse and track incoming data.</p>
<p>Year Two</p>	<p><u>Element K</u> Student Satisfaction</p> <p><u>Element N</u> Student Retention, Attrition, and Graduation Data</p> <p><u>Element O</u> Student Demographics</p>	<p>Now that some data is available from year one, the program director should begin to collect data on student satisfaction (Element K), retention/attrition (Element N) and demographics (Element O) in preparation for a full-cycle or partial cycle program review.</p>
<p>Years Two to Five</p>	<p><u>Element L</u> Graduate Success Defined</p> <p><u>Element M</u> Graduate Survey Results</p> <p><u>Element Q</u> Your Program's Assets to the University</p>	<p>Depending on the length of program, once students begin to complete the program and graduate, the program director should begin to track student success (Element L), graduate data (Element M), and assets to the university (Element Q).</p>
<p>Continuously</p>	<p><u>Element F</u> Faculty Member's CVs</p> <p><u>Element G</u> Criteria for "Quality" Faculty</p> <p><u>Element H</u> Faculty Profile</p> <p><u>Element I</u> Publications</p> <p><u>Element J</u> Essential Faculty Work/Teaching Load Policy</p> <p><u>Element R</u> Societal/Market Trends</p> <p><u>Element S</u> Program Competition</p> <p><u>Element T</u> Diversity, Equity, and Inclusion</p>	<p>Faculty is an extremely valuable asset to each program and thus faculty elements should be collected and tracked continuously from the beginning of the program. These include faculty CV's (Element F), criteria for faculty (Element G), faculty profile (Element H), publications (Element I) and faculty workload (Element J).</p> <p>Programs should also carefully monitor societal and market trends (Element R) and program competition (Element S) on an ongoing basis to ensure their program remains competitive in the market. With increased focus on DEI, programs should provide a summary of how the program promotes and assesses diversity, equity, and inclusion (Element T) (e.g., marketing, admissions, student support, curriculum) on the part of faculty, staff, and students, addressing each of the three elements individually.</p>