



LAMAR UNIVERSITY

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™

OFFICE OF THE PROVOST

PROGRAM IMPROVEMENT REVIEW HANDBOOK

REVISED SUMMER 2016

Significant elements of this *Handbook* were taken, with permission, from similar documents at the University of Texas at Dallas, Middle Tennessee State University, the University of Northern Arizona, and the University of Alabama.

Approved by Provost July 2016

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Program Improvement Review Overview

Program Improvement Review (PIR) at Lamar University provides the opportunity for (a) long-term, cumulative, internal self-study of programs by academic departments; (b) external evaluation for programs not nationally accredited; and (c) planning for continuous improvement of programs. **Rule §5.52 of the Texas Administrative Code requires that all master's and doctoral programs be reviewed on a seven-year cycle.** In order to allow programs within a department to be reviewed simultaneously using the same self-study materials and reviewers, all programs have been scheduled in the seven year cycle beginning 2012-13, going through the 2018-19 academic year. Because of the number of programs in the review process during any given semester and funding for APR site visits have been budgeted based upon the master schedule, *changes to the schedule will only be considered in extreme circumstances and must receive final approval by the Provost.* In some cases, costs associated with any significant change to the schedule may be passed on to the department.

Program Reviews provide a systematic means of assuring the continuous improvement of the University's academic, research, and service programs. It should incorporate and build on related, ongoing processes such as annual reporting, learning outcomes assessment, strategic planning, and accreditation review.

Program reviews are:

- Comprehensive in nature, covering all aspects of the Department and the programs it offers
- Focus on a realistic Self-Study by the Department at the review interval
- Provides the opportunity for the Department to receive and consider direct feedback from peers, colleagues, and administrators
- Evaluative, not just descriptive
- Forward-looking, directed toward program improvement, not simply assessment
- Based on academic criteria
- As objective as possible
- Intended to result in action – a plan to implement desired changes on a specific agreed-upon timetable

Program reviews provide answers to the following kinds of questions:

- Is the program advancing the state of the discipline or profession?
- Is its teaching or training of students useful and effective?
- Does program meet the institution's goals?
- Does it respond to the profession's need?
- How is the program assessed by experts in the field?

The outcomes of program reviews serve to guide development of individual programs and the Departments that offer those programs and to inform the decision-making procedures in the allocation of resources. The primary documents of PIR are the Self-Study Report (composed by the Department under review), and the Final Report (composed by the Program Review Team). To ensure transparency and openness, all documents are shared with the faculty and staff of the Department; the Final Report is shared with the Provost, Associate Provost, Dean of the respective College, Dean of the Graduate College, the Program Review Coordinator, and the Texas Higher Education Coordinating Board (THECB).

Condensed Review

When a degree program in a department is nationally accredited, a *condensed PIR* will be conducted following the national review. The department will send to the Dean, Department Review Coordinator, the Associate Provost, and the Program Review Coordinator the site-visit report for the accrediting agency and additional information as outlined in the following chapters. The condensed PIR report may require follow-up ranging from simple acceptance of the report to convening a full review committee with external reviewers.

Full Review

When there is no external accreditation by a professional organization then there will be a *full review*. Full PIRs are conducted by a committee consisting of at least two LU faculty members and at least one external reviewer (for undergraduate and master's programs) or two external reviewers (for doctoral programs).

PART 1: DEPARTMENT RESPONSIBILITIES

INTRODUCTION

The primary responsibility of the LU Department is to conduct a thorough, reflective Self-Study resulting in an acceptable Self-Study Report. The Self-Study Report should consider the Department's historical and disciplinary context, present a straightforward picture of the Department and its programs, frame the issues most relevant to the continued success of the Department, and provide the Program Review Team with the data and analyses necessary to conduct a comprehensive and realistic Department evaluation. This process also meets the Texas Higher Education Coordinating Board (THECB) mandated Program Improvement Review for Master's and Doctoral Programs. (See Appendix F)

In generating the content of the Self-Study Report, experience suggests that the quality and usefulness of the document is greatly enhanced by the broadest possible participation of faculty and staff. To this end, the Department should begin its process as early as is reasonable in the year **prior** to the Program Review. This will encourage the necessary reflection, allow input by those on 9-month appointments, and minimize last minute effort. While the final hard data to be included in the Self-Study Report may not be available until after the spring semester prior to the review, much of the substantive information necessary to compose the Department Overview and much of the Department Review should be readily available within the Department at any time. In all cases, the finished Self-Study Report should be publicized within the Department and made available to the whole faculty and staff prior to submission for the Program Review. All documents related to Graduate Reviews are required to be posted to the THECB website and reviewed by the staff.

Additional Department responsibilities include, but are not limited to: Nominating one or more faculty from outside the department to serve on the Review Team. Working with the External Review Team during the Team's visit to the department and its interviews with faculty, staff, and students. Encouraging full participation of faculty, staff, and students in the Review. Providing any additional data requested by the Team.

SELF-STUDY REPORT and FORMAT

The Self-Study Report is the principal document for the Program Improvement Review. The Self-Study Report, including all appendices, must be provided in a single PDF document. *Emphasis should be placed on efficiency of presentation and brevity.* It is recommended that the text of the Self-Study Report, exclusive of appendices, comprise no more than 30 single-spaced pages.

Self-Study reports must:

- ✓ Be written using Times New Roman 12-point font and 1-inch margins.
- ✓ Include a header with the Program name at the left margin and the page number at the right margin on every page.
- ✓ Include the years the Self-Study evaluated and the month and year the report was completed on the cover page along with the name of the Program being reviewed.
- ✓ Be checked using the “spell check” feature.
- ✓ Separate Self-Studies MUST be done for Undergraduate and Graduate levels.
- ✓ Graduate Programs MUST ensure that all data/information requested be included and identified as part of the table of contents based upon the Check List for Master’s and Doctoral PIR Data (Appendix B and C).

With the exception of the Introduction, if a section is included in the accreditation documentation, please indicate where it can be located and do not repeat the information in the self-study. You will be submitting a copy of your accreditation report and findings of the accreditation visit with this Self-Study report. Any section not fully addressed in the accreditation report should be included in your Self-Study report.

Documentation at the completion of the PIR process should be submitted to the Program Review Coordinator in a PDF format. This documentation should include the department Self-Study, the final report from the Review Committee, and a letter from the Dean summarizing actions the department has agreed to pursue as a result of the review as stated in the Final Action Plan. The Final Action Plan should identify at least 3 program goals and be recorded in the WEAVE Report with annual progress toward goals summarized.

The Self-Study Report contains three sections:

- I. A Department Overview (3-5 pages)
- II. The Department Review (25 pages)
- III. Appendices to the Self-Study Report

I. Department Overview (3-5 pages)

The Self-Study Report should begin with a Department Overview (3-5 pages), which is the result of inclusive faculty reflection and, to the extent possible, consensus. It is meant to provide the Review Team with a broad understanding of the Department, current trends related to the Department’s mission, and how the Department fits in the context of the College and the University. The Department Overview should address the Department’s:

- Mission and Core Values – forward looking and set future directions clearly related to the department, college, and the university
- Historical Background and/or Focus within the Discipline

- Progress since the previous Review (if available)
- Current Strengths, Opportunities, Challenges

Support of College and University goals.

➤ **II. Department Review (25 pages)**

Supporting the Department Overview is the Department Review which provides more detailed assessments of the Department's programs and resources. The sections in the Department Review are:

- A) Curriculum
- B) Operations
- C) Assessment and Improvement
- D) Faculty
- E) Relationships: LU Departments
- F) Resources
- G) Program Information
 - 1. Undergraduate
 - 2. Graduate
- H) Program Improvement Plan

Each section should include a narrative and supporting data. The questions provided in each section are meant to guide the Department's Self-Study as well as to indicate the sort of information most relevant to Program Improvement Reviews. In each section: (1) present the data and describe the activities; (2) analyze the data or activities in the light of contemporary best practice and external benchmarks; and (3) draw conclusions about strengths and weaknesses.

The data requested for each section of the Department Review is meant to give a snapshot of relevant trends since the last review (if available) and should be presented in a form (graph, chart, and table) that is helpful to this purpose. The Department is encouraged to include other relevant trend data that will be beneficial to the Review Team. Additional supporting data in the form of existing reports and documents should be included in the Appendices to the Self-Study Report.

A. Curriculum

Data and Description

- Describe when and how the department conducts curriculum review and alignment for each degree.
- Provide current degree plans showing requirements for each degree offered, indicating pre-requisites.
- Describe procedures used to insure that content of off-campus, distance education, and non-traditional courses meet the same quality standards of all other courses.
- Present the comprehensive student learning outcomes for each Major course and any Core Curriculum key courses taught in the department.
- For each course taught in the department, provide a copy of the common syllabus and instructions provided to instructors.
- Describe and provide copies of and results (raw data and analysis) of common assessments routinely administered in each course.
- What is the URL for the location of the Department's course syllabi?

Analysis

- How does the curriculum – for majors, in Core Curriculum, and in lower-division offerings – reflect contemporary perspectives and best practices in the discipline, and respond to university and societal need?
- How do outcomes of key courses contribute to the goals of the program regarding communication, critical thinking, and quantitative reasoning?
- Discuss the strengths and weaknesses of the department's curriculum. Do requirements reflect high quality standards and contemporary need? Are pre-requisites appropriate?
- Discuss the department's programs over the last seven years at improving student learning in its major and minor, including specific changes which have been made.
- State and explain recommendations for future improvements.

B. Operations

Data and Description

- Provide the following five years of data for any course taught by department faculty and for each major: (1) SCH by semester; (2) Number of students by semester; (3) Number of degrees awarded annually; (4) Course completion rates; (5) Percentage of freshman and sophomore semester credit hours taught by tenured/tenure-track faculty; (6) Percentage of freshman and sophomore semester credit hours taught by full-time faculty; (7) Student/faculty ratio; (8) Success on credentialing exams; (9) Job placement rates.
- Describe the student population, trends in enrollment, retention, and graduation rates as well as the quality of students.
- Provide data on program productivity. Consider graduation numbers, attrition and progression rates, enrollment trends, and external influences.
- Describe the department's strategies for recruitment and retention of students, the department's advising procedures, and if applicable, measures of student satisfaction with advising such as graduating senior interviews or surveys of current students.
- Provide a table showing how often required courses in each program are offered during the reporting period and for the next 3 years.

Analysis

- Discuss the strengths and weaknesses in departmental operations. Consider issues such as course completion rates, graduation rates, attrition, enrollment, recruiting, retention, advising, and course scheduling for maximum effectiveness.
- Discuss for each major the student population, trends in enrollment, retention, and graduate rates as well as the quality of students.
- Discuss the department's advising procedures and actions to evaluate their effectiveness.
- Discuss trends in programs concerning SCH, headcount, course completion, retention, and graduation.
- State and explain recommendations for future improvements.

C. Assessment and Improvement

Data and Description

- Include in the appendix the annual Institutional Effectiveness Reports for each program for the reporting period.
 1. Outcomes identified

2. Assessments conducted
 3. Assessment results
 4. Improvement implemented
- Describe and provide any available measures of student satisfaction such as graduating senior interviews, surveys of current students, or alumni assessments.

Analysis

- Discuss the strengths and weaknesses of the department's performance in teaching, research or creative activity, and service. Identify and discuss the program's external reference points and disciplinary/professional best practices supported in the literature related to teaching and learning in the program.
- State and explain recommendations for future improvement.

D. Faculty

Data and Description

- Include a roster of the department's faculty qualifications, including adjuncts and TAs, with explanatory and supporting materials for any faculty members who do not meet SACS guidelines. Identify rank, full-time or part-time status, tenure, highest degree, field of degree, age, gender and ethnicity.
- Include faculty workload.
- Also include full and current *curriculum vitae* for all faculty (including adjuncts) in a print appendix or on a website accessible to reviewers.

Attach a Table 1. **5-year Faculty and Staff Profile** (*The Faculty Profile is a standard data report on faculty that can be provided by the Office of Institutional Research and Reporting*). It includes information on instructors, lecturers, and graduate teaching assistants.

Table 1. 5 year Faculty and Staff Headcount

	AY1			AY2			AY3			AY4			AY5		
	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su
Rank:															
Professor															
Associate Professor															
Assistant Professor															
Instructor															
Adjunct															
Status:															
Full-time															
Part-time															
Tenure:															
Tenured															
On tenure-track															
Non-tenured															
Highest Degree:															
Doctorate															
Masters															
Bachelors															
Associates															
Certificate															
Gender:															
Male															
Female															
Ethnicity:															
African-American															
Am. Indian/Alaskan															
Asian															
Hispanic															
International															
Native Haw./Pac. Isl.															
Not Reported															
White															
Average Age															
Classified Staff Headcount															

Analysis

- Discuss the strengths and weaknesses of the department's faculty, including consideration of coverage of various areas of the discipline.
- How does your department recruit, train, and monitor the performance of its adjuncts?
- State and explain recommendations for future hiring, diversity or professional development.

Table 2. SCH and FTE Data

	AY1			AY2			AY3			AY4			AY5		
	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su
Total Credit Hrs Generated (total SCH taught by departmental faculty)															
Instructional FTE (number of FTE for TEACHING purposes-deduct reassigned time from total FTE)															
Course Completion Rate:															
<i># or % of Credit Hrs taught by:</i>															
a. Tenured/Tenure track Faculty															
b. Non Tenure track Faculty															
c. Grad Assist															
<i># or % of Freshmen/Sophomore Credit Hrs taught by:</i>															
a. Tenured/Tenure track Faculty															
b. Non Tenure track Faculty															
c. Grad Assist															
<i># or % of Freshmen/Sophomore Credit Hrs taught by:</i>															
Full-time Faculty															
External Instruction grant/contract expenditures															
Total # of Credit Hours taught for CDE															
Total # of Credit Hours taught for AP															

E. Relationships: LU Departments

Data and Description

- Describe departmental contributions to core curriculum. Include a summary of student responses to the course evaluation question(s) pertaining to their learning in courses.
- Describe departmental contributions to university programs such as Honors, interdisciplinary programs or distance learning.

Analysis

- Discuss the strengths and weaknesses you find in the department's functioning as an element in the larger university endeavor. Consider, if appropriate, the quality of Core Curriculum contributions and contributions to such programs as teacher education.
- State and explain recommendations for improvement in this area.

F. Resources

Data and Description

- Report resources available to the department including finances, staff support, classroom and laboratory facilities, library resources, space, faculty development and assistance, technology, and leadership.

Analysis

- Assess the sufficiency of resources and support services to achieve goals and desired student learning outcomes in the major and in the Core Curriculum. Consider such issues as budget, administrative support, classrooms and labs, library, technology, office space, faculty support and leadership.
- State and explain recommendations for future improvements, assuming that increases in funding will be modest.

G. Program Information (Separate reports are required for Undergraduate and Graduate Programs)

1. Undergraduate Programs

- What is the main purpose of the undergraduate program? How does it fit in the context of the discipline and compare to similar programs at institutions in the state, region, and/or nation?
- How does the program contribute to or affect the Department's mission and goals?
- What are the program's main strengths and weaknesses?
- What curricular and administrative changes have been made in the program since the last review and what are the reasons for those changes?
- What efforts have been made to improve the student advising process? (UG Only)
- What efforts have been made towards enhancing/increasing blended/online course offerings?
- What evidence can you provide that your students are attaining the program's learning outcomes and what changes are needed in the program to improve their performance? Include learning outcome assessment reports for the last three years.
- How does the Department advise and mentor its Undergraduate students? Who in the department has responsibility for these tasks?
- What plans have been made/implemented to enhance 4-year graduation rates?
- What is the Department's experience and success with internship placement? Community Service activities? UG Research?
- What has the Department's experience with revising and enhancing enrollment plans that consider the demographic changes of the state of Texas?
- What information exists on the placement and success of your graduates?

Table 3. Program of Study Data and UG Majors (as applicable for each ***major*** offered)

	AY 1		AY 2		AY 3		AY 4		AY 5		AY Prior to Review	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Undergraduate Enrollment (Majors)												

Undergraduate Degrees Conferred (Majors)/ Dual degree												
Number of UG who participated in -UG Research UG Presentations UG Community Outreach												
Number of UG who participated in McNair Program												
Number of UG who received Awards												
Average Time to degree (Retention and Graduation Data)												
Total Credit Hrs Generated (total SCH taught by departmental faculty)												
Instructional FTE (number of FTE for TEACHING purposes-deduct reassigned time from total FTE)												
# or % of Credit Hrs taught by:												
a. Tenure track Faculty												
b. Non Tenure track Faculty												
c. Grad Assist												
External Instruction grant/contract expenditures												
Total # of Credit Hours taught for CDE												
Total # of Credit Hours taught for AP												

2. Graduate Programs

- What is the main purpose of the graduate program and how does it fit in the context of the discipline and compare to peer programs at institutions in the state, region, and/or nation?
- How does the program contribute to or affect the Department's mission and goals?
- What are the program's main strengths and weaknesses?

- What curricular and administrative changes have been made in the program since the last review and what are the reasons for those changes?
- How are graduate/professional students admitted, advised, mentored, and monitored for progress through the program? (Grad Only)
- What efforts have been made towards enhancing/increasing blended/online course?
- What evidence can you provide that your students are attaining the program's learning outcomes and what changes are needed in the program to improve their performance? Include learning outcome assessment reports for at least the last three years.
- What steps have been taken to assure high performance among students?(Grad Only)
- How are graduate/professional students trained to make oral presentations, write manuscripts or grant proposals, lecture, and/or provide laboratory instruction? Does the Department have provisions for students' professional development beyond the discipline? (Grad Only)
- What has the Department's experience with revising and enhancing enrollment plans that consider the demographic changes in the state of Texas?
- How are departmental teaching/laboratory assistants chosen, how are duties assigned, what training and mentoring is provided for students in these assignments, and how is performance evaluated? What is the average instructional load for these students? (Grad Only)
- What information exists on the placement and success of your graduates?
- Is a thesis/dissertation required or a scholarly project? How many are completed per year? How many resulted in presentations and/or publications? (Grad Only)
- Data elements commonly referred to as the "18 Characteristics" (See appendices, Grad Only).

Table 4. Program of Study Data and Graduate Majors (*as applicable for each degree/major offered*)

	AY 1		AY 2		AY 3		AY 4		AY 5		AY Prior to Review	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Graduate Enrollment (Majors)												
Graduate Degrees Conferred (Majors)/ Dual degree												
Graduate Credit Hours Total Taught per year												
Total Number of Grad Students who completed a Thesis												
Number of Grad Students who -Completed a Project -Presented a Project -Received an Award for Project												
Average Time to degree (Retention and Graduation Data)												

H. Program Improvement Plan

Present a table showing how the department proposes to address its areas of weakness, consistent with the university Mission and Core Values. Format these as an Action Plan, including specific information about steps to be taken, their sequence, projected timetable, how outcomes of the action will be evaluated and the person responsible for each action item. Each action item should be categorized as (1) *Revenue neutral* or (2) *Requiring additional funding*, with emphasis on the former.

Table 5. Identify classrooms & labs assigned to the department using the example below:

Building	Room #	Capacity	Enrollment			Purpose	Hrs/day scheduled	Comments
			AY3	AY4	AY5			

Table 6. Success measures

	AY 1	AY 2	AY 3	AY 4	AY 5
Retention (JR's retained Fall to Fall)					
Graduation (Fall JR's graduated in 4-years)					
Quality of Students (Average SAT scores of JR's in Fall)					

PART 2: THE REVIEW TEAM AND ITS RESPONSIBILITIES

INTRODUCTION

The review is conducted by a Review Team appointed and charged by the Associate Provost. The Department undergoing review submits the Nomination Form for Potential Review Team Members (see Appendix D) to the Dean. The Dean submits the nomination form to the Associate Provost who makes the final determination.

The Review Team's composition may vary from program to program, but will incorporate both internal and external members. Typically, it will include:

1. At least two members from LU faculty and academic administration who are not affiliated with the program to be reviewed. One member must be from a different College.
2. One member of the Review Team, who is not affiliated with the college, will be designated Chair of the Review Team by the Associate Provost at the time the Team is constituted.
3. For doctoral programs, at least two external reviewers with subject-matter expertise who are employed by institutions outside of the state of Texas will be appointed by the Associate Provost and brought to campus for an on-site review. The reviewers must affirm that they have no conflict of interest and must be part of programs that are nationally recognized for excellence in the discipline.
4. For master's programs, at least one external reviewer with subject-matter expertise who is employed by an institution outside of the state of Texas will be appointed by the Associate Provost and a remote desk review will be conducted. Each reviewer must affirm that he or she has no conflict of interest and must be part of a program that is nationally recognized for excellence in the discipline.

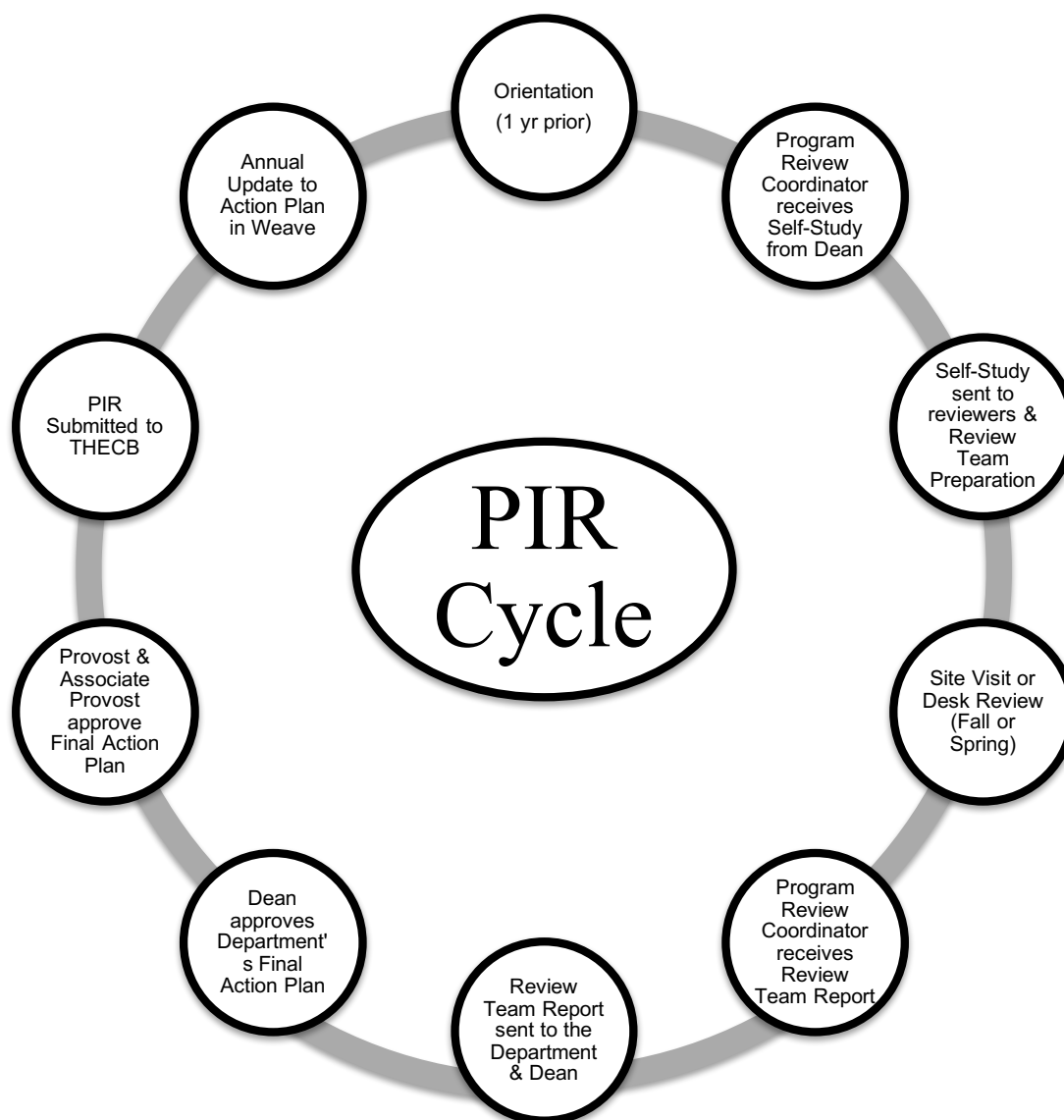
5. For undergraduate's programs, at least one external reviewer with subject-matter expertise who is employed by an institution outside of the state of Texas will be appointed by the Associate Provost, after consultation with the Department under review, and will be provided the materials; a remote desk review is conducted. Each reviewer must affirm that he or she has no conflict of interest and must be part of a program that is nationally recognized for excellence in the discipline.

The Provost or Associate Provost may add additional members as appropriate.

1. Timeline/ Process

Program Improvement Review Cycle

The PIR cycle is based upon a continuous improvement cycle as demonstrated below:



A. Condensed Review

A condensed review is conducted for nationally and accredited departments or programs to insure regular attention to state and local quality measures such as contributions to retention or strategic plan initiatives. External accredited programs should submit the documents required by their accrediting agencies and the final reports from the national accreditation bodies. Any other issues of local or state concern to be addressed in the report should be identified in advance by the Dean, Chair, and department faculty.

One year prior to submission of self-study	<ul style="list-style-type: none"> • Provost and/or Associate Provost, Dean, and Program Review Coordinator consults with Chair about procedures and timeline of the PIR. • IRR provides data to assist in completing the PIR self-study. • The Department chair designates a PIR Department Contact, preferably a senior faculty member.
At submission of self-study (following national accreditation visit)	<ul style="list-style-type: none"> • Department PIR Contact completes the PIR self-study and submits it along with the external accreditation self-study and the site-visit reports to the Dean. The Dean sends the completed document to the Program Review Coordinator who distributes to the Associate Provost.
One month following receipt of documents	<ul style="list-style-type: none"> • Provost and/or Associate Provost, Graduate Dean (when appropriate), Program Review Coordinator, in collaboration with the College Dean, determine what follow-up action is appropriate and informs the department. At the discretion of the reviewer, follow up may include the following: <ul style="list-style-type: none"> ○ Acceptance of the report ○ Creation of an action plan by the department include at least 3 goals to implement plan ○ Convening a formal review committee, with makeup to be determined by the Associate Provost. If a committee is created, it becomes their responsibility to study available documents and recommend an action plan.
On deadline set by reviewer	<ul style="list-style-type: none"> • Documentation of completion is submitted to the Program Review Coordinator who distributes to the Provost and Associate Provost.
At Completion of the PIR process	<ul style="list-style-type: none"> • The department must put their top 3 Final Action Plan priorities into Goals in WEAVE and update yearly.

In cases where an entire college undergoes disciplinary accreditation, the Dean will serve in a supervisory role during the PIR, coordinating the PIR reports of the constituent departments and acting as a representative of those departments rather than as a reviewer. In those cases, the review will be conducted by the Provost.

B. Full Review

One year prior to site visit	<ul style="list-style-type: none"> • Annual calendar of programs to undergo PIR is established by the Provost in consultation with the Associate Provost, Program Review Coordinator and the Academic Deans. • The Department chair designates a PIR Department Contact, preferably a senior faculty member. • The Department PIR Contact, the Department Chair, and the Dean establish a preliminary calendar for the review and define the reporting period (7 years) to be covered by the Self-Study. • Data needed for the Self-Study are obtained from IRR. • Drafting of Self-Study begins.
One semester prior to site visit	<ul style="list-style-type: none"> • The Department PIR Contact and the Department Chair provide the Dean with a list of potential external reviewers. • The Associate Provost or the Program Review Coordinator contacts the chosen reviewers and schedules the dates of the site visit or desk review. <u>Desk reviews are preferred.</u> • As needed, the Department Contact, the Dean and the Department Chair meet with faculty members in the department to discuss purposes, procedures, and answer questions. • Self-Study is completed and submitted to the Dean. • The Dean submits the Self-Study to the Program Review Coordinator.
One month prior to site visit	<ul style="list-style-type: none"> • The Program Review Coordinator submits the Self-Study to the reviewers.
During site visit	<ul style="list-style-type: none"> • Review team meets with the Provost and/or Associate Provost, Dean, faculty members, chair, students, Graduate Dean (when appropriate) and Program Review Coordinator. • Reviewer(s) may conduct further fact-finding as needed during or after the site visit. • Review team plans procedures for drafting of the PIR report.
4-6 weeks after site visit	<ul style="list-style-type: none"> • Reviewers complete the PIR report and submit it to the Program Review Coordinator. • The Program Review Coordinator submits the report to the Associate Provost for approval.
4 weeks after the receipt of the outside report.	<ul style="list-style-type: none"> • The Department and Dean receive the approved Review Team report. • The Department Contact, after consultation with faculty, responds to the PIR Report with a Final Action Plan. The Dean provides the Final Action Plan to the Program Review Coordinator. • The Provost, Associate Provost, Dean, Graduate Dean (when appropriate), and Program Review Coordinator meet to discuss the Final Action Plan if needed.
On deadline set by reviewer	<ul style="list-style-type: none"> • The Program Review Coordinator distributes the Self-Study, Review Team report and approved Final Action Plan to the THECB (for graduate programs).
At Completion of the PIR process	<ul style="list-style-type: none"> • The department must put their top 3 Final Action Plan priorities into Goals in WEAVE and update yearly.

II. The Review Process

Reviews will be conducted as follows:

The Department undergoing review will consult with the Associate Provost regarding suitable dates for the Program Improvement Review and the detailed schedule of events if an on-site review is required.

- The Department will prepare a comprehensive Self-Study document (an internal planning document not intended for general distribution) in accordance with guidelines and instructions issued by the Associate Provost. These guidelines include criteria outlined in **Texas Administrative Code, Title 19, Part 1, Chapter 5, Subchapter C, Section 5.52, Review of Existing Degree Programs.**
- The Department chair will designate a PIR Department Contact, preferably a senior faculty member to ensure that the duties assigned to the Department in connection with the Review Team are carried out.
- The Associate Provost will provide the Review Team a detailed charge along with the Department's Self-Study document.
- The Review Team will collaborate with the Program Review Coordinator in ensuring that the Review Team's on-campus needs are met.
- The Program Review Coordinator will serve as liaison between the Review Team and the Department being reviewed.

If an on-site visit is required, the Program Review Coordinator will also oversee the visit arrangements for the Review Team (transportation, housing, meals, reimbursement, etc.). The following will then occur:

- Before the campus visit, the Review Team will familiarize itself with the Department's Self-Study document. During the visit it will consult with members of the Department's faculty, staff, students, and inspect facilities. The team may request additional information beyond that provided in the materials. Adequate time will be allowed in the latter part of the visit for the Review Team to deliberate in private and reach its conclusions.
- Before leaving the campus, the Review Team will hold two exit interviews.

In the first, held with the Program Review Committee and the Department's faculty and College administration, the Review Team will provide its preliminary assessment of the goals, plans, staffing, resources, existing and potential strengths, etc., of the Department and those areas needing improvement.

In the second, held with the Provost, Associate Provost, any appropriate senior administrators, and the Program Review Coordinator, the Review Team will summarize its immediate impressions and provide a forecast of its eventual written report. Then, within one month of the campus visit, the Chair of the Review Team will provide a complete written report on the Review Team's conclusions to the Program Review Coordinator.

Along with addressing any unique aspects of its charge, the Review Team's report will assess the Department's overall performance and its specific strengths and weaknesses and make recommendations for any changes the Review Team thinks are advisable. The Review Team's report should also note items of agreement and disagreement between their assessment and the Department's Self-Study. The Review Team will present their report to the Program Review Coordinator.

The Review Team's report will be sent to the Department and College Dean by the Program Review Coordinator. The Department's PIR Coordinator, in cooperation with faculty and staff, will provide a written response of the report to the Program Review Coordinator giving specific actions planned in the light of the Review Team's recommendations. Where the Department disagrees with findings and/or recommendations of the Review Team, it will state its reasons for such disagreements. The Department's faculty will have access to this document as well as to the Review Team's report. The Dean will send this Final Action Plan to the Program Review Coordinator. The Provost and/or Associate Provost will discuss the Review Team's report and the Final Action Plan with the Dean and Department.

The Program Review Coordinator will submit a report of the outcomes of each graduate program improvement review, including the Review Team report and actions the institution has taken or will take to improve the program, to the THECB *no later than 30 days* after the Review Team has submitted its findings to the institution.

The department is required to put their top 3 Final Action Plan priorities into Goals in WEAVE and to update the assessment yearly.

In the years between reviews of the Department, this record of the Program Review will be pertinent to decisions on budget, staffing, curricular and degree changes, and allocation of special resources.

III. Review Team Report

The report directed to the Provost should be presented in written format, with a cover letter giving the name of the department, the names of programs, the names of the review team members, and the date the report is submitted. The review team chairperson should sign the cover letter. The report should consider strengths and weaknesses where possible in each of the items listed below.

The Review Team's report should:

- ✓ Be written using Times New Roman 12-point font and 1-inch margins.
- ✓ Be 10-30 pages, depending on the size of the department and can include appendices.
- ✓ Include a header with the Program name at the left margin and the page number at the right margin on every page.
- ✓ Be checked using the "spell check" feature.

Report Outline

1. Preface—Title, Draft date, Review Team members identified by external and internal
2. Overview
3. Curriculum
4. Operations
5. Assessment and Improvement
6. Faculty
7. Relationships: LU Departments
8. Resources
9. Program Improvement Plan
10. Summary of Recommendations

Conclusion

This section should include a brief summary of the overall results and any questions that remain from the examination by the review team.

IV. Responsibilities for Program Improvement Review Participants

The PIR process requires close collaboration among many individuals. The successful conduct of a review involves shared responsibilities as does the subsequent implementation of recommendations. The following descriptions outline the responsibilities of those having major roles in the PIR process.

Associate Provost

- ✓ Provides general oversight and direction for the PIR process by specifying which programs are to be reviewed and the timing for the PIR.
- ✓ Ensures that funding is provided for the review. Offers support for the self-study, internal reviewers, and external reviewer(s).
- ✓ Exercises final approval of the selection of the external reviewer(s) and internal reviewers in consultation with the Dean and the Provost.
- ✓ Reviews the final documentation and along with the Dean (and Graduate Dean, as appropriate) makes decisions concerning acceptability of the overall results and the final action plan.

Program Review Coordinator (College of Graduate Studies)

- ✓ Keeps tracks of schedules and plans.
- ✓ Works with the Dean and the Department to facilitate the completion of the PIR report and scheduling of the Program Improvement Review.
- ✓ Coordinates the remote desk review when an on-campus visits is not necessary.
- ✓ Serves as the liaison between the reviewers and the Department under review.
- ✓ Makes arrangements for housing the external reviewers and completes paperwork for payments.
- ✓ Facilitates the onsite visit scheduling meetings and meals as needed.
- ✓ Receives final documentation of completion of the PIR process and ensures that it is appropriately stored and recorded.
- ✓ Distributes the PIR reports to the Provost, Associate Provost and Graduate Dean (when appropriate).
- ✓ Submits final information to THECB.

Dean, College of Graduate Studies

- ✓ The Dean of the College of Graduate Studies is included in the Review Team's site visit concerning graduate programs.
- ✓ The Graduate Dean receives a copy of the Self-Study and the Final Action Plan from the Program Review Coordinator.

Dean of the College

- ✓ Participates in the initial planning of the review and recommends potential internal and external reviewers.
- ✓ Reviews the Self-Study report and meets with the Review Team during the site visit.
- ✓ Receives the completed Review Team Report.
- ✓ Reviews the Review Team report and along with the Department, creates a Final Action

- Plan.
- ✓ Forwards completed documentation to the Program Review Coordinator for the Provost and Associate Provost's approval.
- ✓ Participates in all subsequent meetings in the follow-up process.
- ✓ Helps to incorporate the culminating Final Action Plan items into the annual planning and budgeting process of the College.

The Department Chair

- ✓ In planning a review, the Department Chair appoints a PIR Department Contact.
- ✓ Working with the faculty of the department and the PIR Department Contact, the Department Chair recommends to the Dean potential external reviewers. The Department Chair meets with the PIR Coordinator during the Self-Study process and oversees the final preparation of the Self-Study Report. Meets with the Review committee during the site visit.
- ✓ After the PIR report is received, the Department Chair leads the department in preparing a response to each recommendation with a focus on agreeing on a final action plan.
- ✓ The Department Chair participates in all meetings to determine the final action plan.
- ✓ The Department Chair supervises the department in accomplishing steps of the action plan and gathering/providing appropriate documentation.

The PIR Department Contact

- ✓ The PIR process is led by the Department Contact who is a senior faculty member in the department of the program under review.
- ✓ The Department Contact participates in initial planning sessions with the Department Chair, Dean, and the faculty of the department; compiles and submits the Self-Study report.
- ✓ Works with the Program Review Coordinator to establish the Review Team site visit schedule.
- ✓ The Department Contact assists the chair in reviewing the Review Team Report, in compiling the department's responses, and in arriving at a final action plan.

The Review Team

- ✓ The Review Team (a minimum of two internal and at least one external member, with two external members for a doctoral program) reads carefully the *Lamar University Handbook for Program Improvement Reviews* and the Program's Self-Study before the site visit and notes questions and concerns. Questions and concerns should be directed to the Program Review Coordinator.
- ✓ The reviewers collaborate to create a PIR Team Review Report, completing their work by the dates indicated on the timeline. The Team Review Chair submits the report as an electronic document in PDF format to the Program Review Coordinator.
- ✓ All team members participate in the site visit if a desk review is not possible.
- ✓ At the conclusion of the site visit, all reviewers meet to reach consensus on their responses,

- ✓ note any outstanding or uncertain issues on which further information is needed, make arrangements with the internal reviewers to provide the information, and organize their approach to writing of the PIR Report.

Director, Mary and John Gray Library & Office of Institutional Research and Reporting

- ✓ Upon request of the Department, IRR will provide data and statistical information to the department for the self-study.
- ✓ Upon request of the Department, the Director of the Library will provide information to the department on the holdings of the library relative to the teaching and research missions of the programs.
- ✓ Upon request of the Review Team, the Director of the Library will be included in the site visit schedule for the purpose of showing review team members the library facilities available to the department and its students.

PART 3: APPENDICES

Appendix A: Appendices to Self-Study Report. The following should be added to aid the reviewers in understanding the context of the PIR Report.

Department Level

- 5-Year Program Plan
- Annual progress reports on 7-year Program Plan
- Executive summary from previous Program Review (if available)
- 1-Year follow-up report from previous Program Review (if available)

Curriculum

- Course and Section Counts by semester and year
- Copies of grade summaries/analyses from the previous academic year
- Undergraduate Major Assessment plan(s) (WEAVE Reports)
- Undergraduate assessment reports for the most recent three-year cycles that identify improvements in the program that are directly tied to the assessment results
- Graduate Assessment Plan
- Graduate assessment reports for the most recent three-year cycles that identify improvements in the program that are directly tied to the assessment results
- Graduate Application Data (#applied/accepted/refused/etc.), Graduate Degrees Received, and Representative Programs of Study
- Detailed information of all current graduate students as shown in data from the 18 Characteristics list.
- Sample of a typical graduate course of study for a student in each Graduate program
- List of any awards or prizes won by your undergraduate and graduate students during the last seven years

Operations

- Where appropriate, attach any documentation of the qualitative success of the programs
- Where appropriate, results of any assessments of outcomes or effectiveness of programs

Assessment and Improvement

- Annual Institutional Effectiveness Reports for each program in the reporting period.
- Where appropriate, attach any documentation of the qualitative success and/or state/national/international recognition of the research programs.

Faculty

- Organizational chart of the Department
- Faculty CVs (including at least previous seven years' work; public CV format)
- Postdoctoral position CVs
- Staff members listed: name, education where applicable (e.g., technical/research staff), other special qualifications, years of service, and a brief job description.
- List or summary of faculty service to professional associations in the discipline related to the discipline, including offices held, committee assignments performed, and noteworthy services rendered or award received.

Resources

- Floor plans if available
- Maps/plats of any off-campus Department locations

Appendix B: 18 Characteristics of Texas Public Doctoral Programs (Required Format for all Doctoral Programs)

MEASURE	OPERATIONAL DEFINITION
Number of degrees Per Year	For each of the three most recent years, average of the number of degrees awarded per academic year
Graduation Rates	For each of the three most recent years, average of the percent of first-year doctoral students who graduated within ten years
Average Time to Degree	For each of the three most recent years, average of the graduates' time to degree
Employment Profile (in field within one year of graduation)	For each of the three most recent years, the number and percent of graduates by year employed, those still seeking employment, and unknown
Admissions Criteria	Description of admission factors
Percentage of Full-time Students	FTS/number students enrolled (headcount) for last three fall semesters
Average Institutional Financial Support Provided	For those receiving financial support, the average monetary institutional support provided per full-time graduate student for the prior year from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits)
Percentage Full-time Students with Institutional Financial Support	In the prior year, the number of FTS with at least \$1000 of annual support/the number of FTS
Number of Core Faculty	Number of core faculty in the prior year
Student-Core Faculty Ratio	For each of the three most recent years, average of full-time student equivalent (FTSE)/average of full-time faculty equivalent (FTFE) of core faculty
Core Faculty Publications	For each of the three most recent years, average of the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member
Core Faculty External Grants	For each of the three most recent years, average of the number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year
Faculty Teaching Load	Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty
Faculty Diversity	Core faculty by ethnicity (White, Black, Hispanic, Other) and gender, updated when changed
Student Diversity	Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and gender in program during the prior year
Date of Last External Review	Date of last formal external review, updated when changed
External Program Accreditation	Name of body and date of last program accreditation review, if applicable; updated when changed
Student Publications/Presentations	For the three most recent years, the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year by student FTE

Appendix C: Check List for Master's and Doctoral PIR Data

Additional Data beyond 18 Characteristics for Doctoral Programs	Page #
Student retention rates	
Student enrollment	
Graduate licensure rates	
Alignment of program with stated program/institutional goals and purposes	
Program curriculum and duration relative to peer programs	
Facilities and equipment	
Finance and resources	
Program administration	
Faculty qualifications	
Data for Master Program Reviews	
Faculty qualifications	
Faculty Publications	
Faculty External Grants	
Faculty workloads	
Faculty/student ratio	
Student demographics	
Student time-to-degree	
Student publication and awards	
Student retention rates	
Student graduation rates	
Student enrollment	
Graduate licensure rates	
Graduation placement (i.e., employment or further education/training)	
Number of degrees confirmed annually	
Alignment of program with stated program/institutional goals and purposes	
Program curriculum and duration relative to peer programs	
Facilities and equipment	
Finance and resources	
Program administration	

MUST BE INCLUDED WITH PROGRAM SELF-STUDY REPORTS

Appendix D: Nomination Form for Potential Review Team Member

Nomination Form for Potential Review Team Members

Academic Department being reviewed: _____

Potential Reviewer's Information

Name: _____

Title or Rank: _____

Contact Information *(to be compiled after Dean's approval):*

Address: _____

Phone: (____) _____ - _____
(____) _____ - _____

Email: _____

Relationship to Lamar University or Department faculty (Co-PIs, publications, conferences, personal friendships, etc.)

Briefly describe the qualifications that make this person an appropriate review team member for your Department. Indicate any relevant academic and professional experience qualifying this person as a reviewer.

****If available, attach a short bio to this form.**

Submitted by: _____ Date: _____
Department Head

Approved _____ Date: _____
Dean



Appendix E: One Day Site Visit *Sample* Itinerary

Time	Activity	Who is responsible	Location
Evening before Program Review date	Dinner/Orientation with Review Team, Provost; Associate Provost; Program Review Coordinator; Department head; Committee	Program Review Coordinator	
8:00 a.m.	Provide transportation to External Reviewers to campus	Department	
8:30 a.m. to 9:30 a.m.	Campus/Facility Tour	Department	
9:45 a.m. to 11:00 a.m.	Meet with faculty	Department	Conference Room
11:00a.m. to 12:00 p.m.	Meet with students	Department	Conference Room
12:00 p.m. to 2:00 p.m.	Working lunch for Internal and External Reviewers	Department	Conference Room
2:00 p.m. to 2:45 p.m.	Exit meeting with Program Review Committee; program faculty; administrators and the Dean of the College. Team will present a preliminary assessment of existing and potential strengths and those areas in need of improvement.	Department	Conference Room
3:00 p.m. to 4:00 p.m.	Exit meeting attended by Provost; Associate Provost; Program Review Coordinator; and central administrators. The Review Team will summarize its immediate impressions and provide a forecast of its eventual written report.	Department	Conference Room



Appendix F: Calendar of Program Improvement Reviews by Year

Program Improvement Review Schedule

Academic Year Fall 2016 – Summer 2017	
Doctorate	Deaf Studies/Deaf Education
Masters	Applied Psychology Criminal Justice Deaf Studies/Deaf Education Kinesiology
Bachelors	BS in Interior Design BS in Communication BBA in General Business – Advertising BA in Dance BFA in Graphic Design BA in Theatre BA in Studio Art BA in Music BA in Music Business BS in Exercise Science/Fitness Management BS in Kinesiology BS in Health

Academic Year Fall 2017 -2018	
Masters	History Mathematics
Bachelors	BA in Criminal Justice