



**Figure 1.** Proposed program review process at Southeast

### Seven principles toward enhancing program review at Southeast

Table 1 outlines a proposed set of guiding principles to enhance the program review process at Southeast Missouri State University. Figure 1 (overleaf) outlines a flowchart to describe what the proposed process at Southeast may look like, using the 'seven principles' methodology.

**Table 1. Seven principles toward enhancing program review**

Principle	Description	Link to literature or practice
<i>Principle 1:</i> Program Review is a mechanism for identifying and sharing successes.	Departments prepare a small number (two or three) short case studies describing excellent or impactful activities. These can be used by the University to showcase and share good practice.	<ul style="list-style-type: none"> <li>Patton et al. (2009) suggests the important of identifying successes.</li> </ul>
<i>Principle 2:</i> Program Review is a supported process that provides important professional development for faculty and staff.	A program review handbook, templates for case studies (see Element 1), templates for the self-study and action plan, and other resources are available for departments to use. Kick-off meetings and workshops are offered as team-based opportunities for departments.	<ul style="list-style-type: none"> <li>Examples of program review handbooks: Brown University, St. John's University, UC Berkeley.</li> <li>The University of Northampton facilitates departmental workshops to support faculty during program review.</li> </ul>
<i>Principle 3:</i> Program Review leads to focused action planning.	Rather than addressing a wide range of possible issues, each department will elect a small set of specific issues to explore that are important to the university and to the programs. These issues will form the basis of the action plan.	<ul style="list-style-type: none"> <li>See Brown University program review process (2012).</li> <li>Bash (2015) and Subramony, R., Wallace, S., and Zack, C. (2015) focus on planning.</li> </ul>
<i>Principle 4:</i> Program Review relies on efficient and consistent use of data about the program.	A large set of data about the program will be available to the department, as well as pre-made charts and graphs for commonly used components (e.g. freshman retention over the last five year). Additional data can be made available on request. In addition to data about the program, data about the industry, related job market, and field of work, generally, is provided for reflection and comment.	<ul style="list-style-type: none"> <li>Utah Valley University provides data sets, charts, and graphs to departments for review.</li> <li>Additionally, departments can commission <a href="#">Burning Glass</a> reports for various job markets.</li> </ul>
<i>Principle 5:</i> Program Review is carried out and communicated in a clear, succinct, and consistent manner.	The self-study is guided by a series of questions, and authors are encouraged to keep responses short and focused. A template is provided (see Element 2) to support authors.	<ul style="list-style-type: none"> <li>Patton et al. (2009) and Dickeson (2010) provide sample questions.</li> </ul>
<i>Principle 6:</i> Program Review requires external input to provide additional perspectives on the program.	External input is required as a key component to each review cycle. This includes an external review from a peer at another institution, and can also include input from students, graduates, employers, or peers working within the University.	<ul style="list-style-type: none"> <li>Hanover (2012) provides an overview of best practices, which suggest external reviews are common features of program review.</li> </ul>
<i>Principle 7:</i> Program review is integrated into the wider context of institutional effectiveness.	Program review enshrines data from student learning assessment. Action plans (see Element 3) are used to inform the university academic masterplan, and recommendations made throughout the program review cycle are used to prioritize budgetary considerations, faculty development needs, and support for students.	<ul style="list-style-type: none"> <li>Subramony, R., Wallace, S., and Zack, C. (2015)</li> <li>Many sources cite examples of program review that includes student learning outcomes.</li> </ul>