



FALL 2021 Approved WORKING DRAFT

# ACADEMIC PROGRAM REVIEW GUIDE

A PROCESS FOR  
SELF-REFLECTION  
AND  
CONTINUOUS IMPROVEMENT

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## GLOSSARY

### GLOSSARY OF ABBREVIATIONS

**AC** – Academic Council

**APR** – Academic Program Review

**ASC** – Assessment & Institutional Review Committee

**HLC** – Higher Learning Commission (accreditation agency)

**ILO** – Institutional Learning Outcome

**IPC** – Institutional Planning Council

**IEI** – Institutional Effectiveness and Innovation

**PLO** – Program Learning Outcome

**SIS** – Student Information System (we use Empower)

**SLO** – Student Learning Outcome (course-level)

**VPAA** – Vice President for Academic Affairs (aka Chief Academic Officer, or Provost)

### GLOSSARY OF TERMS

**Academic Program Review:** Periodic program review examines the big-picture and systemic issues within a single program. Useful program review assesses the program’s impact (effectiveness) on students, the campus community, and external constituents while it also informs unit-level planning and improvement moving forward.

**Assessment Plan:** outline of how, where, and when learning is measured in a course, or curriculum; aligns with a program’s curriculum map.

**Curriculum Map:** outline of where and when learning outcomes are measured across the curriculum

**Institutional Learning Outcomes:** areas in which Finlandia University expects all students to demonstrate achievement of learning.

**Student Learning Assessment (aka Assessment of Student Learning):** direct and indirect methods for measuring what students are learning using course and program student learning outcomes. Student learning assessment is one component of *Program Review*.

**Outcome Measures:** Quantitative methods for measuring program effectiveness, such as but not limited to retention rates, graduation rates, placement rates, and post-program certification/licensure rates.

**Direct Outcome Measures:** Concrete examples of what students actually learned or did and are used to measure levels of achievement on specific outcomes; used in conjunction with *indirect measures* to assess student learning and course-level outcomes for program review.

**Indirect Outcome Measures:** Best suited for program-level assessment to add substance to *direct measures*; fewer concrete examples of student learning and best for measuring attitudes, values,

feelings, etc. and includes surveys, course evaluations, interviews, and data reported on retention, graduation, and placement.

**Enrollments:** Students registered and attending a class, may be degree-seeking, audits, guests, etc....

**Degree-Seeking:** Students enrolled in the program seeking a specific degree, can be full-time or part-time enrollments.

**Retention Rates:** percentage of students who persist from Fall to Spring; and from Fall to Fall.

**Graduation Rates:** percentage of students who entered a program and completed the program within 100-150% of the anticipated time. 4-year or 6-year graduation rates for 4-year programs.

**Placement Rates (aka Job Placement):** percentage of graduates finding employment

### **Student Demographics (as listed in Empower):**

- IN – incoming student, new to Finlandia
- AU – Audit, taking course for no credit
- C – Continuing student (aka returning student)
- DE – Dual Enrolled student
- TR – Transfer student
- FM – Freshman 1-30 credits earned
- SO – Sophomore 31-60 credits earned
- JU – Junior 61-90 credits earned
- SR – Senior 91-120 credits earned

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## CHAPTER 1: OVERVIEW

### ***Program Review - Description***

Periodic program review examines the big-picture and systemic strengths and weaknesses within a single program. Using all available evidence, program faculty reflect on the program's mission and the design of the curriculum in which it is realized. Useful program review assesses the program's impact on students, the campus community, and external constituents while it also informs unit-level planning and improvement moving forward.

The program review is similar to a self-study. The APR is meant to provide an opportunity to collect and analyze specific data points in order to clarify, evaluate, and revise the program's mission, vision, learning outcomes, assessments, and curriculum, as needed. This is also an opportunity to identify what resources are already in place, those resources that may be needed, and/or need to be modified, given the trajectory of the program and its alignment with the University's Mission.

To best ensure that the academic program review process is comprehensive and meaningful, it is helpful to focus on where the program is now from a variety of perspectives, the future direction of the program, as well as how and when the program is intended to reach that point. This is best demonstrated by the 4-year action plan to be completed upon conclusion of the APR.

### ***Rationale for Conducting APR***

Regularized *academic program review (APR)* is designed to ensure the quality of our academic programs and student learning through a systematic process of inquiry, analysis, and reflection. As a practice within higher education, the academic program review allows programs to maintain standards, make improvements, and more effectively plan for the future. Participation in academic program review is non-negotiable as it is required by the [Higher Learning Commission](#), professional accrediting agencies, and the University's commitment to institutional effectiveness.

**HLC [Criterion 4. Teaching and Learning: Evaluation and Improvement](#)** --- The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

- **Specifically, CR 4A states:** The institution ensures the quality of its educational offerings.
- **Core Component 4A.1 states:** The institution maintains a practice of regular program reviews and acts upon the findings.

### ***Multifocal Purpose of APR***

- Assesses the quality of academic programs through peer review and self-evaluation
- Encourages the systematic collection and review of student learning assessments and effectiveness, outcome measures
- Ensures that the program meets its stated mission and addresses the strategic directions of the college/school and University
- Recognizes and celebrates achievements and successes within the program
- Identifies and addresses concerns and difficulties, strength and weaknesses in the program

- Aligns resource needs of the program with resource allocation processes
- Addresses and fulfills accreditation requirements, both institutional and programmatic

### ***Academic Programs Required to Conduct APR***

Academic programs required to conduct an APR include, but are not limited to:

- A group of courses that result in a certificate or degree (e.g. AAS, BA, BS, BBA, BFA)
- Individual courses or a sequence of courses or combinations of courses (e.g. general education, first-year experience)

### ***The 4-Year Cycle for Academic Program Review***

- Academic programs are scheduled for their comprehensive reviews every four (4) years. See [Appendix A, pg. 14](#).
- Professionally accredited programs follow their accreditation review cycle. At Finlandia, that includes the Nursing and Physical Therapist Assistant programs.
- Programs where specific issues have been identified and where interim reporting may be necessary will require more frequent reviews. These programs may be required to submit mid-cycle reports.

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## CHAPTER 2: PROCESS

### ***Getting Started***

[The APR cycle](#) is reviewed annually by the Assessment & Institutional Review Committee (ASC) and Office of the VPAA. Programs scheduled for their comprehensive review are notified as early as possible as they enter their 4<sup>th</sup> and final year of the cycle. *For example*, if program A is scheduled for the academic year 2010-11, then the department/program faculty and dean are notified no later than 2010.

### ***Setting Up the Plan***

Once the program is notified of their scheduled APR, the department identifies who will serve on their APR team. In most instances, the team primarily consists of the program faculty and may include colleagues from similar disciplines, members of the ASC, the dean, department staff, external reviewers, and students, if appropriate. The size of an APR team will vary by discipline and program under review. Members from the offices of [the VPAA](#) and [Institutional Effectiveness & Innovation \(IEI\)](#) serve in an *ex officio* capacity to assist in data collection or as consultants during the APR process. A list of possible members for consideration on any APR team is further identified on [Page 9 below](#).

Once the team has been identified, the APR team meets with the ASC chair to review the process, expectations, timeline, and template to determine next steps. From there the APR team develops the plan, identifies the data to be collected, assigns tasks and deadlines to team members. Each team will approach the planning process differently. The ASC and IEI are available to help with the planning process. Team leaders are asked to contact the ASC chair for guidance.

### ***Implementing the Plan***

Once the plan has been developed, the implementation process begins with data collection. Data collection points are suggested in the corresponding APR template, or professional accreditation standards. The APR team follows the aforementioned plan to determine who is collecting what data, when, and how the data will be archived for review. The university uses a standard set of data definitions ([Glossary of Terms, pg. 3](#)) and the IEI can provide valuable assistance throughout this process. It is important that the data remain secure.

Once the data are collected, the APR team reviews and analyzes the results. Summarize the data in a way as to support an action plan for program improvement and/or resource needs. This process is discussed in more depth later in the Guide.

Construct the report using the corresponding APR template ([see Appendix C, pg. 17](#)). As you collect data, you will also find that evidence will be required to support your findings, claims, and projections. Upon completion of the initial draft, submit the document and supporting evidence to the appropriate dean and VPAA for the *initial review*. Your dean and the VPAA will provide the APR team leader with vital feedback to ensure that all elements of the APR are addressed.

### ***Submitting the Final Document***

Once the team completes the final APR document with appropriate appendices, the *feedback process* commences ([see Chapter 3, pg. 11](#)). Upon completion of the feedback process, the APR team develops a 4-year action plan and presents the APR findings to the appropriate constituents. The 4-year action plan

is to be aligned with the unit level strategic plan, University strategic plan, and professional standards where appropriate. [See Appendix D, pg. 24.](#)

### ***The Written Report***

The APR will be reviewed by various constituents and archived for future reference. Therefore, the APR report should be well-organized using the template provided to evaluate the program. Please use a traditional font and size, and number the pages. Check grammar, spelling, and dates for accuracy, as your report will be viewed by others as representing the quality and integrity of your program.

*Use appendices to supply the evidence* used in the APR, such as but not limited to: survey results, audit reports, organization charts, forms, assessment instruments, samples of promotional materials, inventories, etc. Appendices should be numbered or lettered so you can direct readers to them in the body of the report. Consider adding a glossary of terms if the report uses a number of acronyms or abbreviations that a general audience would be unlikely to understand.

### ***Presentations***

Program reviews are presented to the university community in a public forum in the semester following the submission of the final report. Each presentation should last approximately 20 minutes, including time for questions and answers. APR presentations are to include a brief introduction, summary, and action plan adjustments foreseen for the following 4-year review cycle. Cohorts to consider including: faculty across disciplines, student support services, administrators, coaches, marketing and communications, community members, and Board of Trustee members.

### ***Submitting Change and/or Resource Requests***

If the evidence supports the need for curriculum updates, the curriculum and/or course revisions will come forward utilizing the academic approval process, [see Appendix E, pg. 25.](#)

When the evidence supports specific resource needs, these requests are submitted to the Institutional Planning Council (IPC) using the process outlined in Appendix E.

### ***Archiving APR Documentation***

A copy of the completed program review including supporting data and other accompanying documentation will be filed with the:

- Department Chair and/or College/School Dean
- Vice President of Academic Affairs
- [Institutional Effectiveness & Innovation \(IEI\)](#)

It is recommended that a summary of the program's outcome data, accomplishments, and student achievements be shared with Marketing, Communications, and Admissions for recruiting purposes.

### ***Chapter Synopsis***

#### ***Timeline***

- During the 4<sup>th</sup> year of the APR cycle (the year your APR is scheduled):
  - August - set up APR team, begin planning



- September through April - collect and analyze data, enter into template
- April/May - submit initial draft to dean and VPAA
- Upon completion of the 4<sup>th</sup> year of the cycle
  - April/May - submit APR to ASC
  - June through August - address feedback from ASC
  - August/September - Develop 4-year action plan
- Fall of the year following
  - September – submit final APR with appendices and 4-year action plan to ASC, Dean, VPAA
  - September/October – Presentations as identified in the APR plan
  - October – curriculum change and resource requests are submitted to the dean for processing

***Elements of the process include:***

- Participation of faculty and staff is led by faculty within the discipline/program.
- Support is provided by [Institutional Effectiveness & Innovation \(IEI\)](#).
- Recommendations at the conclusion of the APR are based on quantitative and qualitative data analysis.
- A continuous improvement cycle is established whereby the recommendations and action plan for one cycle are addressed in the next cycle.
- Dissemination of the findings. The APR team shares the final report and action plan with identified stakeholders.

***The APR team should consist of an appropriate combination of the following members:***

- Faculty members within the discipline
- The program director/coordinator, if applicable
- The college/school dean
- A faculty member from another discipline, as appropriate, and selected in consultation with the college/school dean
- External reviewer, selected in consultation with the college/school dean
- Staff from other academic areas, optional
- Institutional Research Manager, *ex officio*
- Assessment and Assurance System Coordinator, *ex officio*
- Vice President of Academic Affairs, *ex officio*

***At minimum, the APR process involves the following steps:***

- Program identifies the APR team leader (if program consists of one full-time faculty member, that faculty is the designated team leader)
- Team leader identifies additional team members, to include the dean/department chair
- A team meeting is held with the ASC chair to review the purpose, process, and final APR end goal
  - For small programs, it is recommended the lead faculty meet with the dean for additional guidance and support

- The APR team outlines a plan, including but not limited to data collection and timelines
- Qualitative and quantitative data and other pertinent documents are collected and collated for review
- Review the data, reflecting on the purposes for program review
- Complete the program review template, [see Appendix C, pg. 17](#).

***Feedback Loop—Upon completion of the APR, the APR team will:***

- Submit the completed APR to the college/school dean and VPAA for initial review
  - Make any required changes based on dean/VPAA feedback
- Submit final APR to the Assessment & Institutional Review Committee (ASC)
  - ASC scores the review against the rubric, compiles feedback
- Feedback is returned from the ASC to the program faculty and college/school dean
- Faculty and dean consult on required changes, as needed
- Present findings to college/school/program stakeholders
- Program faculty develops 4-year action plan, [see Appendix D, pg. 24](#)
- Action plan and final APR is returned to the college/school dean, VPAA, ASC, and IEI
- Present summary of program review data and conclusions at a public forum

***Implementation of the action plan:***

- Identified changes, revisions, or resource needs are presented to the college/school dean for incorporation in the unit-level strategic plan, as appropriate
- Specific proposals for resource needs or policy/curricular changes move through the appropriate approval process:
  - Academic policy and/or curricular revisions are sent to Academic Council for approval, then to full faculty, Management Team, and the BoT as appropriate
  - Resource requests are sent to the dean, then on to the Institutional Planning Committee (IPC), Management Team, and the BoT as appropriate

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### CHAPTER 3: ALIGNING PROGRAM REVIEW WITH RESOURCE ALLOCATION

Please review the following steps related to APR and Resource Allocation alignment. This is a time-sensitive process requiring preparation of various elements for review by a variety of parties. Resource requests should evidence a *direct* or *strong* alignment with university mission and strategic plan KPIs; ASC review and scoring helps support this element ([see Step 3 below](#)).

When considering *resources*, determine whether the *request* is related to curricula (forwarded to Academic Council) or related to personnel, supplies, or budgetary items (forwarded to the Institutional Planning Council); [see Step 6 below](#).

Finally, to help ensure timely resource allocations all APR *Steps* align with Board of Trustee schedules ([see Appendix G, pg. 34](#)) for final departmental budget approvals ([see Step 8 below](#)).

**STEP 1: Academic Program Review (APR) is completed by the program faculty team and submitted with relevant appendices as follows:**

- Dean and VPAA conducts initial review, to ensure compliance
- Requests are made to the APR team for any additional information or updates to the final APR report
- Additional information/updated APR is returned to Dean and VPAA

**STEP 2: Following initial review and the receipt of any additional information requested, the report with appendices is submitted by the Dean to:**

- Assessment & Institutional Review Committee (ASC) Chair for Committee Review and Scoring

**STEP 3: ASC Role and Responsibilities include the following:**

- ASC Reviews and Scores the APR using standard *Rubric*; [see Appendix F, pg. 30](#)
- ASC Provides **Written Feedback** to the lead faculty
- Lead faculty shares feedback with team and Dean
- APR Team, in collaboration with Dean, addresses relevant findings

**STEP 4: Faculty/Dept. Head & Dean USE Feedback & Findings as follows:**

- Modify annual assessment plan, if needed
- Develop 4-year Action Plan

**STEP 5: 4-Year Action Plan and Unit-Level Strategic Planning:**

- Action steps and annual goals are developed for program improvement as related to APR findings
- Program action steps and annual goals feed directly into unit-level strategic plan
- Resource requests are developed using APR data, in collaboration with Dean/Dept Head

**STEP 6: Action Requests are forwarded as follows:**

- Dean submits resource requests related to curricula to Academic Council (AC) following programmatic substantive change process (Faculty Handbook)

- Dean submits resource requests related to personnel, supplies, budgetary items to the Institutional Planning Council (IPC)
- Requests for additional information made to the Dean and/or department faculty

#### **STEP 7: Resource Allocation**

- IPC/AC forwards resource needs to Management Team for consideration
- Budget impacts are reviewed and decided
- Decisions reached are shared with Dean/department faculty

#### **STEP 8: End-of-Year Reporting Actions**

- Curricular and academic policy changes are submitted to the Board of Trustees *Committee for Academic Affairs & Assessment* (CAAA)
- Approved budget items are presented to the Board of Trustees *Committee for Business & Administration* (CBA)
- Full Board of Trustees reviews APR reports and recommendations

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## CHAPTER 4: HELPFUL TIPS

- Reach out early and often to IEI, ASC members, and other APR resource personnel; be sure to dive into Finlandia's [DATA DASHBOARDS](#) (fed by our SIS, Empower) and begin exploring trends for the various *Focus* areas presented in the [Appendix C: Template on page 17 below](#).
- Identify special data needs early, before the semester the report is to be written. Doing so will allow time to generate the data prior to its being needed by the team.
- Conduct a preparation meeting with those key players in the APR progress (such as but not limited to: the IEI team, ASC members, tutoring, Curriculum Committee, etc.).
- Adjunct faculty can make excellent contributions, especially those teaching long-term at Finlandia.
- Former and current team leaders can be helpful resources.
- Don't hesitate to ask questions and get clarifications.
- Team chairs can gain insight by examining program reviews posted in the University shared drive.
- Some have found it helpful to keep the committee to a manageable size, approximately 4.
- Once you have started entering information on the program review form, always make a back-up copy!
- Be prepared for occasional miscommunications and "bumps in the road."
- Start early and complete smaller pieces along the way.
- It works well to have team members who are willing to work as a team and figure things out together.

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## Appendix A: 4-year Cycle of Academic Program Review 2021 – 4-year cycle

### Non-Accredited Degree Programs

Programs/ Year program started	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027
BFA 1997		X				X		
BBA 1998		X				X		
General Education 2016 (New framework)			X				X	
BA+BS Biology (Pre-Professional 2010; revised 2016)	X – completed				X			
BACriminalJustice 2013 - AAS Criminal Justice	X  X				X  X			
BA English 2011				X				X
BA History 2013				X				X
BALiberalStudies Changes 2013  AAS General Studies	New plan submitted - R				X			
BA Psychology 2011			X				X	
BA Sociology 2011			X				X	

I = Program inaugural year  
R=Program revision approved  
S=Program suspended

### Program Review Cycle for Accredited Degree Programs – Health Sciences

Programs/ Year program started	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027
BSN/RN-to-BSN 2002 (CCNE accreditation history, received 2007; 2012)	X CCNE – Program Review report per request	X CCNE Self- study due (sept 21)	X – Reaffirmation accreditation review CCNE					
A.A.S. - PTA 1996 (CAPTE accreditation history, received 1998; 2003; 2013)	X Annual progress report	X Annual progress report	X - CAPTE Program self- study due	X – CAPTE Site Visit Due				

I = Program inaugural year

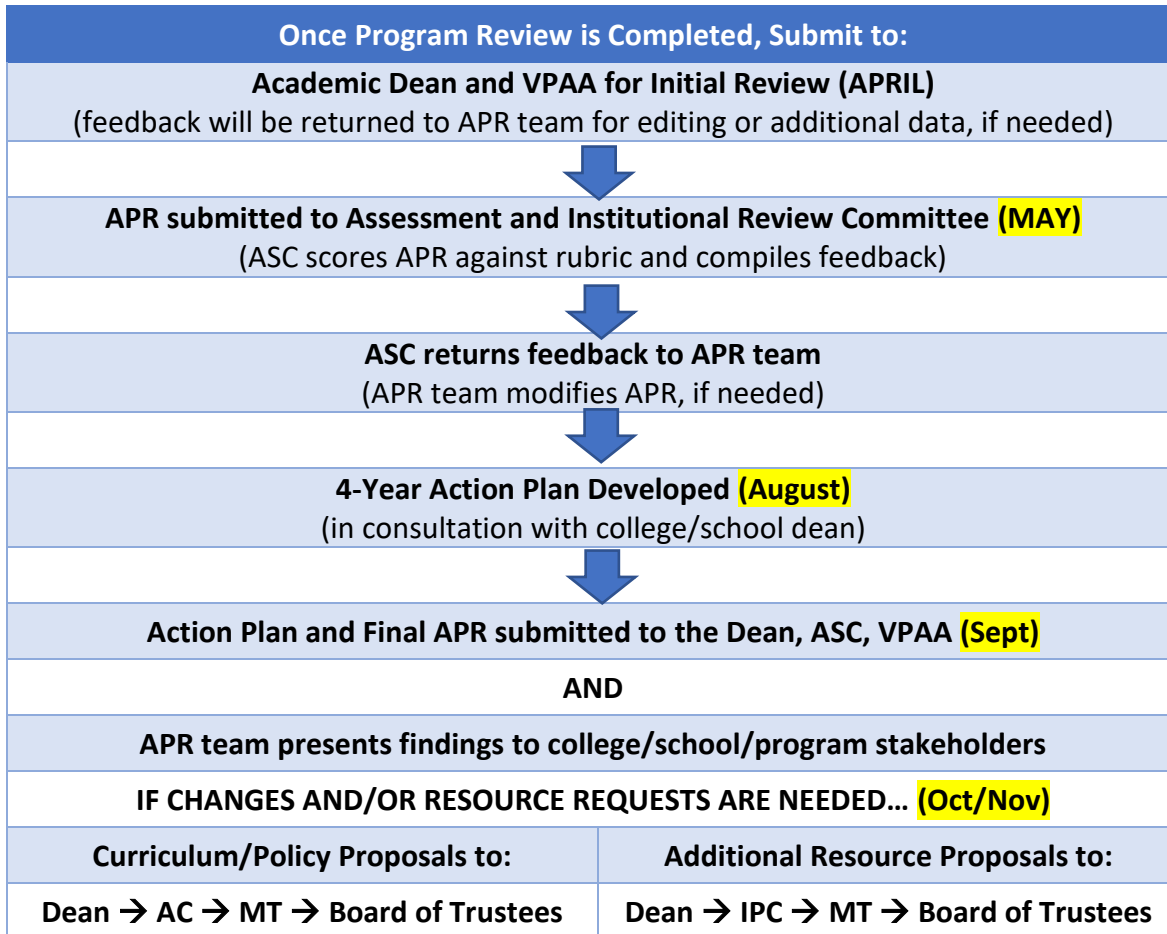
AY = Academic Year

### Co-Curricular Review Cycle – requires review

Programs/ Year program started	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027
Athletics			X				X	
Student Affairs				X				X
Academic Success					X			
Campus Ministry			X				X	
Servant Leadership				X				
First Year Experience (FYE) Est. 2021			I				X	

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## Appendix B: Academic Program Review—Submission Process



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## APPENDIX C: Template for Program Review

### FINLANDIA UNIVERSITY

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**COLLEGE/SCHOOL:**

**DEPARTMENT:**

**ACADEMIC PROGRAM(S) REVIEWED:**

**PERIOD OF YEARS BEING REVIEWED:**

**DATE APR COMPLETED:**

**PROGRAM REVIEW COMMITTEE:**

Team Leader:

Committee member 1:

Committee member 2:

Dean:

### **OVERVIEW and ALIGNMENT WITH UNIVERSITY MISSION**

**(serves as Executive Summary)**

Provide a brief history of the program, when established, etc.

State the mission of the program, describe program goals and objectives, describe the relationship to overall college mission and goals

### **PROGRAM DISTINCTIVENESS**

Provide a maximum of 5 items, if applicable

### **SUMMARY OF SIGNIFICANT DEVELOPMENTS**

Provide a brief summary of significant developments since the last program review (or within the past 4 years), with particular emphasis on challenges identified by the previous team, accomplishments relating to the action plans, any work yet to be done, ...

## FOCUS ON STUDENTS

Reflect on the degree to which the program is meeting student needs. Comment on each of the following categories. Some considerations are given after each category—**please comment on only those which are applicable to this program.**

### Demographics

[Analysis or examination of the demographics of the students enrolled, special populations being served or not being served, trends and patterns of enrollment, comparisons to like-colleges and national trends, ...]

### Student Success

[Retention and completion rates, placement data, comparison to other like-colleges and national trends, transfer rates and/or transfer success, graduates' perspectives, employers' perspectives, degree to which students succeed at next educational level, degree to which diverse populations succeed, ...]

### Student Satisfaction

[Student surveys of enrollees, transfer students and/or graduates (program-specific or institution-level), qualitative measures for example focus groups or interviews, ...]

### Learning Outcomes Assessments

[Documented outcomes, degree of faculty participation in regular assessment activities, results of assessments, what has been learned from assessments, what has changed as a result of assessments, what plans are there for changes in the future, are there appropriate feedback loops to improve student learning, ...] Please fill out the chart below and include copies of recent assessment reports.

Program Learning Outcomes (include all program outcomes that are listed in the Academic Catalog)	Describe how the outcome has been directly assessed in the last five-year period.	What have been the results of that assessment? What changes have been made as a result?

### Data Needs

Visit and explore the Finlandia [IEI DATA DASHBOARDS](#) or Fill out a [DATA REQUEST FORM](#) and list what **additional data** that is currently not available is **needed** to effectively evaluate this area of the program?

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## **FOCUS ON FACULTY AND STAFF**

Reflect on the faculty and staff in the program and the degree to which their needs are met, in order for them to in turn be successful with students. Comment on each of the following categories. Some considerations are given after each category—**please comment on only those which are applicable to this program.**

### **Demographics/Credentials**

[Demographics of faculty and staff, full-time and part-time, faculty, technicians, support positions, including academic credentials]

### **Faculty Workload Assessment**

[4-year analysis of faculty workload for full-time faculty]

### **Faculty Turnover**

[4-year analysis of faculty turnover, if applicable. Provide rationale for faculty leaving]

### **Professional Activities**

[Special projects, reassigned time, professional organizations, grants, partnerships, publications, presentations, other contributions, ...]

### **Adjunct Faculty**

[Hiring, coordination, support, communication, ...]

### **Adjunct to Full-time Faculty Ratios**

[4-year review of adjunct to full-time faculty course loads and seats taught]

### **Staff**

[Secretarial/clerical support, other staff support, ...]

### **Data Needs**

**Visit and explore the Finlandia [IEI DATA DASHBOARDS](#) or Fill out a [DATA REQUEST FORM](#) and list what *additional data* that is currently not available is *needed* to effectively evaluate this area of the program?**

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## **FOCUS ON CURRICULUM**

Reflect on the curriculum for the program—the courses, the scope and sequence, articulation with other institutions, teaching innovations, and other relevant issues—**please comment on only those which are applicable to this program.**

### **Summary of Program Curriculum**

[Degrees, certificates, sequences of courses] Attach copies of Program Learning Outcomes, Curriculum Maps and Master Course Syllabi, where applicable

### **Curricular Issues**

[Articulation, program development, course development]

### **Courses: Lead-in**

[Developmental preparation, prior courses and their impact, alignment with general education courses, dual enrollment or articulation agreements with high schools, ...]

### **Courses: Capstones & Graduation**

[Sequential courses and other connecting activities leading to graduation, ...]

### **Scheduling**

[Enrollment patterns and trends; time and date issues such as day, afternoon, evening, or weekend, format issues such as self-paced, distance, or short-term; ...]

### **Assessment**

[Ways in which the program addresses the college's commitment to assessment and assesses its program learning outcomes, changes that have been made to the curriculum as a result of assessment, ...]

### **Curricular Innovations or Changes in Last Four Years**

[New issues, significant changes, improved methodologies, ...]

### **Data Needs**

Visit and explore the Finlandia [IEI DATA DASHBOARDS](#) or Fill out a [DATA REQUEST FORM](#) and list what *additional data* that is currently not available is *needed* to effectively evaluate this area of the program?

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## **FOCUS ON SUPPORT**

Reflect on the support issues related to this program — **please comment on only those which are applicable to this program.** To what degree are they met, where are there kudos to be given, changes that have taken place, improvements to be made, ...?

### **Technology**

[Hardware and software, technical issues and/or support, instructional issues and/or support, training for faculty, ...]

### **Facilities and Equipment**

[Cycles for replacement or refurbishment of equipment, classroom spaces, labs, furniture, concerns, needs, ...]

### **Learning Resources**

[Collection of books, databases, journals, videos, ...; learning assistance or tutoring, ...]

### **Marketing and Public Relations**

[Brochures, print materials, website, special events, recruitment efforts, ...]

### **Recruitment**

[Admissions campaigns, scholarships, financial aid, ...]

### **Support Services**

[Advisement, assessment, testing, job placement, ...]

### **Resources, Budget**

[Staffing, operating and capital budgets, grants, ...]

### **Data Needs**

Visit and explore the Finlandia [IEI DATA DASHBOARDS](#) or Fill out a [DATA REQUEST FORM](#) and list what *additional data* that is currently not available is *needed* to effectively evaluate this area of the program?

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## FOCUS ON COMMUNITY

Reflect on the degree to which you seek regular input from outside of the college—the community—for this program— **please comment on only those which are applicable to this program.**

### Community Groups

[High school connections, community agency connections, other forms of community involvement, ...]

### Community Issues Related to Program

[Trends, employment trends or projections, transportation, funding]

### External Requirements or Considerations

[Certifications, accreditations, licensures, professional organization status or involvement, ...]

### Advisory Boards

[Advisory Boards' composition and input, number of Advisory Board meetings during the last two years, degree to which the Advisory Council reviews the competencies of the degree or certificates and program courses, timeframes for last reviews, other functions or activities of the Advisory Board, ...]

### Data Needs

Visit and explore the Finlandia [IEI DATA DASHBOARDS](#) or Fill out a [DATA REQUEST FORM](#) and list what *additional data* that is currently not available is *needed* to effectively evaluate this area of the program?

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## **SUMMARY**

### **Program Achievements, Progress Made Since Last Review**

[Major achievements, changes, implementations, progress made since the time of the last review]

### **Mission/Goals/Objectives**

[To what degree does the program meet its mission, goals and objectives?]

### **Strengths**

[Unique characteristics, special capacities, ...]

### **Challenges**

[Concerns, difficulties, areas for improvement, ...]

### **Celebration and Recognition**

[Awards, honors, special recognitions, ...]

### **Recommendations for Change**

[Internal to program, external to program, new opportunities, is additional data needed to effectively evaluate this program?, ...]

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#### APPENDIX D: ACTION PLAN

Program review is a means to an end, not an end in and of itself. The final component of the APR is the development of a 4-year action plan designed to ensure the program continues to meet quality standards.

[Identify 2-4 program goals and objectives for the future, improvements planned, changes taking place, responsible parties, timeframes, resource implications, etc....]

PROGRAM GOAL	OBJECTIVE	TIMEFRAME	PERSONS RESPONSIBLE	RESOURCE IMPLICATIONS

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## APPENDIX E: RESOURCE REQUESTS

### Prioritized Resource Request Summary

Please complete the fields below. If there are no resources requested for an area, leave the fields blank.

Add resource requests for your program, project, or other identified resource need including *description, estimated costs, and justification*. Provide documentation of resource alignment with Institutional, Program, Departmental, and/or Unit-level strategic plans.

- Department, Program, or Unit Budget **COST CENTER:**
  - Personnel completing the *Resource Request Summary* **NAME/TITLE:**
  - Budget **SUPERVISOR NAME:**
  - Program Review, Special Grant or Project, or *Annual Requests Summary* **IDENTIFY Timeline(s) AND TITLE:**
  - List of *Special Needs, Volunteer(s), Travel,*
  - Supply narrative, direct and indirect measures, Enrollment-Retention-Graduation returns or projections for Traditional-Transfer-Non-Traditional-Online student populations; *Resource Request Rationale – ROI – Expected Data-Supported Outcomes*
  - **{\*Other fields not listed; for Form buildout, please NAME AND IDENTIFY “Others”}**
  -
- 

\*NEEDS TO ASSURE ALIGNMENT WITH PROGRAM REVIEW DATA FINDINGS, UNIT LEVEL PLANNING, AND INSTITUTIONAL STRATEGIC PLAN

**PERSONNEL RESOURCE REQUEST AY** \_\_\_\_\_

**SUBMITTED BY** \_\_\_\_\_ **DATE:** \_\_\_\_\_

PERSONNEL	DESCRIPTION	STRATEGIC ALIGNMENT: UNIT/PROGRAM LEVEL PLAN	STRATEGIC ALIGNMENT: INSTITUTIONAL (PLAN 2024)	ESTIMATED COST: SALARY (ANNUAL)	ESTIMATED COST: BENEFITS (ANNUAL)	TOTAL ANNUAL COST
STAFF POSITION						
STUDENT WORKER						
PART TIME FACULTY (ADJUNCT)						
FULL TIME FACULTY (RANK, TENURE TRACK)						

**GENERAL RESOURCE REQUEST AY \_\_\_\_\_**

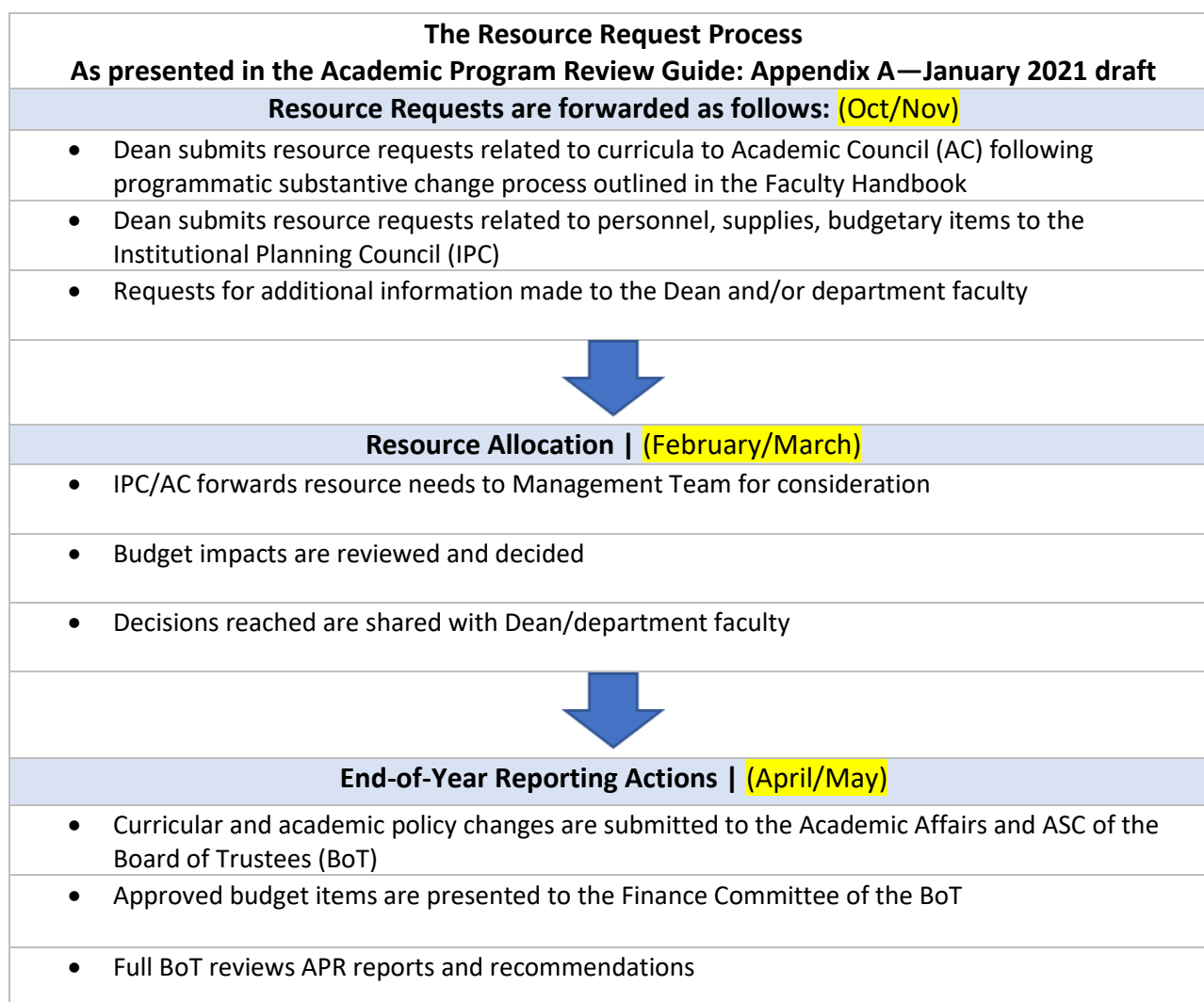
**SUBMITTED BY \_\_\_\_\_ DATE: \_\_\_\_\_**

GENERAL RESOURCES	DESCRIPTION	STRATEGIC ALIGNMENT: UNIT/PROGRAM LEVEL PLAN	STRATEGIC ALIGNMENT: INSTITUTIONAL (PLAN 2024)	ESTIMATED COST: SALARY (ANNUAL)	ESTIMATED COST: BENEFITS (ANNUAL)	TOTAL ANNUAL COST
PROFESSIONAL DEVELOPMENT						
TRAVEL						
SUPPLIES: OFFICE						
SUPPLIES: EDUCATIONAL MATERIALS						
SUPPLIES: BOOKS						
TECHNOLOGY: SOFTWARE						
TECHNOLOGY: HARDWARE						
SUPPLIES: MISC						

**FACILITIES RESOURCE REQUEST AY \_\_\_\_\_**

**SUBMITTED BY \_\_\_\_\_ DATE: \_\_\_\_\_**

FACILITIES RESOURCES	DESCRIPTION	STRATEGIC ALIGNMENT: UNIT/PROGRAM LEVEL PLAN	STRATEGIC ALIGNMENT: INSTITUTIONAL (PLAN 2024)	ESTIMATED COST: SALARY (ANNUAL)	ESTIMATED COST: BENEFITS (ANNUAL)	TOTAL ANNUAL COST
<b>Facilities: Classrooms</b>						
<b>Facilities: Offices</b>						
<b>Facilities: Labs</b>						
<b>Facilities: Other</b>						
<b>Library: Library materials</b>						
<b>Library: Library collections</b>						
<b>OTHER:</b>						



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## APPENDIX F: ASC APR Evaluation Rubric

### FINLANDIA UNIVERSITY | PROGRAM REVIEW EVALUATION RUBRIC – FALL 2020 DRAFT

PROGRAM REVIEW EVALUATION RUBRIC	1. Initial	2. Developing	3. Emerging	4. Developed	5. Highly developed
A. Program History and Justification.	None given.	Program history included, but no justification.	Minimal program history and justification included.	Adequate program history and justification included	Highly developed program history and justification
B. Program Data and Analysis.	No data.	Data included but no comment or analysis.	Data listed but with minimal analysis.	Data listed and analysis relevant to program trends and improvements.	All data listed and analysis provides insight into program strengths and weaknesses, and is integrated into conclusions and recommendations.
C. Past 3 years of assessment plan activities.	None given.	Minimal assessment.	Some assessment of course-level Student Learning Outcomes (SLOs).	Meaningful assessment of course-level SLOs and some assessment of Program Learning Outcomes (PLOs).	Meaningful Assessment activities part of approved assessment plan including assessment of SLOs and PLOs.

PROGRAM REVIEW EVALUATION RUBRIC	1. Initial	2. Developing	3. Emerging	4. Developed	5. Highly developed
D. Program Learning Outcomes (PLOs).	None given.	Some PLOs discernible but not correctly stated.	PLOs listed, but not correctly stated or too many PLOs listed.	PLOs correctly stated but too many PLOs listed.	PLOs correctly stated and number of PLOs listed is reasonable.
E. Curriculum Mapping of PLOs and SLOs to Core Courses.	No mapping.	Weak relationships between core courses and PLOs.	Some core courses designed to fulfill PLOs.	Most core courses designed to fulfill PLOs.	All core courses clearly designed to fulfill PLOs.
F. Course-level Student Learning Outcomes (SLOs).	No core courses have student learning outcomes.	Few core courses (>25%) have correctly stated SLOs, and methods of assessment not clear.	Some core courses (25%>50%) have correctly stated student learning outcomes but assessment methods are not always clear.	A majority of core courses (50%>100%) have correctly stated student learning outcomes and measurement methods are generally clear.	All core courses have correctly stated student learning outcomes and assessment methods are clear.

PROGRAM REVIEW EVALUATION RUBRIC	1. Initial	2. Developing	3. Emerging	4. Developed	5. Highly developed
G. Relationships between Program Learning Outcomes and Institutional Learning Outcomes (ILOs).	No evident relationship between Program Learning Outcomes and ILOs. No mapping.	Few Program Learning Outcomes have a relationship with ILOs.	Some Program Learning Outcomes have a relationship with ILOs.	Most Program Learning Outcomes have a relationship with ILOs.	All Program Learning Outcomes have a relationship with ILOs
H. Recommendations and Action Plan	No recommendation s or action plan.	Some Recommendations. Action plan incomplete without linkage to any recommendations	Recommendati ons provided. Action plan provided with linkages to some recommendatio ns.	Recommendations provided. Action plan provided with linkages to most recommendations.	Recommendations provided. Action plan complete with linkages to all recommendations. Provides a clear strategy for improvement.
I. Program Student Learning Assessment Plan (based off Template)	Not provided.	Preliminary development in progress.	Plan has been drafted but not implemented.	Plan developed and partially implemented.	Plan developed and completely implemented.
J. Course Syllabi	Minimally developed syllabi, not standardized within program. No course Student Learning Outcomes.	Syllabi contain adequate information, but not standardized within program. No Student Learning Outcomes.	Syllabi contain adequate information, but not standardized within program. Some have Student Learning Outcomes.	Syllabi contain adequate information and are standardized within the program. Most have Student Learning Outcomes.	Syllabi contain adequate information and are standardized within the program. All have Student Learning Outcomes.



PROGRAM REVIEW EVALUATION RUBRIC	1. Initial	2. Developing	3. Emerging	4. Developed	5. Highly developed
K. External Assessment	No external assessment. None planned.	No external assessment. Discussions ongoing.	No external assessment. Planned developed.	External assessment plan developed; early stages of implementation.	External assessment plan in place and functioning.
L. Graduates	No Graduation rates or surveys available.	Some Graduation rates and survey data available, but not systematically tracked or analyzed.	Graduation rates and survey data tracked, NOT analyzed.	Graduation rates and survey results tracked and analyzed.	Graduation rates and survey result are tracked, analyzed, and acted upon.

Total Score Rating (Sum of Scores for Items A through L, Maximum Score=60) = \_\_\_\_\_

Ratings:

[Under Developed](#) | [Developing](#) | [Emerging](#) | [Developed](#) | [Exceeding](#)

12-23

24-35

36-47

48-57

58-60

**Scorer's Holistic Impression**

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{Qualitative Scorer's overall response to APR}

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## **APPENDIX G: Finlandia Board of Trustees – Meetings & Purposes**

Following is a list of the Finlandia ***Board of Trustees’ three annual meetings*** with their *Purpose Statements* attached. This schedule is important for aligning *Resource Requests* and APR submissions to ensure timely delivery and justification needed for budget allocations and other line item adjustments.

### **JANUARY—GENERATIVE MEETING**

#### ***Purpose Statement***

Finlandia University’s Board of Trustees meet three times annually in the fall, winter, and spring. Each meeting carries a specific purpose and accompanying agenda priorities. The purpose of the winter meeting of the Finlandia University Board of Trustees is generative in nature: providing significant opportunity for Board members to reflect critically on fundamental issues related to institutional identity, mission, and good governance. The agenda for the winter meeting aims to support this primary function. Business reports received and actions taken ensure University operations are supported as well, though this is secondary. The winter meeting provides opportunity for external resources to be more fully utilized which may better prompt broad exploration and imaginative reflection preferred to advance Finlandia’s educational mission.

### **MAY—STRATEGIC MEETING**

#### ***Purpose Statement***

Finlandia University’s Board of Trustees meet three times annually in the fall, winter, and spring. Each meeting carries a specific purpose and accompanying agenda priorities. The purpose of the spring meeting of the Finlandia University Board of Trustees is strategic in nature. Its primary aim is to annually evaluate the progress of the University’s institution -wide planning document and make necessary recommendations for its successful execution. The agenda for the spring meeting aims to support this primary function. Business reports received and actions taken ensure University operations are supported as well, though this is secondary.

### **SEPTEMBER—ANNUAL/FIDUCIARY MEETING**

#### ***Purpose Statement***

Finlandia University’s Board of Trustees meet three times annually in the fall, winter, and spring. Each meeting carries a specific purpose and accompanying agenda priorities. The purpose of the fall meeting of the Finlandia University Board of Trustees is fiduciary in nature. The agenda for the fall meeting aims to support this primary function. Reports received and actions taken ensure that Finlandia is conducting business in a manner that best advances her educational mission. Central to this meeting and its agenda is the review of the approved annual budget and acceptance of the audit report.

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