Guidelines for Institutional Planning, Budgeting, Assessment, and Program Review

Institutional review processes need structured root systems to weather changing seasons and establish growth through time. This document describes the university's integrated approach to planning, budgeting, assessment, and program review. In addition to annual reports that document accomplishments and outline priorities, the university maintains a seven-year program review cycle designed to examine every branch on the institutional tree: academic programs, academic support programs, and administrative units.

Institutional Planning and Budgeting

All academic, academic support, and administrative units participate in ongoing planning and assessment activities designed to foster continuous improvement and support the university mission. Responsibility for coordinating these efforts resides in the Planning Committee, which promotes the coordinated use of institutional resources and the strategic consideration of institutional plans. The President leads the university planning efforts, consults with the Board of Trustees and updates the campus at the beginning of each semester on strategic achievements and challenges. This planning process informs the development of the university's annual budget, ensuring that strategic goals and priorities shape the allocation of resources.

Planning Committee

The Planning Committee works under the direction of the President to promote the coordinated use of institutional resources and the strategic consideration of institutional plans, discerning priorities consistent with the university's overall strategic plan, revising the plan as needed while reviewing self-study and strategic planning documentation from campus units passing through a seven-year review cycle. The President appoints this committee, which shall consist of the immediate past chair of the University Committee, current chair of the University Committee, Vice President for Academic Affairs, Vice President for Institutional Advancement, Chief Financial Officer, two deans, current president of the Student Senate, and the President, who serves as the Committee's Chair. Aside from the committee chair rotation pattern and standing vice president seats, staggered terms of faculty/staff service are normally three years. When the University undertakes the process of developing a new strategic plan, the President may appoint additional members to the Planning Committee and adjust the planning calendar to include additional perspectives and accomplish additional work for the duration of the process.

Responsibilities:

- Design, organize, and facilitate a deeply collaborative planning process that will yield specific, concrete, and timely strategic directions to advance Ouachita's mission
- Formulate and present to the Board of Trustees a dynamic strategic plan that gives direction and focus to the university's efforts to advance its mission over a specified time frame

- Monitor progress on the university's current strategic plan and periodically update the university community on that progress
- Coordinate ongoing university planning efforts, including the annual planning calendar, to ensure that assessment, planning, and budgeting are effectively linked
- Review summary recommendations from academic and administrative program reviews, along with analysis of those recommendations provided by the Assessment Committee
- Provide input on annual budget planning priorities in light of strategic goals, institutional data, and program review recommendations
- Identify emerging trends in higher education and consider appropriate responses to take advantage of opportunities and minimize threats
- Evaluate the effectiveness of the planning process and make changes as needed for improvement

Budget Planning

The annual budget presents a realistic and accurate projection of operating revenue and expenditures for the upcoming fiscal year. The University's *Budget Policy and Procedures* states that "budget development is an ongoing process that should follow the university's strategic planning over multiple years. University goals, along with the activities and steps identified to reach those goals, influence the distribution of resources."

Annual Planning and Budgeting Calendar

August	President works with the Planning Committee, Administrative Council, and Deans Council to update the university strategic plan and establish priorities for the academic year, drawing on annual reports, program reviews, and enrollment trends.
September	President and CFO review the current year budget in light of actual enrollment and income; consult with Administrative Council and Deans Council to make adjustments as needed; recommend compensation increases; and seek Board of Trustees approval for necessary budget changes.
October	President works with Planning Committee, Administrative Council, and Deans Council to establish parameters for the next budget planning cycle that reflect updated strategic plan and multi-year enrollment and income projections.
October– February	Budget preparation for the next fiscal year proceeds, framed by priorities established in October and ongoing attention to enrollment management data.
December	President updates the Board of Trustees on planning and budgeting priorities.
January	President presents a mid-year update on planning and budgeting priorities at Faculty-Staff Assembly.
March	Board of Trustees reviews preliminary budget for coming year that reflects priorities established through the planning and budgeting process.

| June | Board of Trustees adopts budget for upcoming year. Administrative staff submit annual reports to the President's Office. |
| July | Assessment Coordinator forwards recommendations from program reviews to Planning Committee |

Assessment and Program Review

Ongoing assessment activities and a seven-year program review cycle support the planning process by providing data and analysis for informed decision-making and continuous improvement under the canopy of the university mission. Supervisors, including deans, department/division chairs, program directors, and administrative supervisors are responsible for guiding assessment activities within their units, while the Assessment Committee provides support and oversees the institution-wide program review cycle.

Assessment Committee

The Assessment Committee promotes systematic inquiry into the effectiveness of student learning, teaching, and support services at Ouachita. The committee's duties include the following:

- Coordinate the collection, analysis, storage, and distribution of key evidence for student learning and program effectiveness;
- Monitor submission of annual Assessment of Student Learning Reports;
- Support department and program assessment efforts by sharing proven practices and strategies;
- Review and analyze program self-studies, as well as any additional program review materials, such as reports from external evaluation;
- Develop summary recommendations for the Planning Committee based on the program review process;
- Share key assessment results with appropriate campus leadership, including the Deans' Council, Administrative Council, and Planning Committee;
- Evaluate assessment of student learning and program review processes and recommend changes as needed.

The President appoints this committee, which shall consist of the Director of Assessment and Institutional Research (chair), Institutional Research Analyst, at least one vice president, at least one dean, at least one department chair, at least one director or supervisor from an administrative unit, and two members at large. The Director of Assessment and Institutional Research and the Institutional Research Analyst are permanent committee members. Other committee members serve staggered terms, normally lasting three years. When possible, members are selected from programs and services not undergoing review in the current academic year; in cases where a committee member's unit is under review, the committee member will be recused from the committee's analysis and deliberations of the unit program review.

The following objectives guide both annual assessment activities and the seven-year program review cycle:

- Describe how each campus unit fulfills its mission within the university

- Provide data for decision-making and continuous improvement

- Provide data for resource allocation and budgeting

- Lay the institutional foundation for maintaining regional accreditation

- Identify emerging trends--national, regional, and local--that have the potential to impact the program and consider their implications for the future of the program or office

- Ensure that program strategic plans align with the university's overall strategic plan

- Provide mechanisms for ongoing, collegial assessment and strategic planning review and feedback

Annual Assessment Activities

Assessment of Student Learning Reports: Each academic degree program annually reviews its student learning objectives, the assessment instruments used to measure learning outcomes, and the data gathered from these assessment instruments. Based on this review, faculty consider what changes can be made to the curriculum, course syllabi, or pedagogical approaches to improve student learning outcomes. By October 1 of each year, each academic program provides an updated Assessment of Student Learning Report (Appendix 1B) summarizing the results of this review. The updated report should be saved electronically on the M:Assessment folder in the respective unit folder, and the Director of Assessment and Institutional Research should be notified when the report has been posted. The Assessment Committee monitors the reporting process and notifies the appropriate dean when follow-up is needed. Academic units proposing curriculum changes must have a complete, updated assessment report on file for curriculum changes to be considered by the Curriculum and Academic Standards Committee.

Annual Reports: All academic and administrative units submit annual reports documenting accomplishments in light of unit strategic plans. For academic departments and programs, each full-time faculty member submits in January an Activity Report to the appropriate department chair and dean. At the end of the academic year, each department (Appendix 1A) and/or school (Appendix 2) prepares an Annual Report for the Vice President for Academic Affairs (VPAA), who in turn submits a more comprehensive Academic Affairs Annual Report to the President. Annual reports for support programs and administrative units follow a similar pattern with a different reporting format (Appendix 3). This annual process serves as the foundation for a more comprehensive review conducted every seven years.

Exceptions: Ouachita Online will follow Appendix 8A for the Annual Report and Appendix 8B for the Assessment of Student Learning Report. Graduate programs will follow Appendix 9 for the Annual Report.

Program Review Cycle

All academic and administrative units participate in the program review process outlined below. This seven- year review cycle is coordinated by the Assessment Committee, which forwards its findings and recommendations from program reviews to the Planning Committee. The overall schedule for unit participation in program review appears in Appendix 4, which establishes a rotation pattern based on such considerations as alignment with

external accreditation reviews; relatedness of support programs to academic schools; and, where possible, evenness of campus workload across the seven years.

The process begins in the academic year preceding the scheduled review, when deans, directors of academic support programs, and administrative unit heads are officially notified of the upcoming program review and asked to submit a brief proposal for conducting the review (Appendix 5: Program Review Proposal Guidelines). A key component of the review is the program self-study. Academic unit self-studies should conform to the "Self-Study Guidelines for Program Review" (Appendix 6) unless deviations have been proposed and approved in advance. Academic support programs and administrative units should use the OBU Administrative Unit Review (Appendix 7).

Self-study documents are submitted in October of the scheduled review year. Optional external evaluation/consultation may be conducted as part of the process, the timing of which should be explained in the initial Program Review Proposal. In any case, all written reports and responses involving external reviewers must be submitted to the Assessment Committee by the following March 1. The Assessment Committee's final recommendations on each program review are completed in the late spring and forwarded both to the appropriate schools/departments/offices and to the Planning Committee, along with any written response submitted by the program personnel.

The Graduate and Online Studies programs will conduct program review every five years, beginning with the year the degree program was launched.

Annual Program Review Calendar5

Academic Year Preceding Scheduled Program Review

September 15	Director of Assessment and Institutional Research notifies deans, directors of academic support programs, and administrative unit heads scheduled for program review the following academic year.
February 1	Deans, program directors, and administrative unit heads submit a brief program review proposal to the Director of Assessment and Institutional Research "Guidelines for Program Review Proposals." (Appendix 5).
March 1	Departments, programs, and offices are notified of approval and, if necessary, any required modifications to the plan proposed for conducting the program review.

Program Review Year

October 15	Self-study document based on the appropriate template (academic schools Appendix 6 ; academic support programs/administrative units Appendix 7) is submitted to the Director of Assessment and Institutional Research for preliminary review.

November 1	Notification of preliminary approval of the self-study. If major deficiencies are discovered, document is returned for revision, and a new deadline is established.
November - February	Self-study document forwarded to Assessment Committee for analysis. External review may be conducted during this period, but evaluator's report and any additional material must be submitted by March 1.
March – April	Assessment Committee finalizes its analysis of each self-study and additional materials and prepares a written report with recommendations for each academic and administrative unit under review.
May 15	Deans and administrative supervisors may submit a brief response to the Assessment Committee, which forwards its recommendations, along with unit responses, to the Planning Committee. The unit response may be an edited version of the self-study.
August	Deans and administrative supervisors report to the campus on their program review outcomes and strategic plans.

In addition to each academic school and department, the following academic support programs will participate in the program review process:

• Academic Success Center
• Carl Goodson Honors Program
• University Writing and Oral Communication Programs
• Grant Center for International Education and English as a Second Language
• Maddox Public Affairs Center
• Riley-Hickingbotham Library
• Sutton Center for Integrity

The following administrative units will participate in the program review process:

• Academic Affairs
• Registrar's Office
• Administrative Services
• Athletics
• Campus Ministries
• Campus Safety
• Communications
• Development
• Elrod Center for Family and Community
• Facilities Management
• Information Technology Services

- Institutional Advancement
- Student Development
- Graduate and Online Education

Appendix 1A : Annual Report for Departments and Programs (Deadline determined by Dean)

I.   Introductory statement (brief)

II.   Faculty
      a.   Instructor teaching loads (courses taught and number in each course)
      b.   Instructor advising loads
      c.   Summary of major faculty accomplishments

III.   Program Outcomes
      a.   Evaluate the effectiveness of assessment for your department/program
      b.   Post-graduation outcomes for previous year's graduates

IV.   Proposed Curriculum modifications (If any are planned for upcoming year, can you justify them from the results of your assessment tools?)

V.   Revisit/update strategic plan (include Strategic Plan document)
      a.   Revisit goals from last year
      b.   Identify goals for the coming year

VI.   Professional Accreditation (if applicable)

VII.   Miscellaneous

VIII.   Executive Summary in light of Mission

NOTE: Department Chair should maintain an electronic folder that includes: 1) All previous Annual Reports, 2) updated CV's for all faculty, and 3) most recent Activity Report and written response to Report.

Appendix 1B : Assessment of Student Learning Report for Departments and Programs (Deadline: Oct. 1)

The annual assessment submission by departments/programs to the M:Assessment folder should consist of one document that includes the following:

I.   School and Department/Program Mission Statements
II.   Department/Program Student Learning Objectives
III.   Summary data used to assess each Student Learning Objective (results of exit exams, end of course grades, major field tests, projects, presentations, course evaluations, alumni surveys, NSSE, CLA, senior surveys, etc.)
III.   Evaluation of data and changes made as a result of assessment (course content, pedagogy, curriculum requirements, etc.). Report must indicate discussion and evaluation of data.

NOTE: Department Chair should submit Table 1B, current syllabi, and curriculum matrices (if changes were made) for each degree program to the M:Drive>Assessment>Academic Programs. Notify the Director of Assessment and Institutional Research when these items have been submitted. Deadline is October 1.

Appendix 2: Annual Report Template for Academic Schools (Deadline determined by VPAA)

I.   Executive summary: Summary highlighting academic year

II.   Mission: Briefly explain how the school worked to advance its mission over the last year

III.   Analysis of student enrollment, majors, and retention
  a.   Student credit hours for fall and spring
      i.   Please aggregate by department/program
      ii.   Consider trends over a 5-year period
            Do the data suggest that certain areas are either overstaffed or understaffed?
  b.   Majors by department/program: Provide analysis of trends, problems, and opportunities
  c.   Retention rates for your school

IV.   Faculty
  a.   Changes in full-time and part-time faculty (tenure and promotion, retirements, resignations, new hires)
  b.   Instructor teaching loads and student credit hours
  c.   Advising loads and any observations you might have on advising issues in your department/program
  d.   Summary of major faculty accomplishments (keep faculty activity reports on file; please do not include it in the main report)

V.   Analysis of program outcomes
  a.   Evaluate the appropriateness and effectiveness of assessment for the programs in your area
  b.   Data on number of program graduates: Provide analysis of trends, problems, and opportunities
  c.   Post-graduation outcomes for previous year's graduates (provide a summary analysis in narrative form and attach the data in the Excel spreadsheet as an appendix)

VI.   Curriculum
  a.   Summary and rationale for major curriculum changes
  b.   Observations/analysis of curriculum strengths and weaknesses, include any assessment data to support your analysis

VII.   Summary of noteworthy extracurricular and enrichment activities
  a.   Discipline-based student organizations
  b.   Internships, study abroad, travel opportunities, etc.

VIII.   Appraisal of learning resources
  a.   Facilities (classrooms, labs, equipment, etc.)
  b.   Budgets
  c.   Library and technology resources
  d.   Summary of needs

IX.   Goals and strategies
   a.   Evaluate last year's progress on department and school goals
   b.   Identify goals for upcoming year
   c.   Review progress and update strategic goals

NOTE: Deans and chairs should keep electronic repository of annual reports, activity reports, and written responses.

Appendix 3: Annual Report and Assessment Template for Administrative Units and Academic Support Units Overview and Basic Assumptions

The administrative unit program annual report is part of the university's strategic planning process. It provides the opportunity to systematically analyze institutional effectiveness over each academic year. The annual report has been designed as a component of this process and is intended to stimulate and identify ongoing improvements in the services provided to the university. The annual report will focus on communicating the accomplishments over one academic year and provide an analysis for improvements to be undertaken during the following year. These annual reports will provide a foundation upon which administrative units may base their seven-year program review. The annual report and review will involve an analysis of trends and concerns within the unit that have developed over the course of the academic year. This document, with the omission of item X, will also serve as an annual assessment and should be posted to the M:drive/Assessment folder by **July 1** each year.

I. Executive Summary
    Write an executive summary of the significant achievements of your administrative unit over the past year.

II. What are the primary goals or purposes of the administrative unit?
    a. How are the goals/purposes aligned to the university's mission and strategic plan? (Be specific in naming goal and action plan)
    b. What specific services are provided in achieving the administrative unit's goals?

III. Describe the constituencies that are served. Provide any relevant data, including number of participants. How are the administrative unit's goals and services communicated to its constituencies?

IV. What process is in place to evaluate and improve the effectiveness of the program? Where applicable, include data from NSSE, Senior Surveys, Administrative Evaluations, Annual Satisfaction Surveys and other appropriate survey instruments used by your administrative unit. (These are available on the M:drive>Assessment>Assessment Resources>Surveys.) Include the results over the course of the last year and changes made in response to the results.

V. If appropriate, describe any impact of this administrative unit on improving the University's Undergraduate and Graduate Learning Goals. Include the assessment method and relevant data.

VI. List the professional development activities that staff attended within the past 3 years
    Include the impact on program services provided

VII. Complete a SWOT analysis of your unit and provide a summary of your findings:
    a. Identified Internal Strengths
    b. Identified Internal Weaknesses
    c. Identified External Opportunities
    d. Identified External Threats

VIII. What conclusions can be drawn as a result of this review?

IX.   As needed, update the strategic plan. (Include Strategic Plan document.)
       a.   Revisit goals from last year. Include goals, indicators and actions
       b.   Identify goals for the coming year

X.   Include any additional information or recommendations that could be shared with the President

NOTE 1: Unit supervisor should maintain an electronic folder that includes: 1) All previous Annual/Assessment Reports, 2) updated CVs for all staff

NOTE 2: Unit supervisor should save the above report, except for section X, on the M:drive in the unit's assessment folder. Notify the Director of Assessment and Institutional Research when the report has been posted.

Appendix 4: Seven-Year Campus Review Cycle Calendar

Table 4: Seven-Year Program Review Cycle Calendar

Self-Study Due	Report to Campus	Specialized Reports	School	Academic Support Unit	Administrative Unit
CYCLE 2					
2019	2020		Fine Arts: Applied Arts		Institutional Advancement
2020	2021	NASM	Fine Arts: Music Christian Studies		Athletics Development Campus Ministries
2021	2022	HLC ACSB FPPA	Social Sciences Business	Maddox Public Affairs Center	Student Development Student Financial Services
2022	2023	Strategic Plan	Humanities	Grant Center for International Education and English as a Second Language	Administrative Services Information Technology Services
2023	2024		Natural Sciences	Academic Success Center	Academic Affairs Registrar
2024	2025	CAEP	Education	Honors Program Sutton Center for Integrity	Communications Facilities Management
2025	2026		Interdisciplinary Studies GPS-ABA GPS-Dietetic Internship	Riley-Hickingbotham Library Writing and Oral Communications Program	Elrod Center for Family and Community

Appendix 5: Guidelines for Academic and Administrative Program Review Proposals

By September 15 each year, the Director of Assessment and Institutional Research will send a notification to the deans of the schools, directors/coordinators of academic support programs, and vice presidents/directors of administrative programs scheduled for program review the following academic year. The first step will be for the dean/director/coordinator/vice president to submit a program review proposal identifying the goals, process, and budget needs for conducting the review. A proposal addressing the following points should be submitted to the Director of Assessment and Institutional Research no later than **February 1**.

A.   **What are the major goals for this program review?**

B.   **Briefly describe your plans for carrying out the self-study, addressing the following questions:**

- Will a separate document be prepared for each department or program?
- Who will be responsible for preparing the document(s)?
- Will the self-study involve any additional research beyond the data provided locally? What data/source do you plan to include? (Examples: visits by our faculty/staff to other campuses, consultation with professional organizations, etc.)
- Explain any proposed modifications in the standard self-study template. As an example, programs that have prepared a self-study for specialized accreditation within the previous two years may propose to use that document but must also explain how they will provide expected information and analysis <u>not</u> addressed in the external accreditation report.
- Explain your plans for external review. Note that external review is optional. If you plan to include external review, explain how it will be conducted. If you do not plan to use external review, briefly explain why.
- Why is external review needed? What do you hope to gain from it?
- How will you select external reviewers?
- How will the external reviewer(s) participate in the program review process? (e.g., campus visit, written review of the self-study document only, conference call, etc.)
- What form of feedback will be provided by the reviewer? How will it be structured?
- If a campus visit is proposed, when do you anticipate bringing the reviewer to campus? (Keep in mind that the Assessment Committee must receive any additional materials, including the recommendations of external reviewer and responses from the program no later than March 1 of the program review academic year.)

C.   **Budget request**—provide itemized projections of funds needed to conduct the program review, along with any other source of funding you may have to assist with the costs.

D.   **Other considerations** (as needed)

Appendix 6: SELF-STUDY GUIDELINES FOR PROGRAM REVIEW: ACADEMIC UNITS

I.   **EXECUTIVE SUMMARY**

II.   **MISSION**
      1.   **Published Mission Statements**
      What is your mission statement and when was it last updated?

      2.   **Program Goals**
      What are the educational goals of the program (school, department, major)? What modifications have been made recently in the goals or the program?

      3.   **Communication of Mission Statement**
      How are the goals of the program communicated to students and other stakeholders?

III.   **DEGREE PROGRAM ENROLLMENT AND RETENTION**
      1.   **Student Credit Hours**
      Chart SCH by department or degree program (past 5 years)
      Observations (analysis) of SCH fluctuations or trends

      2.   **Majors**
      Number of first and second majors per degree program (past 7 years)
      Number of minors per degree program
      Observations (analysis) of fluctuations or trends in majors

      3.   **Student Recruitment**
      Describe recruitment methods
      List goals for enrollment growth
      Discuss strategies to strengthen number of majors

      4.   **Retention**
      Describe retention methods and give retention rates per school and degree program

IV.   **ANALYSIS OF PROGRAM OUTCOMES**
      1.   **Assessment Plans**
      Assessment plan for each department or degree program
      Changes made in the plan over time and changes under consideration

      2.   **Analysis of Learning Outcomes**
      For each degree program, summary data (Major Field Tests, exit exams, portfolio evaluations, etc.) for each learning outcome
      Analysis of data and examples of "closing the loop"
      Provide other data as applicable (HEDS alumni survey, CLA, NSSE, advisory boards, surveys, etc.)
      Examples of outstanding student achievement

3. **Graduates**
   Chart number of graduates in each degree program over the past five years
   Observations (analysis) of fluctuations or trends in number of graduates per program

4. **Career Planning**
   Does the department partner with the Career Services office?
   What additional methods does the department use to help students find a career path?

5. **Post-Graduation Outcomes**
   Chart outcomes including total graduates, employment with time periods, graduate/professional schools, percentage accepted, and list of employers
   Observations (analysis) of fluctuations or trends in rate of employment and graduate school acceptance per program

V. **FACULTY**
   1. **Qualifications**
      Identify earned degrees held by instructional staff: total number for each rank, broken down by degrees (Full-time and Part- time; Ouachita Online and OBU&NLC).

   2. **Deployment and Transitions**
      Full-time, part-time breakdown
      Tenure and promotion breakdown and decisions for past 5 years
      Recent retirements and resignations
      Recent searches and new hires
      Indicate the rank, race, and gender of all new full-time faculty members hired over the past five years

   3. **Size and Composition**
      What is the size and distribution of the current faculty: rank, gender, ethnicity
      What is the total faculty full-time equivalent for the current year?
      How many full-time faculty positions are now unfilled in the department?
      Identify any new positions anticipated in the coming academic year
      Is the faculty of the program diverse? How has the program worked to diversify the faculty?

   4. **Teaching Loads and SCH**
      Chart teaching loads per faculty member, including number of preparations
      Chart SCH per faculty member
      Observations (analysis) on teaching loads and SCH

   5. **Instructional Responsibilities**
      Observations (analysis) of student course evaluations
      Do faculty members in the program utilize a variety of teaching techniques? Describe and analyze the teaching techniques. Are there opportunities for collaborative learning, supervised peer teaching, and independent study?
      How, and how often, do students receive feedback in their courses?
      Are there regular occasions for discussing teaching strategies and teaching issues?

6. **Advising**
Chart on advising loads per faculty member for last three years
Advisor evaluation data for the program
Observations (analysis) of advising loads and quality (Reference advising survey)

7. **Service**
List examples of faculty service to the university, community, church and profession

8. **Professional Development**
Goals of professional development
Support for professional development (faculty development committee material)
Accomplishments of faculty development

9. **Faculty and Administration Evaluation Process**
Outline the evaluation process (VP, deans, chairs, faculty)
Observations (analysis) of the evaluations

10. **Promotion and Tenure Process**
Reference the faculty-staff manual and identify any issues that need to be addressed

11. **Faculty Recruitment**
Reference the faculty-staff manual and identify any issues that need to be addressed

12. **New Faculty Orientation**
Reference the faculty-staff manual and identify any issues that need to be addressed

VI. **INTELLECTUAL/CREATIVE CONTRIBUTIONS**
1. **Priorities**
Is there a stated faculty responsibility for intellectual contributions? Are all faculty members active? How is "active" determined?

2. **Faculty Goals and Evaluation**
Is scholarship (production of intellectual contributions) important in tenure and promotion decisions? Explain how scholarship is defined, evaluated, and weighted in tenure and promotion decisions.

3. **Faculty Accomplishments**
List by faculty member their major intellectual/creative contributions for the past three years

4. **Relationship to Mission**
Are the faculty's intellectual/creative contributions applicable to the university's mission? How are the contributions being incorporated into the classroom?

VII. **CURRICULUM**
1. **Degree Programs Objectives**
What is the plan for the curriculum and how was it determined?
Are all faculty members in the program aware of the goals, and do they understand how their own courses are intended to contribute to achieving these goals?

2. **Degree Program Content**
Include degree program summary sheets for each degree offered in the school.
If the total number of hours exceeds the university's 120-hour minimum for graduation, have you considered streamlining the curriculum? What is the rationale for the additional requirements?
Are there opportunities for internships or summer employment? If not, have you considered including them?

3. **Summary and Rationale for Major Curriculum Changes**
Give summary of major changes in the past five years.
What rationale was given for the changes?
Has the direction of the curriculum changed during the past five years?
Is a curriculum redesign in progress?

4. **Course Enrollments**
Chart the enrollment for each course taught in the past five years
Observations (analysis) for course enrollment patterns
Have changes in the curriculum been made on the basis of enrollment patterns?

5. **Curriculum Strengths and Weaknesses**
State strengths and weaknesses of the curriculum based on enrollments, assessment data, and other factors. State next steps in dealing with curriculum strengths and weaknesses.

6. **Review Process**
What process is used for regularly reviewing goals, courses, and curricular structures?
Is the plan understood by all faculty members teaching courses in the program?
Is the plan understood by the students?
Has the structure been reviewed or modified recently?

VIII. **CO-CURRICULAR AND ENRICHMENT ACTIVITIES**
1. **Academic Organizations**
List and describe academic organizations within the school.
Give evidence of their activity and contribution to the growth of students.

2. **Co-Curricular Opportunities**
What other enrichment opportunities exist for students majoring in the school?
Discuss field experience opportunities, and access to professionals visiting campus, etc.
Discuss conferences or meetings students have attended as an enrichment experience.

IX. **LEARNING RESOURCES**
1. **Facilities**
Briefly describe any special facilities under the jurisdiction (or managed cooperatively) by the department? Indicate the condition of classrooms, labs, equipment, faculty offices, conference rooms, etc.

2. **Budgets**
How does the budget process work with regard to programs and/or departments?
Do the department and school budgets effectively cover the required or needed expenses of the faculty? How will the department provide quality programs in the event of slow growth in resources?

3. **Library Materials**
Describe how the library budget is determined
Describe the library holdings supporting the program
Discuss library utilization by faculty and students
What mechanism does the department use for ordering books and periodicals?

4. **Technology**
Discuss technology available for instruction. Is technology utilized effectively?
Describe the technology used by students as applied to the curriculum

5. **Summary of Needs**
Provide a summary of the top five most pressing needs related to facilities, budgets, technology and the library. Who monitors the use of resources? Is the system working appropriately?

X. **FACULTY GOVERNANCE**
1. **Role of the Department Chair**
Describe the responsibilities of the chairs

2. **Role of School Committees**
List the school committees and their membership
Describe the purpose of each committee and the average time requirement of each

3. **Role of the School and its Faculty in University Governance**
Reference the faculty-staff manual

XI. **STRATEGIC PLAN**
1. **Departmental and School Strategic Plans**

2. **Observations (analysis) of Progress**

X. **PRIORITIES**
Provide a list of 5-7 priorities identified through the Program Review process. These priorities may be based on strategies, curriculum, personnel, facilities, etc.

Appendix 7: SELF-STUDY GUIDELINES FOR PROGRAM REVIEW: ADMINISTRATIVE UNITS/ACADEMIC SUPPORT UNITS

Overview and Basic Assumptions:

The administrative unit program review is part of the university's strategic planning process. It provides the opportunity to systematically analyze institutional effectiveness over a seven-year period. The review has been designed as a component of this process and is intended to stimulate and identify ongoing improvements in the services provided to the university.

Format for Seven-Year Reviews

I.   EXECUTIVE SUMMARY

Annual reports and reviews are reflective in nature and are intended to share the successes and challenges with the supervisory chain of command and the president of the university. Write an executive summary of the significant achievements and challenges faced by your unit over the past seven years.

II.   PROGRAM GOALS

What are the primary goals or purposes of the program?
How are the goals/purposes aligned to the university's mission and/or strategic plan? (Be specific in naming goal and action plan. The Strategic Plan is posted on the Assessment website in the Resources folder.)
What specific services are provided in achieving the program goals?

III.   CONTITUENCIES SERVED

Describe the constituency that is served. As available, include data from instruments used such as IPEDS. Compare/comment on data from the last seven years.
How are the program goals and services communicated to its constituencies?
Describe student access to these services. Include on campus, outreach, and web-based.

IV.   BUDGET

What are the costs of sustaining the current services? Include personnel, training/conferences, equipment, materials, publications, etc. What are considerations for reallocations within your own unit to help you reach your strategic initiatives?

V.   PROFESSIONAL DEVELOPMENT

What professional development activities were attended within the past seven years? Include the impact on program services provided and how it affected students, especially in regard to student learning.

VI.   ASSESSMENT AND EVALUATION

What process is in place to evaluate and improve the effectiveness of the program? Where applicable, include data from NSSE, Senior Surveys, Administrative Evaluations, Faculty/Staff Annual Satisfaction Surveys, Student Satisfactions Surveys, and other appropriate survey instruments used by your administrative unit. Include the results over the course of the last seven years and changes made in response to the results. Survey data can be accessed on the M:drive>Assessment>Assessment Resources>Surveys.

VII.   LEARNING GOALS
If appropriate, describe any impact of this program on improving the Undergraduate and Graduate Learning Goals. Include the assessment method and include three years of assessment data. The Learning Goals can be accessed at https://home.obu.edu/assessment/university-learning-goals/.

VIII.   SWOT ANALYSIS
Complete a SWOT analysis of your unit and provide a summary of your findings as part of this report:
a.   Identified Internal Strengths
b.   Identified Internal Weaknesses
c.   Identified External Opportunities
d.   Identified External Threats

IX.   ADDITIONAL INFORMATION
Include any additional information, including confidential material that should be shared with the unit supervisor and president.

X.   CONCLUSIONS
What conclusions can be drawn as a result of this review?

XI.   STRATEGIC PLAN
Revisit/update strategic plan (Include Strategic Plan document)
a.   Revisit goals from the last seven years. Include goals, indicators and actions.
b.   Identify goals for the coming year and into the foreseeable future. You may wish to set short term (one year out) and some longer term (seven years out) goals for the future.

XII.   PRIORITIES
Provide a list of 5-7 priorities identified through the Program Review process. These priorities may be based on strategies, curriculum, personnel, facilities, etc.

NOTE 1: Unit supervisor should maintain an electronic folder that includes:
1) All previous Annual/Assessment Reports,
2) updated CVs for all staff

Table 8A: ANNUAL REPORT FOR OUACHITA ONLINE (Deadline determined by VPAA, submitted by Online Director of Teaching and Learning)

The Ouachita Online annual report is part of the university's strategic planning process. It provides the opportunity to systematically analyze institutional effectiveness over each academic year. The annual report has been designed as a component of this process and is intended to stimulate and identify ongoing improvements in the services provided to the university. The annual report will focus on communicating the accomplishments over one academic year and provide an analysis for improvements to be undertaken during the following year. These annual reports will provide a foundation upon which administrative units may base their seven-year program review. The annual report and review will involve an analysis of trends and concerns within the unit that have developed over the course of the academic year. This document should be posted to the M:drive/Assessment folder by July 1 each year.

I. **EXECUTIVE SUMMARY**
   Write an executive summary of the significant achievements of your administrative unit over the past year.

II. **GOALS**
   a. What are the primary goals or purposes of the administrative unit?
   b. How are the goals/purposes aligned to the university's mission and strategic plan? (Be specific in naming goal and action plan)
   c. What specific services are provided in achieving the administrative unit's goals?
   d. How are the administrative unit's goals and services communicated to its constituencies?

III. **PROFESSIONAL DEVELOPMENT**
   List the professional development activities that staff attended within the past year. Include the impact on program services provided.

IV. **ANALYSIS OF ENROLLMENT, MAJORS, RETENTION**

   a. Student credit hours for fall and spring
      i. Please aggregate by degree program
      ii. Consider trends over a 3-year period
      Do the data suggest that certain areas are either overstaffed or understaffed?
   b. Majors by degree program: Provide analysis of trends, problems, and opportunities
   c. Retention rates for Ouachita Online students

V. **ANALYSIS OF PROGRAM OUTCOMES**

   a. Graduate rates: Provide analysis of trends, problems, and opportunities
   b. Post-graduation outcomes for previous year's graduates (provide a summary analysis in narrative form and attach the data in the Excel spreadsheet as an appendix)

XI. **FACULTY**
   a. Instructor teaching loads and student credit hours
   b. Any observations you might have on advising issues
   c. Summary of major faculty accomplishments and faculty development activities (keep faculty activity reports on file; please do not include it in the main report)

XII. **CONSTITUENCIES SERVED**

Describe the constituencies that are served. Include any relevant data.

XIII. **ASSESSMENT**

What process is in place to evaluate and improve the effectiveness of the administrative unit? Where applicable, include data from NSSE, Senior Surveys, Administrative Evaluations, Annual Satisfaction Surveys and other appropriate survey instruments used by your administrative unit. Include the results over the course of the last year and changes made in response to the results.

XIV. **UNDERGRADUATE LEARNING GOALS**

If appropriate, describe any impact of this administrative unit on improving the Undergraduate and Graduate Student Learning Goals. Include the assessment method and relevant data.

XV. **SWOT ANALYSIS**

Complete a SWOT analysis of your unit and provide a summary of your findings:
a. Identified Internal Strengths
b. Identified Internal Weaknesses
c. Identified External Opportunities
d. Identified External Threats

XVI. **CONCLUSIONS**

What conclusions can be drawn as a result of this review?

XVII. **STRATEGIC PLAN**

As needed, update the strategic plan. (Include Strategic Plan document
a. Revisit goals from last year. Include goals, indicators and actions.
b. Identify goals for the coming year

XVIII. **ADDITIONAL INFORMATION**

Include any additional information or recommendations that could be shared with the president.

NOTE 1: Director should maintain an electronic folder that includes: 1) All previous Annual/Assessment Reports, 2) updated CV's for all staff.

Table 8B: ANNUAL ASSESSMENT OF STUDENT LEARNING FOR OUACHITA ONLINE DEGREE PROGRAMS (Deadline: Nov. 1, submitted for each degree program by the Online Director of Teaching and Learning in consultation with the dean of the respective school)

The annual assessment submission to the M:Assessment folder should consist of one document that includes the following:

I. Degree Program Mission Statement

II. Degree Program Student Learning Objectives

III. Summary data used to assess each Student Learning Objective (course-embedded assessments such as exams, essays, and projects). Compare the data with previous online sections and with the data from the same residential degree program.

V. Summary data and response to course evaluations.

VI. Evaluation of data and changes made as a result of assessment (course content, pedagogy, curriculum requirements, etc.)

Table 9: ANNUAL REPORT FOR GRADUATE PROGRAMS (Prepared by program directors and included in academic school Annual Report submitted to VPAA)

Ongoing evaluation of graduate programs occurs to ensure that they remain able to sustain themselves and contribute financially to residential overhead. The Annual Report for Graduate Programs includes the elements of academic annual reports, supplemented with a more robust financial evaluation. The program director is responsible for preparing the report. The dean will include the report in the academic schools' annual report to the VPAA. Program Directors will meet with their dean to review the annual report for ongoing review.

I.   Introductory statement (brief)

II.   Program Outcomes
      a.   Evaluate the effectiveness of assessment for your department/program.
      b.   Post-graduation outcomes for previous year's graduates.

III.   Student Success Metrics (GPS Office will assist with this section)
      a.   Starting enrollment
      b.   Withdrawals and reasons for withdrawal, if available
      c.   Persistence from first to second term
      d.   Completion of program (defined as graduating from the program within the timeframe of two full cohorts)
      e.   Graduate employment placement

IV.   Faculty
      a.   Instructor teaching loads (courses taught and number in each course)
      b.   Instructor advising loads
      c.   Summary of major faculty accomplishments

V.   Finances (GPS Office will assist Program Directors with this section)
      a.   Revenue (calculated based on per credit hour enrollment as provided by CFO)
      b.   Expenditures (calculated by personnel, standard budget elements, indirect costs for residential campus and GPS overhead as provided by CFO).
      c.   Percentage of margin. A standard expectation is that each program will be self-sustaining by the end of Year Three. As a goal, programs should target operating at a 20% margin after all program and indirect costs are calculated. There will be situations, though, in which the existence of the graduate program is vital for reasons other than finances (e.g. strengthens the undergraduate program in the same field, is particularly important to our mission, etc.).

VI.   Proposed Curriculum modifications (if any are planned for upcoming year, can you justify them from the results of your assessment tools?)

VII.   Revisit/update strategic plan (include Strategic Plan document)
      a.   Revisit goals from last year
      b.   Identify goals for the coming year

VIII.   Professional Accreditation Update (if applicable)

IX.   Conclusion in light of Mission

NOTE: Program Director should maintain an electronic folder that includes: 1) All previous Annual Reports, 2)