

Overview of Purdue University Fort Wayne Comprehensive Program Review Process

(Modified in 2016, effective for 2017 Academic Year forwardⁱ)

The Comprehensive Program Review Process evaluates program performance relative to programmatic strategic goals and program viability as a function of sustainable enrollment. Overall program performance is based on a combination of program metrics aligned to strategic priorities of the institution; enrollment, retention, and graduation performance relative to enrollment management metrics; and program performance across teaching/learning, scholarship, and service domains. Every seven years, academic departments initiate a self-study process that builds on data and analysis conducted and reported annually in two reports: the Departmental Annual Reportⁱⁱ and Annual Programmatic Assessment Reportⁱⁱⁱ.

The program level detail provided in the annual reports evaluates faculty workload, program demand expressed as new and continuing enrollment, student success as measured by both retention and graduation rates, and performance of the department relative to strategic goals. The annual assessment report provides both a formative and summative evaluation of program quality defined as student achievement relative to expected outcomes for the academic program. The assessment model scaffolds from the course to program level consistent with student matriculation through the major core to graduation. In addition, it incorporates an assessment of institutional outcomes defined in the Baccalaureate Framework. This design facilitates using assessment findings to drive curricular change aimed at increasing student success.

In the seventh year of the program cycle, a one year comprehensive review of the program is initiated (Figure 1).



Figure 1: Comprehensive Program Review Process

The first phase of the review concludes with a comprehensive departmental report grounded in the annual reporting processes. In the second phase of the review, the report is forwarded to the College Dean and VCAA for comment. The report along with the Dean's and VCAA's comments are used as foundational documents for an external peer review in the seventh year. The process concludes with the Final Comprehensive Program Review composed of the Comprehensive Program Review Report, Dean and VCAA comments, Peer Reviewer Comments, Departmental Response, and a Programmatic Strategic Plan aimed at improving the program based on the evaluation process.

The review process and template for the report are outlined in OAA Memorandum 16-2 and 16-3. The Comprehensive Program Review Report provides a critical analysis of the program based on the accumulated programmatic sections of the Departmental Annual Report and the Annual Assessment Report.

Because many of PFW's Academic Departments are comprised of one program, a single Comprehensive Program Review is conducted by the department. However, departments with multiple programs submit a Comprehensive Program Review report that is a compilation of program reports in one of two models:

Model One: Departments with multiple programs that do not share either a common core curriculum or a common disciplinary foundation submit multiple program reports including independent external peer reviews for each program (e.g. Anthropology/Sociology).

Model Two: Departments with multiple programs that share a common core curriculum or a common disciplinary foundation submit a singular program report that includes program level detail (e.g. Art and Design)

ⁱ Prepared by D. Kent Johnson, PhD – Office of Assessment and Institutional Program Review

ⁱⁱ The Departmental Annual Report includes detail by Academic Program.

ⁱⁱⁱ The Annual Programmatic Assessment Report, when appropriate, might be conducted as an Annual Departmental Assessment. This is dependent on the organization of the curriculum. For example, departments with multiple programs that share a common core might produce a departmental report for the core curriculum assessment and an assessment of the capstone experience for each program to assess student learning in the program.