PROGRAMS AND PROGRAM PROPOSALS

SCAP Criteria for Evaluation of New Academic Program Proposals
and Periodic Program Reviews

Criteria for Evaluation of New Academic Program Proposals

A decision to initiate a new program will be based essentially upon educational considerations and will involve financial implications. Educational considerations and financial implications must reflect the long-range judgments that the educational mission of the University as a whole will be maintained or enhanced by the program.

The proposal should be fully vetted by departments/schools, colleges, and the appropriate curricular committees, and all parties concerned must consider a proposal for a new program or department in its entirety.[1] Proposals will be reviewed and voted upon by the Standing Council for Academic Planning (SCAP), recommended by the Provost, and may require the approval of the Board of Trustees (*Faculty Handbook*, 16-6 and 16-7 and *The Charter and Bylaws*, Article XII.2.C.). The Senate representative to SCAP will report to the University Senate via the Executive Council when SCAP is beginning to consider a proposal to approve a new program. As required by SCAP's protocol in the Faculty Handbook, SCAP will advise, in writing, the Board of Trustees, the President, and the University Senate its recommendation to inaugurate the proposed program. Economic constraints, educational and professional needs and community expectations are necessary considerations in all recommendations. (Faculty Handbook,16-11).

New programs may also require notification or approval by SACSCOC. Program directors should contact the Vice Provost for Academic Affairs to discuss any accreditation requirements.

Proposals for new programs will be reviewed using the following criteria. The order of the criteria does not imply any ranking of the various items. While all criteria may not apply, all criteria must be addressed in a proposal.

I. Brief Background of the Program Development
Provide a brief overview of the background and significance or foundation that influenced the development of the program.

II. Description of the Program
Please organize the proposal utilizing the headings below. The text within each heading can be modified to better meet unit needs/dimensions.

1) Mission
Ways in which the program responds directly or indirectly to the mission of the unit (e.g., department, division, college) and the university.

2) Alignment with the Unit and University Strategic Plan
Ways in which the goals of the proposed program aligns with and will contribute to the unit (e.g., department, division, college) and the university's strategic plans

3) Projected Demand for Program

    a. Evidence, quantitative and qualitative data, regarding the potential demand for the proposed program, based on internal information and/or comparisons with peer programs (e.g., informed opinion and source, data-driven from published reports, anecdotal information).

    b. Trend Data. Provide projected enrollment statistics including numbers of majors and/or minors and full time equivalent (FTE) student enrollment.

    c. Provide any other relevant information regarding potential markets for the proposed program.

    d. If available from the Office of Institutional Research and Effectiveness (OIRE) or other sources, provide national trend data for degrees awarded over the last five years.

4) Relationships to other existing programs

    a. Describe ways in which the proposed program will enhance/complement existing programs and curricula, including potential service to majors, minors, other programs and/or the Loyola Core.

    b. Describe ways in which the proposed program overlaps with other existing programs.

5) Adequacy and appropriateness of resource utilization

Evaluate the availability of resources to meet the program's priorities and build strengths. Provide information regarding the program's operating budget. If applicable, include the following information:

    i. Actual or potential external grants.
    ii. Contributions to and impact on fundraising.
    iii. Plan for profit sharing, if applicable.
    iv. Accreditation or certification expenses

    a. Current faculty resources, including ordinary faculty, and number of new faculty, required (may involve a stepped approach depending on enrollment projections).

    b. Current administrative support staff resources, and number of new staff required.

    c. Space requirements (including both instructional space and administrative support space) and classroom technology.

    d. Course development expenses

    e. Library:
        i. Information and instructional technology resources (e.g., books, journals, databases, primary sources, streaming media, videoconferencing, classroom capture).
        ii. Library instruction for identified research-intensive courses which use the above information resources.
        iii. Attach a memo from the librarian liaison to assure that appropriate resources and library faculty are available for the program.

    f. Information Technology and other technology needs (e.g., network capacity, lab software, computers, etc.).

    g. Other academic support services.

6) Assessment-Projected

a. Provide the program's student learning outcomes, assessment methods, and assessment plan.
b. Provide the results of any external reviews or plans for reviews, if available.
c. Describe the structure and process for administrative and academic oversight.

III. **Impact on the Curriculum:**
a. Provide copies of Degree Course Program Lists (DPCL), Progression Plan (PP), or equivalent
b. Provide the following information:

    i. Specify whether any new courses will be offered, and whether this will increase the total number of courses or sections offered by the department
    ii. To what extent will any new courses for this program impact upon resources in the departments and programs in which these faculty are teaching? Will any new courses replace courses currently offered? Will any such courses prevent an important or required course from being offered in a given semester?
    iv. Will there be a service-learning component? Description of this component to be provided by the director of service learning.
    v. If new courses will not increase the overall number of offerings, specify which course(s) or section(s) will be dropped in a given semester to create room.
    vi. Specify any anticipated impact on enrollments in other courses or sections within the department and whether or not this program will prevent an important or required course from being offered in a given semester.

c. All proposals must be accompanied by a supporting letter from the chair or director confirming the unit's support.

Criteria for Periodic Evaluation of Programs

The primary purpose of the program review process is to provide a comprehensive assessment of the current status of a program based on its activities and achievements since its last program review. Reviews of programs provide an opportunity to identify strengths and weaknesses in the provision of quality services; support the educational (learning) outcomes of the university; contributions in accomplishing the Jesuit mission of the university; and special services provided by the unit.

Program reviews should allow the unit to plan and build on existing strengths, maximize opportunities for growth, and solve current problems. The reviews should lead to more effective planning which should be linked to the budgeting process.

As per the *Faculty Handbook* (16.6), SCAP shall require, on a rotating basis, a Five-Year Plan from every academic department of the university, setting for plans, goals, and objectives.

As part of its periodic evaluation, SCAP will provide appropriate feedback to departments and programs s. The following list order does not imply any ranking of the various items. While all criteria may not be satisfied, all criteria must be addressed in an evaluation.

Preface:

Effective Fall 2022, Loyola's Annual Report Google Drive will serve as the official repository for the SCAP Self Study. Unit chairs and directors can access program folders [here](). The following outline should guide the development of the annual report / self-study document. The narrative should be written easily within twenty pages. (This does not include the director's explanation of workload distribution and appendices.)

If you have any questions about this process, please contact Dr. Uriel Quesada in the Provost's Office (uquesada@loyno.edu). The report will be organized around the following headings:

Section 1: Executive Summary

Please include the distinctive mission or purpose statement of the department and academic programs. Include a brief overview of the history of the program including such things as changes in administrative organization; dates new programs were established; significant additions to the staff and major changes in the program over the prior academic year.

In the Google Drive you will be provided with 5-year trend data for operating budgets only. **Please review data and provide a description of any important details/concerns, including an assessment of the adequacy of the budget to support the strategic goals/initiatives of the program.**

If relevant, discuss department contribution to the Loyola Core or requirements for non-departmental majors. As part of this discussion, please present data as Loyola Core SCCH/Faculty FTE and non-departmental requirements SCCH/Faculty FTE for relevant classes.

Section 2: Student Achievement

In your department Google Drive folder, you will be provided with the following data: enrollment, retention and persistence, graduation rates, graduating student headcounts, and Delaware Study information such as instructional expenditures per FTE student . **It is important that you review these data and provide a brief explanation regarding any trends, discrepancies or anomalies. Consider what data or areas may require context, description, or explanation.**

Section 3: Faculty and Staff Data

In the Google Drive, you will be provided with the following data: faculty and staff headcounts and Delaware Study information such as FTE faculty and instructional expenditure per SCCH. **It is important that you review these data and provide a brief explanation regarding any trends, discrepancies or anomalies. Consider what data or areas may require context, description, or explanation.**

Section 4: Strategic Planning

Provide a general description of the goals the department developed or worked on the previous academic year. Department goals should align with College/University-level strategic plans and goals. Summarize activities, key enhancement efforts, progress achieved, and/or actions implemented. Please include any applicable efforts made toward the following:

• Community Engagement – If applicable, describe collaboration between the institution and community for the mutually beneficial exchange of knowledge and resources in a context of partnership or reciprocity.

• Quality Enhancement Plan – If applicable, discuss participation in the QEP.

Section 6: Assessment of Major Student Learning Outcomes

Provide information to demonstrate the process of continual improvement. Please include: (1) major and Loyola Core (if applicable) student learning outcomes (SLOs); (2) assessment method(s) used to measure each SLO; (3) summary of results; and (4) what the program has done do as a result of the data collected. Though not comprehensive, this window into each program will show data driven decision making related to student learning outcomes.

Section 7: Library Support

Programs work with the assigned librarian liaison to identify where information literacy is relevant to student learning outcomes, where in the curriculum disciplinary research is taught, and which information resources are needed to support student learning. Liaisons can supply programs with annual reports on learning assessment tied to library instruction and on the use of information resources. Answer the following questions: (1) Where is library instruction embedded to support disciplinary research and information literacy? (List courses where this instruction is embedded.) (2) Do the library's information resources meet the needs of the program(s)?

Section 8: Supporting Documents

Please supply all source documentation referenced in your Annual Report. Examples include, but are not limited to: department meeting minutes, survey instruments, interview protocols, test or portfolio evaluation rubrics, department generated reports, proposals for new/revised courses/programs, etc. Examples of full-circle planning, assessment, reflection, and action are most useful.

Notes:

[1] *Interdisciplinary program proposals must be vetted by the originating department or program, the colleges within which it originated, and the appropriate curricular committees. Other programs and departments participating in an interdisciplinary program proposal will be asked to sign off on the particular courses for that program rather than the program in its entirety.*