

Eastern Kentucky University
ACADEMIC PROGRAM REVIEW

Approved by
Council on Academic Affairs
September 21, 2000

Eastern Kentucky University

ACADEMIC PROGRAM REVIEW

Principles of Academic Program Review

1. The primary purpose of academic program review is to ensure that quality and continuous improvement is an integral component of all EKU programs.
2. Academic program review is an ongoing process that contributes to refining Eastern 's programmatic directions and priorities, which then shape resource allocations and other academic and administrative decisions.
3. The review process involves the faculty and administrators of the program being reviewed as well as the Academic Program Review Committee.
4. Every effort has been made to ensure that the institutional criteria used in program review are clearly stated, are uniform, and disseminated with sufficient lead-time so that program faculty and administrators are aware of them before the review process starts. Program faculty may develop additional criteria that are unique to an individual program.
5. Program review is intended to provide helpful information through a process that is designed to be thorough yet not excessively burdensome to faculty and administrators.
6. A university-wide organizational framework for program review has been developed and will be consistently implemented. Program review is an integral part of each program 's and the University 's ongoing assessment and strategic planning processes.

Eastern Kentucky University**ACADEMIC PROGRAM REVIEW****Process and Structure**

1. The normal review cycle is five years. With approximately 150 degree programs we will review approximately 30 degree programs per year. The Office of Planning and Assessment will distribute a five year schedule listing programs to be reviewed.
2. The definition of an academic program is any degree program.
3. Academic program review is normally scheduled for all degree programs within a department during a given academic year.
4. To the extent possible, for programs which have specialized accreditation, the academic program review is scheduled to occur in relationship to the specialized accreditation process as determined by the department.
5. Indicators which will trigger early program review include but are not limited to:
 - a) decreases in enrollment
 - b) lack of a critical mass of faculty required for a quality program
 - c) loss of program accreditation
 - d) lack of evidence that the program is achieving its stated goal(s) and objective(s)The Provost Council initiates any early program review. The same guiding principles, criteria and data used for a regular program review govern any early program review. As resources permit, external review may also be utilized as deemed appropriate by the Provost Council and/or the relevant program.
6. An Academic Program Review Committee is established to coordinate academic program review. The Academic Program Review Committee is a standing university committee. Membership of the committee consists of three faculty from the College of Arts and Sciences, two faculty each from the Colleges of Business and Technology, Education, Health Sciences, and Justice and Safety. Committee members are to be appointed by the President from nominations from the deans. (Initial appointments are for a one, two and three year period.) Two students are members. The Director of Institutional Research is a permanent non-voting member. The Associate Vice President for Planning and Assessment, a voting member, chairs the committee.
7. The Academic Program Review Committee makes recommendations concerning academic degree programs to the Provost Council. Any formal actions based upon these recommendations go through normal university approval processes as appropriate.

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ACADEMIC PROGRAM REVIEW CRITERIA

1. With respect particularly to numerical data, no single piece of data or narrow data set is used as the sole assessment criterion for any program.
2. The Office of Institutional Research provides the same data set about each program for a five year period of time. These data are identified and consistently defined across programs. Programs may provide additional data in order to clarify some aspect of the program.
3. Some data at the university are collected and reported by department and not by program. The program review process uses available data. The Associate Vice President for Planning and Assessment approves requests for "extraordinary" data.
4. Information provided by the program should be presented in a clear and concise manner. The review must provide specific indicators or evidence of program accomplishments and quality and must clearly demonstrate the use of assessment of student learning in the program review process.
5. Every effort is made to minimize redundant, and repetitive information.

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ACADEMIC PROGRAM REVIEW CRITERIA

I. INFORMATION AND DATA PROVIDED BY INSTITUTIONAL RESEARCH

(These data are typically examined when considering the viability and distinguishing profile of a program.)

A. Program Enrollment and Faculty Data (most recent five-year period)

1. Number of Majors

2. Number of Graduates

3. Ratio of Graduates to Majors

(This ratio provides a rough gauge of the rate of the persistence of majors through a program to graduation.)

4. Student Credit Hours

Lower

Upper

Graduate

5. Average Class Size

Lower

Upper

Graduate

6. Number of Full-time Faculty (budgeted lines)

7. FTE Part-time Faculty and SCH Generated by PT

On-campus

Off-campus

8. Student/Faculty Ratio

9. Comparisons with external data

(Where available and appropriate, data about the program will be compared with data about similar programs elsewhere, especially in Kentucky through CPE-supplied data, or from benchmark institutions.)

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Please explain any special circumstances affecting Program Enrollment and Faculty Data.

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B. Student Profile Data

(These data, supplied by Institutional Research, provide indicators of the program 's student quality, as reflected in standardized "input" measures.)

1. Higher Education GPA of Program Graduates
2. ACT scores and high school GPA
3. Graduate Program Data
(GPA, GRE, GAP)

Please explain any special circumstances affecting student profile data.

C. Resources

(Supplied by Budget Office and/or Institutional Research)

1. Total Institutional Budget and Expenditures, including research & support materials
2. Ratio of total expenditures/Student Credit Hour
(This ratio reflects a rough cost per credit hour measure.)

Please explain any special circumstances affecting resources.

II. INFORMATION AND DATA PROVIDED BY PROGRAM

(The program will provide specific indicators of its quality and viability as reflected in the following categories. Note that many of these indicators are based on outcomes, not inputs, of the program.)

A. Mission Statement/Relation to University Mission

(Provide a copy of the program's mission statement, and explain how it is congruent with and supportive of the university 's mission.)

B. Teaching and Learning

1. Indicators of Teaching and Advising Quality
(Provide evidence of the program's quality of teaching and advising.)

2. Indicators of Student Learning

a. Currently-enrolled Students

(Describe the program's methods of assessing the learning outcomes of its students. These methods should be delineated in the department's assessment

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plan. Provide evidence of student achievement and success.)

b. Program Graduates

(Provide evidence that graduates of the program achieve professional success.)

The indicators used in this section should reflect as much as possible outcomes not inputs and should be clearly delineated in each program's assessment plan.

C. Research/Creative Activity; Grants

(Provide evidence that the program is productive in research/creative activity and that the quality of the activity is high. Provide evidence that the program is active and successful in attracting funds from extramural sources.)

D. Service

(Provide evidence of the quantity and quality of the program's university service and public service.)

E. Other Indicators of Program Achievement and Contribution

(Supply information reflecting specific ways in which the program contributes significantly to the mission and success of the university in any of the following categories, as appropriate.)

1. Program Viability

(Provide evidence that the program attracts, recruits, and retains quality students. Explain any anomalies that are reflected in Institutional Research or program-supplied data. Provide any relevant data, citing recognized sources, about enrollment trends, cycles, etc., in the specific field.)

2. Contributions to university programs

(Describe the program's contribution to other university programs through its significant involvement in the general education program, its support to other university programs through service course offerings, or in other ways.)

3. Use of Technology

(Describe the program's significant use of technology to enhance learning. Describe the program's use of technology to provide alternative delivery to time/place-bound learners.)

4. Uniqueness of Program

(Describe the program 's uniqueness to the state or region of the country and indicate specific advantages the uniqueness affords the university.)

5. Contributions to Diversity Goals

(Describe the program's efforts and progress toward promoting diversity of students and faculty. Explain how issues of diversity, including contributions of women and minorities, are integrated into the curriculum.)

6. Accreditation Status (if applicable): Attach copy of most recent report.

(What is the program's accreditation status? Is accreditation available for the program? If the program is not accredited, explain why. Does the most recent accreditation report identify program strengths and/or areas needing improvement?)

7. Planning, Development, and Other Areas

(Address the achievement of any strategic planning goals or action plans not covered elsewhere in this document. Address any other area of significant contribution or achievement of the program, including successes in attracting development funds and other forms of private support.)

8. Additional Indicators for Career Preparation Programs

(Programs that have preparing students for specific careers as an identified and central part of their missions should supply any additional, relevant information not already covered concerning the following topics: current and future demand, or job outlook, for graduates in this specific career area; the "need" [social, economic, technological, etc.] for program graduates in the region, state, and nation; job placement data for graduates; achievement and success of graduates in the specific career area.)

9. Additional Indicators for Pre-Professional Programs

(Programs that prepare students in pre-professional programs for transfer to baccalaureate degree programs at other institutions should supply any additional, relevant information not already covered such as the number of students transferring to other institutions.)

F. Response to Previous Program Reviews or Other Assessments

(Address any perceived problems in the program as identified in previous program reviews or other relevant assessments, internal or external.)