

ACADEMIC PROGRAM FULL REVIEW OUTLINE

a. Goals set during last review and progress in meeting these goals

b. Mission centrality statement

Link your program to ESU's Mission Statement found at the front of the catalog.

c. Environmental scan *offers a picture of factors in the changing environment that may impact your program.*

Student characteristics *Who were your students five years ago and who are they now? How have they changed? Have any of their changes affected your program?*

Impact of technology on services *For example, has the addition of a smart classroom, the increased use of computer instruction in classes, or a distance ed course changed the way the department educates its students?*

Evolving student expectations *What are your students' expectations? For example, has increasing vocationalism led to a decline in one track and an increase in another?*

Federal and state statutes & policies and legal decisions affecting programs *For example, how are the BOG residency and credit requirements affecting your program?*

Continuing need for program *For example, the number of new majors, both first-time freshmen and transfers, who choose your program each year will demonstrate continuing need. Are your graduates serving a need in the region?*

Currency of curriculum *Has your department revised its curriculum over the past five years to reflect changes in the discipline or to respond to student needs?*

d. Demand

Enrollment trends *You may wish to compare information about trends in your department to state or national trends available through your disciplinary organizations.*

Student credit-hour generation *If you have information about trends in your discipline, you may wish to compare to your program's data [here](#).*

Course enrollments *You might look at enrollment vs. seat capacity to show demand.*

e. Program Organization

Structure – include collaborations as appropriate

Faculty credentials and diversity

Student diversity

Resources (staffing levels, facilities, and budget) *Describe how many faculty you have, the space you use, your departmental budget as well as other sources of funding.*

Library and other learning resources *Describe library holdings relevant to your program and other learning resources such as Instructional Resources.*

Academic policies, standards, and grading practices *If you choose, you may ask IR for a grade distribution report at the department and university levels.*

f. Program and Student Learning Outcomes

Student learning outcomes—describe knowledge, skills and abilities and how they are assessed and how you are responding to assessment results. *You should be able to pull from the student learning outcomes, assessment plan and annual assessment report prepared and submitted to the University Assessment Committee.*

Program outcomes

Use PASSHE Performance metrics as a guide

Faculty achievements (e.g., grants, presentations, publications, awards)

Student achievements (awards, presentations, research)

g. Unique program features *One example, proximity. The Environmental Studies program uses the DWG National Recreation Area as a unique natural laboratory. The Theatre Department sponsors trips for its majors to Broadway, and the Art Department takes them to New York museums. Special equipment or a collection may allow students to study something unusual. Other examples are accreditations, collaborations, grant-funded initiatives, etc.*

h. Post-review implementation plan. A plan for continuous enhancement by building on strengths and addressing challenges. Goals and action items to be completed before next review. This information will help you fill out the Program Review Summary Form.

Typical Addendum

Faculty vitae

Statistical documentation