PROGRAM REVIEW REPORT TEMPLATE

First Edition

ACADEMIC
PROGRAM REVIEW
REPORT
First Edition

[Insert Cluster Name]

[Insert Program/Program Name]

[Insert Degree Offered]

Professional Accreditation: [insert name of accrediting body and date of last review]

Last Approved PSU Program Review: [insert date of last program review]

Submitted on [insert date]

Plymouth State
U N I V E R S I T Y

Program Review
Faculty and Leadership Verification

As a faculty member and evidenced by my signature appearing below, I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program Review Committee:

(Signature)_____ Date_____
[insert name of faculty]

(Signature)_____ Date_____
[insert name of faculty]

(Signature)_____ Date_____
[insert name of faculty]

(Signature)_____ Date_____
[insert name of faculty]

(Signature)_____ Date_____
[insert name of faculty]

(Signature)_____ Date_____
[insert name of faculty]

(Signature)_____ Date_____
[insert name of faculty]

As a Cluster Leadership Team member and evidenced by my signature below, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program Review Committee and its corresponding council:

(Signature)_____ Date_____
 [insert name of cluster leadership team member]

Table of Contents

Component A - Mission and Context

A.1 Program Mission and Purpose - Briefly describe where your program fits within the university structure (e.g. cluster, program) and what degrees or concentrations it grants. State your program's mission and purpose (Mission Statement can be found in TaskStream), and how it helps to fulfill the broader mission and academic vision of PSU. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

> [Respond Here]

A.2 Progress Since Last Review - Before commencing with this review, attach from your last review the Program Goals with Recommended Action Steps (or equivalent) (include as Template Appendix A), as well as the Administrative Response to those goals (include as Template Appendix B), the Mid-cycle Status Report (include as Template Appendix C), Memorandum of Understanding (include as Template Appendix D) and your Strategic Planning Documents (Appendix G). Identify the original goals from your report as well as any new goals that emerged from your mid-cycle report and in the strategic planning process and provide evidence your progress toward accomplishing them. If this is your program's first report, please use N/A as a response.

> [Respond Here]

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B. Criteria for full-time and part-time classification are based on IPEDS definitions and may differ from the faculty contract definitions.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/program
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/program
- Teaching Lecturers – personnel outside of PSU who are hired on a course-by-course basis (does not include faculty hired on a ½-time contract)
- Affiliated Faculty/Staff – Full-time or part-time PSU personnel from another program or administrative unit who teach or have assigned responsibilities affiliated with the program/program

B.1 Data Exhibit - Faculty Qualifications
Faculty listed below are those who taught courses for the program within the academic year "_____" as well as those on the "____" faculty roster from the Provost's office as of November 1st.

Faculty Qualifications				
Name of Faculty Member	Rank (if applicable)	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
[Full-time faculty listed here]				
[Part-time faculty listed here]				
[Adjunct faculty listed here]				
[Affiliated faculty listed here]				

B.2 Data Exhibit - Faculty Demographics
Faculty listed below are those who taught courses for the program within the academic year "_____" as well as those on the "____" faculty roster from the Provost's office as of November 1st.

Faculty Demographics									Part-time		Ad-junct		Affili-ated		Total	
	Full-time								Female	Male	Female	Male	Female	Male	Female	Male
	Female				Male											
	Instructor	Assistant	Associate	Professor	Instructor	Assistant	Associate	Professor								
a.) Faculty who are																
Non-resident (International)																
Asian																
Black, non-Hispanic																
Hispanic																
American Indian or Alaska																

Native																	
Native Hawaiian / Other Pacific Islander																	
Two or more races																	
Race/ethnicity Unknown (Or Decline to Identify)																	
White, non-Hispanic																	
Totals																	
c.) Number of faculty with doctorate or other terminal degree																	
d.) Number of faculty whose highest degree is a master's, but not a terminal master's																	
e.) Number of faculty whose highest degree is a bachelor's																	

B.3 Data Exhibit - Faculty Scholarship - Provide, in narrative tabular or report format, a comprehensive record of faculty scholarship since the last program review. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

> [Respond Here]

B.4 Program Scholarship Analysis - State the goals set by your program for scholarship production in the Template for Recording Program Scholarship Standards. Analyze whether goals were met and the factors that contributed to goal attainment. What changes or modifications are necessary in light of this analysis? If changes are made, attach scholarship template, which will be forwarded to the Faculty Research Council.

> [Respond Here]

B.5 Analysis of Faculty Qualifications - From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

> [Respond Here]

B.6 Data Exhibit - Full-Time Faculty Workload - For each of 3 years, report full-time faculty workload distribution based on the categories identified below. Include credits assigned as overload.

Faculty Workload (over past 3 years, ending Academic Year 2019-20)				
Name of Full-Time Faculty	Teaching credits (include extra month for teaching)	Administrative and other types of credits in dept. (e.g., program director, program review, other dept.	Scholarship credits (include extra month for research)	Non-programmal credits (credits given by other PSU areas)

	2017 -18	2018 -19	2019 -20	2017- 18	2018 -19	2019- 20	2017 -18	2018 -19	2019 -20	2017 -18	2018 -19	2019 -20

(tasks) appears above the year headers.

B.6.1 Analysis of Faculty Workload - In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

[Respond Here]]

B.7 Data Exhibit - Percentage of courses taught by each faculty classification - The following table includes the percentage of for-credit courses taught by program faculty (by classification) during the three most recent years for which data are available.

Percentage of Courses Taught by Faculty			
Faculty Classification as of November 1	2017-18	2018-19	2019-20
Full-Time			
Part-time			
Teaching Lecturers			
Other			
TOTAL	100%	100%	100%

B.8 Data Exhibit - Student Faculty Ratio - The following table includes student to faculty ratios for the 3 most recent years for which data are available. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general education courses), may wish to include additional data such as the average number of students per course taught by program faculty.

Student: Faculty Ratio			
Academic Year	2017-18	2018-19	2019-20
# of Full-Time Faculty			
# of Part-time Teaching Lecturers			
FTE Faculty			
# of Full-Time Students			
# of Part-Time Students			
FTE Student			
FTE Student: FTE Faculty Ratio*			

* These data are based on the year-long classes data used for IPEDS reporting as well as the faculty data (dated November 1) provided by the OIRA. Please correct as needed and notify OIRA of any changes made to the data provided.

*Full-time equivalent (FTE) is calculated using the following formula:

Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

B.8.1 - Analysis of Faculty Distribution - Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

> [Respond Here]

B.9 Data Exhibit - Summary of Teaching Effectiveness - The following figure includes data provided from student survey ratings.

LEFT BLANK UNTIL STUDENT SURVEYS ARE CONDUCTED; COURSE EVALS ARE NOT AN ADEQUATE SOURCE OF INFORMATION.

B.10 Other Evidence of Faculty Effectiveness - Programs may provide additional evidence (not anecdote) of faculty effectiveness.

> [Respond Here]

B.11 Analysis of Teaching Effectiveness - Using data from the exhibit above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., regional centers, international courses, online).

> [Respond Here]

B.12 Faculty Summary Analysis - Based on all the evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the program to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

> [Respond Here]

Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure - Provide a brief overview of the course offerings and degree requirements of your program. To what extent does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

> [Respond Here]

C.2 Assessment of Student Learning - Attach from TaskStream your program's most updated Multi-Year Overall Assessment Plan (attach as Template Appendix C) and your Annual Assessment Reports since you last program review (attach as Template Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, such as a capstone, thesis, or dissertation, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation.   Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

> [Respond Here]

C.3 Data Exhibit - Curriculum Map of Program Student Learning Outcomes - If your program has created a curriculum map in TaskStream, it has been pasted below. If no map exists, complete the table below. In the column headings across the top, list all student learning outcomes (SLO) from the program's task stream account and in the column on the left, list the courses offered by the program. Identify within the cells of the table, where each student learning outcome is introduced (I), the course(s) where student get opportunity for practice (D) and the course(s) where students are expected to have mastered the student learning outcome (M) (See sample table below).

Student Learning Outcomes (SLO) as found in TaskStream documents				
List all Course Numbers Below	Program SLO 1 stated here	Program SLO 2 stated here	Program SLO 3 stated here	Program SLO 4 stated here	Program SLO 3 stated here
e.g., 100	I/D	I			I
102	D	I	D	I	D
103					D
200	D		D		
229		D/M		D/M	D
230			D/M		M
290	M		D/M		M

I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated at the Mastery Level Appropriate for Graduation, I/D = Introduced/Developed , I/M = Introduced/Demonstrated Mastery, D/M = Developed/Demonstrated Mastery

C.4 Assessment of Curricular Effectiveness - Using your program's curriculum map and the evidence collected from the assessment of student learning, outline the program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

> [Respond Here]

C.5 Assessment of Diversity in the Curriculum – Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum?

> [Respond Here]

C.6 Use of Continuous Assessment for Educational Effectiveness - Describe and evaluate the process that programs use to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used your assessment findings to impact program decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

> [Respond Here]

Component D: Student Enrollment and Success

D.1 Data Exhibit - Student Enrollment - The following table includes fall enrollment data disaggregated by gender and ethnicity for the three most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity. Data may be obtained from the Office of Institutional Research.

As of October 13:	2017-18		2018-19		2019-20		Totals
	Female	Male	Female	Male	Female	Male	
Non-resident (International)							
Asian							
Black, non-Hispanic							
Hispanic							
American Indian or Alaska Native							
Native Hawaiian / Other Pacific Islander							
Two or more races							
Race/ethnicity Unknown							
White, non-Hispanic							
Totals							

D.2 Recruitment and Enrollment - Using the evidence provided, discuss the program's enrollment trends over the past three years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your program over the next 3-3 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

> [Respond Here]

D.3 Student Fit with Program Mission - Discuss the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

> [Respond Here]

D.4 Student Organizations - Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the program or faculty members which enrich a student's

educational experience.

> [Respond Here]

D.5 Student Assistance - Describe any special assistance or services provided by the program for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the program for students with special needs, which facilitate student success.

> [Respond Here]

D.6 Student and Alumni Achievement - Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

> [Respond Here]

D.7 Data Exhibit - GPA Trend Analysis by Ethnicity - Data in the following table reflect the cumulative GPAs of students in the program (excluding new students without a GPA) disaggregated by ethnicity for the three most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of October 13th. GPA data may be obtained from the Office of Institutional Research.

GPA Trend						
	2017-18		2018-19		2019-20	
UG = Undergraduate GR = Graduate	UG Average GPA	GR Average GPA	UG Average GPA	GR Average GPA	UG Average GPA	GR Average GPA
Non-resident (International)						
Asian						
Black, non-Hispanic						
Hispanic						
American Indian or Alaska Native						
Native Hawaiian / Other Pacific Islander						
Two or more races						
Race/ethnicity Unknown						
White, non-Hispanic						
Female						
Male						

D.8 Data Exhibit - Completions Analysis by Ethnicity - The completions table includes program completers disaggregated by gender and ethnicity for the three most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity. Data may be obtained from the Office of Institutional Research.

Student Diversity—Completions**						
	2017-18		2018-19		2019-20	
As of June 30 of academic year:	Female	Male	Female	Male	Female	Male
Non-resident (International)						
Asian						
Black, non-Hispanic						
Hispanic						
American Indian or Alaska Native						
Native Hawaiian / Other Pacific Islander						
Two or more races						
Race/ethnicity Unknown						
White, non-Hispanic						
Totals						

*For purposes of this data exhibit, program refers to degree-granting, credential, certificate, and licensure programs.
**Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

D.9 Data Exhibit - Alumni Success Indicators - The table below includes findings from the University's Alumni Survey. Using data provided or additional data inserted into the report, comment on the success of students being placed in discipline-related jobs, graduate school, and/or passing required competency exams. **Note: Programs may also respond with other data that better indicate alumni success, but please provide a clear description of said data.** This information may be obtained from the Alumni Office and combined with program information where applicable.

Program's Alumni Success Indicators			
Graduation Date Range of Survey Sample	% of program's alumni placed in discipline-related jobs	% of program's alumni in graduate school	% of program's alumni who passed national licensure, certification or other exams

D.10 Data Exhibit - Evidence of Successful Completion - The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the three most recent years data are available. The retention and graduation rate tables include individual year counts and percentages as well as three-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1st and June 30th of each year. Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis. Data may be obtained from the Office of Institutional Research.

Traditional Undergraduate programs

One-year retention rates undergraduate programs (data as of October 13th)							
3-year average		Fall 2017		Fall 2018		Fall 2019	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained

Time to degree (Exiting cohort) (July 1 – June 30)					
2017-18		2018-19		2019-20	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

Graduate programs

Time to degree (Exiting cohort) (July 1 – June 30)					
2017-18		2018-19		2019-20	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

Graduate Doctoral programs

One-year retention rates Doctoral programs (AY = Academic Year)							
3-year average		AY 2017-18		AY 2018-19		AY 2019-20	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained

Note: Cohorts for graduate programs are based on the academic year in which they entered

Time to degree (Exiting cohort) (July 1 – June 30)					
2017-18		2018-19		2019-20	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.11 Retention and Student Success Analysis - Summarize and evaluate the effectiveness of the program's recruitment and retention efforts as it relates to enrolling and graduating students who fit the

mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

a. What does the evidence from above data exhibits suggest regarding how well your program is producing successful students?
b. List specific events/activities that the program uses to increase student retention and degree completion.
c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.
d. Identify any areas in need of improvement for producing successful students.

[Respond Here]

Component E: Academic Opportunities and Class Size

E.1 Data Exhibit - Special study options - The following table includes the number of students enrolled in special academic opportunities available through your program/program. When appropriate, the number of credits generated by the option is provided. Feel free to supplement the data provided by the OIRA with additional program data.

Special Study Option	Number of Students Who Participated/Number of Credits Generated for each Study Option Offered by the Program					
	Academic Year 2017-18		Academic Year 2018-19		Academic Year 2019-20	
	# of students	Total credits generated	# of students	Total credits generated	# of students	Total credits generated
Study abroad						
On-line courses						
On-line degrees						
Honors classes						
Service learning						
Internships/practica						
Independent study, tutorials, or private instruction						
Thesis or dissertation						
Interdisciplinary course(s)						
Teacher certification program						
Research/Teaching Assistants						
Other (please specify)						

E.2 Data Exhibit - Class Size Analysis - Based on the definitions provided below, the following table includes student counts in each class-size category for the past 3 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 3 separate labs with 20 students each lab is counted once in the "100+" column in the Class Sections column *and* 3 times under the "20-29" column in the Class Subsections table.

Class Sections*:* A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections*:* A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection is counted only once.

Class Section Size per Academic Year							
	9 or less	10-19	20-29	30-39	40-49	30-99	100+	Totals
2017-18 Class Sections								
2018-19 Class Sections								
2019-20 Class Sections								
Totals Across 3 Years								

Class Subsection Size per Academic Year							
	9 or less	10-19	20-29	30-39	40-49	30-99	100+	Totals
2017-18 Class Sections								
2018-19 Class Sections								
2019-20 Class Sections								
Totals Across 3 Years								

E.3 Data Exhibit - Non-credit Courses - If your program offered non-credit courses during the past 3 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

Non-credit Courses			
Academic Year	2017-18	2018-19	2019-20
Course	# of students completing	# of students completing	# of students completing

E.4 Academic Opportunities and Class Size Analysis - Using the evidence provided in all exhibits above, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality.

> [Respond Here]

Component F - Student and Constituent Feedback

F.1 Student Feedback - Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

[Respond Here]

F.2 Alumni Feedback - Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any programmatic changes they recommend.

[Respond Here]

F.3 Employer/Supervisor Feedback - Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

[Respond Here]

F.4 Constituent Feedback Analysis - Analyze the program/program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

[Respond Here]

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources - Information literacy can be understood as the ability to "recognize when information is needed and…to locate, evaluate, and use effectively the needed information" (from the Association of Cluster and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your program (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

> [Respond Here]

G.2 Resource Analysis - Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program's effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

> [Respond Here]

G.3 Data Exhibit - Budget and Enrollment Analysis - Insert program data from at least three academic years.

Budget and Enrollment						
Academic Year	Operational Budget (do not include salaries)	+/- % change in budget from prior year	Program Credits Enrolled	+/- % change in credits from prior year	Income Generated (graduate & CAPS only)	+/- % change in income from prior year
2017-18		n/a		n/a		n/a
2018-19						
2019-20						

G.4 Analysis of Acquired Resources - Since the last program review, identify each major programmatic resource acquisition (or loss) and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measureable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.
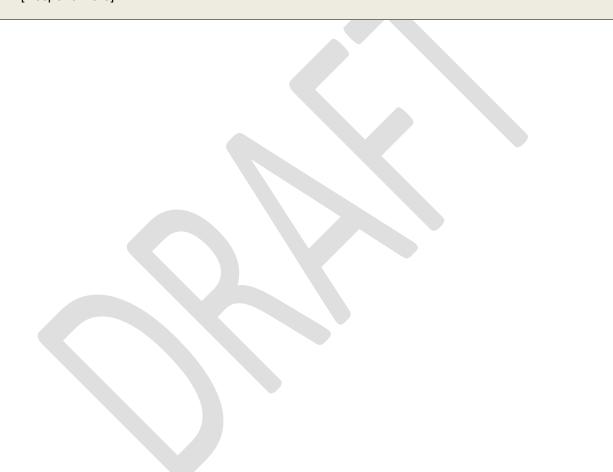
> [Respond Here]

G.3 Resource Allocation Relative to Capacity - Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if a program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if a program has increased in size or income, what

resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost.   Describe planned efforts to obtain funding for these needed capacities.

[Respond Here]

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

[Respond Here]

Program Goals with Recommended Action Steps

Program Name: _____ Date: _____

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other program indicators of success. Set reasonable, measureable, and achievable goals and identify clear action steps needed to obtain the goal. **This information serves as the basis for the Dean's Administrative Response and Memorandum of Understanding, as well as the Mid-Cycle Status Report and ongoing strategic planning process.**

(Attach *this* year's "Program Goals with Recommended Action Steps" as Template Appendix A in your program's *next* program review. See "Schedule of Future Program Reviews" document, next page, for date of your next review.) You may add rows to this table as needed.

Component	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Recommended Action Steps to Achieve Goal (include person responsible for action	Program's Request for Resources with Justification (include costs and rationale)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness
A - Mission and Context					
B - Faculty Characteristics and Qualifications					
C - Quality of Curriculum and Student Learning					
D - Student Enrollment and Success					
E - Academic Opportunities and Class Size					
F - Student and Constituent Feedback					
G - Resources and Institutional Capacities					
Summary Conclusions					

Appendices

Template Appendix A: Program Goals with Recommended Action Steps—From Previous Review

Attach this document with your Program Review Report for Section A.2 above. See instructions given in Section A.2. Please type "Intentionally Left Blank" if this is the program's first review.

Template Appendix B: Administrative Response Sheet—From Previous Review

Attach this document with your Program Review Report for Section A.2 above. See instructions given in Section A.2. Please type "Intentionally Left Blank" if this is the program's first review.

Template Appendix C: Mid-Cycle Status Report — From Previous Review

Attach this document with your Program Review Report for Section A.2 above. See instructions given in Section A.2. Please type "Intentionally Left Blank" if this is the program's first review.

Template Appendix D: Memorandum of Understanding – From Previous Review

Attach the program's Multi-Year Overall Assessment Plan from TaskStream for Section E.2 above. See instructions given in Section E.2 Please type "Intentionally Left Blank" if this is the program's first review.

Template Appendix E: Multi-Year Overall Assessment Plan

Attach the program's Multi-Year Overall Assessment Plan from TaskStream for Section F.3 above. See instructions given in Section F.3

Template Appendix F: Annual Assessment Reports—Since Program Inception or Last Program Review

Attach the program's Annual Reports from TaskStream since the program inception or since the last program review for Section F.3 above. See instructions given in Section F.3

Template Appendix G: Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports from TaskStream since the program inception or since the last program review.