PASSHE Criteria for Full Academic Program Review

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

B. Mission centrality statement*
   
   Link your program to ESU’s Mission Statement

C. Environmental scan*
   
   Offers a picture of factors in the changing environment that may impact your program.
   
   a. 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?
   
   b. 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?
   
   c. 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?
   
   d. Federal and state statutes & policies and legal decisions affecting programs
   
      For example, how are the BOG residency and credit requirements affecting your program?
   
   e. 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?
   
   f. 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*
   
   a. Enrollment trends
   
      You may wish to compare information about trends in your department to state or national trends available through your disciplinary organizations.
   
   b. Student credit-hour generation
   
      If you have information about trends in your discipline, you may wish to compare to your program’s data here.
   
   c. Course enrollments
   
      You might look at enrollment vs. seat capacity to show demand.

E. Program Organization*
   
   a. Structure – include collaborations as appropriate
   
   b. Faculty credentials and diversity
   
   c. Student diversity
   
   d. 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.
   
   e. Library and other learning resources
   
      Describe library holdings relevant to your program and other learning resources such as Instructional Resources.
   
   f. Academic policies, standards, and grading practices
   
      If you choose, IR can provide a grade distribution report at the department and university levels.
F. Program and Student Learning Outcomes*
   a. Faculty achievements
e.g., grants, presentations, publications, awards
   b. Student achievements
e.g., awards, presentations, research
   c. Program outcomes
   Use PASSHE Performance metrics as a guide. Include as appropriate items such as: test scores,
   retention data, 4- and 6-year graduation rates, graduate and professional school acceptance
   rates, employment rates, employer assessments, and economic or community development
   d. Student learning outcomes
   Describe knowledge, skills and abilities and how they are assessed and how you are responding
   to assessment results

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. This plan
   must include goals and action items to be accomplished by the next review period. This information
   will help you fill out the Program Review Summary Form.

Other categories of information may be added at the University’s discretion. The Office of the Chancellor,
in consultation with State System universities, shall establish and review criteria for the academic
program reviews.

* Required items

Typical Addendums Include:
• Faculty vitae
• Statistical documentation

EVALUATION

A. Internal Evaluators
   Committees appointed or designated to review self-study documents and make recommendations
   about the program in question should include at least two people not directly responsible for the
   program; these may include faculty or administrators from other units, students, and/or alumni

B. External Evaluators
   External review of existing academic, and academic- and student-support programs is a standard
   practice in higher education. The purpose of external review is to garner additional perspectives
   on program strengths and weaknesses from individuals in the field or a closely related field who
   are affiliate with other institutions. Except under special circumstances, external evaluations are
   to be from outside the Pennsylvania State System of Higher Education