



Department/School:	
College:	

Program Name:	
Reference Number:	
CIP Code:	
Degree Type (AB, BS, etc.):	
STEM+H Degree (Y/N)	
Minimum Hours Required:	
List Concentrations (if any):	

### 1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Possible questions to consider:

- What is your program's primary intent ("to prepare students for ...")?
- What is your target audience/student demographic (e.g., FT, PT, adult learners, working professionals)?
- What delivery modes/locations are available/emphasized (e.g., face-to-face, online, DELO cohort, regional campuses)?
- Is a second major, minor, or certificate required? What additional courses outside the department are required?
- Is this a selective admissions program? If so, what are the criteria? Is there a cap on the number of students admitted?

**2. PROGRAM PRODUCTIVITY**

a. Data Provided by IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Enrolled Students						
Conferrals						
SCHP						
<b>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</b>						
<p>Possible questions to consider:</p> <ul style="list-style-type: none"> <li>• What other departments/major programs benefit from your program’s courses? To what extent?</li> <li>• What’s the relationship between this and other programs in the department (e.g., JUMP or other program transitions, stacked credentials, feeder program)?</li> <li>• How does the program support, complement, or add tangible value to other programs in the department (e.g., research/scholarship, teaching contribution of students, recruitment)</li> </ul>						
<b>c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)</b>						
<p>For example:</p> <ul style="list-style-type: none"> <li>• Is this a relatively new program? If so, how does this inform productivity data?</li> <li>• Has the program recently been revised or changed in a way that provides context to the productivity data?</li> <li>• Are there internal factors that impact enrollments and conferrals (e.g., admission caps)?</li> <li>• Have external factors impacted the size and productivity of the program (e.g., changing requirements in the profession, changing pool of potential students)?</li> </ul>						

### 3. SUCCESS OF STUDENTS

a. Data Provided by IR	2013-14		2014-15		2015-16		2016-17		2017-18		17/18 Univ. Values
	N	%	N	%	N	%	N	%	N	%	
First-Year Retention Rate											
Progression											
150% Graduation Rate											
Time to Degree											
<b>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</b>											
<p>For example:</p> <ol style="list-style-type: none"> <li>Students will demonstrate knowledge of ...</li> <li>Students will demonstrate skill in ...</li> <li>Students will demonstrate awareness of ...</li> </ol> <p>Student attainment on SLOs is assessed through ... In the 20__ AY assessment, students in the program demonstrated a relative weakness in their ability to ... As a result, the program revised the content in the core sequence to include a greater emphasis on ...</p>											
<b>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>											
<p>Possible questions to consider:</p> <ul style="list-style-type: none"> <li>Do you routinely track and analyze performance of graduates on national exams/acceptance into advanced study?</li> <li>Do you have a systemic process through which alumni provide feedback on the strengths and weaknesses of the program (e.g., alumni advisory group, alumni surveys)?</li> <li>What types of employers, careers, or continued professional opportunities are open to and taken advantage of by your graduates? To what extent?</li> <li>What do the data show about the employment/success of your graduates in Kentucky? Beyond?</li> </ul>											
<b>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</b>											
<p>Possible questions to consider:</p> <ul style="list-style-type: none"> <li>Do you have a systemic process through which employers or potential employers provide feedback on the strengths and weaknesses of the program (e.g., external advisory group, employer surveys)?</li> <li>Do you use national data available through professional organizations, AAC&amp;U surveys, or other publically-available sources to inform the curriculum?</li> <li>How have the data and/or feedback gained been used in the design or delivery of the curriculum?</li> </ul>											
<b>e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)</b>											
<p>For example:</p> <ul style="list-style-type: none"> <li>Are there reasons why the majority of your students are not reflected in the cohort data above?</li> <li>What factors beyond the curriculum influence progression/time to degree (e.g., percentage of part-time students)?</li> </ul>											

### 4. COSTS, REVENUE AND EFFICIENCY

a. Data Provided by AA/IR	2013-14	2014-15	2015-16	2016-17	2017-18	17/18 Univ. Median
Number of TE Faculty						
Number of NTE Faculty						
Cost per SCH						
SCHP/FTF by Dept.						
% SCH by FTF by Dept.						
Median Class Size by Level						
% Under-Enrolled Sections by Level						

**b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)**

Possible questions to consider:

- What is the extent of external funding garnered by program faculty? How are students involved?
- Are there opportunities for the program to attract donor or corporate support? In what ways?
- What other types of partnership opportunities exist?

**c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)**

For example:

- To what extent do program classes overlap with those of other programs and/or general education?
- Are the current number of FTF different from that in 2017-18? In what way?
- Are there pedagogical or accreditation-driven issues that affect SCHP/FTF, median class size, and/or % under-enrolled sections?

## 5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

<b>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</b>
Possible questions to consider: <ul style="list-style-type: none"><li>• What are the 1-3 strategic priorities that are most directly addressed by the program?</li><li>• In what ways does the program directly contribute to addressing a given strategic priority?</li><li>• What outcomes or metrics are directly targeted/impacted by the program?</li></ul>
<b>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</b>
Possible questions to consider: <ul style="list-style-type: none"><li>• What are the 1-3 strategic priorities that are most directly addressed by the program?</li><li>• In what ways does the program directly contribute to addressing a given strategic priority?</li><li>• What outcomes or metrics are directly targeted/impacted by the program?</li></ul>
<b>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</b>
Possible questions to consider: <ul style="list-style-type: none"><li>• What specific occupational fields in Kentucky are addressed by the program? What are the associated 5-year growth prospects and projected wages?</li><li>• What are other indicators of professional demand for graduates of the program?</li></ul>
<b>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</b>
Possible questions to consider: <ul style="list-style-type: none"><li>• If there are similar programs in Kentucky or at benchmarks, how does WKU's program compare in productivity?</li><li>• How is WKU's program different in design, delivery, and/or target audience?</li><li>• Does the program contribute disproportionately to WKU's faculty, staff or student diversity, broadly defined?</li><li>• Has the program distinguished itself within the discipline relative to similar programs nationally? In what ways?</li></ul>
<b>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</b>
For example: <ul style="list-style-type: none"><li>• Are there external factors that mandate or influence the design or delivery of the program?</li><li>• Does the program complement WKU or statewide strategic priorities beyond academics?</li></ul>

**6. PROSPECTUS**

<p><b>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</b></p>	
<p>Possible questions to consider:</p> <ul style="list-style-type: none"> <li>• Are there opportunities to restructure, reorganize, or transform the program to take advantage of new opportunities?</li> <li>• Are there combinations of programs that could be brought together or aligned in ways that would benefit students and/or increase productivity or efficiency?</li> </ul>	
<p><b>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</b></p>	
<p>Possible questions to consider:</p> <ul style="list-style-type: none"> <li>• Is the trend in productivity of the program comparable with, greater or lesser than similar programs nationally?</li> <li>• Is the trend in the discipline comparable with, greater or lesser than that of all degree programs nationally?</li> <li>• How does the program’s productivity trend compare with other programs in Kentucky or among benchmarks?</li> </ul>	
<p><b>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</b></p>	
<p>Possible questions to consider:</p> <ul style="list-style-type: none"> <li>• What changes have been proactively implemented to address issues of productivity, student success, cost and efficiency, or alignment?</li> <li>• What was the basis of the changes implemented? What data did you draw on?</li> <li>• When would these changes be expected to manifest in the data?</li> </ul>	
<p><b>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</b></p>	
<p>Possible questions to consider:</p> <ul style="list-style-type: none"> <li>• Do you expect the program to grow, shrink, or remain the same, given its current state? Why?</li> <li>• Are there opportunities that are being missed? What is holding the program back from taking advantage of or benefitting from them?</li> <li>• What additional resources are required to move the program forward and/or sustain? What would be the return on such investment?</li> </ul>	
<p><b>e. What recommendation would you put forward for the program (check one)?</b></p>	
<input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)	<input type="checkbox"/> Maintain (Core or important complementary program)
<input type="checkbox"/> Transform (Redesign/combine/reorient)	<input type="checkbox"/> Suspend (Teach-out may be required)