

Academic Program Review Guidelines

University: University of Illinois at Springfield
College:
Program:
CIPS Classification Code: Located on program review schedule]
Submitted for: RESULTS REPORT 20XX
Date:

I. Program Objectives and Structure

Date of Initiation. Indicate the date the program was initiated.

Conceptual Design. Briefly describe the program's educational intent. Focus on such matters as special competencies engendered. How is the program structured? Identify board-approved options, tracks, concentrations, or emphases (if any).

Program Objectives. List program objectives, using bullet or numbered format. These objectives should be achievable and measurable by recognized standards. If the program expects changes in its objectives during the next review period, *briefly* identify and explain these changes, referencing the detailed discussion that appears later in the document.

Curricular Requirements and Coherence. List the core requirements for the major, as well as requirements for concentrations and specialty areas. Briefly describe how the program's core courses relate to program objectives. How are program requirements interconnected so as to support each other? Describe the program's closure exercise options, if any, indicating how they support the program's objectives. Describe any other noteworthy elements of the curriculum (e.g., special electives, internships, other experiential or self-directed learning).

What is the pattern of course offerings (e.g., is entire curriculum available both days, evenings, and online? Does the pattern of course offerings accommodate the needs of both full-time and part-time students? How frequently are core courses and electives offered? Do students experience difficulties with the frequency of course offerings?

For accredited programs and programs seeking accreditation:

Accreditation. If the program is currently accredited, briefly describe the way that accreditation standards relate to the curriculum and the results of the most recent accreditation review. If the program is seeking accreditation, briefly describe the status of the process.

For programs without accreditation:

Comparison with similar programs. Compare the program's curriculum with the curricula of similar programs at other institutions of higher learning. Analyze the currency of the program's curriculum in light of this comparison (or other indicator), identifying the strengths and weaknesses of the UIS program. How is the program planning to remedy weaknesses, if any are noted?

II. Assessment of Learning Outcomes and Curricular Revisions

Assessment. Describe the program's assessment process in enough detail for the reader to be able to follow the analysis presented in this section. Based on the analysis of recent results of this process, what is known about the learning outcomes of students who graduate from this program? When applicable, how well do students or graduates perform on licensure or certification exams or on other standardized tests?

Curricular Revisions during the Review Period. Describe any *major* revisions that the curriculum has undergone since the last program review. What prompted the curricular change? Consider

- Assessment of learning outcomes
- Changes in the field
- Accreditation standards
- Other factors

Comment on how successful these changes have been, citing an indicator(s) typical of this type of information, such as student surveys, accreditation criteria, or graduation rates.

Career Objectives and Job Placement. Briefly describe career aspirations typical of graduates of the program. How successful are graduates in securing employment in their field or in subsequent education? (*Note:* UIS Alumni Surveys provide information on success in securing employment in the field. Many programs have developed and/or implemented databases that are used in-house to track student placements. UIS encourages this process where feasible. If available, these data should be reported here.)

Student Satisfaction. Summarize current student (if available) and alumni responses to survey questions relating to satisfaction with the program.

Student Achievements. Briefly describe notable accomplishments of current or former students of this program. Programs should limit this response to one page or less.

III. Student Characteristics and Academic Support

Demographics. Briefly analyze in narrative form the characteristics of program majors: gender, ethnicity/race, part-time/full-time status, and age. Complete Table 1: Student Demographic Data.

Transfer Characteristics/Feeder Institutions. From which colleges and universities do students come? Are students recruited from schools, the work force, and/or professional positions? Will this pattern of recruitment persist through the next eight years?

Recruitment Activities. Discuss recruitment efforts made during the last review period, including efforts to attract students from underrepresented groups. Does the program have a system for responding to inquiries and to applicants?

Admissions Criteria. Briefly describe the program's admission requirements and procedures and indicate any changes made since the last review. What was the rationale for these changes (i.e., how was a specified problem addressed by making these changes)?

Describe any admissions criteria that seek to admit students from a variety of backgrounds and educational and work experiences. An example might be special consideration given to students who do not meet the GPA requirements but who have extensive work experience in the field. Another example might be the use of multiple admission requirements that, when viewed as a whole, are more indicative of a student's likelihood of academic success in the program than more traditional measures such as GPAs.

Advising and Other Communication to/with Students. What are your program's advising practices. For example, how are advising assignments made? What activities constitute and adviser's responsibility (e.g., converse about educational aspirations, provide career/graduate school counseling, consult about personal problems)? Is advising coordinated across the program? Is evening advising available?

Are advising services appropriate to support a productive and high-quality program or would students benefit from a different strategy for managing students' advising needs. Give an account of any changes in advising procedures or processes planned at this time.

Is advising evaluated and rewarded?

Using typical indicators such as student handbooks and Web pages, describe how faculty communicate to students the purposes, content, and practices of the program. Give two or three examples that illustrate how program faculty serve as mentors to students in ways that are appropriate to the program's objectives, level, and discipline.

For undergraduate programs:

Do program faculty use scores from UIS' baccalaureate skills assessment testing to increase students' likelihood of academic success and, if so, how are the scores used?

Retention. Discuss retention procedures, particularly efforts that will be made in the next eight years to retain members of underrepresented groups (including female students if underrepresented in the program). Comment on student drop-outs and stop-outs from the program.

IV. Faculty

Demographics. Provide a demographic analysis of program faculty (number, proportion tenured, rank, proportion with terminal degrees in the field or discipline, gender and race distributions, proportion of full-time vs. part-time appointments, extra-program commitments such as joint appointments, standing NIAs related to program administration or governance, etc.)

Discuss recruitment efforts made during the last review period to attract faculty from underrepresented groups, including an analysis of the effectiveness of these efforts and a discussion of the barriers encountered.

Fit with Program. How well does this faculty mix support program goals and objectives? How are faculty background and training suited to the program?

Faculty Achievements. Provide brief narrative descriptions of *key* scholarly and professional activities of the faculty, focusing primarily on achievements since the last review. In addition, give two or three good examples of the ways faculty scholarly and professional achievements support program goals and objectives. (Programs often provide much more information than is necessary here. Please be selective and do *not* include or append faculty résumés or vitae sheets.)

Technology. To what extent are faculty using instructional technology? Give two or three examples within the program.

Faculty Development. Identify faculty members who have taken sabbaticals, university-approved leaves of absence, or NIAs during the review period. Give titles and one- to two-sentence description of what they did. Indicate ways in which the program benefited from these activities.

Assess the needs and opportunities for faculty development in the program.

V. Learning Environment and Support Services

Student Involvement with Program Activities. Describe efforts made to create an intellectual and social climate that fosters student development and supports achievement of the program's objectives. Indicators might be program sponsorship of clubs or student chapters of professional organizations.

Describe how students affect program policy and operations, using indicators such as student membership on program committees. Present any plans for change in student participation that are designed to better achieve program objectives.

General Curricular Support. Assess the adequacy of library holdings and services, laboratories, equipment, and space in relation to the program's needs. How up-to-date are these support areas? How has the program used support services, such as the Center for Teaching and Learning, the Applied Study Office, and Student Life, to enhance student learning and promote student development. In what areas would students benefit from additional support services?

Computer Technology. How well do the program's computer hardware and software systems and campus support for instructional technology meet the program's instructional needs? How well do they meet administrative needs that are specific to this program, if any?

Future Needs. If the program foresees or plans any changes that would affect curricular support needs for students during the next review period, what is the rationale for these changes (i.e., what weakness will these changes address)?

VI. Student Demand and Program Productivity

Student Enrollment. Complete Table 2: Number of Program Majors, Credit Hours Generated and Degrees Granted.

Explain any significant increases or declines in credit hours, enrollments, or degree production for the program during the review period. Describe any apparent, developing, or expected trends over the next eight years in student enrollments, credit hours generated, and/or degree production. For example, a pending increase in credit hours required for licensure would be expected to affect credit-hour generation. Likewise, new course caps would affect enrollments.

Program Productivity Data and Analysis. Assess program capacity in relation to student demand, citing typical indicators such as average class size and student/faculty ratios. How well is the program able to meet the demand of students enrolled at off-campus locations and in online courses?

Compare credit hours, enrollments, and degree production of this program to other programs at UIS.

Compare credit hours, enrollments, and degree production of this program to other comparable programs in Illinois. How might discrepancies, if any, be addressed within existing resources?

If the enrollment level – either too high or too low for optimal use of resources – has been a central issue in evaluations of program quality and productivity in past reviews or reports, summarize the steps taken during the program review period to improve the productivity of this program. Give examples of reallocation and/or plans for reallocation of program human and budgetary resources to improve program operations, better serve students, improve the quality of the program, etc.

Demand for Concentrations. Using typical indicators such as student enrollment data and average class size, assess whether there is sufficient student interest in and demand for the concentrations associated with this degree.

How well is this faculty able to support any concentrations and specialty areas cited in the campus catalog? Indicators could include faculty workload, course enrollments, or delayed graduations. This analysis should include an assessment of alternatives available for meeting these needs (e.g., increased use of part-time faculty).

Minors. if the program offers an undergraduate minor, supply the detailed information requested in Appendix A.

VII. Centrality to Campus Mission

Support of the Campus Vision. Focusing on *key points*, briefly describe how the program supports UIS' vision for the future. (A point-by-point discussion of the vision statement is not necessary to illustrate program relationship to the vision statement.)

Relationship to Other Campus Instructional Programs. Briefly describe curricular ties with other programs (e.g., courses, subject matter, philosophy, personnel). How might these relationships be changed to improve the program's quality and/or productivity? Describe any new relationships that might be developed. What barriers to cooperation, if any, need to be surmounted?

Service to Non-Majors. Describe the service function of program courses (i.e., patterns of enrollments of non-majors in program prefix courses). What changes in these patterns, if any, does the program anticipate?

Support for General Education. To what extent does the program provide instructional support for UIS' lower-division general education (Capital Scholars or other IAI-approved courses). To what extent does the program provide instructional support for UIS' upper-division general education requirements (i.e., public affairs colloquia, liberal studies colloquia, applied study terms)?

Support for campus initiatives. To what extent has the program offered instruction of either credit or noncredit courses off-campus, online, or through other forms of distance learning?

VIII. Costs

Analysis of Costs. What are the instructional costs of the program? Describe any significant increases or decreases in the unit cost of the program during the review period. Compare the program's costs with statewide average costs in the discipline. Provide a brief analysis of factors that may be affecting unit cost, leading to an increase or decrease in unit costs or leading to a significant deviation from the statewide average. Some of these factors might be faculty workload, base salaries, faculty size, courses taught, credit hours generated – as well as shifts in these factors over time. Discuss the possibility of correcting any deviation within existing resources.

External Funding. Describe any external funding the program or its faculty have received since the last review. What potential is there for obtaining external funds during the next eight years? Are there any barriers to obtaining external funding and, if so, what might be done to overcome them?

IX. Summary and Recommendations

This section gives the program an opportunity to recap its strengths, identify areas of concern, and make recommendations for the next review period.

Previous Program Review Recommendations. What recommendations were made in the last regular cyclical program review and, if applicable, follow-up study? Describe the program's responses to those recommendations. Were the recommendations achieved? If not, why?

Current Program Strengths. Based on information presented in earlier sections of this report, what does the program identify as its areas of strength.

Areas of concern. As the program considers its development over the next eight years, what are areas of concern?

Program's Recommendations for the Current Review. As a result of this self-study, what changes does the program recommend for the next eight years to improve the overall quality and productivity of the program? What is the rationale for each recommendation? Include recommendations that lead to enhancement or improvement of the program, plans for program expansion, or proposals that address problems disclosed from the review, and/or that provide for the maintenance of a productive, high quality program.

X. Statistical Data

Table 1: Student Demographic Data

Table 2: Number of Program Majors, Credit Hours Generated,
and Degrees Granted

Examples of the two table formats required follow. Data are required for eight historic years. All data should be for the fall semester except degrees granted, which should be for the full fiscal year.

Table 1
Student Demographic Data

<u>Undergraduate Majors by Gender</u>					
<i>Semester</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>		
Fall 2001*	20 (74%)	7 (26%)	27		
Fall 2002	11 (69%)	5 (31%)	16		
Fall 2003	11 (65%)	6 (35%)	17		
Fall 2004	10 (53%)	9 (47%)	19		
Fall 2005	10 (59%)	7 (41%)	17		
Fall 2006	6 (43%)	8 (57%)	14		
Fall 2007	9 (43%)	12 (57%)	21		
Fall 2008	9 (43%)	12 (57%)	21		

<u>Undergraduate Majors by Ethnic Group</u>					
<i>Semester</i>	<i>Hispanic</i>	<i>Black</i>	<i>Asian</i>	<i>White</i>	<i>Total</i>
Fall 2001		4 (15%)	1 (4%)	22 (81%)	27
Fall 2002		3 (19%)		13 (81%)	16
Fall 2003		1 (6%)	1 (6%)	15 (88%)	17
Fall 2004				19 (100%)	19
Fall 2005		1 (6%)	1 (6%)	15 (88%)	17
Fall 2006				14 (100%)	14
Fall 2007	1 (5%)	1 (5%)		19 (90%)	21
Fall 2008		2 (10%)		19 (90%)	21

<u>Undergraduate Majors by Part-time/Full-time Status</u>			
<i>Semester</i>	<i>Part-time</i>	<i>Full-time</i>	<i>Total</i>
Fall 2001	11 (41%)	16 (59%)	27
Fall 2002	8 (50%)	8 (50%)	16
Fall 2003	8 (47%)	9 (53%)	17
Fall 2004	8 (42%)	11 (58%)	19
Fall 2005	6 (35%)	11 (65%)	17
Fall 2006	4 (29%)	10 (71%)	14
Fall 2007	9 (43%)	12 (57%)	21
Fall 2008	9 (43%)	12 (57%)	21

* Provide data for eight most recent years

Semester	Unknown	<u>Undergraduate Majors by Age</u>					
		18-21	22-29	30-39	40-49	50-64	65+
Fall 2001		1	15	10	1		
Fall 2002		3	9	3	1		
Fall 2003		2	11	4			
Fall 2004		5	8	6			
Fall 2005		2	5	8	2		
Fall 2006		3	3	6	2		
Fall 2007		7	7	4	3		
Fall 2008		6	8	3	4		

(mean age — 28 years)

Table 2
Program Majors, Credit Hours Generated,
And Degrees Granted

	<u>Program Majors</u> (Fall Term)	<u>FY Credit Hours</u> <u>Generated</u> (by Program Prefix)	<u>Degrees Granted</u> (FY)
FY01 (AY00-01)*			
FY02 (AY01-02)			
FY03 (AY02-03)			
FY04 (AY03-04)			
FY05 (AY04-05)			
FY06 (AY05-06)			
FY07 (AY06-07)			
FY08 (AY07-08)			

* Provide data for eight most recent years

Appendix A

Review of the Undergraduate Minor (If Applicable)

I. Program Description and Objectives

Indicate the date the minor was implemented. (This date was Fall 1990 for most minors.) Briefly describe the minor's educational intent. List objectives, using bullet or numbered format.

II. Curriculum

Specify required and elective courses. Discuss the pattern of course offerings, including course enrollments both on and off-campus. Discuss any anticipated curricular changes.

III. Students

Briefly describe the characteristics of students enrolled in the minor: gender, ethnicity/race, part-time/full-time status, and age. What are the students' majors? If available, provide survey results for students enrolled in the minor.

IV. Faculty

Identify faculty teaching courses in the minor and their status as UIS program faculty, other UIS faculty, or part-time/adjunct faculty.

V. Student Demand

Provide information on credit hours generated, number of students enrolled in the minor, and the number of students graduating with the minor during the review period.

VI. Costs

What are the instructional costs of the minor? (Only "freestanding" minors need respond.)

VII. Quality and Productivity

What are the strengths of the minor? Summarize the steps taken during the review period to improve the quality and productivity of the minor.

XI. Recommendations

As a result of this self-study, what changes are recommended by the program for the next eight years to improve the overall quality and productivity of the minor (if any)?

Dean's recommendations for the current review (to be written and appended by the dean).