PURDUE UNIVERSITY®
NORTHWEST™

ACADEMIC PROGRAM REVIEW

OFFICE OF ACADEMIC AFFAIRS

Effective Spring, 2020

TABLE OF CONTENTS

Purdue University Northwest Academic Program Review
Introduction and Purpose

Purdue University Northwest's Academic Program Review (APR) is intended to be a collaborative process involving each department and/or school, college, the Academic Program Peer Review Corps (APPRC), and the Vice Chancellor for Academic Affairs and Provost. It is designed to be a reflective and analytical process that will lead to program improvement, and its results can be used as input into a variety of strategic and programmatic decisions.

The APR's purpose is:
To promote the faculty-driven, continuous quality improvement of academic programs and the larger University through a process that is responsive to the mission, focused, collegial, data-informed, contextual, and adaptive, and that results in a plan of action.

Each component of the statement of purpose is clarified below:

(1) Faculty-driven: The faculty is responsible for curriculum; therefore, APR is a faculty responsibility. The AAPRC is composed of faculty from all colleges and is charged to oversee the process of Academic Program Review across the University.

(2) Continuous quality improvement: The improvement of overall academic quality is an ongoing objective. The intent of APR is to support each program in developing and maintaining its own continuous system of academic program review. Within such a system, periodic academic program review serves as an opportunity for a global consideration of the program.

(3) Individual academic programs and the larger University: Quality is systemic. While APR originates at the individual program level, the analysis expands to incorporate activities and support services at the department or school, college, and university levels.

(4) Responsive to the mission: The review of a particular program aims to situate it in the context of Purdue University Northwest's unique mission and values statements and its strategic plan. In so doing, APR seeks to enhance learning within a particular unit and across units, and to further the evolution of a university culture characterized by ongoing institutional self-analysis leading to continually improved practices.

 (5) Focused: To be efficient, APR's are conducted within a clearly limited time frame. Thus, each unit is asked to identify important issues during the APR planning stage, investigate them along with those required by the process, and report accordingly. The aim is meaningful reflection in areas identified by the program's faculty.

(6) Collegial: The APR process seeks to support and sustain conversations among various university constituents that lead to the identification and analysis of a particular program's

strengths and areas for improvement. The inclusion of multiple diverse perspectives is intended to help programs share their strengths as well as facilitate improved university-wide understanding of the varied disciplinary and professional languages and norms that compose the University. In addition, the self-study stimulates a culture of continuous reflection, internal research, and collegial accountability that is both program-based and university-wide.

(7) Data-informed: The APR process seeks to facilitate the development of plans of action supported by analyzed data. In so doing, APR seeks to support internal research and, through its ongoing activity, continually refine the University's academic information systems to support decision-making at the program, department or school, college, and university levels.

(8) Contextual: AAPRC's review encourages a cross-discipline/cross-profession dialogue and accountability for the University's curricular programs as a whole. The APR process combines the strengths of *internal* review, best understood within the context of Purdue University Northwest's mission and array of programs, with *external* discipline-specific review, ensuring that academic programs represent current practice within the discipline.

(9) Adaptive: The APR process is dynamic, reflective, and evolving. While the overall purpose of continuous improvement is paramount, specific features of the process may be modified as needed for any individual program to ensure the purpose is met. Ongoing assessment of the process as a whole will result in modifications as indicated by results.

(10) Plan of Action: The outcome of the APR process is the identification of sound initiatives for improving quality that are supported by both data and broad-based understanding of a wide-array of PNW stakeholders (e.g., students, faculty, residents of northwest Indiana, etc.).

Deliverables

From each program: A completed program review self-study including quantitative and qualitative analysis of the program consistent with the PNW APR guidelines as described in the following pages.

From the AAPRC: A thorough review of the program self-study which results in a final report that situates the program within the larger structure of the University in a way that both highlights actual and potential connections between the program and other units or university stakeholders and suggests opportunities for growth.

From the APR process: A set of initiatives for improvement agreed upon by the program, the department or school, the college, and the University. An official plan of action outlines agreed-upon courses of action that the program will take over the next several years to support improved academic quality. It also identifies resource support priorities for academic improvement.

Purdue University Northwest Academic Program Review
Academic Program Peer Review Corps (APPRC)

The Purdue Northwest APR is faculty-driven as noted above; the faculty is responsible for curriculum; therefore, APR is a faculty responsibility.

The Academic Program Peer Review Corps (APPRC) is composed of faculty from all colleges and is charged to oversee the process of Academic Program Review across the University. The APR Review Committee is drawn from this body.

The APPRC is constituted as follows:

- The APPRC is comprised of eleven (11) faculty members, with two representatives from each of the five PNW academic Colleges and one from the Faculty Senate, with "faculty" being defined as full-time, benefits-eligible, and current voting members of the instructional staff.

- Representatives will be selected by the end of the Spring semester, with terms beginning the following Fall.

- The members from each college will be decided by a College-level nomination process and college-wide vote. The single Faculty Senate member should be nominated and voted on by the Faculty Senate.

- No APPRC member will participate in the review of the programs in his/her home department. Thus, the calendar below should be considered when selecting representatives.

- The term of service will be for two years, with staggered terms so that half of the APPRC membership is replaced each academic year. Any given member may serve more than one successive term.

- Before each Fall term begins, the Associate Vice Chancellor for Academic Affairs -- Institutional Effectiveness will provide orientation and information/guidance on the duties and functions of the APPRC. The AVC-IE will also serve as an ongoing resource, support, and ex-officio member of the body.

The duties and responsibilities of the APPRC include:

- Participating as active members of the PNW Academic Program Review process.

- Serving as members of the Academic Program Review Committee, reviewing program self-studies as submitted and actively participating in reviews each semester.

- Providing feedback to each Program being reviewed, and forwarding recommendations to the Vice Chancellor for Academic Affairs and Provost.

- Acting as a resource for Programs participating in the APR process.

College Department/Program	Review Schedule	Self-Study Due Dates	Presentation Dates *First Friday March/October*	Feedback Due *First Friday April/November*	Provost Letter *End of Semester*	Midcycle Review *(if needed)*
				PURDUE UNIVERSITY NORTHWEST ACACEMIC PROGRAM REVIEW MASTER CALENDAR		
CES Biological Sciences	Spring 2021	December 1, 2020	March 5, 2021	April 2, 2021	May, 2021	Fall 2023
COB School of HTM	Spring 2021	December 1, 2020	March 5, 2021	April 2, 2021	May, 2021	Fall 2023
CHESS School of Education	Fall 2021	May 1, 2021	October 1, 2021	November 5, 2021	December, 2021	Spring 2024
CHESS Communication	Fall 2021	May 1, 2021	October 1, 2021	November 5, 2021	December, 2021	Spring 2024
CES/SOE Mechanical and Civil Engineering	Spring 2022	December 1, 2021	March 4, 2022	April 1, 2022	May, 2022	Fall 2024
CES/SOE Computer and Electrical Engineering	Fall 2022	May 1, 2022	October 7, 2022	November 4, 2022	December, 2022	Spring 2025
COT CITG	Fall 2022	May 1, 2022	October 7, 2022	November 4, 2022	December, 2022	Spring 2025
CHESS History/Philosophy	Spring 2023	December 1, 2022	March 3, 2023	April 7, 2023	May, 2023	Fall 2025
CHESS Psychology	Spring 2023	December 1, 2022	March 3, 2023	April 7, 2023	May, 2023	Fall 2025
CHESS Behavioral Sciences	Fall 2023	May 1, 2023	October 6, 2023	November 3, 2023	December, 2023	Spring 2026
COB Managerial Studies	Spring 2024	December 1, 2023	March 1, 2024	April 5, 2024	May, 2024	Fall 2026

College Department/Program	Review Schedule	Self-Study Due Dates	Presentation Dates *First Friday March/October*	Feedback Due *First Friday April/November*	Provost Letter *End of Semester*	Midcycle Review *(if needed)*
COB Quantitative Business Studies	Fall 2024	May 1, 2023	October 4, 2024	November 1, 2024	December, 2024	Spring 2027
COT CSOL	Spring 2025	December 1, 2024	March 7, 2025	April 4, 2025	May, 2025	Fall 2027
COT Engineering Technology	Spring 2025	December 1, 2024	March 7, 2025	April 4, 2025	May, 2025	Fall 2027
CES Chemistry/Physics	Fall 2025	May 1, 2025	October 3, 2025	November 7, 2025	December, 2025	Spring 2028
CHESS English	Fall 2025	May 1, 2025	October 3, 2025	November 7, 2025	December, 2025	Spring 2028
CES MSSCS	Spring 2026	December 1, 2025	March 6, 2026	April 3, 2026	May, 2026	Fall 2028
CHESS PEW	Spring 2026	December 1, 2025	March 6, 2026	April 3, 2026	May, 2026	Fall 2028
COT Graduate Programs	Fall 2026	May 1, 2026	October 2, 2026	November 6, 2026	December, 2026	Spring 2029
CES Biological Sciences	Fall 2026	May 1, 2026	October 2, 2026	November 6, 2026	December, 2026	Spring 2029
COB School of HTM	Spring 2027	December 1, 2026	March 5, 2027	April 2, 2027	May, 2027	Fall 2029
CHESS School of Education	Spring 2027	December 1, 2026	March 5, 2027	April 2, 2027	May, 2027	Fall 2029
CON Nursing	Spring 2028	December 1, 2027	March 3, 2028	April 7, 2028	May, 2028	Fall 2030

Purdue University Northwest Academic Program Review
Timeline and Deadlines

FOR ALL REVIEWS (ANNUALLY)	
End of Spring semester (May)	Members of the APPRC/Review Committee named for upcoming year
End of Spring semester (May)	IR provides standardized data sets to all programs
Beginning of Fall Semester (August)	Orientation for APPRC

FALL REVIEWS *(18-month process beginning in July of the year preceding the review)*	
July (year 1)	Program notified of upcoming review
December 1 (year 1)	IR provides market analysis data to program
May 1 (year 2)	Self-study due to reviewing team
First Friday in October (year 2)	Program's presentation to reviewing team
First Friday in November (year 2)	Reviewing team provides feedback to program
Third Friday in November (year 2)	Program responses due to reviewing team
December 1 (year 2)	Reviewing team provides final report to the Provost
End of Fall semester (year 2)	Provost's letter to Dean

SPRING REVIEWS *(18-month process beginning in January of the year preceding the review)*	
January (year 1)	Program notified of upcoming review
May 1 (year 1)	IR provides market analysis data to program
December 1 (year 1)	Self-study due to reviewing team
First Friday in March (year 2)	Program's presentation to reviewing team
First Friday in April (year 2)	Reviewing team provides feedback to program
Third Friday in April (year 2)	Program responses due to reviewing team
May 1 (year 2)	Reviewing team provides final report to the Provost
End of Spring semester (year 2)	Provost's letter to Dean

Purdue University Northwest Academic Program Review
Guidelines for Self-Study Completion

Each academic program will participate in the PNW Academic Program Review (APR) process during its assigned slot in the master calendar (see page 6).

For the purposes of the PNW APR process, a "program" is defined as the degree credential approved for inclusion in the Indiana State Academic Program Inventory, e.g., BA/BS or MA/MS (and other named degrees). Concentrations within those degree programs will be addressed in the same self-study/review process.

For ease of scheduling and to reduce repeated departmental effort, the master calendar is arranged by academic department/school, with all programs in those departments participating in the APR process at the same time (e.g., the BA and MA in Communication are reviewed in the same semester, with two separate review processes).

The APR process includes faculty review of assessment of student learning results, analysis of statistical data, the completion of a self-study document, and an in-person presentation to the APPRC.

The Self-Study Template (see page 10) includes the elements included in the document, word limits, and the parties responsible for providing the information/data (in **red)**. Wherever possible, information will be supplied to the departments by the Institutional Research Office (IR) or Academic Affairs. A Microsoft Word template, which will be used for completion of the self-study document, will be provided to each program at the time of its review.

Guidelines for the in-person presentation are included on page 12.

**Purdue University Northwest Academic Program Review
Self-Study Template**

PROGRAM DESCRIPTION – DEPARTMENT/PROGRAM (2000 WORDS)

Elements to include:
- Mission statement
- Brief program history
- Description of concentrations
- Relationship with other academic units
- Strategic plan/goals for next five years
- Progress toward goals developed as a result of last program review (future)

PROGRAM CURRICULUM REVIEW – DEPARTMENT/PROGRAM (1000 WORDS)

Elements to include (*for each concentration*):
- Provide evidence that your undergraduate and graduate curricula are current. Use benchmarks such as
  - peer institutions
  - national disciplinary standards
- Briefly describe plans for program/curriculum development and how they tie to your strategic plan
- Describe resources needed to accomplish your planned development

STUDENT ACADEMIC ACHIEVEMENT/PROGRAM QUALITY – FROM ASSESSMENT PLATFORM (e.g., TASKSTREAM, DIGITAL MEASURES) – DEPARTMENT/PROGRAM

Elements to include (*for each concentration*):
- Brief narrative describing learning outcomes and assessment measures used (future: *and results obtained since last APR*)
- Assessment reports for graduate and undergraduate programs
- Your current Student Learning Outcome Improvement Plan
- Describe your methods of determining teaching effectiveness

FACULTY ACHIEVEMENT (ONE TEMPLATE PER FT FACULTY MEMBER) – PROGRAM/FACULTY

Elements to include (see Faculty Credentials template, pp. 13-14)
- Name
- Rank
- Educational/Professional preparation
- Areas of expertise and experience
- Teaching experience
- Appointments
- Honors, awards, certificates, licenses
- Scholarly work/Products/Grants/Patents (at least the last three years)
- Professional development (at least last three years)
- Relevant Engagement/Synergistic activities (at least last three years)

EMPIRICAL PERFORMANCE MEASURES (*FOR EACH CONCENTRATION*) (RESPONSIBLE PARTY TO PROVIDE DATA)

- STANDARDIZED DATA SETS (IR):
    - Enrollment Measures (see p. 15 for sample), such as:
        - Number of majors/minors
        - Service courses
        - Billing hours generated

    - Effectiveness Measures (see p. 16), such as:
        - Time to degree
        - Number of degrees awarded

    - Efficiency Measures (see p. 16), such as:
        - Number of faculty
        - Courses taught

    - Competitive Advantage Measures (see pp. 17-19)
        - Regional competitors
        - Student demand
        - Environmental scan
        - Labor department statistics

    - QUALITY MEASURES (DEPARTMENT)
    - Accreditations
    - Honors
    - Awards

ASSESSMENT OF EMPIRICAL PERFORMANCE MEASURES – DEPARTMENT (1000 WORDS)
Overall, what do these quantitative performance measures reveal about the strengths, weaknesses, opportunities, and challenges of the program, its students, and its performance? Evaluate how these performance measures are used.

SUMMARY OVERALL EVALUATION, FUTURE PLANS – DEPARTMENT (500 WORDS)

Guidelines for Presentations

Presentations will be scheduled for a 30-minute time slot. Presentations should be 20 minutes in length, allowing an additional 10 minutes for questions from the Reviewers. Programs **must** leave the last 10 minutes for Review Committee questions, so it is recommended to practice the timing.

The presentation will be based on a PowerPoint presentation. Programs must provide the PowerPoint and eleven (11) printed copies of the slides to the Review Committee Chair no later than the Close of Business on the day prior to the presentation. The Academic Program Review Committee will be evaluating the presentation as one component of the overall academic program review.

This is the to present additional information about the program and share details of successes. ***Be sure to incorporate findings from the data throughout the presentation***. Presentations must address the following eight areas:

1. Introduction to the Program (*including concentrations*)
2. Discuss the need that this program serves within the University and the community.
3. Who is this program ideally suited for (both students and employers)?
4. How does this program prepare students for employment or advanced education?
5. What related programs exist at PNW and how does this program fit? What related programs are there in the region/state and how does this program fit?
6. What are the program's strengths? How will strengths be optimized?
7. What are the program's challenges? How will those be addressed?
8. What are your plans to meet the needs of students and the community in the future?

APPENDICES

Purdue University Northwest Academic Program Review
Faculty Credentials Template

Insert Name and Credentials Here (e.g., Robert Smith, PhD, MPA, RN)

Education/Professional Preparation [add or delete rows as necessary]

Degree	Major	University	Year
Highest degree first	Area of Study	University, City, St	Year earned or projected

Areas of Expertise and Experience:

List areas of expertise and how they align with teaching areas

Relevant Clinical, Professional, and Teaching Experience

Brief narrative describing your clinical/teaching experience supporting what you currently teach

Appointments [add or delete rows as necessary]

Job Title	Place	Dates of Employment	Brief role responsibilities
list your employment, most recent first	Institution, City, State	--/---- to --/----	Brief description of duties (e.g., taught undergraduate courses)
list your employment, most recent first	Institution, City, State	--/---- to --/----	Brief description of duties (e.g., taught undergraduate courses)
list your employment, most recent first	Institution, City, State	--/---- to --/----	Brief description of duties (e.g., taught undergraduate courses)

Relevant Scholarly Work/Products/Grants/Patents (last 2-3 years). Include full citation information [title, author(s), date of publication/release, URL, website, etc. Include a one-sentence description.]

Items most closely related [add or delete rows as necessary)
1.
2.
3.

Other significant works/products [add or delete rows as necessary]
1.
2.
3.

Recent relevant Professional Development [for last 2-3 years date/title; add or delete rows as necessary]

Title	Date
Title of activity	Month, year
Title of activity	Month, Year
Title of activity	Month, Year

Recent relevant Engagement/Synergistic Activities that demonstrate broader impact of professional and scholarly activities [for last 2-3 years date/title; add or delete rows as necessary]

Title	Date
Title of activity	Month, year
Title of activity	Month, Year
Title of activity	Month, Year

STANDARDIZED DATA SET: SAMPLE ENROLLMENT MEASURES DATA (see page 11, above)
Example for Managerial Studies, AY 2018-2019

Billable hours generated by the program, listed by instructor classification and types of students taking the courses.

For example, tenure/tenure track faculty taught 1818 hours to Managerial Studies majors and 944 billable hours to students in other majors, for a total of 2762 billable hours.

And, students majoring in Human Resource Management took a total of 1035 credits as taught in Managerial Studies.

Total billable hours in right column; grand totals in red.

Fall 2018/Spring 2019 Census Billable Hours taught by instructional staff group and the types of students enrolled in the courses (majors/non-majors)

	Tenure/Tenure-Track Faculty	Clinical Faculty	Visiting Faculty	LTL	Total
Managerial Studies					
Billable Hours Taken by Majors					
Bachelor of Science in Business - Human Resource Management	525	90	384	36	1035
Bachelor of Science in Business - Leadership	60	3	18	21	102
Bachelor of Science in Business - Management	207	51	162	48	468
Bachelor of Science in Business - Marketing	927	525	411	45	1908
Bachelor of Science in Business - Sports Management	18	9	33	12	72
Retired / Teach-Out Programs	81	273	54		408
Undergraduate Certificates			3		3
Billable Hours Taken by Majors Total	**1818**	**951**	**1065**	**162**	**3996**
Billable Hours Taken as Service (Department of Students' Programs)					
Academic Center for Excellence	48	63	54	21	186
Behavioral Sciences	12		3	3	18
Biological Sciences	120	12	24	21	177
College of Business (as a Department)	164	3	9		176
College of Humanities, Education, and Social Sciences (as a Department)		3			3
College of Nursing (as a Department)			3		3
Communication and Creative Arts	21	15	15		51
Computer Information Technology and Graphics	27	9	9	3	48
Construction Science and Organizational Leadership	6	21	6	3	36
Electrical and Computer Engineering		9			9
Engineering Technology	3				3
History and Philosophy	54	9	27	6	96
Mathematics, Statistics and Computer Sciences	5	12			17
Mechanical and Civil Engineering			3		3
Political Science, Economics, and World Languages and Cultures	6	3	3		12
Psychology	15	9	15		39
Quantitative Business Studies	457	195	426	78	1156
White Lodging School of Hospitality and Tourism Management	6	9			15
Billable Hours Taken as Service (Department of Students' Programs) Total	**944**	**372**	**597**	**135**	**2048**
Managerial Studies Total	**2762**	**1323**	**1662**	**297**	**6044**

These data will be generated each year and delivered to all programs at the end of each Spring semester going forward (not just in the year of the program review)

STANDARDIZED DATA SET: SAMPLE EFFECTIVENESS MEASURES DATA (see p. 11, above)
 Example for Managerial Studies

Numbers of Managerial Studies majors who completed their degree programs, for past four years.

Academic Year Completions (Summer, Fall, Spring) - Majors

	2015-16	2016-17	2017-18	2018-19
College of Business				
Managerial Studies				
Bachelor of Science in Business - Human Resource Management	30	49	47	40
Bachelor of Science in Business - Leadership		12	15	10
Bachelor of Science in Business - Management	27	34	44	37
Bachelor of Science in Business - Marketing	37	49	42	53
Bachelor of Science in Business - Sports Management				1
Graduate Certificates	8			
Retired / Teach-Out Programs	25	23	12	21
Undergraduate Certificates	3	3	3	1
Managerial Studies Total	**130**	**170**	**163**	**163**

STANDARDIZED DATA SET: SAMPLE EFFICIENCY MEASURES DATA (see p. 11, above)
 Example for Managerial Studies

Faculty and Courses taught

Fall 2019 Business General Fund Instructional Assignments			Hammond					Westville		
Faculty Type	Sections	Avg Class Size	Billing Hours Generated	Crosslisted Sections	Ave Class Size w Crosslisting	Sections	Avg Class Size	Billing Hours Generated	Crosslisted Sections	Ave Class Size w Crosslisting
Managerial Studies-PNW										
Tenure/Tenure Track Faculty	21	22	1359	5	24	9	21	576	0	21
Continuing Lecturers, Clinical Faculty, Visiting Instructors	18	22	1203	2	23	4	19	225	0	19
All Other Instructors	5	14	214	1	14	1	22	66	0	22
Managerial Studies -PNW Totals	44	19	2776	8	20	14	21	867	0	21

...

Fall 2019 Business General Fund Instructional Assignments			Online					Total Hammond, Westville, and Online		
Faculty Type	Sections	Avg Class Size	Billing Hours Generated	Crosslisted Sections	Ave Class Size w Crosslisting	Sections	Avg Class Size	Billing Hours Generated	Crosslisted Sections	Ave Class Size w Crosslisting
Managerial Studies-PNW										
Tenure/Tenure Track Faculty	7	22	468	0	22	37	22	2403	5	23
Continuing Lecturers, Clinical Faculty, Visiting Instructors	6	22	402	2	27	28	22	1830	4	23
All Other Instructors	1	31	93	0	31	7	18	373	1	18
Managerial Studies -PNW Totals	14	25	963	2	27	72	21	4606	10	64

These data will be generated each year and delivered to all programs at the end of *each* Spring semester going forward (not just in the year of the program review)

Bachelor's in Criminal Justice

CIP 43.01 (General)

Program Market Analytics – 2 Year Trends
State Analysis: Indiana, Illinois, Michigan

Office of Institutional Research
Purdue University Northwest

		Completions (2018)	% Completions	Institutions (2018)	% Institutions
●	All Programs	4,550	100%	84	100%
●	Distance Offered Programs	1,792	39%	28	33%
●	Non-Distance Offered Programs	2,758	61%	61	73%

Regional Trends
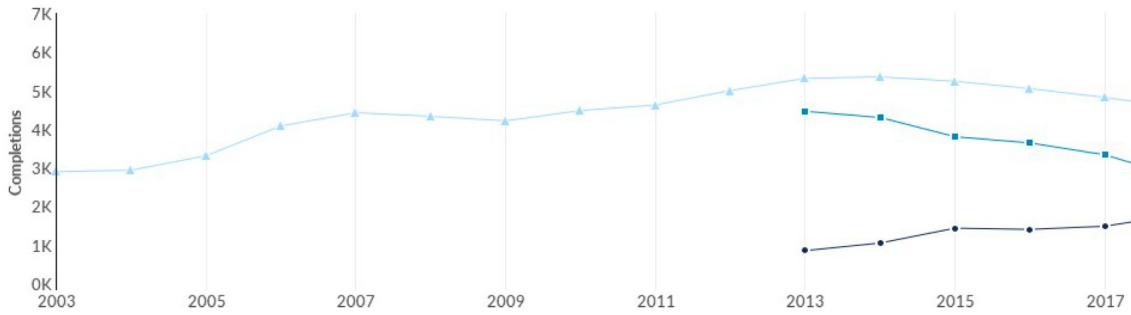
	2013 Completions	2018 Completions	% Change
● Distance Offered Programs	856	1,792	+109.3%
● Non-Distance Offered Programs	4,465	2,758	-38.2%
● All Programs	5,321	4,550	-14.5%

Completions by Institution

Institution	Bachelor's Degree Completions (2018)	Growth % YOY (2018)	Market Share (2018)	IPEDS Tuition & Fees (2018)
Western Illinois University	347	-5.2%	7.6%	$12,848
Ferris State University	311	-14.6%	6.8%	$11,984
American InterContinental University	243	-12.0%	5.3%	$11,571
Grand Valley State University	173	-6.0%	3.8%	$12,796
University of Illinois at Chicago	161	-8.0%	3.5%	$15,093
Lewis University	156	7.6%	3.4%	$32,450
Indiana University-Purdue University-Indianapolis	153	7.0%	3.4%	$9,465
Illinois State University	150	-15.3%	3.3%	$12,582
Michigan State University	147	-3.9%	3.2%	$15,555
Indiana University-Bloomington	146	4.3%	3.2%	$10,681

Job Postings Summary

303,024	5 : 1	34 days
Unique Postings	Posting Intensity	Median Posting Duration
1.48M Total Postings	Regional Average: 4 : 1	Regional Average: 31 days

There were 1.48M total job postings for your selection from October 2017 to December 2019, of which 303,024 were unique. These numbers give us a Posting Intensity of 5-to-1, meaning that for every 5 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (4-to-1), indicating that they are putting average effort toward hiring for this position.

Target Occupations

Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree			
218,884	+0.4%	$28.18/hr	19,603
Jobs (2018)*	% Change (2018-2019)*	Median Hourly Earnings	Annual Openings*
4% **below** National average*	Nation: +0.7%*	Nation: $28.72/hr	

The Competitive Advantage Measures include (but are not limited to):

- *The number of similar programs offered within a given geographic region (in this example, Indiana, Illinois, and Michigan)*
- *The number of students who completed those programs*
- *Trends in format (online, face-to-face)*
- *The competing institutions within the set region*
- *Numbers of jobs posted in that region within a certain date range (here, October 2017 to December 2019)*
- *Characteristics of the jobs in the discipline*

Purdue University Northwest Academic Program Review
Rubric

*Program Name*_____   *Evaluator*_____

	Exemplary/Exceeds (4)	**Meets (3)**	**Developing (2)**	**Lacks Evidence (1)**	**Comments**
Program History, Mission, Fit with other PNW programs	Mission is aligned to the institutional goals; Program has a scheduled process for reviewing mission and its alignment to the university mission; Program demonstrates how it fits/aligns with other PNW programs.	Mission is articulated and aligned to the University mission; Mission guides planning and curriculum development; Program cites its fit with other PNW programming.	Program mission is articulated, but alignment to University mission is incomplete or in process OR the mission is not integral to strategic planning; Program is aware of its need to fit with other PNW programming.	Program does not articulate a mission, OR does not cite any use of it in planning; Program shows little to no awareness of its place in PNW programming, or the need to fit.	
Strategic Plan/Goals for next five years Progress towards goals since last review	Program uses data and broad-based input from stakeholder groups, accreditors, and peers to develop strategic goals; program shows substantial and demonstrable progress, and is building on those successes to formulate new goals.	Program uses data and input from a broad range of groups to develop strategic goals; program shows demonstrable progress in meeting stated goals.	Program has formulated strategic goals but the methodology used and data to inform them is unclear; program has made some progress in meeting stated goals, but work still needs to be done.	Program does not cite any strategic goals for the next five years; program does not cite any substantial progress in meeting stated goals OR does not have any existing stated goals.	
Curriculum: • Reviewed regularly • Current • Relevant • Tied to strategic plan	All courses (including electives) are organized to scaffold students' developing knowledge and skills; the entire faculty regularly reviews the curriculum using input from advisory boards, and national accrediting standards, to align with emerging trends and the strategic plan; clear, exit outcomes are written at the appropriate level of generality; outcomes are published in TaskStream.	Required courses are organized to scaffold students' developing knowledge and skills; the curriculum is reviewed regularly to align with national trends and the strategic plan; clear, exit outcomes are written at the appropriate level of generality	Course outcomes are aligned haphazardly or inconsistently with program exit outcomes; reviews of the curriculum are done only sporadically; skills or content are not intentionally developed to align with trends or the strategic plan.	Individual course outcomes are not aligned to program and/or degree exit outcomes; the process used to review the curriculum is not cited.	

	Exemplary/Exceeds (4)	Meets (3)	Developing (2)	Lacks Evidence (1)	Comments
Student Academic Achievement / Program Quality Activities • Measures used • Improvement plan • Determining teaching effectiveness	Complete program outcomes exist and appropriate measures are used to assess them; outcomes and results are published in TaskStream; gaps in student learning are noted and improvement plans have been formulated/implemented; a clearly defined process is systematically followed for frequent, formal review of instructional effectiveness of all instructors.	Program outcomes include knowledge and skills; outcomes are assessed and results are published in TaskStream; the program notes gaps in student learning and is aware of the need for / is working on an improvement plan; A clearly defined process for the evaluation of teaching is systematically followed.	Learning outcomes are identified, but outcomes are unclear and/or incomplete; assessment results are incomplete or unclear; no mention of improvement plans; review of the teaching quality of program instructors is erratic, incomplete or informal.	Degree and program learning outcomes are not articulated OR not assessed; review of the instructional quality of adjuncts and tenure-track faculty is haphazard or nonexistent.	
Quality of Faculty Credentials/Activity	All faculty have required credentials, extensive research/scholarly/ engagement records, and participate nationally and regionally in professional organizations.	All faculty have required credentials, appropriate research/scholarly/ engagement records, and participate in professional organizations.	Faculty have required credentials, and research/scholarly/ engagement records.	Faculty have required credentials, but no or little evidence of other markers of professional excellence.	
Competitive Advantage Measures	Program is positioned very well, with little to no competition in [the review area] and a strong job market offering many good employment opportunities for graduates of the program.	Program is positioned well, with only some competition in [the review area] and a good job market offering good employment opportunities for graduates of the program.	Program is not positioned well, with a fair amount of competition in [the review area] and a mediocre job market offering only some good employment opportunities for graduates of the program.	Program is not positioned well, with a great deal of competition in [the review area] and a weak job market which does not offer good employment opportunities for graduates of the program.	
How Program uses performance measures for improvement	Clearly defined process exists for the periodic review of performance measures to ensure alignment with the institution; scheduled reviews are integrated into long-range planning; the entire faculty can explain how program review data are used for improvement.	Clearly defined process exists for the periodic review of performance measures to ensure alignment with the institution; program effectiveness data is used to revise policies and plans for improvement.	Performance measure reviews are erratic, episodic or informal; improvement discussions rarely include alignment with institutional policies and mission; program effectiveness data are not systematically reviewed. and revised as part of ongoing program review.	Performance measure reviews are strictly episodic, driven by events rather than established processes; instructional policies are developed independently from program review data.	

	Exemplary/Exceeds (4)	Meets (3)	Developing (2)	Lacks Evidence (1)	Comments
Program's overall summary; future plans	The program demonstrates a strong record of continuous improvement, with systematic, structured planning and assessment activities which are utilized for data-informed planning.	The program demonstrates a record of continuous improvement, with systematic planning and assessment activities which are utilized for planning.	The program presents a record of non-structured planning and assessment activities which are utilized for planning.	The program does not present a record of planning and assessment activities; no processes for improvement are cited.	

PURDUE
U N I V E R S I T Y ®
NORTHWEST

Date

Dear [Program Chair]:

Program Review is an integral part of assessing and maintaining the integrity of our degree and certificate programs at PNW In AY [date] the XX program went through the review process. This letter serves to document the determinations and recommendations of the Academic Program Review Committee (APRC) as well as the Vice Chancellor for Academic Affairs and Provost.

I support the recommendation of the APRC of CONTINUANCE for the XX program, and I commend the program on its strong program review presentation. The following recommendations from the APRC should frame the work that needs to be done in the coming five years to prepare for the next program review:

Commendations:
1. *The assessment of PLOs is clearly a strength for the XX program. Faculty have been diligent in collecting data, and this has paid off in the program's ability to make improvements that have a positive impact on students.*
2. *Participation in the [professional/accrediting organization] enables this program to articulate with all other programs at Indiana institutions, a real benefit to students. The faculty work to keep current with updated outcomes every three years at a minimum. Thanks to this participation, the students in this program have greater employment opportunities upon graduation.*
3. *This program has a good balance of both students and faculty that are representative of our service area.*
4. *The faculty in this program provide an extensive amount of service to the college.*
5. *The XX program has a very strong understanding of its strengths and challenges and works to overcome the challenges. Continuous quality improvement is particularly evident in the use of student assessment data to make improvements to outcomes and curriculum.*
6. *The presentation was informative. The committee thanks program faculty for stepping in when the chair was not available.*

Program-Specific Recommendations:
The program needs to work on the following areas and provide a brief update to the APRC Committee on progress on a yearly basis until the next program review, which is scheduled for AY [date]:

1. *XX shows good numbers of graduates; however, the time to graduate in the BS degree remains a bit high. The suggestions about better sequencing, contact reports, and relationship building are all good ones that the program should implement.*
2. *The program is encouraged to consider pursuing [xx] accreditation.*
3. *An advisory committee is strongly encouraged for all programs with applied degrees. The program is encouraged to develop relationships with area business partners as soon as possible.*
4. *Enrollment remains a strength in this program. The program offers evening and online courses to meet student demand. We recommend that, if possible, the entire degree be made available online. XX faculty have identified several steps to improve enrollment. We recommend that the program implement these steps over the next few years. Suggested strategies for improving enrollment in our program are as follows:*
   a. *Enhance student success in ABC 12100 (course name) and ABC 11100 (course name) in the BS degree so that the "word" in the community is that the XX program courses at PNW can be accomplished and are a positive experience for enrolled students.*
   b. *Identify and work with students who are taking program and/or service courses as part of their meta-major to explore the possibility of entering their desired field of employment.*
   c. *Work with the Dual Credit High School Outreach coordinator to resume visits to high schools to encourage matriculation at PNW.*
   d. *Offer dual credit [XX program] courses at local High Schools to "hook" students into potential enrollment at PNW.*
   e. *Notify the chair/adviser when new students declare into the [program] degree. A strong initial relationship will set students up for successful guidance through degree progression. A positive experience also speaks loudly to other potential internal and external students who are considering enrollment in our program.*

5. *The committee continues to have concerns about the pass rates for ABC 11001, 12100, and 12200. We recommend that the program faculty investigate a 1- credit emporium support lab, similar to [another course], as a possible way to improve student outcomes. Adding a reading prerequisite may also be helpful.*
6. *Strategic Planning: As an added strategic goal, XX program should develop strategies to close the equity gap. Thinking about how we address gaps in success across race, ethnicity, and gender may lead to improvements. Consider professional development for faculty to develop instructional strategies to increase success rates for students of color.*
7. *The program is encouraged to work to increase success rates in online sections. Professional development may help to develop strategies.*
8. *By [date], present a plan to your dean to address the above recommendations.*

General Recommendations:

1. *Conduct learning assessment of all program-level learning outcomes, and collect and analyze data related to the results.*
2. *Continue to update and post results in the Program Assessment section of TaskStream/Watermark*
3. *Implement assessment of Essential Skills Outcomes (ESOs) in any courses designated as General Education as directed.*
4. *Work to implement your strategic plan goals. The program Strategic Plan must also be updated each year.*
5. *Ensure that your program courses are updated on a five-year cycle. Continue to work with the Curriculum Committee to move forward with your related metamajor.*

You will meet with the VCAA and Provost and the Dean to go over these recommendations and plan the next steps for moving forward. Again, thank you for your hard work in this program review cycle. I look forward to working with you to make your program even stronger.

Sincerely,

Signature

Vice Chancellor for Academic Affairs and Provost