Oklahoma State University
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Oklahoma State University Academic Program Review Framework and Process

Prepared by
Office of the Provost
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Table of Contents

OSU Academic Program Review (APR) Process

The OSU APR will follow a five-year cycle. When a program is approaching their due date for the OSU APR, the faculty leading the process will receive notification 18 months in advance, so they have enough time to organize the workflow and their team. Before the upcoming HLC accreditation reaffirmation visit in 2025, most programs will go through this new process at least once. Those programs that have not completed the process will still be informed of the new process and will have been given opportunities to ask questions and begin their preparations early as desired.

University Assessment and Testing (UAT) will assist in creating the OSU APR schedule so that each program's team will receive enough time in advance to work on their review. This schedule will be posted publicly to allow for programs to plan accordingly for their upcoming review.

Programs will be asked to complete the following tasks in relation to the OSU APR process. These will include:

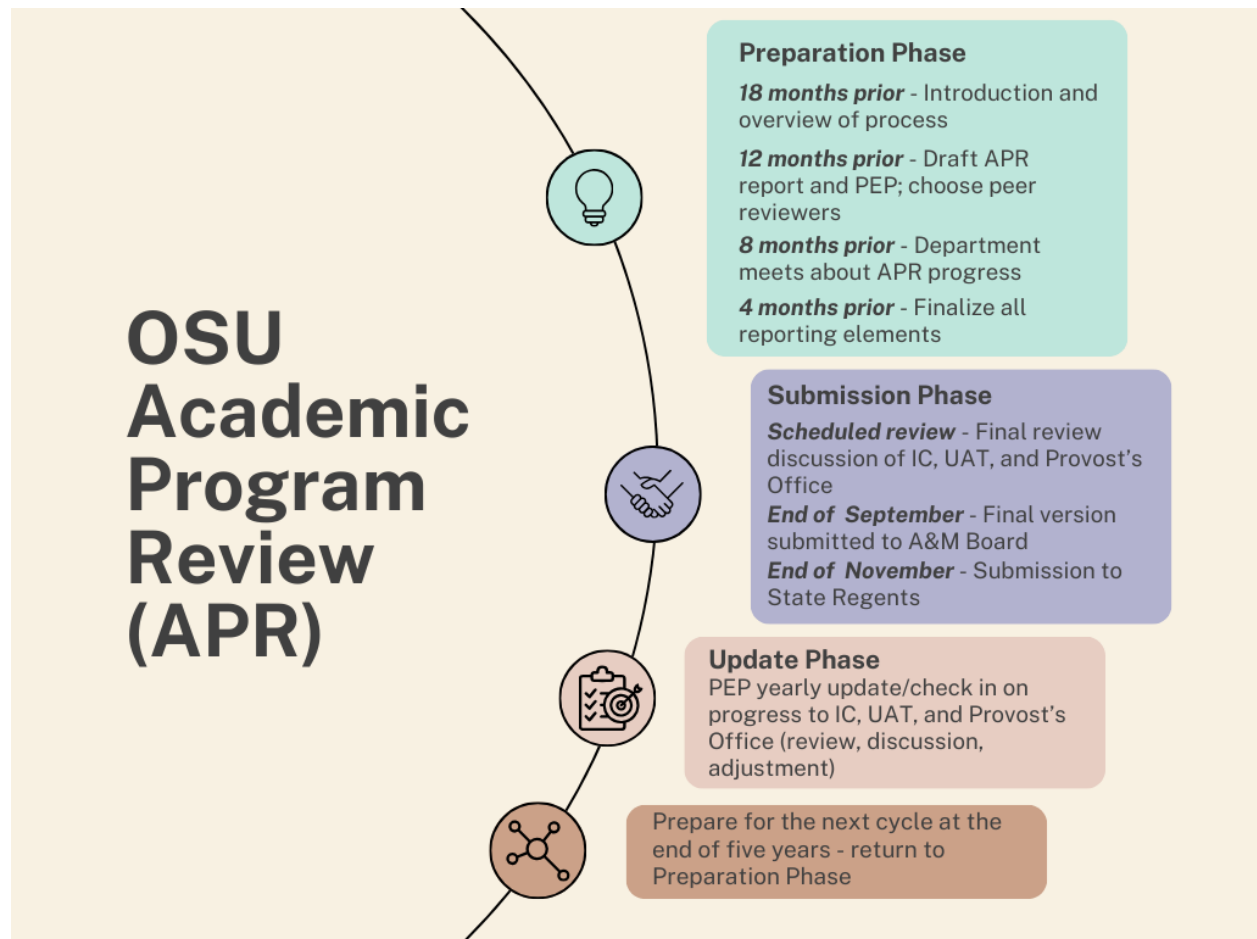- Executive Summary
- Program History and Analytics
- Program Enhancement Plan (PEP)
- Additional Questions

Timeline

During the 18 months prior to the program's OSU APR date, programs will carry out various tasks to ensure their success and timeliness regarding the OSU APR process. Figure 1 shows a concise, brief flowchart of the process, followed by a more detailed, descriptive timeline.

Figure 1

OSU APR Timeline Flowchart (Tentative)

OSU Academic Program Review (APR)

Preparation Phase

18 months prior - Introduction and overview of process

12 months prior - Draft APR report and PEP; choose peer reviewers

8 months prior - Department meets about APR progress

4 months prior - Finalize all reporting elements

Submission Phase

Scheduled review - Final review discussion of IC, UAT, and Provost's Office

End of September - Final version submitted to A&M Board

End of November - Submission to State Regents

Update Phase
PEP yearly update/check in on progress to IC, UAT, and Provost's Office (review, discussion, adjustment)

Prepare for the next cycle at the end of five years - return to Preparation Phase

Programs will be informed of their upcoming OSU APR with 18 months of advanced notice. This will allow for three full semesters in which the program can work on and solidify all steps of the process. Instruction Council (IC), University Assessment and Testing (UAT), and the Provost's Office will aid in facilitation of the steps outlined in the below timeline. It is expected that these units will provide integral assistance in ensuring that the program will fulfill the requirements.

The 2023-2024 cohort will serve as a pilot year for the new APR process; a more condensed timeline will be followed to ensure on-time submission. See page 7 for the 2023-2024 timeline.

Standard 18 Month Timeline

Fall Semester – 1 Year Prior to Submission Deadline

- Associated college administrators and personnel should meet with the program to introduce the three-semester plan and answer any outstanding questions. College administrators will review the program(s)'s process and procedures outlined in this document, will discuss the expected reporting elements, and will identify where the program can find resources.
  - o IC, UAT, and the Provost's Office can be invited to attend these college-based meetings to further answer questions as needed.
- The program will then meet with and share this information with the faculty and stakeholders within the program.
- During the first semester, the program will complete the following tasks:
  - o Begin to draft the OSU APR report with information provided by Institutional Research and Analytics (IRA).
  - o Begin to draft the PEP and begin discussions among faculty regarding upcoming actions for improvement.
  - o Begin to identify any challenges that should be provided to IC, UAT, and the Provost's Office for consideration.
  - o Identify who will serve as the two external peer-reviewers and provide justification for the choice to IC, UAT, and the Provost's Office.
- At the conclusion of the first semester, the program will provide an update to the IC, UAT, and the Provost's Office in the form of a checklist regarding their progress on these tasks.

Spring Semester – Year of Submission Deadline

- At this time, the program should begin working with the peer-reviewers that were chosen in the prior semester. These peer-reviewers will be provided with a rubric with which to review the progress and outcomes of the program.
- During the second semester, the program will complete the following tasks:
  - o Department should meet internally to address any final concerns or adjustments to the document(s).

- o Provide a one-page checkup document on the progress of the OSU APR as well as the ongoing peer-review process.
- o Provide a completed first draft of the PEP proposal.
- o Optional/Upon Request - Meet with IC, UAT, and the Provost's Office to discuss progress and answer any questions.
- At the conclusion of the second semester, the program will provide an update to IC, UAT, and the Provost's Office in the form of a checklist regarding their progress on these tasks.

Summer Semester – Year of Submission Deadline

- By the end of the third semester, all elements of the OSU APR process should be completed.
- All documents should be submitted to UAT by the end of May of the OSU APR year. Documents will be submitted to the A&M board by the end of September in preparation for discussion in the October meeting.
- During the third semester, the program will complete the following tasks:
  - o Finalize the APR report that will be provided to the State Regents.
  - o Finalize the PEP including having faculty support and approval.
  - o Finalize any work with the two peer-reviewers as needed.
  - o Optional/Upon Request - Meet with IC, UAT, and the Provost's Office to answer any final questions the program, department, or committee has.
  - o Update the above reports using any final recommendations provided by the reviewers, IC, UAT, Provost's Office, or other stakeholders.

Fall Semester – Year of Submission Deadline

Then, UAT will work with the Provost's Office to submit all relevant documents to the A&M Board by the end of September in preparation for their October meeting. The A&M Board will only be provided with the first page, executive summary of the report.

The final report will be submitted to OSRHE by the end of November of the OSU APR year in preparation for their meeting in December. The State Regents will be provided with all the pages of each report (including the executive summary and elaborated questions).

Approval from the OSRHE should be received in December of the OSU APR year.

2023-2024 Pilot Timeline (Tentative)

Fall 2023

- The APR plan will be introduced at Instruction Council and discussed/endorsed
- UAT and the Provost's Office will send out information to the program to introduce the three-semester plan and answer any outstanding questions. They will review the process and procedures outlined in this document, will discuss the expected reporting elements, and will identify where the program can find resources.
  - Colleges should meet with programs up for APR early in the semester to answer questions and discuss the new procedure. If needed, a representative from the Provost's Office and UAT can be invited to attend the meeting for additional support.
- The program will then meet with and share this information with the faculty and stakeholders within the program.
- During the first semester, the program will complete the following tasks:
  - Draft the OSU APR report with information provided by Institutional Research and Analytics (IRA) and through conversation with associated faculty. The first draft of the APR report should be available for review at the end of January 2024.
  - Begin to draft the PEP (along with a timeline for the PEP) and begin discussions among faculty regarding upcoming actions for improvement.
  - Begin to identify any challenges that should be provided to IC, UAT, and the Provost's Office for consideration.
  - Identify who will serve as the two external peer-reviewers and provide justification for the choice to IC, UAT, and the Provost's Office.
- At the conclusion of the first semester, the program will provide an update to the IC, UAT, and the Provost's Office in the form of a checklist regarding their progress on these tasks.

Spring 2024

- At this time, the program should begin working with the peer-reviewers that were chosen in the prior semester. These peer-reviewers will be provided with a rubric with which to review the progress and outcomes of the PEP.
- During the second semester, the program will complete the following tasks:

- o Department should meet internally to address any final concerns or adjustments to the document(s).
  - o The college should review the APR and PEP drafts for quality and make any recommendations in February 2024.
  - o Provide a one-page checkup document on the progress of the OSU APR as well as the ongoing peer-review process.
  - o Provide a completed first substantial draft of the PEP proposal. This should be done by early April and sent to the peer reviewers with rubric.
  - o Peer reviewers should have everything back to the program for recommendations and changes by the first week of May.
  - o The college should review the APR and PEP drafts for quality and make any final recommendations by the end of May 2024.
  - o Optional/Upon Request - Meet with IC, UAT, and the Provost's Office to discuss progress and answer any questions the committee has.
- At the conclusion of the second semester, the program will provide an update to the IC, UAT, and the Provost's Office in the form of a checklist regarding their progress on these tasks.

Summer 2024

- By the end of the third semester, all elements of the OSU APR process should be completed.
- All documents should be submitted to University Assessment and Testing (UAT) by the end of June of the OSU APR year. A thorough review will be conducted by UAT during July in preparation for submission of the reports in coming months.
  - o Any recommendations or questions from UAT will need to be addressed by the program through their APR or PEP drafts by the end of August.
- During the third semester, the program will complete the following tasks:
  - o Finalize the APR report that will be provided to the State Regents.
  - o Finalize the PEP including having faculty support and approval.
  - o Finalize any work with the two peer-reviewers as needed.
  - o Optional/Upon Request - Meet with IC, UAT, and the Provost's Office to answer any final questions the program, department, or other stakeholders have.

- Update the above reports using any final recommendations provided by the reviewers, IC, UAT, the Provost's Office, or other stakeholders.

Fall 2024

UAT will work with the Provost's Office to submit all relevant documents to the A&M Board by the end of September in preparation for their October meeting. The A&M Board will only be provided with the first page, executive summary of the report.

The final report will be submitted to OSRHE by the end of November of the OSU APR year in preparation for their meeting in December. The State Regents will be provided with all the pages of each report (including the executive summary and elaborated questions).

Approval from the OSRHE should be received in December of the OSU APR year.

<center>**APR Reporting Elements**</center>

Program APR Report

Each program will submit a report regarding the five-year scope of their program. This report will be provided to IC, UAT, and the Provost's Office, the external peer reviewers, as well as the State Regents upon the conclusion of the review process.

Based on the most recent policy edits passed along by the Oklahoma State Regents, we are anticipating a reduction in the information required to be reported through the Academic Program Review Process. However, programs are welcome to provide additional information or answer previously required questions as desired.

Program Enhancement Plan (PEP)

A continuous measure of progress allows for developmental actions for enhancement to take place opportunely as well as to serve as a road map leading to the program's goals. The findings from this measurement will be reported in a Program Enhancement Plan (PEP) which will ensure continuous improvement and best support student success by addressing specific issues (e.g., lack of resources, gaps in curriculum content, gaps in learning strategies, lack of training, etc.) relevant to each program.

This plan will include information about the goals and the strategies planned to achieve those goals. It should aim to be between 3-8 pages in length. In general, a PEP will include:

- Overview of the Program Enhancement Plan (PEP)
- Scope and impact of the project
- Commitment to and engagement in the PEP
- Future plans (milestones of a continuing project)
- Other

Progress Updates

As a requirement from the OSRHE, all programs need to conduct a periodic review process with their own guidelines, timeframes, and procedures so that it can be fairly compared across all programs. It is not enough to review a program every five years because too many improvement

opportunities may be lost; programs risk losing competitiveness and becoming obsolete on teaching content, practices, technology, etc. As such, programs will be asked to provide a yearly update regarding the progress they have made with their PEP. The update does not have to be extensive in nature and should be approximately one page in length. This expectation will continue until the next time the program is up for their OSU APR.

Report Format Guidelines

It is required that each program fills out the provided form during their APR cycle. Programs that are externally accredited need not fill out page 4 of the form, titled "Additional Questions" but can instead provide a letter of confirmation of their external accreditation. Externally accredited programs are required to complete the PEP and curriculum analysis exercise described within the document. Those that complete page 4, titled "Additional Questions" should do so in no more than three pages.

Faculty are encouraged to creatively describe the ways in which the program can reach its maximum potential. Additional consultation can be provided through the college's dean office and UAT as needed.

On page 12, UAT has provided a newly drafted form based on the requirements of the State Regents. Throughout this pilot year, we highly encourage feedback regarding redundancies or challenges that may be faced when completing the APR form. Rationale must be provided regarding why a section should be removed or added to the APR form moving forward.

Appendix A will show in-depth directions on what is required for each component of the form as well as where the information can be found.

Overview of Page Requirements

Program APR Report: A report containing the executive summary (found on page 1 of the template), the program history and analytics (found on page 2 of the template), the PEP (found on page 3 of the template) as well as no more than 3 pages of elaboration on the "Additional Questions" section (found on page 4 of the template) will be provided to IC, UAT, and the Provost's Office, the external peer reviewers, as well as the State Regents upon the conclusion of the review process.

Program Enhancement Plan (PEP) Update: A one-page minimum update/checkup document on the progress of the OSU APR as well as the ongoing peer-review process will be required each year.

PEP Review Process

Based on the best practices and current trends amongst other universities in the country, faculty peer review and collaboration can play a beneficial role in programmatic enhancement. In many cases peer review is used to share experiences amongst colleagues and provide fresh perspectives to common challenges, and it often has mutual benefits for both reviewer and reviewee. To incorporate this into the APR process, the PEP reports will be reviewed by OSU faculty members external to the program itself. Each college will be able to choose whether the faculty peer reviewers are from the same college or another college within OSU.

UAT will assist colleges to identify current assessment coordinators or other faculty members interested in becoming faculty peer reviewers for this process. After the list of faculty peer reviewers has been identified, it will be provided to the colleges, and they can identify their chosen reviewers for each program. This information will need to be provided to UAT for tracking and compensation purposes.

To facilitate this PEP review process, reviewers will be provided with training by UAT regarding the customized rubric used to evaluate the program's PEP reporting element. This rubric has been created specifically for the PEP review process and aligns with the suggestions set forth by the Oklahoma State Regents and Higher Learning Commission. This review rubric is provided in Appendix B. The faculty peer reviewers are not intended to be content experts or provide content specific recommendations. Instead, this will serve as a learning opportunity for both the reviewed and reviewer faculty and is intended to provide fresh aspects and perspectives for programs to consider.

Academic Program Review Form

Oklahoma State University, Academic Program Review Executive Summary					
Official Degree Program(s) covered by this report	**Degree Level**	**3-digit code**	**5-yr average Headcount**	**5-yr average Degrees Granted**	**Yes/No, Area Accreditation?***

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	
Department Head	Name only, not signature	
Dean	Name only, not signature	

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

	Oklahoma State University, Academic Program Review Program History and Analytics								

Provide the number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

	Number of Classes 22-23	Size of Classes 22-23	Number of Classes 21-22	Size of Classes 21-22	Number of Classes 20-21	Size of Classes 20-21	Number of Classes 19-20	Size of Classes 19-20	Number of Classes 18-19	Size of Classes 18-19
Baccalaureate Level										
Master's Level										
Doctoral Level										

Provide student credit hours by level generated in all major courses that make up the degree program for five years.

Provide the direct instructional cost for the program over the last five years.

Provide the number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

Curricular Analytics Activity

A new exercise is being asked of programs up for Academic Program Review. The below review exercise is intended to align with OSU's new Strategic Plan in support of Imperative #2 – Student Success and Imperative #4 – Ideal Graduate.

Utilize this exercise to consider a typical curricular path for an undergraduate student in your program and enter an academic degree plan for that student in curricularanalytics.org. Reflect on what barriers to timely progress toward graduation you (faculty advisors) notice in the output. Consider the following possible situations. Are there:

- long sequences of courses with strict prerequisites?
- prerequisite courses with high DFW rates?
- prerequisite courses that are not offered often?
- If any issues have been identified, what can be done to alleviate these challenges?
- What can be done to streamline the ease of time to graduation for the program and for the students?

The results of the curricular analysis based on these questions are meant to generate discussion among faculty/advisors and critical thinking to support continuous program improvement and student success in learning. (Ideally, faculty/advisors can use to modify/alleviate any steps of degree plan path that could hinder the student success.)

Reflect on what was found through this exercise in the below space and outline any action plans that have been created due to the exercise. Each program should address the recommendation or integrate the action plan into the recommendation sections on page 1 of this form.

Oklahoma State University, Academic Program Review Program Enhancement Plan (PEP)
Overview
Provide a title and description of the PEP. Outline the timeline for completion of the PEP.
Provide a one-page executive summary that describes the PEP, and summarizes what will be accomplished, explaining any significant changes or improvements that this project will achieve over time.
Scope and Impact
Provide a detailed description of what will be accomplished in the project in relation to its purpose and goals/objectives, and of alignment to support the mission of the academic program (student learning, teaching, research, etc.), OSU mission, and OSU Strategy.
Describe how to evaluate the impact of the project, including any changes/improvements in processes, policies, technology, programs, student learning, etc. that will be in place because of the PEP.
Describe any tools, data, or other information that might arise as a result of the PEP.
Describe the biggest challenges and opportunities that may be encountered in implementing the project and how they will be addressed.
Consider the key areas that will be addressed by the PEP. (Examples included: advising; assessment; civic engagement; curriculum; diversity; faculty development; online learning; program evaluation; quality improvement; teaching/pedagogy; etc.)
Commitment To/Engagement with PEP
Provide evidence of the active engagement of internal/external teams of administrators, faculty, and staff at different stages throughout the project.
Identify individual team members along with their specific roles and anticipated contributions to the successful achievement of the PEP goals.
Identify individuals and groups and their roles in leading or directly contributing to implementation of the PEP.
Future Plans (Milestones of Continuing Project)
Describe the workflow for ongoing activities related to or as a result of the PEP.
Describe what has been accomplished so far and the next steps on the action plan as well as the strategies to maintain sustainability for the program.
Other
Describe any practices or artifacts from the project that other academic programs at OSU or institutions that report to the State Regents might find meaningful or useful.

Oklahoma State University, Academic Program Review
Additional Questions
NOTE: This section must be completed by programs that are not externally accredited. Externally accredited programs should provide their area accreditation approval letter in place of this section.

Explain the key advancements/developments in the program(s) over the last 5 years.

Provide examples of the quantitative and qualitative evidence, both on student learning and program effectiveness, that distinguish the program(s).

Describe key findings from student learning outcomes assessment within the last five years and what trends emerged in the program from student learning outcomes assessment? (*What did the assessment findings reveal? What do faculty interpret the results to mean? What do the results suggest about the curriculum, teaching practices, and/or student achievement of the program learning outcomes?*)

What specific actions have been taken or are in progress for continuous improvement based on the program student learning outcome assessment in the last 5 years? Please provide specific examples with both quantitative and qualitative evidence.

What actions have been implemented to make student learning outcomes assessment more meaningful and manageable, and have led to program student learning assessment effectiveness improvement?

Provide information about employment or advanced studies of graduates of the program(s).

Provide information about the success of students from this program who have transferred to another institution.

Appendix A

Directions for Completing the OSU Academic Program Review Form

The below information can be used to effectively fill in the newly constructed APR form. We highly encourage feedback regarding redundancies or challenges that may be faced when completing the APR form. Rationale must be provided regarding why a section should be removed or added to the APR form moving forward.

- In the topmost table, information can be found through the following:
  - 3-digit code – found in Nuventive naming convention or on OSRHE website

Oklahoma State University Academic Program Review 2023 Undergraduate Program(s) Prepared for the OSU/A&M Regents and the Oklahoma State Regents of Higher Education, OSRHE					
Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*

  - 5-yr average Headcount and 5-yr average Degrees Granted – provided by IRA

Oklahoma State University Academic Program Review 2023 Undergraduate Program(s) Prepared for the OSU/A&M Regents and the Oklahoma State Regents of Higher Education, OSRHE					
Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

- The Departmental Recommendations will be provided by the department/program upon completion of the Academic Program Review.

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			
*If the institution supports expansion of the number of students in the program, it is within the known resources.			

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. **

- The Distinguishing Attributes can be provided by the program or department. This is an area in which additional information or context regarding challenges or successes within the program can be provided.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. **

- On page 2, questions 1-4 are newly added to the form. UAT has provided an approximation of a table for question 1 but suggestions for improvement are welcomed.
  - For questions 2-4, suggestions are welcomed regarding if these would be better represented by tables or narrative formats.
  - These four questions can be answered through data provided by IRA.

Oklahoma State University, Academic Program Review Program History and Analytics									
Provide the number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:									
	Number of Classes 22-23	Size of Classes 22-23	Number of Classes 21-22	Size of Classes 21-22	Number of Classes 20-21	Size of Classes 20-21	Number of Classes 19-20	Size of Classes 19-20	Number of Classes 18-19	Size of Classes 18-19
Baccalaureate Level									
Master's Level									
Doctoral Level									
Provide student credit hours by level generated in all major courses that make up the degree program for five years.									
Provide the direct instructional cost for the program over the last five years.									
Provide the number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.									

- The curricular analytics activity can be completed by going to https://curricularanalytics.org/. Each program should insert a typical academic degree plan into the system and reflect upon the output provided.

Curricular Analytics Activity

A new exercise is being asked of programs up for Academic Program Review. The below review exercise is intended to align with OSU's new Strategic Plan in support of Imperative #2 – Student Success and Imperative #4 – Ideal Graduate.

Utilize this exercise to consider a typical curricular path for an undergraduate student in your program and enter an academic degree plan for that student in curricularanalytics.org. Reflect on what barriers to timely progress toward graduation you (faculty advisors) notice in the output. Consider the following possible situations. Are there:

- long sequences of courses with strict prerequisites?
- prerequisite courses with high DFW rates?
- prerequisite courses that are not offered often?
- If any issues have been identified, what can be done to alleviate these challenges?
- What can be done to streamline the ease of time to graduation for the program and for the students?

The results of the curricular analysis based on these questions are meant to generate discussion among faculty/advisors and critical thinking to support continuous program improvement and student success in learning. (Ideally, faculty/advisors can use to modify/alleviate any steps of degree plan path that could hinder the student success.)

Reflect on what was found through this exercise in the below space and outline any action plans that have been created due to the exercise. Each program should address the recommendation or integrate the action plan into the recommendation sections on page 1 of this form.

- The Program Enhancement Plan (on page 3 of the form) should be developed and discussed amongst the program faculty and stakeholders. This section of the report should be between 3-8 pages in length.

NOTE: The following questions are required for those programs that are not externally accredited. Externally accredited programs should provide their area accreditation approval letter in place of this section.

- The "Additional Questions" can be answered using information provided by the program within Nuventive Improvement Platform and should be three pages or less in length.
  - These questions were previously Questions 1-5 of the former APR form.
  - UAT has provided resources for finding this information within the Nuventive platform. Please see the Nuventive Improvement Platform Canvas Community page for more information.

Oklahoma State University, Academic Program Review
Additional Questions
***For programs that are not using area accreditation letter as the APR report**
Explain the key advancements/developments in the program(s) over the last 5 years.
Provide examples of the quantitative and qualitative evidence, both on student learning and program effectiveness, that distinguish the program(s).
Describe key findings from student learning outcomes assessment within the last five years and what trends emerged in the program from student learning outcomes assessment? (*What did the assessment findings reveal? What do faculty interpret the results to mean? What do the results suggest about the curriculum, teaching practices, and/or student achievement of the program learning outcomes?*)
What specific actions have been taken or are in progress for continuous improvement based on the program student learning outcome assessment in the last 5 years? Please provide specific examples with both quantitative and qualitative evidence.
What actions have been implemented to make student learning outcomes assessment more meaningful and manageable, and have led to program student learning assessment effectiveness improvement?

- The following question can be answered through exit surveys, alumni survey, alumni center information, or other follow up procedures with graduates of the program.
  - This question was previously Question 6 of the APR form.

Provide information about employment or advanced studies of graduates of the program(s).

- The last question is also newly added to the form.
  - National Clearinghouse data may serve as a place to find this information.

If available, provide information about the success of students from this program who have transferred to another institution.

Appendix B

Program Enhancement Plan (PEP) – Peer Review Expectations and Rubric

Sufficiency of the PEP Scope and Significance

- Potential for significant impact on the program and its academic quality.
- Alignment with the mission, vision, and strategic plans of the university, college, and unit
- Connection with the program's planning processes.
- Evidence of significance and relevance at this time.

Clarity of the PEP's Purpose

- Clear purposes and goals reflect the scope and significance of the PEP.
- Defined milestones and intended goals by providing tasks, resources (financial, technological, and human), and progress indicators for each milestone and intended goal.
- Clear processes for evaluating progress.

Evidence of Commitment to and Capacity for Accomplishing the PEP

- Commitment of senior leadership.
- Commitment and involvement of key people and groups.
- Sufficiency of the human, financial, technological, and other resources to the plan and timeline.
- Defined plan for integrating the PEP into the ongoing work of the program and sustaining its results.
- Clear understanding of and capacity to address potential obstacles.

Appropriateness of the Timeline for the PEP

- Consistency with intended purposes and goals.
- Alignment with the implementation of other program, departmental, and institutional priorities.
- Reasonable implementation plan for the time period.

	1	2*	3	4†	5
Scope and Significance	a) It is unclear how the PEP will make an impact on the program and its academic quality. b) Is not aligned with the mission, vision, and strategic plans of the university, college, and unit. c) Is not connected with the program's planning processes. d) There is no evidence of significance and relevance at this time.		a) Has potential to make some impact on the program and its academic quality. b) Is somewhat aligned with the mission, vision, and strategic plans of the university, college, and unit. c) Is partially connected with the program's planning processes. d) There is some evidence of significance and relevance at this time.		a) Has potential to make significant impact on the program and its academic quality. b) Is fully aligned with the mission, vision, and strategic plans of the university, college, and unit. c) Is fully connected with the program's planning processes. d) There is evidence of significance and relevance at this time.
Clarity	a) The goals and purposes of the PEP are not clear and/or do not reflect the scope and significance of the PEP. b) The milestones and intended goals are unclear, not included, and/or unplanned; minimal or no tasks, resources, or progress indicators were provided. c) The processes outlined for evaluating progress are unclear or not included.		a) The goals and purposes of the PEP are somewhat clear and seem to mostly reflect the scope and significance of the PEP. b) The milestones and intended goals could be made clearer and were somewhat planned; some tasks, resources, or progress indicators were provided. c) The processes outlined for evaluating progress could be made clearer.		a) The goals and purposes of the PEP are clear and reflect the scope and significance of the PEP. b) There are clearly defined milestones and intended goals and were planned; sufficient tasks, resources, or progress indicators were provided. c) There are clear processes outlined for evaluating progress.
Evidence of Commitment and Capacity	a) There is no mention of commitment from senior leadership. b) There is limited commitment and involvement of key people and groups. c) The human, financial, technological, and other resources described are not enough to ensure the success of the plan and timeline. d) The plan for integrating the PEP into the ongoing work of the program is not sufficient or not described. e) The PEP and its results do not seem sustainable. f) There is no understanding of or capacity to address potential obstacles.		a) There seems to be some commitment of senior leadership. b) There seems to be some commitment and involvement of key people and groups. c) The human, financial, technological, and other resources described could be bolstered to aid in the success of the plan and timeline. d) The plan for integrating the PEP into the ongoing work of the program could be improved upon. e) The PEP and its results seem to be somewhat sustainable. f) There is somewhat of an understanding of and capacity to address potential obstacles.		a) There is clear commitment of senior leadership. b) There is clear commitment and involvement of key people and groups. c) The human, financial, technological, and other resources described are sufficient for the success of the plan and timeline. d) There is a clearly defined plan for integrating the PEP into the ongoing work of the program. e) The PEP and its results are sustainable. f) There is a clear understanding of and capacity to address potential obstacles.
Appropriateness of Timeline	a) The intended purposes and goals are not reflected in the timeline. b) The proposed timeline does not align with the implementation of other program, departmental, and institutional processes. c) The implementation plan is unreasonable for the time period described.		a) The intended purposes and goals are only somewhat reflected in the timeline. b) The proposed timeline somewhat aligns with the implementation of other program, departmental, and institutional processes. c) The implementation plan is somewhat reasonable for the time period described.		a) The intended purposes and goals are consistent with the timeline. b) The proposed timeline aligns well with the implementation of other program, departmental, and institutional processes. c) There is a reasonable implementation plan for the time period described.

*Exhibits a mix of characteristics of '1' and '3'

†Exhibits a mix of characteristics of '3' and '5'