



Oklahoma State University  
*America's Brightest **ORANGE***

# Oklahoma State University Academic Program Review Framework and Process

Prepared by  
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## OSU Academic Program Review (APR) Process

The OSU APR follows a **five-year review cycle**. Academic programs are asked to complete the following tasks in relation to the OSU APR process. These sections include:

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

When an academic program is approaching their due date for the OSU APR, the department head leading the process will receive notification the summer prior to the APR submission date, ensuring they have ample time to organize their team and workflow.

The Oklahoma State Regents for Higher Education (OSRHE) mandate these academic program reviews. In accordance with these mandates, OSU reports on programs to the OSRHE and the OSU A&M Board of Regents. Because of the importance of these reviews for accreditation and continual improvement, academic programs are expected to meet the deadlines for the process to remain in good standing.

There are specific instances in which an academic program may be unable to complete the APR during their scheduled cycle year. Those instances may include:

- No full-time faculty in place,
- Upcoming programmatic accreditation (within 6 months of the APR report due date),  
or
- Other reasons (requiring specification)

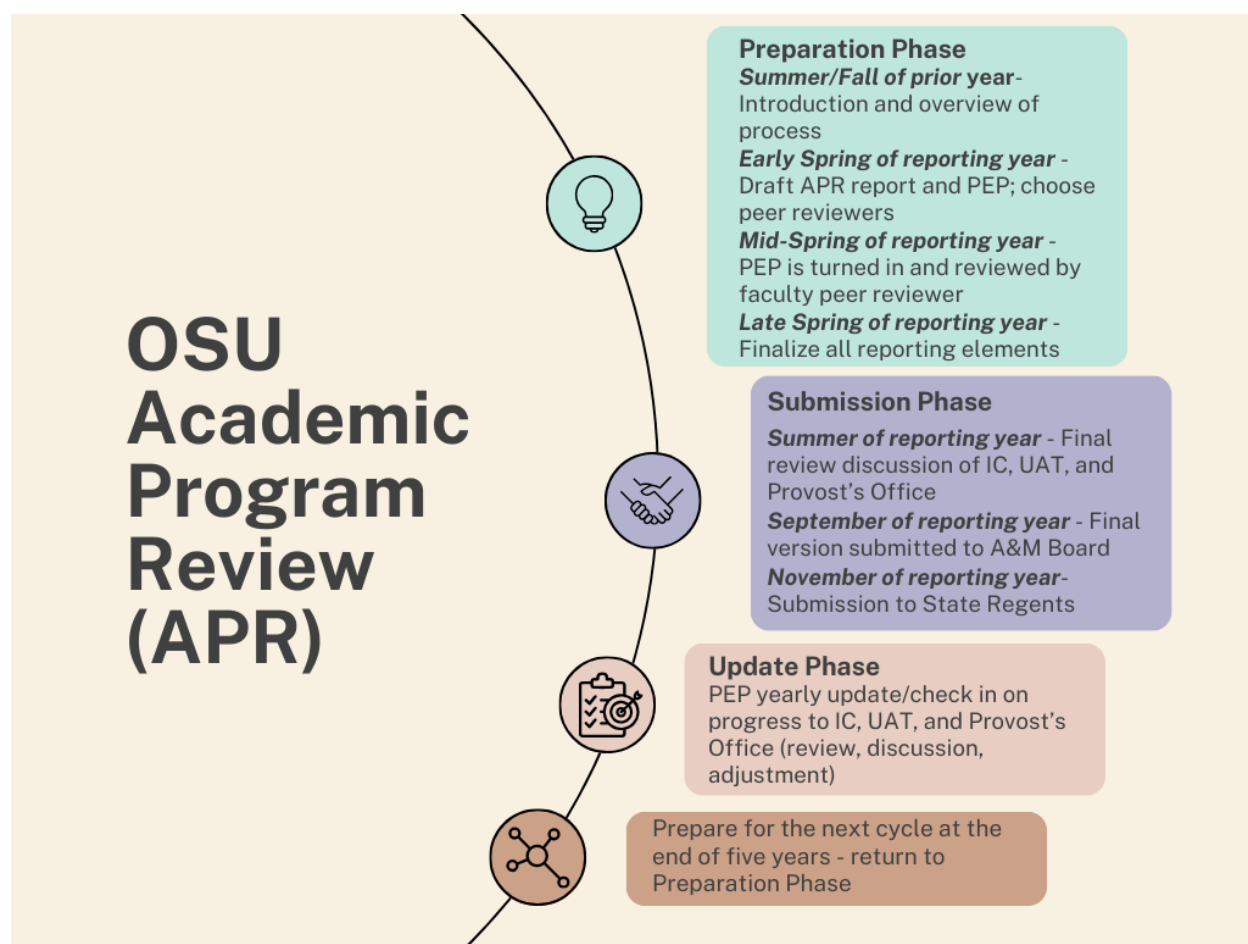
In these cases, please contact your college's Instruction Council representative to discuss alternative cycle years to participate in. Ultimately, any changes to the APR year should be approved by the college Dean's office and be accompanied by correspondence with the Office of the Provost. Please inform UAT of any necessary changes as well as which specific review year the academic program would like to move to.

## Timeline

The OSU APR process involves a multi-semester timeline of preparation, review, and submission phases. During the semesters prior to the OSU APR submission date, academic programs are expected to carry out various tasks to ensure their success and timeliness pertaining to 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*



## **Academic Program Review (APR) Timeline**

### **Summer Semester – 1 Year Prior to Submission Deadline**

- July/August:
  - The department heads of identified academic programs are contacted by University Assessment and Testing (UAT) regarding their participation in the upcoming APR cycle. College representatives are also kept informed of all communications and upcoming deadlines.
  - All department heads are invited to join the APR Canvas community page to become familiar with the procedures, tasks, and videos posted in the page's modules.

### **Fall Semester – 1 Year Prior to Submission Deadline**

- August/September - Associated college administrators and personnel should meet with the academic program to introduce the two-semester plan and answer any outstanding questions. College administrators should review the academic program(s)'s process and procedures outlined in this document, discuss the expected reporting elements, and identify where the academic program can find resources.
  - Instruction Council (IC), UAT, and the Provost's Office can be invited to attend these college-based meetings to further answer questions as needed.
- The academic program should then meet with their faculty and stakeholders in order to share this information.
- November/December – UAT recruits Program Enhancement Plan (PEP) faculty peer reviewers from each college to participate in the following spring review cycle.
- During the first semester, the academic program should complete the following tasks:
  - Begin to draft the OSU APR report with information provided by Institutional Research and Analytics (IRA).
  - Pay special attention to drafting the PEP (which will be reviewed in mid-spring) and begin discussions among faculty regarding upcoming actions for improvement.

### **Spring Semester – Year of Submission Deadline**

- January – Colleges identify the PEP reviewer choices for each academic program submitting an APR.

- February – PEP reviewers are provided with training materials and academic program assignments.
- During the second semester, the following tasks will be completed:
  - March – Academic programs provide a completed first draft of the PEP proposal within the Canvas community page.
  - April – PEP reviewers review the PEP's assigned to them and provide any feedback to UAT through OneDrive.
  - April/May - After receiving feedback on the PEP proposal draft, the academic program should incorporate changes and comments before submission of full report to the college for final review.
  - Department faculty should meet internally to address any final concerns or adjustments to the document(s).
  - Optional/Upon Request - Meet with IC, UAT, and the Provost's Office to discuss progress and answer any questions.
- By the end of the second semester, all elements of the OSU APR process should be completed. The final draft of the APR report should be fully approved by the department head, program faculty, and college representative before it is officially turned in via Canvas.
- June - All documents are submitted to UAT by the end of May/early June of the OSU APR year through the Canvas community page.
  - **NOTE:** Part of the APR process is to collaborate with all involved in the success of the program to ensure that the information and goals provided within are beneficial and agreed upon by all. By turning in the report, you are confirming that the faculty within the department, the department head, and the college representative have all reviewed, edited, and approved the APR report.

### **Summer Semester – Year of Submission Deadline**

UAT works with the Office of the Provost to finalize all of the submitted APR reports in preparation for submission to the A&M Board and OSRHE in the fall.

**Fall Semester – Year of Submission Deadline**

UAT works with the Office of the Provost to submit all relevant documents to the OSU/A&M Board by the end of September in preparation for their October meeting. The OSU/A&M Board will only be provided with the first page, Executive Summary of the report.

The final report is submitted to OSRHE by the end of November of the OSU APR year in preparation for their meeting in December. OSRHE are provided with all the pages of each report (including the Executive Summary and Additional Questions).

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

## **Academic Program Review (APR) Reporting Elements**

### **Program APR Report**

Each program will submit a report detailing the five-year scope of their program. This report will be provided to Instruction Council (IC), University Assessment and Testing (UAT), the Office of the Provost, faculty PEP peer reviewers, the OSU/A&M Board, and Oklahoma State Regents of Higher Education (OSRHE) upon completion of the review process. The sections covered within the report include:

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

### **Report Format Guidelines**

It is required that each academic program fills out the provided form during their APR cycle. Academic programs that are externally accredited do not need to 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 academic program can reach its most applicable goals. Additional consultation is available through the college’s dean office and UAT as needed.

UAT has developed the report form based upon OSRHE requirements. Appendix A shows in-depth instructions for what is required within the form and where specific information can be found.

### ***Overview of Page Requirements***

Program APR Report: The report contains the executive summary (found on page 1 of the form), the program history and analytics (found on page 2 of the form), the PEP (found on page 3 of the form) as well as no more than 3 pages of elaboration on the “Additional Questions” section (found



on page 4 of the form). This report will be provided to Instruction Council (IC), University Assessment and Testing (UAT), the Office of the Provost, faculty PEP peer reviewers, the OSU/A&M Board, and Oklahoma State Regents of Higher Education (OSRHE) upon completion of the review process.

Program Enhancement Plan (PEP) Update: A one-page minimum update document detailing the ongoing progress of the OSU APR and PEP will be required each year. See Appendix C for more information.

### **Program Enhancement Plan (PEP)**

As with Program Outcomes Assessment (POA), programs can benefit from continually measuring progress and outlining goals for enhancement in both the short and long term. The findings from this measurement will be reported in a Program Enhancement Plan (PEP) which will ensure continuous improvement and support student success by encouraging programs to address relevant and specific challenges. These could include challenges such as lack of resources, gaps in curriculum content, gaps in learning strategies, lack of training, etc.

The PEP should include information about specific goals and the strategies planned to achieve them. 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***

Per OSRHE's guidelines, all academic programs need to conduct a periodic review process of their academic offerings. It is not enough to review a program every five years because too many improvement opportunities may be lost. Programs can risk losing competitiveness and becoming obsolete on teaching content, practices, technology, etc. As such, academic programs will be asked to provide a yearly update regarding the progress they have made with their PEP. The update should be concise and approximately one page in length. This expectation will continue until the next time

the program is up for their OSU APR and should be completed during years 2, 3, and 4. The full PEP update form can be found in Appendix C.

The PEP update can be informal in nature, but should cover the following components:

- A brief statement about the first year PEP implementation.
- An update on the achievement of the objectives so far.
- Measurements used.
- Overcome challenges.
- Implementation of PEP reviewer's comments and concerns.
- Knowledge gained.
- Expectations for the upcoming year.
- Provide any comments from faculty in terms of this PEP implementation.
- Provide any key accomplishments.
- Support/resources needed.

### **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. Peer review is used to share experiences amongst colleagues and provide fresh perspectives on common challenges. To incorporate this into the APR process, the PEP reports will be reviewed by OSU faculty members external to the academic program itself. Each college is 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. If a college does not wish to choose the faculty peer reviewers, UAT will assign the reviewers to programs.

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 OSRHE and Higher Learning Commission (HLC). 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

<b>Oklahoma State University, Academic Program Review</b> <b>Executive Summary</b>					
<b>NOTE:</b> By submitting the <u>final</u> report, you are confirming that the faculty within the department, the department head, and the college representative have all reviewed, edited, and approved the report. Part of the APR process is to collaborate with all involved in the success of the program to ensure that the information and goals provided within are beneficial and agreed upon by all.					
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.					
<b>Options within Program(s):</b> In the space below state the option name(s) of all program(s) covered by this report, or state no options.					
<b>Author of report</b>	<small>Name only, not signature</small>				
<b>Department Head</b>	<small>Name only, not signature</small>				
<b>Dean</b>	<small>Name only, not signature</small>				
<b>Departmental Recommendation One:</b> 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.					
<b>Departmental Recommendation Two:</b> 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.					
<b>Recommendation for size of program:</b> Use degree indicator, such as BS, BA, or Cert, as values in the table below.					
	<b>Department</b>	<b>College</b>	<b>Institution</b>		
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.					
<b>Distinguishing Attributes:</b> 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 Year 1	Size of Classes Year 1	Number of Classes Year 2	Size of Classes Year 2	Number of Classes Year 3	Size of Classes Year 3	Number of Classes Year 4	Size of Classes Year 4	Number of Classes Year 5	Size of Classes Year 5
Specify Academic Year (e.g. 21-22)										
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.

**\*NEW\*** Provide a roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full-time equivalent faculty in the specialized courses within the curriculum.

<b>Faculty</b>	<b>Credential (i.e. MFA, PhD)</b>	<b>Institution that granted degree</b>

**Curricular Analytics Activity**

The below review exercise is intended to align with OSU's 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](http://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.

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Oklahoma State University, Academic Program Review Program Enhancement Plan (PEP)
<b>Overview</b>
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.
<b>Scope and Impact</b>
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; faculty development; online learning; program evaluation; quality improvement; teaching/pedagogy; etc.)
<b>Commitment To/Engagement with PEP</b>
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.
<b>Future Plans (Milestones of Continuing Project)</b>
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.
<b>Other</b>
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.

## Directions for Completing the OSU Academic Program Review Form

Please see the Academic Program Review Canvas community page for more detailed instructions via the tutorial videos provided. For questions about specific items, please contact the following individuals:

Program History Data – contact IRA

Curriculum Analytics – contact Vice Provost Chris Francisco

Executive Summary, PEP, and Additional Questions – contact UAT

The below information can be used to effectively fill in the APR form.

- 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 Executive Summary					
NOTE: By submitting the final report, you are confirming that the faculty within the department, the department head, and the college representative have all reviewed, edited, and approved the report. Part of the APR process is to collaborate with all involved in the success of a program to ensure that the information and goals provided within are beneficial and agreed upon by all.					
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 Executive Summary					
NOTE: By submitting the final report, you are confirming that the faculty within the department, the department head, and the college representative have all reviewed, edited, and approved the report. Part of the APR process is to collaborate with all involved in the success of a program to ensure that the information and goals provided within are beneficial and agreed upon by all.					
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?

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

<b>Departmental Recommendation One:</b> 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.			
<b>Departmental Recommendation Two:</b> 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.			
<b>Recommendation for size of program:</b> 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.			
Delete the program(s)			



- 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.

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

- On page 2, 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	Size of Classes	Number of Classes	Size of Classes	Number of Classes	Size of Classes	Number of Classes	Size of Classes	Number of Classes	Size of Classes
	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5
Specify Academic Year (e.g. 21-22)										
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.										

- New to the APR Form in 2026: The following question can be filled out using the HR information held by the program for employed faculty.

<b>*NEW*</b> Provide a roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full-time equivalent faculty in the specialized courses within the curriculum.		
<b>Faculty</b>	<b>Credential (i.e. MFA, PhD)</b>	<b>Institution that granted degree</b>

- 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.

<p><b>Curricular Analytics Activity</b></p> <p>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.</p> <p>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 <a href="https://curricularanalytics.org/">curricularanalytics.org</a>. Reflect on what barriers to timely progress toward graduation you (faculty advisors) notice in the output. Consider the following possible situations. Are there:</p> <ul style="list-style-type: none"> <li>long sequences of courses with strict prerequisites?</li> <li>prerequisite courses with high DFW rates?</li> <li>prerequisite courses that are not offered often?</li> <li>If any issues have been identified, what can be done to alleviate these challenges?</li> <li>What can be done to streamline the ease of time to graduation for the program and for the students?</li> </ul> <p>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.)</p> <p>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.</p>
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- 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.

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? <i>(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?)</i>
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 questions can be answered through exit surveys, alumni survey, alumni center information, or other follow up procedures with graduates of the program.

Provide information about employment or advanced studies of graduates of the program(s).
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Provide information about the success of students from this program who have transferred to another institution.
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## **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.

	<b>1</b>	<b>2*</b>	<b>3</b>	<b>4†</b>	<b>5</b>
<b>Scope and Significance</b>	<ul style="list-style-type: none"> <li>a) It is unclear how the PEP will make an impact on the program and its academic quality.</li> <li>b) Is not aligned with the mission, vision, and strategic plans of the university, college, and unit.</li> <li>c) Is not connected with the program's planning processes.</li> <li>d) There is no evidence of significance and relevance at this time.</li> </ul>		<ul style="list-style-type: none"> <li>a) Has potential to make some impact on the program and its academic quality.</li> <li>b) Is somewhat aligned with the mission, vision, and strategic plans of the university, college, and unit.</li> <li>c) Is partially connected with the program's planning processes.</li> <li>d) There is some evidence of significance and relevance at this time.</li> </ul>		<ul style="list-style-type: none"> <li>a) Has potential to make significant impact on the program and its academic quality.</li> <li>b) Is fully aligned with the mission, vision, and strategic plans of the university, college, and unit.</li> <li>c) Is fully connected with the program's planning processes.</li> <li>d) There is evidence of significance and relevance at this time.</li> </ul>
<b>Clarity</b>	<ul style="list-style-type: none"> <li>a) The goals and purposes of the PEP are not clear and/or do not reflect the scope and significance of the PEP.</li> <li>b) The milestones and intended goals are unclear, not included, and/or unplanned; minimal or no tasks, resources, or progress indicators were provided.</li> <li>c) The processes outlined for evaluating progress are unclear or not included.</li> </ul>		<ul style="list-style-type: none"> <li>a) The goals and purposes of the PEP are somewhat clear and seem to mostly reflect the scope and significance of the PEP.</li> <li>b) The milestones and intended goals could be made clearer and were somewhat planned; some tasks, resources, or progress indicators were provided.</li> <li>c) The processes outlined for evaluating progress could be made clearer.</li> </ul>		<ul style="list-style-type: none"> <li>a) The goals and purposes of the PEP are clear and reflect the scope and significance of the PEP.</li> <li>b) There are clearly defined milestones and intended goals and were planned; sufficient tasks, resources, or progress indicators were provided.</li> <li>c) There are clear processes outlined for evaluating progress.</li> </ul>
<b>Evidence of Commitment and Capacity</b>	<ul style="list-style-type: none"> <li>a) There is no mention of commitment from senior leadership.</li> <li>b) There is limited commitment and involvement of key people and groups.</li> <li>c) The human, financial, technological, and other resources described are not enough to ensure the success of the plan and timeline.</li> <li>d) The plan for integrating the PEP into the ongoing work of the program is not sufficient or not described.</li> <li>e) The PEP and its results do not seem sustainable.</li> <li>f) There is no understanding of or capacity to address potential obstacles.</li> </ul>		<ul style="list-style-type: none"> <li>a) There seems to be some commitment of senior leadership.</li> <li>b) There seems to be some commitment and involvement of key people and groups.</li> <li>c) The human, financial, technological, and other resources described could be bolstered to aid in the success of the plan and timeline.</li> <li>d) The plan for integrating the PEP into the ongoing work of the program could be improved upon.</li> <li>e) The PEP and its results seem to be somewhat sustainable.</li> <li>f) There is somewhat of an understanding of and capacity to address potential obstacles.</li> </ul>		<ul style="list-style-type: none"> <li>a) There is clear commitment of senior leadership.</li> <li>b) There is clear commitment and involvement of key people and groups.</li> <li>c) The human, financial, technological, and other resources described are sufficient for the success of the plan and timeline.</li> <li>d) There is a clearly defined plan for integrating the PEP into the ongoing work of the program.</li> <li>e) The PEP and its results are sustainable.</li> <li>f) There is a clear understanding of and capacity to address potential obstacles.</li> </ul>
<b>Appropriateness of Timeline</b>	<ul style="list-style-type: none"> <li>a) The intended purposes and goals are not reflected in the timeline.</li> <li>b) The proposed timeline does not align with the implementation of other program, departmental, and institutional processes.</li> <li>c) The implementation plan is unreasonable for the time period described.</li> </ul>		<ul style="list-style-type: none"> <li>a) The intended purposes and goals are only somewhat reflected in the timeline.</li> <li>b) The proposed timeline somewhat aligns with the implementation of other program, departmental, and institutional processes.</li> <li>c) The implementation plan is somewhat reasonable for the time period described.</li> </ul>		<ul style="list-style-type: none"> <li>a) The intended purposes and goals are consistent with the timeline.</li> <li>b) The proposed timeline aligns well with the implementation of other program, departmental, and institutional processes.</li> <li>c) There is a reasonable implementation plan for the time period described.</li> </ul>

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

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

## Appendix C

### Program Enhancement Plan (PEP) Yearly Update Form

<b>Oklahoma State University, Academic Program Review Program Enhancement Plan (PEP) – Update for Years 2, 3, and 4</b>
Give a brief statement about the first year PEP implementation.
Provide an update on the achievement of the objectives so far.
What measurements have been used?
What challenges have been overcome and how?
Have you implemented any comments/suggestions from the PEP reviewer?
What have you learned and would like to share?
What are the expectations for the coming year?
Provide any comments from faculty in terms of this PEP implementation.
Provide any key accomplishments.
Are there any supports/resources identified as needed?