

*A. Eight-Year Program Review Report Summary*

**PROGRAM REVIEW REPORT SUMMARY**

1. **Reporting Institution** \_\_\_\_\_

2. **Program Reviewed** \_\_\_\_\_

3. **Date** \_\_\_\_\_

4. **Contact Person** \_\_\_\_\_

4.1. **Telephone** \_\_\_\_\_

4.2. **E-mail** \_\_\_\_\_

5. **Overview**

6. **Major Findings and Recommendations**

a. Description and assessment of any major changes in the program/disciplinary context, e.g., (1) changes in the overall discipline or field; (2) student demand; (3) societal needs; (4) institutional context for offering the degree; (5) other elements appropriate to the discipline in question; and (6) other.

b. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement;

c. Description of actions taken since the last review, including instructional resources and practices, and curricular changes; and

d. Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.

7. **Responses to Institution-Assigned Issues / None**

8. **Outcome**

8.1 **Decision:**

\_\_\_\_\_ Program in Good Standing

\_\_\_\_\_ Program flagged for Priority Review

\_\_\_\_\_ Program Enrollment Suspended

## 8.2 Explanation

### B. About the IBHE Report

#### Section 5. Overview

This section will focus the review for your reader.

In no more than ½ of a page, please explain your program’s mission and its relationship to Eastern’s mission (and, if applicable, to the mission of graduate education). Identify similar programs in the state; distinguish your program from them. You also should identify your program’s student learning objectives and career/further education objectives, and summarize significant changes, achievements (by faculty and students and the program itself), and plans for the future.

#### Section 6. Major Findings and Recommendations

These are the standard IBHE questions.

**a. Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal needs; (d) institutional context for offering the degree; and (e) other elements appropriate to the discipline in question.**

What, if any, internal or external events have affected your program since the last review? Have enrollments, degree production, costs, student satisfaction, job placement, etc. changed significantly? Has the discipline’s governing body approved a new name for the programs it represents; updated/revised curricular requirements; identified new markets; developed new emphases? Have nationwide demographic changes or social policies affected enrollments or requirements for good or for ill? (Etc.)

In addition to the items included in the “Accountability” section of the VPAA website (see the left hand navigation box at <http://castle.eiu.edu/~acaffair/>), the resources listed below may help you to respond to item 6.a:

1 The IBHE Data Bank <http://www.ibhe.state.il.us/Data%20Bank/default.htm> includes the *Data Book*, which provides statewide discipline-based data on enrollments, degree production, and costs; as well as a variety of other data on statewide enrollments, degree production, credit hour production, and costs.

2 The Institutional Research web page available at <https://www.eiu.edu/ir/> houses EIU’s Data Books and the IBHE Alumni survey results, as well as a great deal of information about EIU students (ACT scores, degrees awarded, retention rates, etc.)

3 Occupational projections are available from many professional journals and organizations, as well as:

- the Bureau of Labor Statistics <http://stats.bls.gov/>
- ISBE’s Educator Supply and Demand Report [http://www.isbe.state.il.us/research/htmls/supply\\_and\\_demand.htm](http://www.isbe.state.il.us/research/htmls/supply_and_demand.htm)
- the Illinois Workforce Information Center [http://www.ides.illinois.gov/Pages/Workforce\\_Information\\_Center.aspx](http://www.ides.illinois.gov/Pages/Workforce_Information_Center.aspx)

4 Staff members in the Office of Institutional Research also are available to aid you in assembling and analyzing administrative data.

**b. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement;**

While 6.b also asks you to discuss other significant findings, it is basically the assessment section of the program review. As such, the responses here are crucial to your review’s success. Departments that cannot demonstrate that their assessment programs meet the established guidelines will be expected to revise those programs within six months of the final review deadline. The IBHE’s **assessment guidelines are appended to this document.**

Since your overview already identifies your student learning objectives, focus here on the assessment program and its results. What measures are you using to assess learning? How well are students achieving the objectives identified for them? What are their specific strengths and weaknesses? What changes have you made/will you be making as a result of assessment? Emphasize direct assessment, but mention the indirect measures you are using as well. Support your generalizations with specific data/evidence. And be sure to include feedback from key stakeholders—students, alums, employers, peer reviewers, etc.—since the IBHE requires it.

**c. Description of actions taken since the last review, including instructional resources and practices, and curricular changes; and**

**d. Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.**

6.c and 6.d are straight forward. However, by this point, you already may have mentioned the most significant actions your department has taken/is planning to take. Do not repeat yourself—merely refer the reader to a previous section or sections.

**Section 7. Responses to Institution-Assigned Issues**

**Section 8. Outcome**

After consultation with the college dean, the Provost’s Office will indicate whether the program will be deemed “in good standing” or “flagged for priority review.” The latter category is used to identify programs experiencing serious concerns—significantly low enrollments, high costs, negative accreditation findings, below-average pass rates on statewide exams, below-average employment placement rates, a continuing lack of satisfaction among students or employers, etc.

Departments will be asked to examine and address the identified concern(s) and report the results in an interim review, due in 1-3 years. Typically, however, the IBHE program review results in a positive decision, and the next review is due in eight years.

**8.1 Decision**

\_\_\_\_\_ **Program in Good Standing**

\_\_\_\_\_ **Program flagged for Priority Review**

\_\_\_\_\_ **Program Enrollment Suspended**

**8.2 Explanation** (A staff member in the VPAA Office will write a brief explanation as to how the decision above was arrived at.)

*C. Reporting Requirements for Short Progress Reports*

**PROGRAM REVIEW REPORT SUMMARY: SHORT PROGRESS REPORT**

**1. Reporting Institution** \_\_\_\_\_

**2. Program Reviewed** \_\_\_\_\_

**3. Date** \_\_\_\_\_

**4. Contact Person** \_\_\_\_\_

**4.1. Telephone** \_\_\_\_\_

**4.2. E-mail** \_\_\_\_\_

**5. Summary of Program Goals and Objectives and Progress at Meeting Them**

**6. Decision:**

\_\_\_\_\_ Program in Good Standing

\_\_\_\_\_ Program flagged for Priority Review

\_\_\_\_\_ Program Enrollment Suspended

**6.2 Explanation**

*D. Reporting Requirements for Interim Reviews*

## **PROGRAM REVIEW REPORT SUMMARY: SHORT PROGRESS REPORT**

- 1. Reporting Institution** \_\_\_\_\_
- 2. Program Reviewed** \_\_\_\_\_
- 3. Date** \_\_\_\_\_
- 4. Contact Person** \_\_\_\_\_
- 4.1. Telephone** \_\_\_\_\_
- 4.2. E-mail** \_\_\_\_\_

**5. Summary of Concerns Identified at the Conclusion of the Last Eight-Year Review and of the Unit's Progress at Addressing Them:**

**6. Decision:**

- \_\_\_\_\_ Program in Good Standing
- \_\_\_\_\_ Program flagged for Priority Review
- \_\_\_\_\_ Program Enrollment Suspended

### **6.2 Explanation**

E. Reporting Requirements for the Review of Public Service and Research Units

The focus of your report should be on progress made since the unit's last IBHE review. As part of this discussion, be sure to address each of the following items:

**1. Overview**

The opening paragraph of your review should discuss the unit's mission and objectives, highlight its strengths and achievements during the review period, and summarize its future plans for improvement.

**2. Issues to Address in the Body of the Review**

a) Detail the demand for service experienced by the unit during the eight-year review period. Is anticipated demand for the research/public services provided by the unit sufficient to warrant its continued support?

b) Document the unit's achievement of its objectives. Are its faculty/staff making significant contributions to the development and/or application of knowledge or to the delivery of services? Explain.

c) Is the unit central to the mission of the university? For example, does the research/public service provided by the unit contribute to instruction of or service to students? Does it contribute to institutional, regional, or statewide priorities? If so, how?

d) What steps have been taken to improve the quality and productivity of the programs and/or services provided by the unit?

e) Describe the process in place to assess the unit's attainment of its objectives. To what extent are external peer reviewers or advisory committees used to gauge the unit's effectiveness? During the eight-year review period, what were the results of the unit's assessment program? For example, what level of satisfaction was reported by participants? What changes and improvements have been made as a result of assessment?

**Decision and Explanation:**

\_\_\_\_\_ Center in Good Standing

\_\_\_\_\_ Center flagged for Priority Review

\_\_\_\_\_ Center Suspended