## Academic Program Review: Report Template

The report template, which begins on the next page, should be used by all academic programs for the purpose of formal periodic review. There are a number of tables for which data will be supplied by the Office of Institutional Research, and also some that will require data entry on the part of the program. Where comments are requested, please insert them where indicated. Please delete the “enter comments here” prompts from the template prior to submission of the report.

**Academic Program Review: Report Template**

**Program Name:**

**Section 1 – Mission and Vision [20%]**

For your reference, the mission during the 2016-2017 year was the following:

Mission – “Lake Erie College provides an environment that stimulates intellectual curiosity, personal development and community involvement to prepare students to succeed as practitioners, professionals and responsible citizens in a contemporary world.”

Vision – The College did not have a Vision statement during this time.

*Instructions: Describe up to 5 curricular or co-curricular features of the program that are consistent with the above mission of Lake Erie College. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature’s relevance.*

*[Enter comments for Section 1 here (Limit 2 pages)]*

For your reference, the mission and vision for the Lake Erie College 2017-2020 Strategic Plan is the following:

Mission Statement – “Lake Erie College provides an excellent, inclusive, and highly personalized education grounded in the liberal arts tradition. Guided by hope and care, our students are empowered to lead lives of personal significance and professional success as global citizens.”

Vision – “Lake Erie College will empower students by successfully integrating the following elements into the learning experience:

Self-discovery,

The development of strong personal attributes,

Creative problem solving, and

The balance of personal and professional goals with the needs of others.”

*Instructions: Describe up to 5 curricular or co-curricular features of the program that are consistent with the above mission and vision of Lake Erie College. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature’s relevance.*

*[Enter comments for Section 1 here (Limit 2 pages)]*

**Section 2 – Demand [25%]**

**Internal demand for the degree program and for courses in the degree program**

*Instructions: Document the demand for the degree program and for courses within the degree program using total annual headcount, total annual credit hours generated, and number of service courses in the program in Tables 1-3. For Tables 1 and 2, i.e., “Headcount” and “Credit Hours Generated”, the data will be provided by Office of Academic Affairs. For Table 3, please list all courses in your program that are used as required or elective courses by other LEC programs (including the General Education Program). Please include only the course number and credit hours associated with each course, e.g., General Education Program: BI 100, 4SH, and not the course titles.*

*After completing the tables, please comment on the internal demand for the program. Explain any significant changes in internal demand over the past 5 years. Provide any additional relevant information related to internal demand.*

**Table 1. Annual Programmatic Headcount Data.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic Year | Current yr  (Fall only) | Current yr -1 | Current yr -2 | Current yr -3 | Current yr -4 |
| 20\_\_\_-\_\_\_ | 20\_\_\_-\_\_\_ | 20\_\_\_-\_\_\_ | 20\_\_\_-\_\_\_ | 20\_\_\_-\_\_\_ |
| Headcount |  |  |  |  |  |

**Table 2. Annual Programmatic Credit Hours Generated.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic Year | Current yr  (Fall only) | Current yr -1 | Current yr -2 | Current yr -3 | Current yr -4 |
| 20\_\_\_-\_\_\_ | 20\_\_\_-\_\_\_ | 20\_\_\_-\_\_\_ | 20\_\_\_-\_\_\_ | 20\_\_\_-\_\_\_ |
| 3 credit courses |  |  |  |  |  |
| 4 credit courses |  |  |  |  |  |

**Table 3. Service to other LEC programs.**

|  |  |  |
| --- | --- | --- |
| **Other LEC program** | **Required Courses** | **Elective Courses** |
| General Education Program |  |  |
|  |  |  |
|  |  |  |

*[Enter comments for Section 2 related to internal demand here (Limit: 1.5 pages per program option, not including Tables 1-3)]*

**External demand for “graduates” from the program**

*Instructions: Describe evidence of external demand for this program. Specifically, consider your response from the perspective of parent/student concerns about job prospects and the demand for graduates from your program. Particularly good sources of evidence would be one (or more) of the following: the State of Ohio (*http://www.ohiolmi.com/proj/projections.htm)*, the US Department of Labor* (http://www.bls.gov/OCO/)*, the National Association of Colleges and Employers,* (http://naceweb.org)*. Other sources are permissible, e.g., a professional society relevant to your discipline. Regardless of source, please cite appropriately such that the original data related specifically to your program may be directly accessed for review, if necessary.*

*[Enter comments for Section 2 related to external demand here (Limit 1 page per program option)]*

**Section 3 – Program Quality (Limit: 6 pages total, not including tables) [35%]**

**Students**

*Instructions: Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline). This should be populated, at least in part, by information stemming from the PLO and PLAP worksheets for the program. Please site the source of any evidence discussed that was not provided by LEC.*

*[Enter comments for Section 3 related to student evidence of program quality here]*

**Faculty – Teaching Effectiveness/Commitment to Continuous Improvement**

*Instructions: Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes, strategic plan, etc.), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.*

*[Enter comments for Section 3 related to evidence of faculty teaching effectiveness and commitment to continuous improvement of teaching here]*

**Faculty – Scholarship, Creative Activities, & Service**

*Instructions: Provide evidence of faculty engagement in scholarship/creative activities and service for the 4 most recent full academic years.*

*[Enter comments for Section 3 related to evidence of faculty engagement in scholarship, creative activities, and service here]*

**Faculty – Mentoring of Students**

*Instructions: Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.*

*[Enter comments for Section 3 related to evidence of faculty mentoring here]*

**Faculty – Other**

*Instructions: Provide other evidence of quality indicators related to faculty that may not be listed elsewhere.*

*[Enter comments for Section 3 related to any other evidence of faculty quality indicators here]*

**Curriculum – Assessment**

*Instructions:  Using LEC’s meta-assessment rubric (it can be found on LEO and on the college’s web page) as a standards guide, please provide a reflective summary of how the program has used program-level assessment plans to improve student learning. Improvements could include but are not limited to curricular changes, use of new technologies, modifications to materials and resources, enhancements to pedagogical approaches, changes to the program-level assessment approaches, etc.*

*[Enter comments for Section 3 related to assessment of learning outcomes and the use of assessment data for programmatic improvement here]*

**Curriculum – Relevance and Innovation**

*Instructions: Provide evidence, with examples, that the curriculum of your program is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.*

*[Enter comments for Section 3 related to curriculum quality here]*

**Curriculum – Program uniqueness**

*Instructions: If your program provides unique educational opportunities or course content that is found at few or no other Ohio institutions, please describe this uniqueness.*

*[Enter comments for Section 3 related to programmatic uniqueness here]*

**Curriculum – Student Scholarship/Creative Activities/Service**

*Instructions: Describe how your undergraduate majors/ graduate students that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward graduating requirements?*

*[Enter comments for Section 3 related to undergraduate scholarship/creative activities/service here]*

**Programmatic Affiliations**

*Instructions: Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute. Units/centers/institutes may be public (i.e., local, state, federal) or private.*

*[Enter comments for Section 3 related to programmatic affiliations here]*

**Facilities, equipment and resources**

*Instructions: Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.*

*[Enter comments for Section 3 related to facilities, equipment, and resources here]*

**Unique local and regional environment**

*Instructions: Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at LEC. (Do not include items listed under “Programmatic Affiliations” here.)*

*[Enter comments for Section 3 related to the* unique local and regional environment *here]*

**Section 4 – Investments, Revenues, and Budget (Limit: 2 pages, not including tables) [0%] This is an unweighted category.**

*\* Please NOTE: This section should be referenced in Section 5 as part of the rationalization for the* ***Resources needed for growth*** *section at minimum and may be relevant for discussion in other sections. This information will also be used by the dean and Provost in making recommendations regarding departmental finances and improvements.*

**Program Investment – Degree Requirements**

*Instructions: In Table 4, enter the total number of required student credit hours (SCH), as listed in the catalog, for this academic program, and then the number of required course units for this academic program that are listed under the primary course code(s) associated with your program.*

**Table 4. Total Student Credit Hours (SCHs) Associated with the Program.**

|  |  |
| --- | --- |
| **Total Required SCHs** | **Required SCHs in the Primary Course Code(s)** |
|  |  |

**Program Investments – Staff allocations**

*Instructions: In Table 5, estimate the percent of departmental expenditures for staff positions that can be attributed directly to this academic program (if applicable). Provide detail in the comments section, as appropriate. This section should be addressed in consultation with the area dean.*

**Table 5. Staff Allocation (in FTE) for the Program.**

|  |  |
| --- | --- |
| **Percent of Staff FTE:** |  |

*[Enter comments for Section 4 related to staff allocations here]*

**Program Investments – Other annual costs**

*Instructions: Provide dollar estimates for other program costs by the indicated categories (if applicable). Annualize periodic costs as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (e.g., permanently installed classroom technology, etc.). The categories below are offered as a guide and should not be considered the mandatory or only categories. This section should be completed by the area dean in consultation with the faculty.*

* *Operating budget allocation for the program*
* *Non-personnel costs specific to the program*
* *Other costs not previously covered*

*[Enter comments for Section 4 related to annual programmatic costs here]*

**NEW: BENCHMARKING INFORMATION**

***Instructions: Using data available (e.g., Delaware Cost Study, programmatic comparison tools,etc.), please provide a narrative regarding how your program compares to similar institutions. This narrative can include comparative information such as operating budgets, facilities, instruction personnel, or institutional support. Data may vary across programs, and available data may change over time.***

**Program Investments – Accreditation**

*Instructions: If this program is accredited by a specialized accrediting body other than HLC, describe how this accreditation effects program costs. If the programs is interested in seeking programmatic accreditation, include those costs here.*

*[Enter comments for Section 4 related to accreditation costs here]*

**Gross Revenues**

*Instructions: In Table 7, should the information be available and if applicable, please provide the amount of revenue generated by the program for the 4 most recently completed fiscal years, and an explanation of how these revenues support the program .*

**Table 7. Annual Revenue Generated by the Program.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Revenue Category** | **Current yr (-1)** | **Current yr (-2)** | **Current yr (-3)** | **Current yr (-4)** |
| Fundraising/donations |  |  |  |  |
| Student Fees |  |  |  |  |
| Approximate Discount Rate (if available) |  |  |  |  |
| Net Tuition (if available) |  |  |  |  |
| Instructionally Related Activities (IRA) |  |  |  |  |
| Grants |  |  |  |  |
| Other revenues |  |  |  |  |

*[Enter comments for Section 4 related to gross revenues here (if applicable)]*

**Efficiency** – **Student-Faculty Ratio (SFR) for program**

*Instructions: In table 8, indicate amount of faculty for program and number of students in the program major and minor. Explain any substantial changes in SFR that have occurred within the program, i.e., by primary course code. If the SFR for the program differs from the college average SFR, explain why. Describe, quantitatively, if possible, what efforts have been made over the past few years by the program to improve this measure of efficiency.*

**Table 8. Faculty/Student Headcount and Ratio.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic Year | Current yr  (Fall only) | Current yr -1 | Current yr -2 | Current yr -3 | Current yr -4 |
| 20\_\_\_-\_\_\_ | 20\_\_\_-\_\_\_ | 20\_\_\_-\_\_\_ | 20\_\_\_-\_\_\_ | 20\_\_\_-\_\_\_ |
| Major student count |  |  |  |  |  |
| Major faculty count |  |  |  |  |  |
| Major student / faculty ratio |  |  |  |  |  |
| Minor student count |  |  |  |  |  |

*[Enter comments for Section 4 related to student-faculty ratio here]*

**Efficiency – Other views**

*Instructions: If there are alternative measures of programmatic efficiency, apart from student-faculty ratio, that you deem appropriate and wish to have considered please include them here, with data as appropriate.*

*[Enter comments for Section 4 related to alternative efficiency measures here]*

**Budget Status**

*Instructions: Indicate how your program is impacted by its current budget (faculty, staff, and operating expense) and course offerings (class size, reduced course offerings or options for the major). Please refer to relevant data included in the program report, as appropriate.*

*[Enter comments for Section 4 related to budget cut impacts here]*

**Additional Data**

*Instructions: If there are additional data you wish to be considered related to* Investments, Revenues, and Efficiencies *please include them here.*

*[Enter comments for Section 4 related to additional data here]*

**Section 5 – Potential (Limit: 2 pages per program option) [20%]**

**Program Capacity with Existing Resources**

*Instructions: In Table 9, provide the value for your program's existing and maximum capacity with current resources using 1) the number of graduates per year, and 2) the number of FTEs per year generated by courses that are unique to this program. If your program is at maximum capacity, proceed to the next part. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?*

***Table 9. Graduates per year, and FTEs per year per program option.***

|  |  |  |
| --- | --- | --- |
|  | Graduates per Year | FTEs in the Major Option Per Year |
| Existing |  |  |
| Maximum Capacity w/Current Resources |  |  |

*[Enter comments for Section 5 related to program capacity under current resource levels here]*

**Opportunities for Future Growth or Substantial Curricular Changes**

*Instructions: Describe, with evidence, what opportunities the program has for future expansion. Describe the curricular changes and/or staffing increases required to accomplish such an expansion.*

*[Enter comments for Section 5 related to future program growth or substantial curricular changes/staffing increases here]*

**Resources necessary for growth**

*Instructions: Suppose that your program were recommended for an augmentation of resources above current resource levels.  Describe what impact(s) would result from such an augmentation?*

*[Enter comments for Section 5 related to augmented resources here]*

**Impact of Reduced Resources**

*Instructions: Suppose that your program were recommended for a reduction of resources below current resource levels. Describe what impact(s) would result from such a reduction?*

*[Enter comments for Section 5 related to reduced resources here]*

**Section 6 – Situational and Additional Information (Limit: 1 page)**

**Curriculum – Accreditation (if applicable)**

*Instructions: If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program. If programmatic accreditation is an available option, describe need or benefit of seeking accreditation.*

*[Enter related to programmatic accreditation here]*

**Curriculum – Interactions between graduate and undergraduate programs (if applicable)**

*Instructions: If this is a graduate program, describe what opportunities are gained (or lost) for undergraduates as a result of the graduate program.*

*[Enter comments related to programmatic interactions here]*

**Additional information**

*Instructions: Provide any significant information that you feel has bearing on the review of your program that has not provided under other categories. Please include supporting data, as appropriate. Leaving this section blank will have no adverse impact on the program review.*

*[Enter comments for Section 6 related to additional information here]*