EKU Program Review Criteria -- Area(s) of Responsibility, Sources of Information, and Descriptive Notes

	Responsible for Providing Info	Source of Info	Notes
Consistency with Institutional Mission/Strategic Agenda/Strategic Implementation Plan			
a. Contribution to EKU mission	Program faculty and leaders	Internal expertise	A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's strategic plan.
b. Contribution to economic and social welfare goals of HB1 as delineated in the statewide postsecondary education strategic agenda	Program faculty and leaders	Internal expertise	There should be a clear connection between the program and the state's postsecondary education goals. The state's strategic plan for postsecondary education focuses on four areas (college readiness, student success, research/econ/commun devel, efficiency & innovation).
c. Alignment with statewide postsecondary education strategic implementation plan	Program faculty and leaders	Internal expertise	Should focus on how the program aligns with one or more action steps included in the statewide strategic implementation plan.

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Program Quality and Student Success			
a. Evidence of attainment of student learning outcomes	Program faculty and leaders	TracDat data, internal expertise	Must include all SLOs, explain how each is evaluated and how data have been used to improve program. Also describe measures of teaching effectiveness and improvements made based on these measures.
b. External awards or other recognition of the students, faculty and/or program	Program faculty and leaders	Internal program data	Describe awards from disciplinary associations (incl. accred.), nonprofits, govt agencies or other external entities. Describe accomplishments related to student work, faculty teaching/research, or other elements.
c. Average actual time and credit to degree	Institutional Research	Banner, IR databases	Avg. number of years for grads to complete (from matric & declar); avg. credits for grads.
d. Employer satisfaction with graduates as measured by surveys and/or alumni satisfaction	Institutional Research, Career Services, Program faculty and leaders	Survey and focus group results	Include survey/focus group/advisory board results, including separate recommendations from employers/alumni to improve program.
e. Job placement or graduate school admission	Career Services, Program faculty and leaders	Survey results, internal program data	Describe jobs grads have secured, including employers of multiple grads, and geography of employers. Describe grad school-going rates, including names of schools.
f. Pass rates on licensure/certification exams	Program faculty and leaders	Internal program data	List names of exams and pass rates by year.

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Cost and Funding			
a. Student credit hours per instructional faculty FTE	Institutional Research, Program leaders	Banner, IR databases, internal program data	Credit hours taught by program faculty in their unit, department, or discipline, *divided by* the number of <u>instructional</u> FTE (as defined by the institution) of those program faculty.
b. Extramural funding	Program leaders, Financial Affairs, Sponsored Programs	Banner, internal program data	Include funds from govt agencies (local, state, fed), business, private foundations, and individuals.

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Program Demand and Unnecessary Duplication			
a. Number of students enrolled and credit hour production	Institutional Research	Banner, IR databases	Five years of data for the program. Credit hours match definition of numerator in SCH per instructional faculty FTE (see above).
b. Number of degrees conferred	Institutional Research	Banner, IR databases	Five years of data for the program.
c. Explanation of how the curriculum is different from existing programs at other institutions or that access to these programs is limited	Program faculty and leaders	Internal expertise, CPE program inventory	If there are similar programs at other public universities in the state (same or close CIP), explain how curriculum here is different, or access is limited at the other schools.
d. Explanation of pursuit of collaborative opportunities with similar programs at other institutions and how collaboration will increase effectiveness and efficiency	Program faculty and leaders	Internal expertise	If program serves similar student population and curriculum does not differ substantially from existing programs, describe the collaborative arrangements being pursued (or able to pursue) with institutions offering similar programs.