

Program Review Template

Common measures are essential but must be interpreted differentially. The same set of individual measures (“vital signs”) should be applied to each degree program. However, how these measures are evaluated must refer to the role the program plays at the university. This is not unlike ensuring that a sports team is optimal: one seeks to maximize different aspects of fitness for different positions (for example, a pitcher versus a designated hitter). Accordingly, programs will not be assigned a single bottom-line numerical health score.

Many of these measures are provided by the Gray and Associates dashboard (Gray) and others are provided through the program and departmental PowerBI dashboards (PowerBI).

College	Accredited:
Department:	
Program:	CIP Code:
Is program accredited?	If yes indicate <ul style="list-style-type: none"> - Accreditation agency - Next review
Program Director:	Submission Date:

A. Program’s mission and description Centrality to the Institution’s Mission

<ol style="list-style-type: none"> 1. What is the program mission? 2. Describe how the program aligns with and contributes to NKU’s mission and strategic plan.

B. Program description

<ol style="list-style-type: none"> 1. Provide an overview of the program addressing <ul style="list-style-type: none"> • Typical student population served • Indicators of student participation in High Impact Practices (This includes program-level HIPs, such as capstone courses, learning communities, internships, common intellectual experiences, first-year seminars, and global learning. It also include course-level HIPs, such as collaborative assignments and projects, writing intensive courses, undergraduate research, eportfolios, service/community-based learning, and diversity/global learning. Students in course level HIPs are best tracked through

assigning HIP designators to courses [2022-23 academic year] or by using the x92, x95, x96, or x97 course numbers). <ul style="list-style-type: none"> • Average SCH for students in major/not in the major (PowerBI)

C. Program outcomes (Please compare these outcomes for different groups of students i.e., transfer, online, first gen, URM etc.)

- Five year enrollment (first major) – fall and spring data if applicable (PowerBI)
- Five year trend for 6-year graduation rate (3 year for graduate programs?) (PowerBI)
- Five year graduation rate after students earn 60 credit hours – undergraduate programs only (PowerBI)
- Employer demand (Gray)
- Five year average SCH to degree (PowerBI)
- Five year average time to degree (PowerBI)
- Five year retention rates (PowerBI and IR Retention Dashboard)

D. Program Quality and Student Success

- Present student learning outcomes assessment results for the past 5 years and how those results have been used to improve the program

Years	Summary of learning outcomes assessment results	Use of assessment results	Evidence of use of assessment results if applicable
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			

E. Faculty

- Full-time faculty student ratio for the past five years (Add to PowerBI)
- New full-time hires (separate out by NTTT, NTTR, and TT)
- Departures
- Instructional capacity gaps (includes average faculty instructional workload, grant funding, and reassigned time)

F. Cost and Efficiency

- Average program contribution for the past five years (Gray)
- Program costs for the past five years (Instruction and Administration) (PowerBI)

G. Overall program strengths and weaknesses

- Program strengths and areas of improvement (drawn from letters A-H above)

- How program curriculum has adjusted to change and market demand in the past five years
- Significant developments in the past 5 years and their impact on the program
- Alignment with regional, state, and national workforce demands. (Gray, may also include direct career connections with local business, education, etc.)
- Contribution to differentiation of NKU in the region, state, or nation.

H. Major questions

Based on the analysis in this report, what are the major questions the program would like to consider for the next five years? What would program faculty want to know about their students and program in general?

I. Overall comments

J. Recommendations

Decision (Sustain, Grow, Fix, or Sunset)	Rationale	Plan