PART A: DEPARTMENTAL CONTEXT

Please provide a short paragraph in response to each item in Part A. I. and A.II.

I. RESOURCES AND ACTIVITIES

A. Resources (other than faculty/personnel)

- What is the most outstanding/exemplary/important resource (e.g. facilities, materials, equipment, library resources, technology, or services) that supports the department’s academic and/or research/artistry missions?
- What resource is in greatest need of improvement/enhancement to support the department’s academic and/or research/artistry missions?
- What is the most important resource that the department lacks to support its academic and/or research/artistry missions?
- Are there other aspects of the department’s resources that are important for the Academic Planning Council to know? (If there are none, then omit from the review.)

B. Engagement Activities

- What are the major departmental initiatives (limit to three examples maximum) that engage with external (local, regional, national, and/or international) constituencies?
- What outcomes have been achieved from this engagement?
- Are there other aspects of the department’s engagement activities that are important for the Academic Planning Council to know? (If there are none, then omit from the review.)
C. Contributions to the NIU Mission, the Imperatives of the Strategic Plan, and the Goals of the Illinois Board of Higher Education’s Public Agenda for College and Career Success

- What is the department’s best example of how it contributes to the NIU Mission?
- What is the department’s best example of how it contributes to the Imperatives of the NIU Great Journeys Strategic Plan?
- What is the department’s best example of how it contributes to the Goals of the Illinois Board of Higher Education’s Public Agenda for College and Career Success?

II. FACULTY

A. Characteristics of the Program Faculty

→ Under separate cover submit a current curriculum vita for each tenure-track and tenured faculty with the program review documents. ←

- What is the current composition of the program faculty in terms of rank, full-and part-time status, graduate faculty status (provisional, full, or senior), gender, and ethnic mix?
- What efforts have been made to attract faculty candidates from underrepresented groups?
- What significant changes in the number and the profile of the program faculty have occurred since the time of the last review, and how have these changes impacted the department?
- How well does the current composition of the faculty meet departmental needs?

B. Faculty Scholarship, Research, and Artistry

- What are the primary types of scholarly activities expected of faculty in the discipline?
- What are the major foci of research or artistry in the department?
- Of the current tenure-track and tenured faculty, what proportion is actively engaged in scholarly activities?
Provide a summary of faculty achievements and recognition for the period under review including awards or other recognition for teaching, scholarship, and public and professional service; publications, performances, exhibitions, and/or conference presentations; grants and contracts; patents; invitations to publish or exhibit, speak, or assume leadership roles in the profession; and/or other relevant evidence of recognition.

C. Instructional Practices and Other Faculty/Staff Interaction with Students

- How do the faculty effectively engage students in active learning; make appropriate use of instructional technologies in the delivery of programs; and serve as advisers and mentors to students in ways appropriate to programmatic outcomes, level, and discipline?
- In what ways do faculty scholarship, research, and/or artistry enrich students’ learning and contribute to the continuous improvement of the department’s academic programs?

III. EFFECTIVE PRACTICE

An effective practice “can be described and documented in terms of the problem(s) it solves, the context in which it has been successful, evidence of the success of the practice, and level of outcome or impact it helped to achieve.”

http://nationalserviceresources.org/ep-about. This section should be approximately one page in length.

- Describe one effective practice for the department, the outcomes it has produced, and its significance to the fulfillment of the university mission and/or the imperatives of the NIU Great Journeys Strategic Plan (e.g., the quality of learning experiences for students, the creation/dissemination of new knowledge, engagement with external constituencies, and/or contributions to economic development).

IV. DEPARTMENT STRENGTHS AND CHALLENGES

A. Strengths

- What are the major strengths of the department? (Cite strengths related to teaching/learning, engagement/service, and faculty scholarship; add other strengths as appropriate.)
- How will the department build upon these strengths over the next review period?
B. Challenges

- What are the greatest challenges the department faces? (Cite challenges related to teaching/learning, engagement/service, and faculty scholarship; add other challenges as appropriate.)
- What strategies and resources would be needed to address these challenges over the next review period?
- What are the department’s priorities for addressing its challenges?
PART B: PROGRAM REVIEW
[Please start the review of each program on a new page]

Program: [A separate review must be completed for each degree program.]

CIP Code:

Date of Last Program Review:

I. PROGRAM STRUCTURE

A. Learning Outcomes

- What should the program’s graduates know and be able to do upon completion of the program? *These outcomes should be measurable and consistent with the department’s assessment plan. The outcomes should differentiate each program in the school/department.*

B. Design of the Program to Achieve the Objectives/Outcomes

- How is the curriculum designed to support the attainment of each of the program outcomes listed above and to prepare students for their future careers? *Provide an overview of the structure of the curriculum and relate specific elements of the program (e.g., hours required in the major, core courses, required course work, capstone experiences, etc.) to the respective learning outcome(s).*
- Why would students come to NIU to pursue this major?

For undergraduate programs only:

- How does the program participate in the university’s general education program?
- How does the program in the major build upon the competencies students are expected to acquire in the university’s general education program?
- If the program has status as a limited admission and/or limited retention program, provide the justification submitted to the Admissions Policies and Academic Standards Committee for the continuation of the program’s status.
C. Occupational Demand and/or Societal Need for the Program

Programs that prepare students for careers in specific professions/disciplines:

- What is the evidence of the professional opportunities available for graduates? Use both state (Illinois Department of Employment Security - http://www.ides.state.il.us) and national (U.S. Bureau of Labor Statistics - http://www.bls.gov/oco/home.htm) data sources to verify the current and projected need for graduates of degrees in the discipline. Specific evidence about the demand for graduates in the region should be included, when possible. Undergraduate programs should discuss the entry-level opportunities for alumni of the program; graduate programs should discuss the opportunities for alumni with advanced degrees.
- Provide representative examples (limit to 15) of the positions alumni secured over the last five years.
- What adjustments have been made in program capacity over the last five years to match occupational demand?

Programs that do **not** prepare graduates for careers in specific professions/disciplines:

- What is the societal need for graduates with the capabilities that result when the program meets its objectives/outcomes?
- What are the projected opportunities in the fields in which graduates are most likely to seek employment? (See Illinois Department of Employment Security - http://www.ides.state.il.us - and/or U.S. Bureau of Labor Statistics - http://www.bls.gov/oco/home.htm - for data.) Undergraduate programs should discuss the kinds of entry-level positions graduates of the program would typically pursue after graduation. Graduate programs should discuss the kinds of advanced positions graduates of the program would typically pursue after graduation.
- Provide representative examples (limit to 15) of the positions alumni secured over the last five years.

II. STUDENTS AND ALUMNI

A. Student Characteristics, Enrollments, Degree Completion, and Service to Non-Majors

- How many majors were enrolled in the program for each of the past five years?
- How do program enrollments compare to the enrollments in programs within the same CIP Code at other Illinois public universities?
What are the trends in the diversity of the student population served by the program over the last five years? *(Undergraduate programs should include transfer students in this discussion.)*

What recruitment and retention activities does the department carry out and how do these activities address ethnic and gender balance?

What is the department’s evaluation of the effectiveness of its recruitment and retention activities?

How many degrees were awarded for each of the last five years?

How do overall degree completion rates compare with the programs at other Illinois public universities?

How many degrees were awarded to women and ethnic minorities? *(Undergraduate programs should include transfer students in this discussion.)*

What is the department’s analysis of any changes in degree completion over the five-year period? What factors, if any, negatively impact students’ time-to-degree?

If applicable:

- How does the program contribute to the education of non-majors in
  - general education
  - minors or certificates
  - interdisciplinary concentrations?
- Does the program serve students-at-large? What is the impact of student-at-large enrollments on the program?
- How does the program contribute to the preparation of students seeking initial or advanced teacher certification?
- How has the degree program served off-campus students for the last five years?
- In what regions has the program been offered since the last review?

**B. Student Learning**

- What are the requirements for academic performance and retention in the program?
- How is academic performance monitored to determine satisfactory progression in meeting degree requirements?
- How is learning enriched by students’ engagement in the scholarly work of the faculty; independent learning activities; internship, cooperative education and international experiences; honors programming; service learning; and public service?
C. Student Achievements

- What awards, scholarships/fellowships, election to honorary societies, publications, performances, exhibitions, conference presentations, and/or other formal recognition of achievements have students attained during their enrollment in the program over the last five years? Please provide the names of awards/recognitions and the estimated number (but not the names) of students who earned them over the review period.

D. Credit Hours and Program Costs

- How many credit hours were generated by the department in each of the last five years? Describe credit hours by level (lower and upper division for undergraduate programs; Graduate I for master's programs; Graduate II for doctoral programs), and the number of and percent of hours generated by majors versus non-majors.
- What is the department’s analysis of program major costs and ratio to the statewide average over the past five years?
- What efforts are used to maintain or improve the cost-effectiveness of program delivery?

E. Alumni Employment, Achievements, and Support of the Program

Discuss the alumni survey data provided by the Office of Assessment Services to respond to the following questions:

- What proportion of alumni is employed?
- What proportion of alumni has enrolled in further study?
- How satisfied are these alumni with their program and time to degree?

Select at least three additional indicators of program outcomes from alumni survey data on which to report. The program indicators should be added to the table and program data should be compared to those of the university as in the table above.

- How do the alumni contribute to the program? These contributions may include serving on program advisory committees, donations, mentoring, providing internship or other placements, and career counseling, among others. Provide specific information when available.
III. INTERNAL AND EXTERNAL EVIDENCE OF PROGRAM QUALITY

A. Program Review

- What were the recommendations for program changes and improvement in the last program review?

B. Assessment Activities

→ Append a copy of the latest assessment plan for the program to the review. ←

- What is the department’s analysis of the major findings from its program assessment related to student learning outcomes for the last five years? Present a summary of the findings from assessment activities (e.g., results of course embedded assessments, portfolio reviews, capstone experiences, comprehensive examinations, thesis/dissertation defense, exit interviews, etc.). This section should not be a presentation of the assessment plan.
- What competencies do employers consider important for graduates of the program?
- How satisfied are the employers with alumni competencies?

C. Accreditation Results

If applicable:

- What were the specific findings (both strengths and areas for improvement) of the most recent accreditation visit?

D. Licensure and Certification Examination Results

If applicable:

- What were the pass rates on certification and/or licensure exams for graduates for the past five years?
- How do these pass rates compare to state and/or to national pass rates?

E. Internal Benchmarking

- What are appropriate internal measures of quality for this program? *Identify at least five appropriate indicators related to the program/student learning outcomes and provide baseline data (current year) and targets for the next review. These benchmark indicators can be internally derived (e.g. alumni satisfaction with the program; proportion of degrees awarded to women and minorities; the number of students participating in internships, working on research or service projects or publishing in the field, attainment of targets for assessment indicators; percentage of alumni employed; etc.) and/or external measures appropriate to the field (e.g. licensure or certification rates).*
- Provide a brief description of why these measures were chosen and why they’re important for the program.

F. External Benchmarking

- What are the programs in the field to which this program should compare itself? *Include at least six programs for comparison: four similar in quality and status to the NIU program and two to which the NIU program aspires to emulate in terms of quality and status.*
- Provide an analysis of how NIU’s program compare to these other programs in relation to selected structure, process, or outcome indicators *Identify at least four program indicators (e.g. number of majors in the degree program, faculty-student ratio, curricular options, number of degrees awarded, national/professional ranking) upon which to make comparisons between NIU’s program and each of the others.*

G. Programmatic Change Resulting from Program Review, Assessment, and Other Continuous Quality Improvement Activities

- How has the program used evidence to continuously improve the quality of the program and student learning outcomes?
- What changes have resulted in the program and the student learning outcomes as a result of these quality improvement activities?
- How will the program use this evidence to monitor its progress for improving the quality of the program over the next review period?
IV. CONCLUSIONS TO BE DRAWN FROM THE PROGRAM REVIEW

A. Program Strengths

- Based on the evidence provided in this review, what is the department’s assessment of the strengths of this program?

B. Program Areas Needing Improvement

- Based on the evidence provided in this review, what is the department’s assessment of the areas needing improvement in this program?

C. Planned Program Changes or Developments

- Describe how each of the areas needing improvement mentioned above will be addressed over the next eight years.
- Describe what other improvements, changes, and developments are needed in the program in the next eight years.
- What are the priorities (rank from highest to lowest) for future planning?
- What is the time frame for implementing departmental plans for the future?
- What resources are needed to implement these plans?
- How do these plans fit with overall department and college priorities?
PART C: DEPARTMENT CONTEXT AND PROGRAM REVIEW SUMMARIES

- Provide a one-page summary of Part A: Departmental Context, and for each degree program, a two-page summary of Part B: Program Review. All summaries should be placed at the end of the document.
- The summaries should report substantive information from each section within Parts A and B. *Only the members of the Academic Planning Council subcommittee assigned to review the programs in the department receive the full program review documents. The majority of the APC members will receive only these summaries, so it is important that they provide substantive information about the department and its programs to facilitate the full council’s review of the programs.*