

Eight-Year Program Review IBHE Report Summary: see attached Resources page

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

COMMENTS FROM THE COLLEGE DEAN:

VPAA Decision:

Program in good standing

Program flagged for priority review

Program enrollment suspended

VPAA Explanation:



Resources for Completing the Eight-Year IBHE Program Review Report

Section 5. Overview

This section will focus the review for your reader.

In no more than half 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:

- (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**

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?

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:

- a. the Bureau of Labor Statistics <http://stats.bls.gov/>
 - b. ISBE’s Educator Supply and Demand Report
http://www.isbe.state.il.us/research/htmls/supply_and_demand.htm
 - c. the Illinois Workforce Information Center
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 and 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

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 straightforward. 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. 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.