

Appendix C: Program Review Criteria Crosswalk for Programs with Specialized Accreditation

Accrediting bodies vary on their criteria and emphases; therefore, deans and chairs should engage in a conversation with the vice provost for academic affairs in the year preceding program review to determine what will be required in addition to the accreditation documentation. A Crosswalk Table is provided below to serve as a key to the evidence for program review that may be contained in the accreditation documentation.

Program Quality Indicators	Relevant Questions	What data are provided?	Where is this information found?
Environmental Variables			
12. Description of program including purpose and goals.			
D. Relevance of program purpose and goals	Broadly stated, what are the educational purpose and goals of this program? When were they last reviewed? What was the process? Who was involved? Did it lead to revision?		
E. Relationship of program to university and college mission	How are the program purpose and goals related to the university and college mission and goals?		
F. Clarity and communication of program goals	How are the program purpose and goals communicated to students?		
13. Current and Future Demand			

A. Student demand	What is the trend in student demand over the past 5 years? How do you explain changes? Is there student demand that the program cannot meet? How is the program marketed to students?		
B. Employment forecast	What are the employment opportunities for program graduates? What is the trend for employment 5 years from now? How has the program taken employment forecasts into account		
Input Variables			
14. Quality of Enrolled Students			
C. Academic characteristics of enrolled students	Is there effort to analyze the characteristics of incoming students? Are the faculty aware of these characteristics? Is the program responsive to the characteristics of the students? Are there opportunities for informal student/faculty interaction?		
D. Student characteristics – do they reflect the diversity in the field?	How does the diversity of students enrolled in the program compare with the diversity in the field? What efforts are made to recruit a diverse student population? Do all groups of students demonstrate the same		

	retention and graduation rates? If not, what are the plans to correct disparities?		
15. Quality of Program Faculty			
C. Degrees, rank, TT/temp, date of hire	What is the distribution of faculty in the program? Is this the optimal use of faculty resources for program delivery? Do the faculty represent the diversity in the field? Is there a critical mass of faculty to teach in the program and to supervise students?		
D. Research/ Creative activity – including publications with students	What percentage of the program faculty are research active? What percentage engage in research with students? Are there differing modes of scholarship among the faculty? Do the faculty bring results of their research to the classroom?		
16. Review and Analyses of Curriculum			
A. Competitive, relevant	How do the goals of your program compare to the goals of similar programs at other institutions? What are the characteristics of other exemplary programs? What recent trends/changes have occurred in the field? Does this program prepare students		

	for employment?		
B. Appropriate sequencing of content and prerequisites	What is the plan for the program and how was it determined? Is there a common core of courses taken by all students? Does this sequence of courses reflect the most efficient program? Do the courses build on one another? When was the curriculum last reviewed? What changes were made? Does the curriculum introduce students to the methodology of the discipline? Are there bottlenecks that prevent students from advancing in a timely manner? What steps have been taken to remove these barriers?		
C. Capstone experience – does it exist? Is it effective?	Describe the capstone experience. Does it allow for integration of knowledge and methodology common to the field? Does it challenge students to problem solve and deal with the societal and ethical issues of the field? If there is no capstone experience, explain why.		
D. Does the program prepare students to live and work in a global and diverse environment?	Are there internship or summer employment opportunities for students? Do these experiences connect to employment opportunities in the field?		
17. Program delivery - Best practices pedagogy			

A. Effective teaching	How does the program encourage high quality teaching? What mechanisms exist to improve teaching? What mechanisms exist to connect faculty who teach the same or similar courses to facilitate planning? What mechanisms exist to mentor new faculty? If graduate students teach in the program are they well trained and supervised? Are teaching evaluations taken into account when making teaching assignments related to this program?		
B. Research in scholarship of teaching and learning	Are any faculty engaged in the scholarship of teaching? Do they serve as a resource for others? Are there opportunities for the faculty to regularly discuss teaching strategies?		
C. Recent course redesign	What courses have been redesigned? When? What was the nature of the redesign? What teaching techniques, such as small group learning, team teaching, etc, are present in the program?		
D. Use of technology	What instructional technologies are used in the program? How do you know if they are effective? Are they available to all students in the program?		

18. On-line availability			
A. Is the complete program available on line?			
B. Which courses are available on line or in hybrid format?			
C. Plans for on line or hybrid delivery			
19. Resources			
A. Facilities	Are the program facilities adequate? Are they safe? Is the equipment what is needed? Is it current?		
B. Library Holdings			
C. Technology			
Outcome Variables			
20. Student Learning			
E. Assessment of Student Learning Outcomes	What are the intended educational outcomes of the program? Have the faculty discussed the assessment results? Did any changes result from the analysis of SLO? Is there opportunity for students to reflect on their learning and provide feedback?		
F. Quality of theses, dissertations, honors papers, capstone papers, presentations, etc.	Do students complete a capstone experience? How is this experience reviewed for quality? How is this information used for program improvement?		

G. Scores/pass rates on standardized tests	Are standardized tests taken by the students in the program? Are they taken by all students or a select group? How are the results used for program improvement?		
H. Mean cumulative GPA at graduation, cumulative hours to graduation, years to graduation	What is the mean GPA of graduates? Is it appropriate? What percentage of students enrolled in the program graduate? Could this number be increased? How long does it take for students to graduate? How many credits does the average graduate have at graduation? How does the program justify that number of credits? Has there been discussion among the program faculty of student time to graduation and number of credits at graduation?		
21. Student scholarship and creative activity			
A. Student publications, presentations, grants, and creative activity	Do students engage in research or creative activity that leads to publication or presentation? What is the quality of these activities? What percentage of the enrolled students engage in research or creative activity? How are faculty rewarded for mentoring student research or creative activity?		
22. Student Accomplishments after Graduation			

<p>A. Graduate/Professional school acceptance</p>	<p>Are the intended outcomes for the program the most appropriate for preparation for professional/ graduate school? What is the number of graduates applying for admission to professional/ graduate schools and what is the acceptance rate? What are the recommendations for program improvement from those who have gone on to professional/ graduate school?</p>		
<p>B. Employment</p>	<p>Are the intended outcomes for the program the most appropriate for employment? What does the program do to prepare students for employment? What is the number of graduates who gain employment? Has the program incorporated recommendations of graduates and employers for program improvement?</p>		