

NOTE: OAPA will pre-populate some of the tables in this report template. In these cases, programs must use the official data provided, so please do not change   
any pre-populated data.

Please provide explanations wherever it will help the program review committee and/or CPE understand the information or data provided.

**CPE Program Review Template**

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| Institution: University of Louisville | Degree Designation as on Diploma: |
| Program Name: | CIP Code: |
| Program Type:  (collaborative, joint, or single institution) | Program Implementation Date: |
| Program Director: | Submission Date: WILL BE ADDED LATER |
| Institutional Recommendation: (Continue without Modification, Continue with Modification, Close within Three Years) TO BE DETERMINED | |

**A. Centrality to the Institution’s Mission and Consistency with State’s Goals**

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| 1. Explain how this program has contributed to the institution’s mission.   UofL Mission:  The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through:   1. teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars, 2. practicing and applying research, scholarship and creative activity, and 3. providing engaged service and outreach that improve the quality of life for local and global communities.   The University is committed to achieving preeminence as a nationally recognized metropolitan research university. |
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| 1. Explain how this program has contributed to the economic and social welfare goals of HB1 as delineated in the statewide postsecondary education strategic agenda – ***Stronger by Degree***s.   <http://louisville.edu/oapa/program-review/stronger-by-degrees-cpe-2016-2021-strategic-agenda>  (You’ll also find a copy of the strategic agenda in your program’s Sharepoint Templates folder)  Programs should contribute to one or more of the areas outlined in the *Stronger by Degrees* strategic agenda. It is best to choose one or two categories and do a thorough job aligning your program rather than trying to address all of them. |
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| 1. Explain how this program aligns with the statewide postsecondary education strategic implementation plan.   <http://louisville.edu/oapa/program-review/stronger-by-degrees-implementation-plan>  (You’ll also find a copy of the implementation plan in your program’s Sharepoint Templates folder) |
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**B. Program Quality and Student Success**

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| **1.**  Briefly describe assessment results from the past five years and explain how these results have been used to make improvements to the program.  [Refer to your Student Learning Outcomes Reports in this section. CPE will expect to see a comprehensive assessment process, including learning outcomes, explanations of how each SLO was measured and how often, what benchmarks or targets were set, what the assessment of the outcomes has told you about your program over the past five years, and how results were used to make improvements to the program.]  Please also indicate at what point in the program each assessment is taking place (beginning, midpoint, completion, etc.). |
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| 1. Describe any external awards or other recognition of the students, faculty, and/or program over the past five years. Also include results of accreditation reviews, if applicable.   Only list awards/recognitions associated with the specific program under review (i.e., don’t provide a list that combines the program with another degree level or the whole department). |
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| 1. a. Number of hours required to complete this program:   NOTE: For UG programs, the number of general education hours will be 34 (a requirement for all UG programs; this includes those gen ed courses that also fulfill a major requirement). So subtract 34 from your total credit hours to determine program hours. No need to separate out electives—those are included in program hours.  Graduate programs will have zero gen ed courses. |
| General Education + Program Hours = Total Credit Hours |

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| **3.** b. Include the average actual time to degree for this program in the table below.  c. Include the average actual credit to degree is for this program in the table below. |

OAPA WILL PROVIDE THE DATA FOR THIS TABLE.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Year: | Year: | Year: | Year: | Year: |
| Average actual time to degree—native students (in years) |  |  |  |  |  |
| Average actual credit to degree native students (in years) |  |  |  |  |  |
| Average actual time to degree—transfer students (in years) |  |  |  |  |  |
| Average actual credit to degree transfer students (in years) |  |  |  |  |  |

**FOR QUESTIONS 4 AND 5 BELOW:**  CPE will expect to see data reported. If your program hasn’t been collecting this data, it will need to develop and implement a plan for collection. If this is the case, add details for your plans to your Plan for Improvement in Section I of this report. However, the program needs to make efforts to report data in the current report as well.

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| **4. a.** | Describe employer satisfaction with program graduates. |
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| **b.** | Describe graduating students’ and alumni satisfaction with program. |
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| **5.** Job placement, transfer, and graduate school admission. |
| Include requisite information in the tables below.  Associate of Arts and Associate of Science degree programs must address 5b.  All other Associate degree programs must address 5a. Bachelor’s and Master’s degree programs must address both 5a and 5c.  Doctoral degree programs must address 5a. |

**a.** Include job placement data for program graduates in the tables below.

NOTE: Percentage of students who sought and obtained employment is to be calculated as a percentage of the total number of students who obtained a degree in that year as reported in Section C.1 of this report.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Number of graduating students who sought employment |  |  |  |  |  |
| Percentage of students who sought employment |  |  |  |  |  |
| Number of graduating students who gained employment |  |  |  |  |  |
| Percentage of graduating students who gained employment |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|  | Percentage of students employed in that type |  |  |  |  |
| Type of Job: |  |  |  |  |  |
| Type of Job: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
|  | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Percentage of students finding employment in area of geographic responsibility |  |  |  |  |  |
| Percentage of students finding employment in Kentucky |  |  |  |  |  |
| Percentage of students finding employment outside of Kentucky |  |  |  |  |  |

**b.** Include transfer data for program graduates. (AA/AS Programs only)

NOTE: Percentage of students who transferred is to be calculated as a percentage of the total number of students who obtained a degree in that year as reported in Section C.1 of this report.

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| --- | --- | --- | --- | --- | --- |
|  | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Number of graduating students who transferred to a four-year institution |  |  |  |  |  |
| Percentage of graduating students who transferred to a four-year institution |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
|  | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Major: | Percentage of students who pursued that major |  |  |  |  |
| Major: |  |  |  |  |  |
| Major: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
|  | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Institution: | Percentage of students who transferred to this institution. |  |  |  |  |
| Institution: |  |  |  |  |  |
| Institution: |  |  |  |  |  |

**c.** Include graduate school admission data for program graduates.

NOTE: Percentage of students who sought and obtained graduate school admission is to be calculated as a percentage of the total number of students who obtained a degree in that year as reported in Section C.1 of this report.

Doctoral programs do not need to complete the 5.c table.

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| --- | --- | --- | --- | --- | --- |
|  | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Number of graduating students who sought graduate school admission |  |  |  |  |  |
| Percentage of graduating students who sought graduate school admission |  |  |  |  |  |
| Number of graduating students who attained graduate school admission |  |  |  |  |  |
| Percentage of graduating students who attained graduate school admission |  |  |  |  |  |

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| **6.** Does this program lead to licensure or certification?  If yes, then include students’ pass rates on licensure/certification exams. | | | | | |
| Name of Exam: | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Pass Rate |  |  |  |  |  |
| State Pass Rate (if applicable) |  |  |  |  |  |

**C. Program Demand/Unnecessary Duplication**

OAPA WILL PROVIDE THE DATA FOR THIS TABLE.

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| --- | --- | --- | --- | --- | --- |
| **1.** Provide the number of students enrolled, number of graduates, and credit hour production over the past five years (includes summer, fall, and spring). | | | | | |
|  | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Enrollment |  |  |  |  |  |
| Degrees Conferred |  |  |  |  |  |
| Credit Hour Production |  |  |  |  |  |

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| **2.** Are there similar programs at other public institutions in the state? YES NO |
| a. If yes, then explain how the curriculum of this program is different from existing programs at other institutions or that access to these programs is limited at the other institutions. |
| **b.** If yes, describe specific collaborative opportunities your program is pursuing, or can pursue, with these existing programs. In your explanation, describe how the collaboration will increase the effectiveness and efficiency of each program. |

**D. Cost and Funding**

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| **1.** Note the program’s student credit hour per instructional faculty FTE for the past five years (for the fall and spring semesters only).  a. Please explain your institution’s definition of instructional FTE.  **UofL Instructional FTE Definition**   * Instructional faculty is defined as the primary instructor of record for the program’s course subjects taken by the students enrolled in the program’s academic plan. * Instructional faculty count is calculated utilizing the following formula: FT faculty + (Part time faculty x .33) (and includes the instructor of record for any course containing the program’s course subject(s) and taken by students enrolled in the program’s academic plan in each academic year under review) * Student credit hour (SCH) per Instructional FTE is calculated by dividing the program’s total SCH (i.e., credit hours generated by students enrolled in the academic plan and taking courses containing the program’s course subject[s]) by (FT faculty + [Part time faculty x .33])   Since coursework is sometimes shared among programs, faculty from other programs may be included in the faculty counts used in the calculation. As well, students from other programs may also have been enrolled in the same classes and taught by the same faculty from which the credit hour data reported below were collected, but the credit hours generated by those students would not show up in the credit hours reported for the current program under review.  Thus the credit hour numbers reported below do not represent the whole of the instructional faculty credit hour production for the years under review. Nor do the faculty counts included in the calculation necessarily reflect only the faculty identified directly with the program under review. | | | | | |
|  | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Student credit hour per instructional faculty FTE |  |  |  |  |  |

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| **2.** Describe any extramural funding that program faculty have attracted over the last five years.  (work with your UBM in completing this question)  CPE expects to see that the program is actively seeking outside funding and is pursuing funding opportunities. | | | | | |
| Sources of Extramural Funding | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Source 1: |  |  |  |  |  |
| Source 2: |  |  |  |  |  |
| Source 3: |  |  |  |  |  |
| Source 4: |  |  |  |  |  |
| Source 5: |  |  |  |  |  |

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| **3.** How does extramural funding impact the program? |
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**E. Additional Information**

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| **1.** Please provide any other information that explains the importance of this program to your campus or community. |
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MATERIAL PROVIDED FROM THIS POINT FORWARD IS USED AT THE UNIVERSITY ONLY

AND IS NOT SUBMITTED TO CPE

**F. Program Faculty**

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| **1.** Appendix on Advising – list any faculty and numbers and types of students (UG, GRAD, and Professional) advised for the most recent academic year. |
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| **2.** Provide a list of faculty serving on dissertation committees for the most recent academic year.  (If this list is long, provide it in an appendix and reference it here.) |
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**G. Curriculum Change**

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| **1.** Provide a copy of the current program curriculum.  You can copy it below or attach as an appendix and reference it here. |
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| **2.** Describe and discuss any significant curriculum change (prerequisites, graduation requirements, i2a, credit hours) since the prior review. Discuss the impact (if applicable) of distance education offerings on the program. Attach a copy of the prior curriculum if available. |
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| 1. Is 50% or more of the program core required for all embedded tracks, specializations or concentrations? If not, explain why.   CPE policy states that the combination of core courses within any major or area and core courses within a track or concentration should equal at least half of the credit hours required by the major or area at the undergraduate and master’s levels (exceptions are granted to meet accrediting body or other length obstacles/ requirements). If your program has less than 50% core, please provide an explanation. |
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**H. Program Enrichment/Success**

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| 1. Provide a list of on-campus (interdisciplinary) and community partnerships – indicate name of the partner/group and project focus. Include and identify projects associated with Signature Partnership, i2a/QEP, 21st century, sustainability, or other university initiatives. |
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| 1. List any future plans to address or incorporate university initiatives in the program   [NOTE: incorporate any plans provided here into the program’s new Plan for Improvement in Section I below.] |
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| 1. Using the official Institutional Research data provided earlier in this report, describe any trends in enrollment, degree completion, credit hour production, etc., that indicate program success or that may be obstacles to the success of the program. |
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**I. Plan for Improvement**

The plan for improvement outlines the program’s plan for change over the next ten years leading up to the next review.

Note – The Program Review Process includes a mandatory five-year progress report on the Plan for Improvement.

Reference the program’s Plan for Improvement provided in the most recent program review as you complete this section.

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| 1. Provide a progress update on the program’s previous Plan for Improvement. |
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| 1. Discuss the program’s current strengths and weaknesses. Also include strengths or weaknesses with regard to enrollment, credit hour or degree production (see H.3 above), finances, grants, research, climate, etc. |
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| b. Discuss any change in faculty size or workload that might impact student credit hour production. |
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1. **Provide the program’s Plan for Improvement for the next ten years.**

The program will be required to provide a follow-up on the plan provided below in the next Five-Year Progress Report and subsequent Ten-Year Program Review. To that end, the program should review this plan on a regular basis and incorporate strategies for addressing the Plan for Improvement goals into its annual strategic planning, assessment, and reporting.

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| List the program's primary goals for the next ten years.  Also include plans for collecting feedback from graduates, alumni, and employers and for collecting job placement and graduate school application data.  While you might wish to include a goal related to student learning, you should focus mainly on goals related to improving the program as a whole and save student learning goals for the program’s annual Student Learning Report. | Describe strategies the program can take to achieve each goal, including plans for implementation of strategies and timelines where possible. | Identify outcomes the program can use to measure the achievement of each goal; and set targets, where applicable.  Note: if you are having trouble identifying outcomes for measuring, then the goal probably needs to be revised. | Identify an assessment point for regularly reviewing data on this outcome.  For instance, any outcome related to student learning should be incorporated into the program’s SLO reporting process; outcomes related to program change should be incorporated into the program’s strategic planning and other program assessment processes.  Progress toward goals should be reviewed regularly in program and department meetings, etc., and decisions made and implemented to result in program improvement. |
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**Add more rows as needed**

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| 1. Briefly describe how the program's new goals differ from the previous plan for improvement. If the new goals don’t differ, explain why they are the same. |
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