

I. History, Development, and Expectations of the Program (5%)

Explanation

Use this section to describe the history and current situation of the program so we can understand the role of the program in the university over time. You may focus on recent or older history as best provides context for the program. Most programs have faced challenges in recent years; this is a place to address those as well. If there are recent or historical factors that affect ANY of the criteria in this template, it is appropriate to address those here.

For example, you may use this section to answer some of the following questions: What is the historical context of why the program was established and how it has evolved? What were the original expectations and origins of the initial support of the program, and have these evolved or changed over the life of the program? How has your program adapted to the changing demographics and needs of our student population? What is the overall level of maturity of the program? Is this program new, and what progress is it making so far? What's changed over the years that affects the program's ability to operate, and does it meet the current expectations of the institution?

II. External Demand (10%)

Explanation

This section evaluates the need and demand for the program outside of the university and the program's involvement with the surrounding community. General education or service programs may be primarily serving internal demand and may have less detailed responses here, which is fine. Use any published national or regional statistics that represent your program and highlight demand for professionals from your program. You should also discuss enrollment trends in your program and how the university is meeting the demand for your program, now and in the future. If students in the program typically go into specific professions, please highlight that in your answers. If the program has community-based learning experiences or community engagement activities, please discuss those also. We want to know all the ways your work affects the area and all the things that bring students to your program.

III. Internal Demand (10%)

Explanation

In this section, we want to understand the independence and interdependence of programs at EWU. A high degree of interdependence exists among some academic disciplines, especially because programs are designed to develop well-rounded graduates. Many academic programs are necessary primarily because they are required to support other programs. Some disciplines perform extraordinary service beyond taking care of their own majors and minors and should be given appropriate credit for doing so. It is this internal demand feature that is the focus of this criterion. All general education programs do important work in supporting other programs.

To evaluate every program on the number of its degree candidates or workforce demand for its graduates would be shortsighted. Some departments are vital primarily because of the internal demand they generate.

The following questions, in particular, would help us understand the program's impact:

- What are the enrollments in courses required for other programs?
- What programs would suffer, or possibly fail, without the service courses offered by this program?
- We understand that different disciplines have a variety of pedagogical reasons for limiting class sizes.
 - What factors, including student demand, accreditation or other disciplinary requirements, or service to other programs drive class size patterns in this program?
- Does the program produce services needed by other parts of the campus?
- Looking to the future, is there potential for internal demand because this program may have pioneered new approaches to collaborative learning or uses of technology likely to be emulated by other programs?
- Could a closer partnership between interdependent programs serve students better?

IV. Quality Inputs and Processes (5%)

Explanation of the Main Question

There are many different approaches to try to understand the program and its ability to help a student navigate it. In this section we want to understand the various mechanisms in place the program utilizes to ensure that students receive the best education the program can provide. We recognize that in many cases there are external factors that limit or enhance what we can do in the classroom; this statement provides an opportunity for you to let us know what they are.

It would be disingenuous of the committee to assume that EWU programs have not been affected by various recent challenges. We would like to know: how have you adjusted to these challenges? Have you made recent changes that will generate improved outcomes or larger enrollments based on these challenges? Conversely, have any changes been implemented as a result of newfound opportunities?

Explanation of University Provided Data

With these data, we want to understand the program's composition of the faculty, the students it serves, and the ease with which students can navigate the curriculum.

The data provided by the university will show the split between adjuncts and full-time faculty as well as the proportion of student credit hours taught by each subgroup. We realize that many times expertise in a given subject is not available among the faculty in the program, and adjuncts are the best way to provide the student with the necessary learning outcomes. On the same token, a program that is largely taught by adjuncts may have a disconnect with the student population, could result in large variations in course content, and in a potential lack of stability. We would like to identify programs that would benefit from additional resources to convert adjunct lines into full-time faculty with the needed expertise.

The amount of coursework taught by someone with a terminal degree is another measure of the split between different kinds of faculty. A terminal degree is not necessary to teach; however, the proportion of faculty without terminal degrees would help us to identify programs that would benefit from additional resources. Curricular bottlenecks are another measure of where we need to increase course offerings. It's defined for this purpose as classes with a fill rate over 90% and a DFW rate of over 20%.

University-provided data will also show the GPA of students coming into the program. EWU serves a generally underprivileged group of students, and we know that all faculty work hard to ensure that students leave their program with the desired learning skills and outcomes so they have the tools they need to either continue on their academic journey or are ready to enter the workforce. These data could help the program explain high levels of attrition or potential long times to

graduation. Conversely, if students with high GPAs are attracted to your program, it could be demonstrative of the program's image and positive perception by the community.

Explanation of the additional questions:

We are asking for the number of credits in this program to allow us to better understand how students navigate your curriculum. We know that some programs must be larger and others smaller because of pedagogic or accreditation reasons. In this section, programs with very large or very small numbers of credits might help us to understand how that structure serves students well.

The question about faculty retention is not expected to have a numerical answer. Rather, we want to understand the ease or difficulty your program may have retaining qualified faculty, and the reasons that could explain it. Should the program be identified as needing more faculty, what are the potential personnel resources? Are the market conditions set for EWU to retain them?

V. Quality Outcomes (10%)

Explanation

This section seeks to measure the impact that a program has on its students and the community. The University provided data are only a few measures of how this impact can be measured. Some programs will judge the outcome of the program by the number of papers published, others by their engagement with the community, while for others by student placement in their respective fields.

Explanation of University Data

The University-provided data comments upon how successful the students are within the program as well as commenting on the rigor of the program.

Explanation of Data Provided by Program

The success of programs that require a GPA above the typical 2.0 minimum will have a higher percentage of graduates that are above 3.0 and 3.7 GPA by the nature of the requirement.

VI. Size, Scope, and Productivity (15%)

Explanation

We know that programs and departments have different obligations that impact class sizes, the number of students served, and amounts of release time. This section allows us to understand how this program works: what are its constraints (and opportunities) and how does your program work within them? You should be sure to address things like release time that contributes to other programs or the university as a whole. We also know that the changes over the last few years have affected many programs; you should feel free to address them.

Explanation of University-Provided Data

With these data, we want to understand the size of your program and how faculty time is allocated within it. Some programs are small and others are large. Faculty time data will be reported both as percentages (that is equalling 100%) and in terms of how many FTEFs they represent. Note that we can't compare these directly as the student data is at the program level and the faculty data at the department level.

Explanation of Advising Question

We are asking you to provide information about advising loads. We're allowing a short statement because we realize that advising loads may be unevenly distributed in ways that make a simple answer difficult. You may use a metric appropriate to your program, such as but not limited to, minimum/maximum range, average or median numbers, etc.

VII. Revenues and Resources Generated (10%)

Explanation

With these data, we want to understand how much income this program generates for the university. Some programs are small and others are large, so we will also look at the revenue generated per student credit hour. We are aware that some programs produce more revenue than others because of pedagogy and that some programs cost more than others. While cost is the topic of the next section, this section includes costs and net revenue per student credit hour, which compares revenue and costs. For that data point, a positive value means that a program produces more revenue than it costs, while a negative value means that its costs are greater than the revenue it generates.

This section is an opportunity for you to show efforts you've made to increase revenue and bring in other kinds of revenue. You should also feel free to address reasons that the revenue or revenue per student credit hour produced by your program might be lower than for some other programs. For example, smaller class sizes would lead to lower revenues, but might reflect pedagogical or accreditation limitations.

VIII. Expenses and Costs Incurred (10%)

Explanation

This is a chance for you to show the ways in which costs affect your program. This is also a time to talk about the relationship between costs (the program's total budget) and the revenue reported above. You should also feel free to address reasons that the cost or cost per student credit hour produced by your program might be higher than for some other programs. That might include faculty salaries, operating expenses, accreditation, or pedagogic expenses or limitations.

With these data, we want to understand the costs of the program for the university. Some programs are small and others are large; so, we will also look at the cost per student credit hour. We are aware that some programs cost more than others because of faculty salaries, student-faculty ratios, and operating expenses. This is used to calculate net costs per student credit hour, which compares revenue and costs; for that reason, revenue and expense costs are repeated here.

IX. Impact, Justification, and Overall Essentiality (15%)

Explanation of Main Question

This criterion is where holistic considerations fit, as well as things of relevance about your program that we haven't asked about yet. These are some questions to ponder as you complete this section: What impact has this program had or does it promise to have as part of a regional comprehensive university? What are the benefits to the institution of offering this program? What is the connecting relationship between this program and achievement of the institution's mission? How essential is this program to the institution? How does this program support the success of other programs?

In particular, this criterion is a place for key programs that have faced obstacles due to large-scale structural changes in academia, the job market, and public opinion about higher education to shine: Does this program serve people in ways that no other program does? Does it respond to a unique societal need that the institution values? To what extent does this program help the institution differentiate itself from the crowd of other colleges and universities?

Second Question Explanation

We should be dedicated to the success of every student. Questions regarding our general student population are posed in other criteria. Given the importance of recruiting and retaining students from underserved populations (see [“Our Commitment to Diversity”](#)) and our [Hispanic Serving Institution Initiative](#), the Academic Task Force considers the questions above important enough to stand on their own. We acknowledge that university-provided data are limited in the kinds of diversity they recognize and invite you to talk about other kinds of diverse populations your program shares.

X. Opportunity Analysis (10%)

Explanation

This section is future-oriented and allows programs to make a case for potential changes and further investment.

In the opportunity analysis, you should address how this program has the potential to be revised to enhance or strengthen it. We are looking for information from programs about planned changes or potential opportunities for the program in the future if it were better resourced. In this section, you can address possible changes anticipated for the program, such as plans for expansion, significant changes in curriculum, or anticipated changes in accreditation requirements. Potential ideas for changes might include opportunities for program restructuring, different modes of delivery, greater collaboration in the community, or ways that the program could be connected with an existing program to bring about greater collaboration or less duplication. We ask that you provide specific information about potential needed resources and how those resources would be used.

XI. Open-ended Questions

Explanation

These answers are not considered as a percentage of a program's evaluation. Instead, it is for you to address discrepancies or spotlight facts about programs we did not ask in previous categories. We expect these answers to be diverse and raise issues we haven't contemplated.