Eastern Kentucky University

Academic Program Review
Resource Manual

2006-2007

Revised by the Academic Program Review Committee
As authorized by the Office of Institutional Effectiveness

Table of Contents

I. Academic Program Review Process Page – 5

II. Program Review Report Outline Page – 10

III. Overview of the Program Review Report Page – 11

IV. Appendices

Appendix A: Academic Program Review Committee Review Form Page – 22

Appendix B: Chair's Check list Page – 25

Appendix C: Sample Report Page – 30

ACADEMIC PROGRAM REVIEW COMMITTEE
2006-07

Committee Member	Title
Paul Erickson Chair	Director of Educational Research and Assessment
E.J. Keeley ex-officio	Executive Director, Institutional Effectiveness & Research
One-Year Term:	
Paul Erickson Chair	Director of Educational Research and Assessment
Marcel Robles	Assoc. Professor, Management/Marketing/Admin Comm
TBN	Justice & Safety
Two-Year Term:	
Faridah Awang	Asst. Professor, Management/Marketing/Admin Comm
Bruce Bonar	Director, Professor, Professional Laboratory Experiences
Kendra Stewart	Asst. Professor, Government
William Wesley	Assoc. Professor, Educational Leadership
Three-Year Term:	
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Charlie Everett	Chair & Assoc. Professor, Recreation & Park Administration
Rob James	Chair & Professor, Music
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Student Representative:	
William Mynk	Graduate Student Representative
Amanda Rohrkasse	Student Representative

Eastern Kentucky University

ACADEMIC PROGRAM REVIEW

Policy
Approved by
Council on Academic Affairs
September 21, 2000

Approved by
Faculty Senate
November 6, 2000

Eastern Kentucky University

ACADEMIC PROGRAM REVIEW PROCESS

Principles of Academic Program Review

1. The primary purpose of academic program review is to ensure that quality and continuous improvement is an integral component of all EKU programs.

2. Academic program review is an ongoing process that contributes to refining Eastern's academic directions and program priorities, which then shape resource allocations and other governing decisions.

3. The review process involves the faculty and administrators of the program being reviewed as well as the Academic Program Review Committee and the Provost Council.

4. Every effort has been made to ensure that the key performance indicators used in program review are clearly stated, uniform, and disseminated with sufficient lead-time so that program faculty and administrators are aware of them before the review process starts. Program faculty may develop additional criteria that are unique to an individual program.

5. Program review is intended to provide helpful information through a process that is designed to be thorough yet not excessively burdensome to faculty and administrators. In this light, the data collected and reported in the academic program review process will be that which has been collected in a systematic and routine manner and not specifically for the purpose of this report.

6. A university-wide organizational framework for program review has been developed and will be consistently implemented. Program review is an integral part of each program and plays a major role in the University's ongoing assessment and strategic planning processes.

Eastern Kentucky University

ACADEMIC PROGRAM REVIEW

Process and Structure

1. The normal review cycle is five years. With approximately 150 degree programs we will review between 30 and 40 degree programs per year. The Office of Institutional Effectiveness will distribute a five-year schedule listing programs to be reviewed.

2. The definition of an academic program is any degree program. Certificates, Rank changes and endorsements are not included.

3. To the extent possible, for programs which have specialized accreditation, the academic program review is scheduled to occur concurrent with the specialized accreditation process as determined by the department.

4. Indicators which will trigger early program review include, but are not limited to:
   a) decreases in enrollment
   b) lack of a critical mass of faculty required for a quality program
   c) loss of program accreditation
   d) lack of evidence that the program is achieving its stated goal(s) and objective(s)

   The Provost Council initiates any early program review. The same guiding principles, criteria and data used for a regular program review govern any early program review. As resources permit, external review may also be utilized as deemed appropriate by the Provost Council and/or the relevant program.

5. An Academic Program Review Committee is established to coordinate academic program review. The Academic Program Review Committee is a standing university committee. Membership of the committee consists of three faculty from the College of Arts and Sciences, two faculty each from the Colleges of Business and Technology, Education, Health Sciences, and Justice and Safety. Committee members are to be appointed by the President from nominations from the deans. (Initial appointments are for a one, two and three year period.) Two students are members. The Associate Vice President for Institutional Effectiveness and the Director of Institutional Research are permanent non-voting members.

6. The Academic Program Review Committee makes recommendations concerning academic degree programs to the Provost Council. Any formal actions based upon these recommendations go through normal university approval processes as appropriate.

Eastern Kentucky University

ACADEMIC PROGRAM REVIEW CRITERIA

1. With respect particularly to numerical data, no single set of data are used as the sole assessment criterion for any program.

2. The Office of Institutional Research (http://www.ir.eku.edu/ProgramData/ProgData.shtml) provides the same data set for each program over a five year period. These data are identified and consistently defined across programs. Programs may provide additional data in order to clarify some aspect of the program. After reviewing the data, if the college deans or department chair do not agree with these data, it is their responsibility to make and report corrections as agreed upon with the Office of Institutional Research.

3. While some data at the university are typically collected and reported by department and not by program, data contained in the Academic Program Review report shall be provided by program. The provost shall approve requests for deviation from this policy.

4. Information provided by the program should be presented in a clear and concise manner. The review must provide specific indicators or evidence of program accomplishments and quality and must clearly demonstrate the use of assessment of student learning in the program review process.

5. Each program must be reported separately and not combined with other programs in a single report.

6. Every effort is made to minimize redundant and repetitive information. In this light, data that are contained in TracDat, Annual Strategic Plan, updates and reports from external units, and provided on-line by the Office of Institutional Research, shall be noted and the specific location of these data shall be included in the report from the department chairs. The data themselves need not be included.

GENERAL COMMENTS ON DATA COLLECTION AND REPORTING

With regard to the data the department obtains from the Office of Institutional Research, the Committee is aware of the limitations of some of these data particularly for departments where multiple programs exist and institutional data is maintained only at the departmental level. Every effort is made by the Office of Institutional Research to provide data at the program level but this is not always possible. As an example, budgets are assigned at the department level and these budgets may serve several programs within one department. Only the department is knowledgeable as to how the various resources are allocated among programs within the

department. A department should provide the Committee with a more refined analysis of the department program review data than is available from the Office of Institutional Research. As the University moves toward the implementation of the Human Resources and Financial modules of Banner, we will work toward the goal of providing data to departments at the program level.

To the extent possible data required for program review shall be the same data that is collected for continuous assessment and stored in the TracDat system. These data should be entered into TracDat such that trends can be readily constructed using the included report development system. Additionally there are items that the departments collect for inclusion in the annual strategic plan update. These data may be kept in Banner or also in TracDat and need only be downloaded to make it more available to the committee and not written into the body of the relevant Academic Program Review report.

In regard to the information and data on enrollment and faculty, unless these data are contained in some other location in tabular-online format, the program should provide tables for each indicator showing data for the last five years where available. Summary statements and interpretations regarding the stability, growth or decline apparent in the data over the five-year period should be included. When available, comparisons of the program to College and University figures should be included and interpreted. If external data are available for comparisons these data and comparisons should also be included.

In preparing information about faculty scholarship efforts, there are several criteria that may need elaboration. To assist the committee in its review, it would be helpful if the report contained a brief description of what each program considers scholarly/ creative activity and service and how departments evaluate them by program. The Committee believes most aspects of the required criteria for faculty review are best captured with both quantitative and qualitative evidence. To facilitate our accurate understanding of quantitative data that is presented we request that you consider the following in presenting the data.

> When presenting percentages, include the total number from which the percentages were derived. For example, reporting that 50% of graduates rated the quality of instruction as “excellent” is less compelling when the data involve 1 of 2 students, as compared to 50 of 100 students.
>
> When presenting Mean scores/averages, include standard deviations, and numbers of students, or at least comparison averages. For example, reporting that graduates rated the quality of advising as 3.5 on a 6 point scale sounds fairly impressive until you learn that there were two students, one of whom gave a rating of “1" and the other a rating of “6" and that the college average on that item is 4.5 and that the University average on that item is 5.0.

In regard to qualitative data, the data provided can be as varied as the programs under review. It may be that some aspects of program effectiveness can only be captured by qualitative data. Qualitative information should also be systematically collected and objectively reported.

In summary, when submitting your program review report we ask that you submit a one to two page executive summary in which you highlight the uniqueness of the program and major aspects of the program review report. We also ask that you limit the body of the report to no more than 5-10 numbered pages and submit the report on-line. You are welcome to submit appendices and supporting documentation as you deem necessary. We are trying to balance the need for a report that is sufficient in scope so that the Committee may get an accurate picture of the program with the desire not to have volumes of redundant material.

We hope that as we continue with program review, that you will find this guide useful. We welcome your comments on how to improve the guide and the program review process.

Program Review Report Outline

The Academic Program Review Committee has prepared this resource manual in an effort to assist departments as they prepare individual program review reports for consideration. The suggestions and comments are derived from our experience during the previous reviews. The program review report should consist of the following:

Executive Summary – The executive summary should be no more than two pages and should highlight the major aspects of the program review report.

Program Review Report (5-10 numbered pages) – The body of the program review report will consist of five parts.
(See department chair's check list in Appendix B for details)

- Part One: Congruency with the university mission
- Part Two: Concerns of prior program reviews
- Part Three: Plan to assess student learning
- Part Four: Additional indicators of program achievement
- Part Five: Qualification of program faculty

Appendices may be attached to provide additional information or supporting documentation as deemed necessary by the program or a URL may be attached which links additional data to the report.

Overview of the Program Review Report

Information and Data Available in Department Records, Disaggregated by Program and Maintained in TracDat and/or Departmental Records.

These data, maintained at the program level, will provide specific indicators of the program's quality and viability and may include the following categories. (Note that many of these indicators are based on outcomes, not inputs, of the program.)

1. Mission Statement/Relation to University Mission
   (The program's mission statement with an explanation of how it is congruent with and supportive of the university's mission.)

2. Concerns of previous program reviews (if applicable) and the actions taken for correction. (*This area concerns only University Academic Program Reviews and not accreditation/certification reviews by external units.)*

3. Plans to systematically assess Student Learning Outcomes
   (*These data are contained in TracDat and should be reviewed in the Assessment Impact report)*

   A. The program has valid criteria for measuring quality of student learning outcomes. (*Each program learning objective must have two evaluation methods, one of which must be a direct measure of student learning*.)

   B. Systematic evaluations of student learning outcomes (*Every method of evaluation listed in "A" must have results listed and evaluated*.)

   C. The results of systematic assessment are used to improve student learning. (Unless there is no action required, every set of results listed in "B" must show how they are being used to improve student learning.)

4. Other Indicators of Program Achievement and Contribution
   (Supply information reflecting specific ways in which the program contributes significantly to the mission and success of the university in the following categories.)

   A. Program Viability
      (This section provides evidence that the program attracts, recruits, and retains quality students. Explain any anomalies that are reflected in Institutional Research or program-supplied data. Provide any relevant data, citing recognized sources, about enrollment trends, cycles, etc., in the specific field. If all of the data that Institutional Research has posted on-line is correct a brief analysis is all that is needed in this section.)

      The following are examples of how data can be analyzed.

1. **Student Data**.

- **Currently Enrolled Students**

Quantitative Data: From Department Outcomes Assessment Plan

Example
The Department Planning Report establishes a goal of having 90% of graduating BA/BS students rate the degree program as "above average, or excellent' in the exit questionnaire. Data from exit questionnaires are currently being compiled and will be reported in the final draft of this report. Since 1998, the Department has administered the Project for Area Concentration Achievement Test (PACAT). It is a nationally normed test, and the Department Planning Report establishes a goal of having all graduates exceed the 50th percentile. To date, 10 students have taken this test, and have averaged at the 45th percentile. Two of these students had not taken a course covering one of the areas in the exam, and thus scored poorly. That, plus the low number of participants provide a partial explanation for the current results. It will be a point of emphasis to raise these scores in future semesters.

Qualitative Data: Performance of academic teams, student participation in organizations related to major, participation in recitals/shows.

- **Program Graduates**

Quantitative Data: Pass rates/scores on standardized area exams (PRAXIS, Certification, etc.), acceptance rates into advanced training, job placement rates, employment in major field.

Qualitative Data: Involvement in professional organizations, leadership roles in professional organizations.

- **Number of Program Majors**

Table 1

Number of Department X's Students by Majors for the Academic Years 1998-1999 to 2002-2003						
Major	1998-99	1999-2000	2000-01	2001-02	2002-03	5 yr. Average
Majors	67	58	61	68	88	68.4

See narrative below for how one might summarize/interpret the stability, decline, or growth shown by the data in Table 1 above.

Number of program majors: Although the total number of students decreased for the second year of this five-year study, enrollments have increased steadily since the second year. Comparisons to college and/or University data should be provided if relevant.

Number of Graduates, Ratio of Graduates to Majors, Student Credit Hours, Average Class Size, Number of Full-time Faculty, FTE Part-time Faculty and SCH Generated by PT, Student/Faculty Ratio.

Use the same format shown above in item A.1, Table 1. For items A.2 If not on-line, present tables for a five-year period and provide narrative summarizing/interpreting patterns of stability, decline or growth exhibited by these data. Explain any special circumstances affecting program enrollment and faculty data.

- **Student Profile Data**

(*These data, obtained from the Office of Institutional Research, represent indicators of the program's student quality as recognized in standardized input measures*.)

1. Higher Education GPA of Program Graduates
2. ACT for undergraduate students
3. Graduate Program data (GPA, GRE). Other indicators might include number of students recognized by National (Golden Key)

Quantitative Data: Provide/Interpret trends in enrollment/graduation rates. See example below.

The department is currently collecting data via an alumni survey that demonstrate that our BA/BS programs in Program X attract and retain students who become successful working in a wide variety of fields in Program X.

The American Program X Institute publishes data on enrollment and graduation trends for the past 20 years. During the past five years, nationwide enrollment in Program X undergraduate programs has declined from 20,682 in 1995-95 to 13,416 in 1999-2000, or a 35% decrease in enrollment. During the same period, EKU's undergraduate Program X suffered a decline in majors from 34 to 28, an 18% decrease. A similar trend is seen for BA/BS degrees granted in this time period. During the 1995-95 academic year, 3,588 students graduated from this program across the United States, while in 1999-2000, only 2,493 students successfully completed BA/BS degrees. This is partially due to the decrease in enrollment and the loss of students to other majors due to economics and interest. While the country suffered a 30.5% decrease in student graduation rates, the BA/BS in Program X at EKU maintained relatively stable numbers, averaging 3.6 graduates per year. The peak in EKU graduates 1996-97 corresponds to a similar national peak of 4,686 graduates during that academic year. Therefore, the BA/BS degree in Program X is more successful at recruiting and retaining students and graduating students than the national norm, given the drastic decrease in student enrollment and graduation nationwide during that time.

B. Contributions to University Programs

(Describe the program's contribution to other university programs through its significant involvement in the general education program, its support to other university programs through service course offerings, or in other ways.)

C. Use of Technology

(These data should describe the program's significant use of technology to enhance learning, as well as, the program's use of technology to provide alternative delivery to time/place-bound learners and those students and faculty needing Assistive technology. All information concerning technology related goals, achievements, and updates may be in the department strategic plan and recorded in TracDat.)

Quantitative Data: Number of Online Courses

Qualitative Data: Narrative regarding use of technology. See example below.

General education courses also use technology, although the goals are changed to address the needs of this population of students. Since many of these students are involved in teacher education, the department has focused on building the capacity for these students to use technology similar to that in the P-12 classroom. Members of the faculty have participated, and are continuing to participate, in projects aimed at revising course content and delivery to model technology in the classroom and allow the students to practice with this technology as part of the course curriculum. Additionally, many of the students in these courses are nontraditional students, so the department uses Web-enhanced courses to maintain interaction with students outside the classroom. For example, students in XXX 380 can retrieve their homework questions from the Web and submit the homework in word processing format via e-mail. Some courses are enhanced using class management software such as Blackboard where students participate in discussion groups and chat rooms despite being time/place bound. The introductory physical geology course, which serves the program and general education, is currently being revised to include pre-tests on Blackboard so that students can maximize their learning during lab by mastering the introductory material independently

D. Uniqueness/Distinctiveness of Program (if applicable)

Data in this section should describe the program's uniqueness (i.e., specific advantages) to the state, community and EKU. (*What would be the consequences to the university, and the state if this program was eliminated?*)

E. Contributions to Diversity Goals

Data in this section should describe the program's plans and progress toward promoting the diversity of the student population and the faculty, and how diversity is integrated into the curriculum. (*Are diversity issues noted in the syllabus and are they being taught in the course material? What is the status of recruitment of minority faculty and students?)* Describe the program's efforts and progress toward promoting diversity of students and faculty. Explain how issues of

diversity, including contributions of women and minorities, are integrated into the curriculum.

Quantitative: Number of minority students/faculty. See example below.
Qualitative: How to integrate into curriculum, specialized courses (e.g. Psychology of Women; Biology of Gender Narrative. See example below.

Major X is a traditionally male-dominated discipline, but the BA/BS degrees in Program X have had major success in recruiting women into its programs. Currently women account for 31% of all BA/BS majors in Program X. Additionally, the department has hired two female faculty members who, in addition to their other duties, have the opportunity to work as mentors for the women in the program.

F. Accreditation Status (if applicable)

If accreditation is available for the program, has it been attained? If so, how is accreditation being maintained? If not, why not and what steps are being taken to attain the available accreditation?

G. Planning

The department's action plan will be reviewed on-line. (Reporting Unit Action Plan from TracDat). Additionally, a brief narrative should be provided to highlight key aspects of the plan for program review purposes.
Provide a link to the Unit Action Plan from TracDat. Make sure that the planning process and achievements for this program's goals are present.
(*The department has taken seriously its responsibility to implement and assess a strategic plan that has at its core a commitment to excellence in teaching and learning in each program. This annual planning process is described in TracDat and here is the link: _____. Here are key planning components dedicated for this program:*

- *A plan to review the entire program curriculum and by the time of our next program review, all courses will be evaluated to assess their contributions to the learning objectives of the program.*
- *A plan to address our need to track program graduates will be implemented in the current year.*
- *Research methods courses for this program have been reviewed and revised as a result of student assessment of these courses.*

~OR~

The Communication Studies program meets once annually at the Department Retreat in August of each year to plan for the up-coming academic year and to analyze results from the previous year's planning. The planning process is documented in the TracDat document. See this link: _____. The faculty also meets once monthly to discuss trends, developments, and teaching strategies.

H. Development: indicate the success of the program in attracting development funds and other forms of private support. The data must be indicated by Program (*Not Department*) Example:

List successful grants and/or donations. Briefly discuss the impact these funds have had on the success of the program. Or, discuss plans for and progress in grant writing efforts by program faculty.

(The Department of Agriculture received several sources of funds that help supplement the teaching and service activities. Last year's grants are as follows:

(a) Agriculture Initiative Grant - $200,000 from KY Legislature that helps support the Agriculture/Horticulture Laboratories.

(b) Perkins Funds $29,200 to support the Associate Degree Program, but indirectly benefits the BS Degree Programs in Agriculture and Horticulture.

(c) Farm Field Day - $5,000 KY Department of Agriculture

(d) Student Technology Fund - $16,747 to upgrade the student computer laboratory.

(e) Enrichment - $6,000 (pending) – KY Department of Education to support Vo-Agriculture Education.

~OR~

In terms of development activities, the M.S. Program in Clinical Psychology has begun to engage in a number of development activities. It has begun a grass roots effort at getting in touch with alumnae, and this effort has begun to yield benefits. It has recently obtained funding for a scholarship for students interested in applied psychology. This scholarship was provided by individuals outside EKU who have been involved with the program.

The department has recently hosted it's first annual Alumnae Breakfast during Alumnae weekend as part of it's overall development plan. The long term goals of these efforts are to gain alumnae backing and financial support for scholarships.

I Additional Indicators for Career Preparation Programs

Provide a list of recent program graduates and their jobs or post-graduate study. Briefly discuss success of the program according to in-field job placements or acceptance to graduate school programs. Include special awards or achievements of graduates that are attributed to the program.

(Eighty-six students have graduated from this program in the past five years. Examples of positions in which our graduates were hired directly upon graduation include:

Campus Director – National College of Business and Technology

Assistant Branch Manager – Enterprise Rental Company

Education Coordinator – Berea Hospital
Pharmaceutical Sales Rep – Janssen Pharmaceutical, Astra Zeneca, United Chemicals Belgium, and Upjohn Pharmacia
Regional Manager – Shippers Supply Company
Marketing Specialist – Mix 94.1 (radio)
Insurance Agent – Roth, Wall, and Webb
Career Development – Midway College
Computer Consultant – JS & Associates
Sales Representative – Clark Distributing Co.
Account Manager – CBS Companies
Supervisor – Ryder Dedicated Logistics
National Sales Recruiter – Hire Quest
Promotions Producer – Channel Fox 56 (WDKY-TV, Lexington)
Account Executive – Wallingford Broadcasting Company

Based on results from the online, 2004, Occupational Outlook Handbook, all of the above occupations are expected to grow about as fast as the average or faster than the average through 2012. This is certainly good news for our graduates and our program. This indicates that graduates are marketable in these fields and have a higher than average rate of getting a position in these areas. Moreover, the 2004 Occupational Outlook Handbook discusses the typical training and qualifications for individuals seeking jobs in these fields. Many of the positions our graduates have taken typically require degrees in areas such as human resources, personnel administration, sociology or psychology. This is a testament to the versatility on the Communication Studies program. Faculty works with majors to help them orient their course work to the type of career they want upon graduation. Further more, research indicates that the top four qualifications employers look for in new employees are the ability to write well, communicate effectively, think critically, and problem-solve. These are four skills that CMS majors learn throughout their course work. This is evidenced through the types of positions they have been able to get upon graduation. Examples of Graduate Programs our students have enrolled in upon graduation include:

Law School
Physician Assistant
Seminary

According to the online, 2004, Occupational Outlook Handbook, employment for lawyers is expected to grow about as fast as the average; employment for physician assistants is expected to grow much faster than the average; and employment for ministers is more favorable for those serving large, urban congregations. Again, these results indicate that the program in Communication Studies has successfully prepared students for graduate level work and work in fields that have a positive growth index.

~OR~

Our graduates are increasing in number in national and regional leadership positions in this country. The current Chairman of the International Society of Fire Service Instructors is an FSE graduate and the person in line to succeed him is also a graduate of the FES program. Several Deputy state fire marshals are graduates of the program including the state of Texas, Ohio, and West Virginia. A recent graduate is the Assistant Chief of Astoria, Oregon Fire Department. Several Deputy and Division Chiefs are Fire Marshals in Hilton Head, SC, Spartanburg, NC, Avon Township, IN, and many, many, more. Clearly, the EKU fire and safety program is nationally recognized as the finest producer of fire/explosion investigators.

The FSE program also prepares graduates to assume the role of safety manager and/or risk manager for manufacturing/industrial facilities. We have graduates working in hospitals as risk managers. Several of our FSE graduates work at Duke University in risk management with their medical school. The insurance industry is another avenue for graduates of the FSE program and many work as "loss control reps" analyzing the risk to the insurance companies and helping their clients reduce and control losses.

(Programs that have preparing students for specific careers as an identified and central part of their missions should supply any additional, relevant information not already covered concerning the following topics: current and future demand, or job outlook, for graduates in this specific career area; the need [social, economic, technological, etc.] for program graduates in the region, state, and nation; job placement data for graduates; achievement and success of graduates in the specific career area.)

5. This section of the program review concerns the qualification of program faculty. The indicators of faculty quality are quality in teaching and advising, scholarly/creative efforts, and service.

A. Teaching and Learning, Scholarly/Creative Efforts and Service

Indicators of Teaching Quality – Provide evidence of the program's quality of teaching. Quantitative data from IDEA evaluations or other student opinion questionnaire used by the program should be included. Provide a narrative summary interpreting the data.

<u>Quantitative Data</u>: IDEA for following items: 1) progress on relevant objectives 2) improved student attitude 3) overall teacher excellence 4) overall course excellence. (Tables 2 and 3)

<u>Qualitative Data</u>: Excellence in teaching awards, efforts to improve teaching, student letters/comments, peer comments, teaching portfolio.

See example below

Table 2

Progress on Relevant Objectives (Cumulated over Fall 2000 – Fall 2006) Total Number of Classes in Adjusted T-Score Categories and Adjusted Averages for Program, College, and University						
Adjusted T-Score Category	Program		College		University	
	% of Total	Number	% of Total	Number	% of Total	Number
Low (37-)	19	35	3.5	80	3.9	200
Low Average (38-44)	28	50	11.3	260	8.6	445
Average (45-55)	33.3	60	45.6	1050	45.1	2320
High Average (56-62)	17	30	33.2	765	33.8	1740
High (63+)	2.8	5	6.5	150	8.6	440
Total	100	180	100	2305	100	5145
Adjusted Average (1-5 scale)	NA		NA		NA	

Table 3

Improved Student Attitude (Cumulated over Fall 2000 – Fall 2006) Total Number of Classes in Adjusted T-Score Categories and Adjusted Averages for Program, College, and University						
Adjusted T-Score Category	Program		College		University	
	% of Total	Number	% of Total	Number	% of Total	Number
Low (37-)	5.6	10	10.6	245	7.4	380
Low Average (38-44)	33.3	60	15.4	355	11.1	570
Average (45-55)	36.1	65	38.6	890	43.3	2230
High Average (56-62)	19.4	35	25.2	580	27.3	1405
High (63+)	5.6	10	10.2	235	10.9	560
Total	100	180	100	2305	100	5145
Adjusted Average (1-5 scale)	3.8		3.9		4.0	
National Adjusted Average	3.9		3.9		3.9	

See narrative below as an example of how one might interpret these Tables

These data suggest that students are reasonably satisfied with the courses and how they are taught. However, the fact that the program scores trail the college, and university figures is a matter of concern. The report should outline steps the program has taken or intends to take if the evidence presented indicates a problem in the quality of teaching.

Use the same reporting format as in Tables 2 and 3 to report data relevant to the overall evaluation of teacher excellence and the overall course evaluation.

Quantitative Data: Graduating Student Survey Data

Question 1a. How would you rate the quality of instruction in your major?
1 = excellent, 2 = good, 3 = fair, 4 = poor
Question 1b. How would you rate the quality of instruction at EKU?
1 = excellent, 2 = good, 3 = fair, 4 = poor

Other quantitative data might include peer ratings, hours attending teaching workshops/seminars.

Qualitative Data: Excellence in teaching awards, efforts to improve teaching, student letters/comments, peer comments, teaching portfolio.

B. Indicators of Advising Quality

Quantitative Data: Graduating Student Survey Data

Question 27. Included under ratings of University Services is Advising 1=unknown, 2=very satisfied, 3=satisfied, 4=unsatisfied, 5=very unsatisfied

Qualitative Data: Efforts to improve advising, student letters/comments.

Provide a table similar to those above where data is presented for a five-year period and the program average ratings are compared to those of the college and university. Provide a narrative summarizing/interpreting the data.

C. Scholarly/Creative Efforts

Scholarly, research and creative activities should be construed to include activities related to the scholarship of Discovery, Integration, Application, and Teaching.

Quantitative Data: Number of books, chapters in books, referred publications, magazine, newspaper articles, software development, number of national, local, regional presentations, shows, recitals, juried art exhibits, artistic performances, dollar value of external/internal grants.

Qualitative Data: Professional Awards

Table 4

Publications and Presentations of Program X Faculty 2000 – 2006		
Number of Faculty Members	Number of Publications	Number of Presentations at Professional Conferences
7	23	17

D. Service

Professional/University/Community Service (Table 5)

Quantitative Data: Number of College/University Committees, Number of Seminars/Workshops.

Qualitative Data: Leadership roles in Faculty Senate Journal Editor/Reviewer

Table 5

Paper Reviewer	Leadership Positions in Professional Organizations	Seminars Conducted	Other Service Contributions
Delta Pi Epsilon National Conference Southwestern Assoc. for Bus. Communications	Delta Pi Epsilon, Nu Chapter MBEA National Convention Registration Committee Coordinator for state KY Business Educators Annual Conference Treasurer, Phi Delta Kappa Co-sponsor, Central KY Business Ed. Assoc. Historian and Membership Co-chair, Delta Pi Epsilon, Nu Chapter Treasurer, Phi Delta Kappa Vocational Education School Bank Curriculum Conference Planning Committee Session Chair, Southern Regional Education Board Conference	"Effective Writing Skills for the Workplace" "Written Communications" "Letter Writing" "Report Writing" "Procedure Writing" "Policy Writing" "Body Language"	Consultant, National Future Business Leaders of America Leadership Contest Judge, Declamation Contest Judge, Future Business Leaders of American Region 6 Competition Judge, DECA State Competition

Community Service - Should be construed as ways in which you bring the perspective of your discipline to the community.

Appendix A

Eastern Kentucky University

In addition to the following, an Electronic Copy of the Academic Program Review Committee Review Form may be found at:
http://www.oie.eku.edu/academic_program_review/review.php

Academic Program Review Committee Assessment Form

Program:
Department:
College:
Date:

1. Program is congruent with the EKU mission: _____

   Suggestions for change, if needed:

2. If applicable, the program has addressed concerns of prior program reviews. _____
   Comments:

3. The program has identified a plan to assess student learning.

Mark each area as Outstanding, Satisfactory or Needs Improvement.

   A. Appropriate criteria for measuring quality of student learning outcomes have been established. _____

   B. Outcomes are systematically evaluated. _____

   C. Results of systematic assessment of student learning are used to improve student learning outcomes. _____
      Comments:

4. Other indicators of program achievement and contributions to the mission of EKU.

Mark each area as Outstanding, Satisfactory, Needs Improvement or N/A.

   A. Viability of Program: attracts, recruits, and retains quality students _____
      Comments:

   B. Contributions to EKU Programs: General Education program, support of other University programs _____

Comments:

C. Technology: The use of technology has be reviewed in the strategic plan annual reports and found to be _____
Comments:

D. Uniqueness/Distinctiveness of Program: The guiding question is," How does this program uniquely serve the state, community and EKU?" _____
Comments:

E. Contributions to Diversity: Describes efforts and progress toward promoting diversity of students, faculty, and integrating diversity into the curriculum. _____
Comments:

F. Accreditation Status: If accreditation is available, has it been attained and maintained? Mark as Yes, No or N/A) _____
Comments:

G. Planning: describes plans for and progress in achievement of goals _____
Comments:

H. Development: attains external grants and donations for support of the program _____
Comments:

I. Additional Indicators of Program Success: for example, job placements and achievements of program graduates _____
Comments:

5. The program has faculty who exhibit quality in teaching, advising, scholarly/creative efforts, and service. Data are required for a five year period.

Mark each area as Outstanding, Satisfactory or Needs Improvement.

A. Teaching: IDEA or other university approved student evaluation of teaching form: _____
Comments:

Second required university approved evaluation of teaching measure _____
Comments:

B. Advising: provides evidence of systematic evaluation of advising quality _____
Comments:

C. Scholarly/Creative Efforts: for example, publications, research, presentations, inventions, creative, visual and performing arts, and grants _____
Comments:

D. Service in the following categories: institution, community, profession. _____
Comments:

RECOMMENDATION: Based upon the information presented, the Academic Program Review Committee recommends: _____

Comments:

Date of next Focused review:
Date of next full review:

Appendix B
Academic Program Review Department Chair Checklist

Key Indicator	Data source	Method of Reporting	Included √
1. Congruent with the EKU mission	Department strategic Plan (The program's mission statement with an explanation of how it is congruent with and supportive of the university's mission.)	If possible a review of the data will be conducted in place/on-line. If not, provide a text summary and printout of strategic plan with the appropriate areas book marked.	
2. Concerns of prior program reviews	Prior program review documents (Dept) and/or TracDat program review objective.	If possible a review of the data will be conducted in place/on-line. If not, provide a text summary and/or printout of strategic plan with the appropriate areas book marked.	
3. Plan to assess student learning			
A. Criteria for Measuring Quality of Student Learning (*Each Learning objective must have two or more methods of evaluation, one of which must be a direct measure of student learning*)	Method Section of the Assessment Impact Report. Direct measures of student learning include but are not limited to standardized tests, portfolios, end of program qualification exams, practica, student teaching, etc. Unless a course is a capstone course, course grades are not considered DIRECT measures of student learning. Additionally, surveys are also not measures of student learning.	Review of TracDat Assessment Impact report for relevant program assessment methods, criterion, usage, and schedule data.	
B. Systematically Evaluated	Results and Observations section of the Assessment Impact Report.	Review of TracDat Assessment Impact report for relevant program on.	
C. Results of Systematic Assessment	Results and Observations section of the Assessment Impact Report In TracDat	Review of TracDat Assessment Impact Report	

4. Other indicators of program achievement			
A. Viability of Program	Enrollment and student profile data are provided by Institutional Research (Some information may be contained in departmental records). The outcomes of the senior survey and departmental employer surveys will contain data relevant to employment status and will be contained in TracDat.	The committee will review the following records directly from files contained on the Institutional Research website: 1. Student profile charts, 2. Five year enrollment trend charts, 3. The department will explain in the report text, any anomalies that are reflected in Institutional Research or program-supplied data. TracDat may be used to collect and display the following data: Graduate employment status for 1, 2 and 3 years after graduation and outcome from the Senior Student Survey.	
B. Contributions to EKU programs	University catalogue. Related Course/program Data	List all related programs that are supported by courses unique to the evaluated program. This information can be provided as text in the APR report or a link can be provided that points to the material in a web accessed file.	
C. Technology	Information concerning technology related goals, achievements, and updates should be in the department strategic plan and recorded in TracDat.	Describe the program's significant use of technology to enhance learning, as well as, the program's use of technology to provide alternative delivery to time/place-bound learners, and to students and faculty requiring Assistive Technology. This information can be provided as text in the APR report, a printout from TracDat or a link can be provided that points to the material in a web accessed file.	

D. Uniqueness/Distinctiveness of program	Departmental records. University catalogs. Students' surveys. Employers' surveys	Data in this section should describe the program's uniqueness (i.e., specific advantages) to the state, community and EKU. (*What would be the consequences to the university, and the state if this program was eliminated?*) This section is reported in the text of the report.	
E. Contribution to diversity	Maintain updated entries for departmental demographics, syllabi and recruiting efforts in TracDat.	Summary tables of Faculty and Student Diversity categories can be reviewed on line in TracDat under a Diversity planning objective. Additionally updated syllabi will be reviewed on-line in TracDat. Text comments in the planning section of the Assessment Impact report will include plans for recruiting a diverse population of students and faculty. If the material is not in TracDat a text entry will be required in the body of the APR report.	
F. Accreditation status	Departmental records resulting from external unit evaluation and self study	Report accreditation status of evaluated program. This information can be provided as text in the APR report, a printout from TracDat or a link can be provided that points to the material in a web accessed file such as the annual reports to the accredit ting body.	
G. Planning	TracDat Assessment Impact Report and Reporting Unit Action Plan	The department's Reporting Unit Action Plan from TracDat will be reviewed on-line. If required for clarity, the departments may wish to supply a narrative to highlight key aspects of the plan for program review purposes.	

H. Development	Departmental and Sponsored Program records concerning grants, endowments and gifts related to the program. This funding must be related specifically to the program under review and not to the department in general.	Indicate the success of the program in attracting development funds and other forms of private support. At present, this information will be reported as text in the body of the report.	
I. Additional indicators	*(Programs that are preparing students for specific careers as an identified and central part of their missions should supply any additional, relevant information not already covered concerning the following topics: current and future demand, or job outlook, for graduates in this specific career area; the need [social, economic, technological, etc.] for program graduates in the region, state, and nation; job placement data for graduates; achievement and success of graduates in the specific career area.) Much of this information can be obtained as an outcome of the SWOT analysis required in the department's strategic planning process.*		
5. Program faculty			
A. Teaching	Department records: IDEA or other university approved assessment instrument. Requires one additional source of teaching evaluation such as peer evaluation or the Senior Exit Survey and departmental student surveys.	The recommended method of evaluation is on-line access to TracDat. This information can also be provided as text in the APR report, a printout from TracDat, or a link that points to the material in a web accessed file such as the annual reports to an external accrediting body.	
B. Advising	Department records and surveys. Additional sources are the Senior Exit Survey and departmental student surveys.	The recommended method of evaluation is on-line access to TracDat. This information can also be provided as text in the APR report, a printout from TracDat, or a link that points to the material in a web accessed file such as the annual reports to an external accrediting body.	

C. Scholarly/Creative efforts	Departmental records, Lists of publications and presentations or performances.	This information can be provided as text in the APR report, or a link can be provided that points to the material in a web accessed file such as the annual reports to the accrediting body. The accomplishments of the faculty must be listed by program.	
D. Service	Departmental records, Lists of service projects.	This information can be provided as text in the APR report, or a link can be provided that points to the material in a web accessed file such as the annual reports to the accrediting body. The accomplishments of the faculty must be listed by program.	

Appendix C
Sample Report

Eastern Kentucky University

Department of ABC

Master of Arts in Subject Area

2005-2006

Academic Program Review Report

October 31, 2005

Executive Summary

The Subject Area (SA) program is graduate-level, initial teacher certification program currently in its fifth year at Eastern Kentucky University. The SA is a degree program designed to help individuals holding non-teaching baccalaureate degrees in appropriate fields acquire teacher certification for elementary, middle, or secondary levels. This new program was made possible through state legislation, enacted in 2000, designed to relieve teacher shortages and allow for better recruitment of mid-career professionals into teaching. This legislation allowed the state's colleges and universities to create "alternative" routes to certification (one of 7 "options" or alternative routes to teacher certification). Alternative routes to teacher certification are a growing, nation-wide trend; providers include school districts, private profit and non-profit organizations, as well as colleges and universities.

The first SA program (for secondary certification) was planned, proposed, and approved by the Education Professional Standards Board (EPSB - Kentucky's teacher certification agency) during the 2000-2001 academic year. EKU's alternative certification program was one of the first in the state. The middle school certification program was approved in 2002 and the elementary certification program was approved in 2003.

Temporary provisional certification is the key element that makes the SA certification process different from the traditional undergraduate route. This type of certification, granted by EPSB to a candidate upon recommendation by EKU, allows a candidate in the program to teach full-time as the teacher-of-record (with full pay and benefits) while completing the certification program. Candidates that choose to teach while they earn certification must complete at least two introductory courses (more in the elementary program) and secure employment. (EKU does not place the candidate.) The candidate then has a maximum of three years to complete all coursework, state-required exams, and the state-required internship program (KTIP). Approximately one third of the program candidates teach while earning certification. The other candidates are either full-time graduate students or work full-time at other jobs and attend school part-time while completing the program.

The SA program has been very successful with 122 graduates to date. The majority is employed in Kentucky. The middle/secondary cohorts (two cohorts are admitted per year with a maximum of 20 students per cohort) are at capacity and the SA admission committee must turn away an increasing number of qualified applicants each semester due to the enrollment limitations due to current staffing levels. The elementary cohorts have maintained a steady enrollment of approximately 15 students per year. Program evaluations completed by candidates have routinely indicated a high degree of satisfaction with the quality of instruction and the flexibility of a program in which the majority of courses are offered during the evening. In the words of a candidate, "This is a wonderful program with excellent faculty. I loved the courses and the opportunity to earn a masters degree rather than getting a second bachelors degree for teaching." Another commented, "Great program designed to meet the requirements of real life." Principals of candidates and graduates have been pleased with the performance of these teachers in their schools. (Evidence provided in Appendix 7 and 8)

1. Mission Statement/Relation to University Mission

The mission of the SA is to help those holding non-teaching baccalaureate degrees in appropriate fields acquire teacher certification for elementary, middle grade, or secondary levels

through high-quality and flexible coursework, graduate-level research experiences, field experiences, and advising. The program is designed particularly for non-traditional students who wish to make the transition from a non-teaching to a teaching career. The vast majority of the candidates have gained valuable career skills and experience prior to admission to the program.

This mission is related to the mission and goals of EKU in several ways. First, the needs of the SA candidates are foremost in the planning and delivery process. We seek to provide instruction at times that best meet the needs of working/teaching adults. We also seek to organize courses so that candidates learn the knowledge and skills needed in today's classroom in the most efficient manner. Candidates also design, research, and present a graduate-level "action research" project that is practical for the classroom while at the same time meeting the high standards of the university's graduate level programs. Second, the SA program faculty and staff continually seek to recruit diverse candidates in order to meet the needs of today's schools, especially in high needs areas of math, science, and Spanish. The majority of our candidates teaches or will teach in schools in the Appalachian area served by EKU.

2. Concerns of prior program reviews

NOT APPLICABLE

This is the first program review (First cohort in SA program admitted 2001.)

3. Student Learning Assessment –

SEE TRACDAT or Appendix 1, 2, & 3 for printed TracDat report

SA Elementary
SA Middle Grades
SA Secondary and P-12

Overview of TRACDAT Objectives and Measures:

Four program objectives have been identified for the Elementary, Middle and Secondary SA programs, each with very similar evaluation methods and similar results.

Objective 1: Candidates will demonstrate specialized content knowledge in their fields of certification along with broad general background knowledge, dispositions and skills necessary to function as a literate, informed, active citizen, and to serve as a model for students.

Measures:

A. Self Assessment of knowledge at end of program.
B. Professional Portfolio
C. Program Evaluation completed at end of program.
D. Undergraduate degree with appropriate coursework
E. PRAXIS II Content Examinations

Objective 2: Candidates will demonstrate the pedagogical skills and content knowledge necessary to meet Kentucky's New Teacher Standards

Measures:

A. Self Assessment of knowledge at end of program.
B. Professional Portfolio
C. Program Evaluation completed at end of program.
D. Survey of the school principals of candidates/graduates.

E. PRAXIS II Content & Principles of Teaching and Learning Examinations

Objective 3: Candidates will demonstrate appropriate dispositions to effectively meet the diverse needs found in public schools.

Measures:

A. Dispositions Assessment required for admission to program
B. Self Assessment of dispositions at end of program.
C. Program Evaluation completed at end of program.

Objective 4: Candidates will demonstrate proficiency in conducting action research.

Measures:

A. Action Research Paper (Comprehensive Exam in Capstone Seminar)
B. Action Research Presentation (Comprehensive Exam in Capstone Seminar)
C. Survey of candidates about Action Research

Summary of Results recorded in TRAC DAT:

Overall, results have been positive and met or surpass all criteria. A few areas of improvement have been identified and the SA faculty continues to improve instruction in these areas. The primary areas of improvement include enhanced instruction for candidates in following areas: how to address diversity in the public school classroom, integration of technology in the classroom, and knowledge and application of current education reform movements.

Improved systems of data collection are also being developed as to enable a more systematic evaluation of the program and a better system of tracking progress in the program for the individual candidate. For example, the SA CARES report will be available to candidates beginning in 2006. This system will include a data recording and tracking system for all PRAXIS scores, portfolio check points, and comprehensive exam results.

4. Other Indicators of Program Achievement

A. Program Viability – (Appendix #4 - printed report)

i. See http://www.ir.eku.edu/ProgramData/0506/130101MATEducation.pdf

ii. Department explanation

2001	2002	2003	2004	2005
1st Secondary cohort – Admitted Summer/Fall 2001	**2nd Middle / Secondary Cohort – Admitted Spring/Summer 2002**	**3rd Middle / Secondary Cohort – Admitted Spring/Summer 2003**	**4th Middle / Secondary Cohort – Admitted Spring/Summer 2004**	**5th Middle / Secondary Cohort – Admitted Spring/Summer 2005**
Total: 15	Total: 71	Total: 32	Total: 37	Total: 42
7 Female 8 Male 1 Black	41 Female 30 Male	22 Female 10 Male 2 Hispanic	30 Female 7 Male 2 Black 1 Asian	20 Female 22 Male 3 Black
14 secondary 1 middle	53 secondary 18 middle	21 secondary 11 middle	19 secondary 18 middle	35 secondary 7 middle
	6 dropped out of program	2 dropped out of program	2 dropped out of program	
		3 admitted but did not attend		3 admitted but did not attend
Projected Graduation: Summer 2002 OR LATER	Projected Graduation: Summer 2003 OR LATER	Projected Graduation: Summer 2004 OR LATER	Projected Graduation: Summer 2005 OR LATER	Projected Graduation: Summer 2006 OR LATER
		1st Elementary Cohort – Admitted Summer/Fall 2003	**2nd Elementary Cohort – Admitted Summer 2004**	**3nd Elementary Cohort – Admitted Summer 2005**
		Total: 15	Total: 13	Total: 14
		13 Female 2 Male	12 Female 1 Male 1 Hispanic	13 Female 1 Male
		1 dropped out	1 dropped out	2 dropped out
			2 admitted but did not attend	1 admitted but did not attend
		All graduated: December 2004 OR May 2005	Projected Graduation: December 2005 OR LATER	Projected Graduation: December 2006 OR LATER
Program Coordinator: RRRRR	**Program Coordinator:** WWWWW	**Program Coordinator & Advisor:** CCCCC	**Program Coordinator & Advisor:** CCCCC	**Program Coordinator & Advisor:** CCCCC

The SA programs admit new candidates in cohorts so as to promote collegiality among the candidates in the program. Approximately 20 middle/secondary candidates are admitted twice a year, in January and May. Up to 20 elementary candidates are admitted once a year in May. See following chart below for breakdown of numbers.

B. Contributions to EKU Programs

Candidates in the middle/secondary programs are required to take a minimum of 12 graduate hours in their content area. Elementary SA candidates take one course from the Dept. of Mathematics and Statistics. Transcripts for all candidates are evaluated as a part of the admission process and some candidates may be required to take additional content hours if the SA faculty determines that additional coursework is needed to meet minimum state requirements for content area certifications. Candidates in the SA certification areas complete undergraduate and graduate coursework in various departments in the College of Arts and Sciences, College of Health Sciences, and College of Business & Technology. See chart below.

SA Certification Area	**Departments in which SA candidates take content area courses**
Secondary & Middle School Math	Dept. of Math & Statistics Dept. of Computer Science
Secondary & Middle School Social Studies	Dept. of Anthropology, Sociology & Social Work, Dept. of Economics, Dept. of Geography, Dept. of Government, Dept. of History
Secondary & Middle School Language Arts	Dept. of English
Middle School Science & Secondary Sciences -Physics - Biology - Chemistry - Earth Sciences	Dept. of Biological Science Dept. of Chemistry Dept. of Earth Sciences Dept. of Physics & Astronomy Dept. of Agriculture
Art Education	Dept. of Art & Design
Spanish	Dept. of Foreign Languages & Humanities
Music	Dept. of Music
Physical Education	Dept. of Exercise & Sport Science Dept. of Recreation & Park Administration
Health	Dept. of Health Promotion & Administration Dept. of Family & Consumer Science
Business & Marketing	Dept. of Management, Marketing & Admin. Communication

	Dept. of Accounting, Finance & Information Systems
Technology Education	Dept. of Technology
Family & Consumer Science	Dept. of Family & Consumer Science
Elementary certification; Candidates are required to take one graduate Math course; additional requirements determined by undergraduate major and coursework in four major academic areas – math, science, social studies, language arts	Dept. of Math & Statistics Dept. of Economics, Dept. of Geography, Dept. of Government, Dept. of History Dept. of English Dept. of Biological Science Dept. of Chemistry Dept. of Earth Sciences Dept. of Physics & Astronomy Dept. of Agriculture

C. Technology

The SA faculty makes an exceptional effort to use technology to enhance candidate learning AND to enhance the skills of the candidate to use technology in her/his own classroom. Kentucky New Teacher Standard #9 is "Teacher Demonstrates the Implementation of Technology in the Classroom." Therefore, it is important that the SA candidates are able to use technology to enhance the learning of their own students.

SA faculty is adept at offering Web-based and Web-assisted courses to best meet the needs of the non-traditional candidates. Furthermore, candidates are expected to become proficient at using technology in their own classrooms – application include learning to create a teacher web-site, preparing technology-assisted presentations using PowerPoint, video, and audio technology, and incorporating technology appropriate to their particular content area (for example, GPS systems for science teachers). In the capstone seminar, all candidates are required to present their action research project through a multi-media presentation to their graduate committee and peers.

D. Uniqueness/Distinctiveness of Program

EKU was the first public university in the state of Kentucky to offer a Master of Arts in Subject/alternative certification program. EKU currently offers more alternative certification options than any other public university in Kentucky, including the only graduate-level elementary certification program in the state.

Temporary provisional certification is the key element that makes the SA certification process different from the traditional undergraduate route. Candidates may choose to teach while they earn certification. The majority of our candidates seek to switch from careers in diverse fields to a career in education. Most have several years of work experience in fields such as law, medicine, engineering, social work, business, public relations/journalism, and non-certified education positions. The flexibility of the SA coursework, and the opportunity to make

a smooth transition into teaching (without having to quit a job to go back to school for certification) is an important feature of the program.

E. Contributions to Diversity

America's teachers are 73% female and the majority is white. Teacher educator programs across the nation struggle to recruit diverse students into teacher training programs in order to serve in public schools that are increasingly diverse (35% of America's school population is multicultural). While EKU's SA program has enrolled many non-traditional students, the faculty still strives to attract minorities. Our department currently has a diverse faculty with representation in African American faculty, Hispanic and faculty with physical disabilities. We have most recently added an African American woman faculty member in the 2004-2005 academic year. As a department in the teaching program we are committed to promoting diversity both in our faculty and in our students. We developed a required course, SA 804 Teaching Diverse Populations, for our students and have infused sections on diversity in every skill based course within the program. We also screen applicants to the program for their sensitivity to diversity by requiring applicants to respond to diversity vignettes in their application process. Our department has worked with our college minority recruiter to pursue additional identified minority students to our program. We have also found that achieving our national accreditation (NCATE) has increased our programs attractiveness to all students including minorities. In the last semester available on Banner Production, spring 2005, there were 50 white non-Hispanic students in the program, 6 black non-Hispanic students, 12 Hispanic students and one Asian candidate enrolled in the SA Program. Of these 69 students, 53 were female and 16 were male. Three of the students had special needs. (Five candidates have been non-native speakers of English). In the future, the program faculty hopes to attract an increasingly diverse group of students.

F. Accreditation Status

The SA program was approved by the Education Professional Standards Board in 2001 – this agency must approve all teacher certification programs in the state.

EKU's College of Education was accredited by NCATE in 2002, but because the SA program was in its initial stage, this program was not a part of that review process.

G. Planning

The SA program is directly aligned with Goal # 1 and #2 of the Department of ABC.

Goal #1 – Attract and enable qualified undergraduate and *graduate SA candidates who wish to become teachers at the elementary, middle grade, or secondary levels*, and graduate students who wish to improve their levels of competency in their teaching or specialty fields.

Goal #2 – *Offer alternative routes to teacher certification, all of which maintain high levels of excellence*.

The faculty involved with the SA program meets on a regular basis to review program data and make decisions regarding admission of candidates; overall program improvements involving scheduling to meet the needs of the candidates and recruitment efforts; and improvements in the curriculum of the program in order to meet the needs of the candidates in the area of graduate research and teacher preparation. Based upon data gathered by SA faculty, several program improvements have been implemented. For example, research about the "action

research" component of the program has driven improvements in the program, has presented at national, regional, and local conferences, and has been the topic of two publications. (Appendix #5)

H. Development

EKU's College of Education was recently awarded a $105,000 grant from Ashland, Inc. to fund an innovative recruitment program for the SA program over a three year period. "Try Teaching," a concept developed by EKU faculty and staff, will offer mid and second career professionals a chance to investigate a career in the classroom and to discover the rewards and challenges of teaching. Participants will benefit from one-on-one mentoring from exemplary public school teachers and university professors, learn about teacher certification procedures, and at the conclusion of their experience will be ready to enter the education profession well-informed of their options. Recruitment for up to 10 participants will begin late 2005 and participants will spend two weeks in area K-12 classrooms in September 2006. Participants in this novel program will be encouraged to seek teaching certification through the SA program.

SA program faculty participates in the Teacher Education Model Programs (TEMP) grant committees. Eastern Kentucky University serves as lead agent for the Commonwealth Consortium for Teacher Education Model Programs grant (TEMP). This statewide consortium has been working since 2004 to implement six major goals, thus meeting the intent of the Kentucky General Assembly and the Education Professional Standards Board. The SA program is directly related to Goal #5 of this grant. – "Create a statewide set of guidelines for alternative routes to certification for high quality, second career individuals that are outcomes performance-based and include options for credit for life experience." SA Program Coordinator, Dr. Cynthia Resor, serves as the state and university chair for the Goal #5 committees. Outcomes of this grant that have directly affected the SA program include networking opportunities for EKU faculty with other faculty from colleges/universities that provide alternative certification programs across the state and nation through conference attendance and presentations as well as release time or compensation for members to work on other program initiatives. Program brochures were developed with funding from this initiative. (Appendix #6)

I. Additional Indicators for Career Preparation Programs

Beginning Fall 2005/Spring 2006, the SA coordinator began surveying the principals of SA candidates and graduates in order to assess the performance of candidates. The principals of 41 middle and secondary candidates/graduates gave an average score of 4.0 or above (on a Likert scale of 1-5) in all categories but one. (Appendix #7) Principal surveys will continue on an annual basis.

5. Program Faculty

A. Teaching

1. The Department of Curriculum and Instruction regularly utilizes two forms of assessment to determine the teaching effectiveness of the faculty members in the Masters of Arts in Subject program (s). The first form of assessment is the IDEA Student Ratings of Instruction instrument. The data from this instrument indicate that the faculty members who are involved

with the program(s) consistently rate above average in their teaching performance (3.5 or above on a 5 point scale). The second form of assessment is the Guidelines for Standard and Merit Awards for Faculty instrument. The data from this instrument indicate that the faculty members consistently meet the required standards being assessed. Additionally, faculty members consistently rate meritorious or highly meritorious in the areas of teaching.

2. A third measure of teaching effectiveness in the SA program is a student survey conducted during the capstone seminar. The quality of instruction in the M.A.T program, as related to Kentucky's New Teacher Standards, has been rated an average of 4.0 or above (on a 5 point Likert scale) in the majority of categories over the past four years. Areas for improvement have been identified in TracDat and plans are currently being created to improve in these areas – mainly instruction that deals with education reform issues and serving the needs of diverse students.

Table 2
IDEA Results

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Overall Excellence of Teacher	4.35	3.9	4.55	4.3	4.4
Overall Excellence of Course	4.4	3.7	4.35	3.6	4.35

B. Advising

All SA candidates are advised by the SA Coordinator, Dr. Cynthia Resor. This system provides consistent support for all candidates/cohorts. Beginning January 2005, the program advisor assumed the responsibility of teaching the first course in the sequence, EGC 820, for each entering cohort in order to provide candidates with a complete orientation to the program.

Annual surveys will be conducted to ensure a high quality of advising and to identify areas for improvement. Results of the first annual survey (September 2005) of the SA program advisor, Cynthia Resor, indicated that quality advising is being provided. (36 surveys were completed anonymously on-line. Graduates/candidates were asked to rank the advisor on a Likert scale of 1-5 with 5 being the best). The SA advisor received an average of 4.24 or higher for all questions.

C. Scholarly/Creative Efforts 2000 - 2006

Number of Faculty Members	**Papers, Chapters**	**Presentations**
8	36 & 2 books	52

D. Service of SA Faculty

Example One

Service to the Department of Curriculum and Instruction

2001-2002

Member, Departmental Student Recruitment Committee

- Member, Departmental Sabbatical Leave Committee
- *Chair, NCATE Undergraduate Middle Grades, Secondary English Teaching, and Secondary Speech and Theater folio committees*
- *Master of Arts in Subject Admissions Committee*
- *United Way Representative*

2002-2003

- *Member, Promotion, Tenure and Evaluation Committee*
- *Master of Arts in Subject Admissions Committee*
- *United Way Representative*
- *Search Committee, Master of Arts in Subject Coordinator*
- Chair, Search Committee, Middle Grades Education / Gifted Education

2003-2004

- *Chair, Promotion, Tenure and Evaluation Committee*
- *Master of Arts in Subject Admissions Committee*
- *United Way Representative*
- *Representative to the English Department's Secondary English Teaching Program Committee*

2004-2005

- *Chair, Promotion, Tenure and Evaluation Committee*
- *Master of Arts in Subject Admissions Committee*
- *United Way Representative*
- *Representative to the English Department's Secondary English Teaching Program Committee*

2005-2006

- *Master of Arts in Subject Admissions Committee*
- *Faculty mentoring committee*

Service for the College of Education

2001-2002

- Departmental representative to College of Education Technology Committee
- Representative to Model Lab School's gifted and Talented Committee (I serve as both a faculty representative and a parent representative.
- Chair, NCATE writing committee 2
- Professional Education Fellow
- Middle Level and secondary English & Foreign Language student teaching placements
- Kentucky Teacher Internship Program, Teacher Educator

2002-2003

- Member, Search Committee, COE Grants and research coordinator
- Recruitment volunteer
- Teacher Education Admissions Committee
- Professional Education Fellow
- Middle Level and secondary English & Foreign Language student teaching placements

2003-2004

- Chair, Search Committee, Center for Middle School Academic Achievement Director
- TEMP Grant Goal 5 Committee
- Teacher Education Admissions Committee
- Professional Education Fellow
- Middle Level and secondary English & Foreign Language student teaching placements

2004-2005

- New Student Days Brunch volunteer
- TEMP Grant Goal 5 Committee
- Professional Education Fellow
- Middle Level and secondary English & Foreign Language student teaching placements

2005-2006

- Teacher Education Program Committee
- College Curriculum Coordinating Committee
- TEMP Grant Goal 5 Committee
- New Student Days Brunch volunteer
- Middle Level and secondary English & Foreign Language student teaching placements

Service for Eastern Kentucky University:

2001-2002

- Member, Teaching and Learning Center Advisory Board and Director's search committee
- Member, Student Advising Committee

2002 – 2003

- Member, University General Education Committee

2003 – 2004

- Member, University General Education Committee

2004 – 2005

- Presenter, English Department Curriculum Development and Assessment Planning, August 2004
- New Student Days Discussion Leader for *Clay's Quilt*

2005-2006

- Member, Teaching and Learning Center Advisory Board
- Member, Assessment Committee, General Education Assessment Sub-committee

Example Two

National Service to the Profession

- National Middle School Association Professional Preparation Advisory Board member, 1999 – present; Appointed as chair beginning November 2005.
- National Middle School Association, National Conference program review committee.
- Facilitator and co-presenter for the first National Middle School Association Symposium on Middle Level Teacher Certification & Licensure, January, 2001 and 2003.
- National Forum for the Acceleration of Middle Grades Education, Member Emeritus, 2003-present.
- National Association of State Boards of Education study group on The Lost Curriculum: Arts and foreign languages in the curriculum. January – June, 2003.
- National Endowment for the Arts, Reviewer for Arts Education Grants, July – November 2004.
- National Association of State Boards of Education Study Group on Adolescent Literacy, February – June 2005.
- SRATE Awards Committee

Section 1.01 Kentucky Service to the Profession

- Reviewer, *The Kentucky Reading Journal*, 1999- present
- Editor and co-editor *Kentucky Middle School Journal*, 2000 – 2003.
- Member, Kentucky Forum to Accelerate Middle Grades Education, 2000 - 2002 (Facilitator, 2001-2002)
- Newsletter article, Kentucky Council of Teachers of English
- Kentucky Education Television Content Reading Instruction Professional Development Series Planning and Development, 2000

Other Professionally Related Community Service

- In-service presentations at Georgetown Middle School, Teaching Reading in the Content Areas, August 4, 2000.
- In-service presentation to the Model Laboratory High School Faculty on Teaching reading and writing across the curriculum, January 2001.
- In-service presentation at Pine Knott Middle School, Reading in the Content Areas, February 6, 28th 2001
- Herald-Leader Scholarship Review Committee, 2001 and 2005
- Assisted with the planning, development, and presentations of Regions 5 and 6 Middle School Reading Academies, June 19-23, 2000. Participants were able to apply their work towards graduate credit in a special section of EMG 807: Integrating Informational and Practical/workplace Text in Middle Grades Language Arts, held in the Summer of 2001.
- Coordinated the planning and development of 4 middle school teacher academies for summer 2002, “Directions & Destinations,” including serving as the major instructor for EMG 807: Teaching reading and writing in middle

grades language arts. Coordinated interdisciplinary programs and activities for all participants in four academies: geography, economics, science, and English/language arts.

Presentation for Summer Professional Development Series, Southeast South Central Cooperative, Reading & Writing in the Middle Grades, Somerset, KY July 2004

- Member, Kentucky Board of Education, June 2002 – present.
- Professional Education Fellow, 2002 – 2005. Presented workshops and taught language arts classes at Model Laboratory School, Rockcastle County Middle School, and Madison Middle School. Lessons and presentations involved literature circles and whole group literature study.
- Member, Kentucky Team for the Southeast Regional Education Board's State Leaders' Forum, 2004
- Member, Kentucky School for the Deaf Facilities Planning Committee, 2003-2004.
- Kentucky P-16 Council, Member 2004 – 2005, Current chair
- Member, Governor's Work Team on Teacher Quality, 2005

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Department-level service

2004 - 2006
•Associate Chair of Curriculum & Instruction (beginning summer 2004)
•Departmental Academic Practices Committee
•Coordinator – TracDat
2003 – 2005
•Departmental Mentoring Committee
2003 – 2004
• Coordinator of Elementary Programs (spring 2004)
•Chair - Elementary Reading/Library Science Position Search Committee
2002 – 2006
•Chair (2003-2004) - Elementary Program Committee
•Middle Grades Program Committee
•Chair (2002-2003) - Graduate Programs Committee
2002 – 2003
• Coordinator Elementary and Middle Grades Programs
•Chair - Middle Grades Folio Committee

College-level service

2003 – 2006 –
• College Mentoring Committee
• Alternative Certification Committee
•Temp Committee Goal Five
2002 - 2006
• College Curriculum Coordinating Committee
2002 - 2004

•Teacher Admissions Committee
•PT3 E-portfolio Committee
•College Sabbatical Review Committee
2002 - 2003
•Institutional Report Writing Committee
•Curriculum and Instruction Department Chair Search Committee
2001 – 2002
•Chair - NCATE Writing Committee- Standard V Modeling Best Professional Practices
University-level service
2005 – 2006
• Summer School Task Force
• Mathematics Achievement Center Committee
2003 - 2006
• Faculty Senator for Department of C & I
• Faculty Senate Elections Committee
•Faculty Senate Committee on Committees
• Teacher Education Committee
• Library Committee
Service to the profession
2005 – 2006
• President, Kentucky Reading Association
2004 – 2005
• President – Elect, Kentucky Reading Association
•Institutional Representative – American Association of Colleges for Teacher Education
2003 – 2005
• Director Leader- Kentucky Reading Project Directors.
2003 – 2004
• Vice – President, Kentucky Reading Association
• Member - College Reading Association
2002 –2005
• Member Kentucky Middle School Association
•Member American Association of Colleges for Teacher Education
2001 – 2006
• National Reading Conference Field Council Representative for Region 2
• Kentucky Reading Association Board Member
• Editor for the Kentucky Reading Journal
• Kentucky Reading Project Director

Professionally-related community service
2005 – 2006
• Collaborative Center for Literacy Development, Read to Achieve Research Committee
• Consultant – Wilderness Trail Special Education Cooperative Summer Institute, Believe, Lead, & Succeed…Linking Literacy Behavior Strategies for Student Success", July 12, 2005.Presentations Entitled: "Word Recognition, Vocabulary, and Spelling Instruction: Best Practices for Middle Grades" and "Comprehension and Critical Literacy: What's it All About?"

2004 – 2005
• Kentucky Teacher Internship College Supervisor, Garrard County
• Facilitator for the Symposium on Educator Dispositions, EKU, November 19th, 2004.
• Teacher Quality Enhancement Task Force
• Future Teachers' Day representative for Elementary and Middle Grades Education programs
• Freshmen Book Experience Discussion Leader
• Facilitator – 3rd Annual Conference on Diversity, The Center for Renewal of Schools and the Education Professions, February 12th, Session entitled, " Success Stories Practices Showcase: Elementary Success Stories."
• Consultant – Floyd County Reading Academy, March 28, 2005, "Preventing the Fourth Grade Slump."
2003 – 2004
• Kentucky Teacher Internship College Supervisor, Garrard County
• Future Teachers' Day representative for Elementary and Middle Grades Education programs
• Teacher Quality Enhancement Task Force
• Governor's Literacy Summit
• Professional Education Fellow, Estill County Middle School (Spring 04)
2002 – 2003
• Kentucky Teacher Internship College Supervisor, Garrard County;
• Future Teachers' Day representative for Elementary and Middle Grades Education programs.
• Consultant/Guest Speaker - Family Literacy Night at Kirksville Elementary, Thursday, October 24, 2002, "Parent tips for promoting literacy development at home."
2001 – 2006
• Kentucky Reading Project School Coaching Visits
2001-2002 –
• Kentucky Teacher Internship College Supervisor, Garrard County;
• Future Teachers' Day representative for Elementary and Middle Grades Education programs.