****

**LINCOLN MEMORIAL UNIVERSITY (Program’s Name) PROGRAM REVIEW**

1. **MISSION -– From OAR Page 1 and additional information**
2. Give the mission statement of the school or college, department, and major program
3. The University’s Mission and Purpose
4. Vision Statement
5. Goals (list them chronologically)
6. Strategic Goals
7. LMU **(School’s Name, e.g., School of Arts and Sciences)** Mission and Vision Statement
8. Vision Statement
9. School’s Goals (list chronologically)
10. LMU **(Department’s Name, e.g., Humanities and Fine Arts)** Department Mission Statement
11. Vision Statement
12. Curricular Goals/Student Learning (list chronologically)
13. Operational Goals/Program and/or Administrative (list chronologically)
14. LMU **(Particular Program within the School, e.g., Art Program)** Mission Statement
15. Show how the program, department, and school or college mission statements interface with each other and the mission statement of the university **(How Mission Statements Interface)**
16. Describe how the program, department, and school of college mission statements are articulated to new faculty members, students in the program, department, school of college, and the public **(Articulation of Mission Statement)**
17. **CURRICULUM**
18. Instructional Program
19. Show how the courses required for each degree under review
20. Relate to the school’s or college’s/department’s missions **(Relation of Courses to Missions)**
21. Reflect national and local trends of the discipline **(Course Reflection of National Local Trends)**
22. Demonstrate progression and coherence of curriculum **(Demonstration of Curriculum Progression and Coherence)**
23. That is judged to be appropriate for the academic level of the degree Program **(Appropriateness of Courses)**
24. Contribute to the competencies expected in the graduates **(Contribution to Expected Competencies)**
25. Describe how the general education component of the curriculum, where appropriate, contributes to the achievement of program outcomes **(Contributions of General Education Program)**
26. Explain the process of ensuring a balanced distribution of credits between courses required in the major, required cognates, supporting or related disciplines, and general education courses, where appropriate **(Balanced Distribution of Credits)**
27. Describe the procedures the school of college/department/program follows in keeping the instructional program updated and in tune with the most important trends in the discipline **(Keeping Program Updated)**
28. Describe the school’s/department’s/program’s contribution to the general Education Program of the University. For Areas where no major is Offered, but in which program faculty teach, **e.g.,** psychology faculty who teach BSCI courses, include a review of the contributions of program faculty to the general education program **(Contribution to the General Education Program)**
29. Give the rationale for the continuation of any course which has had no more than five students enrolled per semester during any of the last four semesters **(Rationale for Low Course Enrollment:** **if Applicable)**
30. Give the rationale for the continuation of any degree program (major or concentration area) which has had ten or fewer graduates in the last two years. Include the contributions of program faculty to other degree programs in the department and/or school in the rationale **(Rationale for Low Graduation Rate: if applicable)**
31. **Curriculum Map:** Please provide a curriculum map for all the courses taught within the program and how they relate to each outcome. Please use the template provided by the IE office.
32. Faculty
33. Prepare a profile of faculty members in the program showing how their academic preparation and professional expertise relates to courses taught and assigned school/department responsibilities **(Faculty Profile)**
34. Provide revised and updated CV’s for program faculty to the IE office for archiving as part of this process.
35. Explain how faculty members maintain current knowledge and expertise in the subject area of teaching responsibility. Provide a detailed listing of all professional development activities, research, publication, scholarly activity, and professional memberships of the program faculty **(Professional Development)**
36. Describe the role which faculty members have in the development of program, departmental and school policies and standards **(Role of Faculty in Program Development)**
37. Describe procedures, other than the university-wide student evaluation of course and program, used to evaluate effectiveness of the program faculty **(Evaluation of Teaching Effectiveness)**
38. Indicate attrition rates for faculty within the department/program; include exit interview data if available/applicable **(Faculty Attrition Rate)**
39. Students
40. Describe how the program attracts majors; chart the enrollment per year in the program for the two previous academic years **(Majors Attraction and Enrollment)**
41. Describe what the program does to retain majors; give retention rates per year for the program; give graduation rates of students entering the program **(Retention of Majors and Graduation Rates)**
42. Give standards for admission, progression, and degree completion; describe the procedures used to assess students from admission to completion of the instructional program, including transfer students **(Admission Standards, Progression, Degree Completion, and Assessment)**
43. Admission Standards:
44. Progression:
45. Degree Completion:
46. Assessment Standards:
47. From admission to completion
48. Including transfer students
49. Describe how transfer students compare with regular students in required coursework, **e.g.,** compare outcomes of transfer students who enter your program in the second or third year with students who enter as freshmen. Provide objective data to support the description **(Comparison of Transfer and Regular Students)**
50. Describe the record keeping or tracking of majors in the program **(Record Keeping and Tracking of Majors)**
51. Describe the student advisement program followed by the program. If anyone, faculty or staff, other than program faculty advises students, provide the rationale for this practice **(Student Advisement Program)**
52. Identify any possible barriers to student entry into the program **(Possible Barriers for Students)**
53. Summarize licensure and certification reports where applicable. For programs with teacher certification options, provide information on the success of students seeking teacher licensure **(Licensure & Certification Summary)**
54. Facilities and Equipment
55. Evaluate the adequacy of the facilities and equipment in relation to the needs of the program **(Adequacy of Facilities and Equipment)**
56. Describe the process for determining essential equipment, including who is involved **(Determining Essential Equipment)**
57. Learning Resources
58. Evaluate the adequacy of library holdings for the program, **e.g.,** books, periodicals, databases and etc. **(Adequacy of Library)**
59. Describe the process of ensuring that holdings and other learning resources are current and sufficient **(Currency/Sufficiency of Learning Resources)**
60. Evaluate the adequacy and accessibility of resources such as: **(Adequacy and Accessibility of Resources)**
61. Computer Terminals and Software:
62. Instructional Media Equipment and Software, **e.g.,** Videos and Recordings
63. Describe how community organizations and professionals are used to provide learning experiences **(Involvement of Community Organizations and Professionals)**
64. Describe how technology is incorporated into the program **(Incorporation of Technology)**
65. Discuss the activities of program advisory boards. **(if Applicable)**
66. Financial Support
67. Describe the budgeting process of the program **(Budget Process)**
68. Evaluate the adequacy of the budget in all areas including equipment **(Adequacy of Budget)**
69. Describe the grants received by the program/department/school that support the program **(Grants)**
70. Describe the scholarships available to students through the program/department/school, indicating the source of funding for each **(Scholarship)**
71. Indicate the program’s credit hour production for each of the last two years by multiplying credit hours assigned for each course offered at each level (graduate/undergraduate) by the course enrollments and summing the results **(Credit Hour Production)**
72. **OUTCOMES – From OAR Form 2, 3, and 4, and additional information**
73. Describe the results of competency assessments of students over the last two academic years and compare with scores of graduates of similar programs and/or grades earned in required courses **(Competency Assessment)**
74. Describe the employment of graduates during the last two years as to (**Graduate Employment**):
75. Types of jobs available
76. Percentage of employment related to major
77. Describe the type of graduate programs your graduates have chosen during the last two years; give the percentage who gained admission into these programs; the percent who received graduate degrees **(Graduate Programs Chosen by Graduates)**
78. Discuss the graduates’ reported satisfaction or dissatisfaction with the education they received in the program, with their employment, or graduate work **(Graduate Satisfaction)**
79. **STRENGTHS AND WEAKNESSES**
80. Summarize the strengths and weaknesses in the program and give a plan to overcome the weaknesses **(Summary of Strengths and Weaknesses)** Include the following:
    1. A rationale and plan of action to overcome weakness, and achieve new goals.
    2. A time-table to track progress/completion of stated weaknesses and identified goals.
81. Summarize any fundamental limitations the program has in carrying out its mission under current conditions and discuss how these limitations can be addressed **(Program Limitations: list them in chronological order)**
82. New Initiatives within higher education that the college or school, department, or program plans to incorporate throughout the next review cycle (**e.g.,** 100% online programs, hybrid course programs, going “green”)
83. **PROJECTIONS**
84. Give goals for the program for the next three years along with rationale and plan of actions for achieving each goal **(list them in Chronological order)**