

APPENDIX A

PROPOSED RAMP GUIDELINES FOR PROGRAM REVIEW*

The results of program reviews provide the basis for internal decisions on productivity improvements, formulation of program development plans, and budget development. The program review process should be guided by campus priorities and informed by statewide analyses.

The primary focus of the review process is the improvement of the quality and productivity of individual academic programs and units of research and public service, and assures that each unit continues to be consistent with the university's priorities. The program review process is the principal mechanism for promoting program effectiveness, improving quality, and contributing to public accountability. As a result of program reviews, actions are taken at the campus level to remedy concerns and problems identified including curricular revisions, resource adjustments, program restructuring, and program elimination. The primary responsibility for initiating and conducting program reviews rests with the universities.

The Board of Higher Education has statutory responsibility to "review periodically all existing programs of instruction, research and public service at state universities and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified." Further, the program review process is an important component of the priorities, quality, and productivity initiative at both the institutional and state levels. From a state perspective, the review of academic units includes the following elements:

- The review schedule provides for the submission of the results of reviews of similar programs by all universities at the same time.
- A statewide analysis, coordinated with the review schedule, defines statewide issues, examines capacity in fields of study across universities, and provides comparative information for institutional reviews of individual programs.
- Universities conduct program reviews according to campus-developed procedures and submit the results of reviews to the Illinois Board of Higher Education.
- The results of program reviews are analyzed by the staff and recommendations on the educational and economic justification of selected programs are included in the staff's annual Priorities, Quality, and Productivity (P·Q·P) report and recommendations.

The following sections describe these elements and provide guidelines and reporting requirements.

1. Program Review Schedule

A schedule for submission of the reviews of academic programs is provided in Table 1. Research and public service centers should be reviewed at the same time as related instructional programs. Summaries of reviews of academic programs should be submitted on July 1st.

The program review schedule calls for the submission of program review reports for groups of programs on specified dates. However, institutions may conduct reviews within a reasonable period (e.g., up to three years) prior to the submission date in order to coordinate reviews with accreditation and other evaluations.

Program Review Schedule

	CIP	Discipline Codes	Statewide Analysis Distributed
Submission July 1996	13G 22 25	Education: Graduate Programs Law & Legal Studies Library Sciences	July 95
Submission July 1997	49 47 15 01,02,03 19,20 30 38 42 24	Transportation Mechanics & Repairers Engineering Technology Agriculture & Natural Resources Home Economics Multi-Interdisciplinary Studies Philosophy & Religion Psychology Liberal Arts & Sciences, General Studies	July 96
Submission July 1998	52 08 16	Business Marketing Foreign Languages	July 97
Submission July 1999	44 43 45	Public Administration & Services Protective Services Social Sciences & History	July 97
Submission July 2000	09,10 31 05 50	Communications & Com Technologies Parks, Recreation, Leisure, & Fitness Studies Area Studies Visual & Performing Arts	July 98
Submission July 2001	04 14 11 40	Architecture & Design Engineering Computer & Info Sciences Physical Sciences	July 99
Submission July 2002	51 12 26	Health Professions & Related Sciences Personal and Miscellaneous Services Biological Sciences	July 2000
Submission July 2003	13UG 23 27	Education English Language & Literature/Letters Mathematics	July 2001

2. Statewide Analysis

Board of Higher Education staff will develop a statewide analysis of trends and identify statewide issues in each program area. This report will be provided to institutions one year prior to the date that university submissions are due. Table 1 also shows the schedule for distribution of the statewide analysis. This analysis will examine enrollment and degrees granted trends, student characteristics, program costs, occupational demand, and other measures appropriate to the disciplines being examined. The primary purpose of this analysis is to provide a statewide context for at least the later stages of the review process as each campus makes decisions about the recommendations resulting from their reviews of individual programs. Universities will be asked to incorporate responses to statewide issues in their program review submissions. The staff analysis may also include recommendations for expansion or reduction of certain types of programs on a statewide (not campus specific) basis.

3. Review Guidelines

Program review systematically and thoroughly examines both qualitative and quantitative aspects of an instructional program including *curriculum, students, faculty, support services*, student demand, occupational demand, centrality in relation to instructional mission, program breadth, ~~success of graduates~~, program costs, and program quality and productivity. The review process should provide for broad involvement of faculty from both within and outside the program and department, as well as the involvement of students and academic administrators. The process also should provide for examination of the program at multiple levels within the institution. The process may involve advisory committees and consultants or evaluators external to the institution. *Appropriate data, benchmarked to institutional or statewide reviews, should be used.* Program review is expected to result in specific improvements in the quality and productivity of a program and provide the opportunity to strengthen and up date even the programs of highest quality.

4. Reporting Requirements for Review of Instructional Programs

Summaries of the results of the reviews of instructional programs should be submitted on July 1st of each year according to the following guidelines:

A brief summary (~~one or two pages~~) (*three to four pages*) should be submitted for each program reviewed. These summaries should focus on the conclusions of reviews and on the actions taken to improve the quality and productivity of the program. *Data and benchmarks should be reported to support conclusions as appropriate.* Program reviews should address the following questions, and the key findings and recommendations in each of these areas should be the substance of the summary submitted to the Board of Higher Education.

Curriculum:

- *Are course requirements for the degree up to date? Do they ensure general and specialized learning and training appropriate to the field, level of the degree, and the objectives of the program?*
- *To what extent are course and degree requirements structured to afford students diverse opportunities to prepare for future career roles? Are externships and other workforce educational experiences appropriate to the program and of high quality?*

