

Narrative Elements for Program Review:

See spreadsheet template for the required data which will be provided by the UAC and Institutional Research. Please complete the narrative elements in a Word document that will supplement the spreadsheet. The narrative elements of the 5-year review should be no more than 15 pages with double spacing, headers, and any other formatting.

Instructions: In addition to the data collected in the Five-Year Review spreadsheet, the prompts in this document require programs to analyze, explain, and reflect on the program's key performance measures. Please answer all prompts and base analysis on the trends revealed by data. An example appears below:

AY	Students Admitted	Students Attended
2025-2026	200	90
2024-2025	200	75
2023-2024	200	90

Unsupported Analysis: The number of students admitted each year has remained steady at 200 students per academic year. The number of students who chose to attend the program is also relatively consistent at 90 students per year. In 2024-2025, fewer students chose to attend the program due to financial aid constraints. *(What evidence suggests financial aid constraints for why students did not attend?)*

Appropriate Analysis: The number of students admitted each year has remained steady at 200 students per academic year. In years 2023-2024 and 2025-2026, 45% of admitted students ultimately attended the program. However, in year 2024-2025, only 37.5% of admitted students attended the program. Causes of the decrease are not certain. Starting with the next admissions cycle, a survey will be sent to all admitted students to try and determine the factors that lead to matriculation. *(More data needs to be collected before a reason can be determined).*

Narrative Prompts:

1. Who prepared this report? Include names, titles, and ESU email addresses.
2. How does this program align to the university mission, goals, and The Way of the Warrior?
3. How does the program contribute to or help achieve the goals of the current strategic plan, [*ESU: Creating Opportunities Through Community, Engagement, and Belonging?*](#)
4. How has enrollment changed or not during the last 5 years? Consider:
 - a. Applications vs. admits
 - b. Admits vs. enrollment
 - c. Comparison of enrollment by track/concentration
5. Achievement: How does the program support student achievement beyond the classroom (i.e. conference attendance and presentation, awards, publications, etc.)? Are there areas where the program can better support student achievements in the field?
6. Graduation: Current Graduation rates can be found in the [PASSHE System Data, Graduation Rate dashboard](#). For the cohort entering in fall 2019, the 4-year graduation rate is 34.5% and the 6-year graduation rate is 51.7%. Is the 4-year graduation rate for the program above or below the ESU rate? Is the 6-year graduation rate for the program above or below the ESU rate? How has the program worked to support students to complete within 4 years? What can the program do in the future to support the 4-year graduation rate?
7. How has the program worked to collect employment data from students who are about to graduate? Alumni? How can the program improve collection around employment after graduation?
8. Please provide the current program learning objectives (PLOs). When were the PLOs last reviewed?
 - a. What major, direct assessments are students required to complete during the program? Include external assessments, like board certification exams.
 - b. What indirect assessments does the program use to determine programmatic quality and gain student, faculty, and staff feedback?
 - c. Discuss relevant data from direct and indirect assessments. This can include but is not limited to:
 - i. Trend data for completion of major assessments
 - ii. Trend data for outcomes of major assessments –did students achieve the objectives of the major assessments?
 - iii. Areas of success discovered through major assessments

- iv. Areas of opportunity discovered through major assessments
 - v. Needs/requests because of data/feedback from major assessments
 - vi. Student completion trends
 - vii. Student, faculty, and staff perceptions
9. Please provide the current 4-year degree plan including directed General Education courses with identifier. How do the directed General Education courses assist students with the curricular elements of the program?
10. Curricular Map: When was the curriculum map last updated? Are there opportunities for improvement to the map based on student academic achievement? For example, is more coverage of a particular PLO needed because students are not able to retain the content/skills?
- a. Please list any curricular changes made to the program in the past 4-5 years. Why were these changes made?
 - b. What, if any, curricular changes are planned for the next 5 years? This includes changes to major courses, pre- and co-requisites, and program changes.
11. Credit hour production. Please provide analysis of the total credit hours produced in each academic year. Can the program support additional students or courses with the current FTE?
- a. Do you anticipate increases or decreases in credit hour production? Why should these increases or decreases be anticipated?
 - b. If there are expected increases or decreases, how will these affect the current FTE?
12. Do you anticipate the need for additional full or part-time faculty to support the program in the next 3-4 academic years?
- d. Full-time, tenure-track faculty needed:
 - e. Part-time faculty needed:
 - f. Justification for faculty need (full- and part-time):
13. Faculty development: Please list any development sessions, conferences, and other professional development completed by program faculty. Please include any internal and external training courses attended. How do the attended sessions support the goals of the program and the university (Strategic Plan)? What support is needed to increase faculty professional development?
14. For program faculty, please provide a list of the following by each faculty member over the past 5 years: awards, honors, grants, research contributions, publications, citations, service endeavors, and student achievements. (See Faculty Development tab). Have any of the accolades been shared university-wide or with the public?

15. Do you anticipate additional staffing needs within the next 5 years? Full-time or part-time? Please provide a justification for how the program would utilize the new staff member(s) to achieve the goals of the program.
16. Resources: Please list and describe any program-specific software, technology, and specialized staff that the program currently uses.
- g. What additional resources does the program need to deliver content to students?
 - h. What additional resources does the program need to support students?
 - i. What additional resources does the program need to support faculty and staff?
 - j. Justification and approximate budget:
17. External comparison: In accredited programs—evidence of good standing and peer benchmarking. In non-accredited programs, how do we compare to other programs like ours? Evidence of this can be national rankings, a review by an external reviewer, or comparison to a group of peers (enrollment trends, degrees conferred).
- k. External reviewer: For non-accredited programs, engaging an external reviewer can help to identify opportunities and areas of excellence. It is highly recommended that the external reviewer come from a similar type of institution and program. It is also recommended that the reviewer examine the data and narrative provided here in order to ensure that his/her/their analysis is built on the same evidence.
 - l. National rankings: US News and World Report or similar
 - m. Comparison to peers: Identify 3-5 peer institutions that are similar in size, program, and/or type (public vs private) and compare the outcomes of your program (4- and 6-year graduation rates, job placement, board pass, etc.) and the other programs. Where can we improve based on our peers? Where do we outpace peers?
 - n. PASSHE comparison—using system data, how do we compare to other PASSHE schools?
 - o. Accredited programs: Work with the Director of Assessment and Accreditation to determine which comparison data will be used/submitted. Accredited programs often have more requirements for peer benchmarking than non-accredited programs.
18. If internal program data is kept, does the data from university sources (IR, Admissions, etc.) match internal data sources?
- p. How is internal program data collected and maintained? How does this differ from university data collection?
 - q. In what ways does the internal program data differ from the university data?

- r. What ongoing or regular data needs does your program have? (Annual required reports, internal retreats, internal improvement initiatives, etc.).
- 19. Describe the process for collecting data from faculty and staff regarding perceptions of job performance, program success, and support. How can this process be strengthened? If not currently collecting this data, how can the program start to gather this information from existing or new sources?
 - a. What strengths or areas of improvement have resulted from the past 4-5 years of data collection/review?
- 20. Discuss relevant data from faculty and staff in the aggregate, including:
 - s. Evaluations of the program
 - t. Any areas of strength noted
 - u. Any areas of weakness noted
 - v. Comments from open-ended questions (not course evals)

Program Strengths and Recommendations

- 21. Based on the data trends from enrollment (applications, admits, and graduation rate), direct and indirect assessments of students, and data collected from faculty and staff, identify 3-5 recommendations for the program to improve outcomes for students, faculty, and staff. At least 1 of these recommendations must be student focused.
- 22. Based on the data analysis described above, identify 3-5 program strengths. At least 1 of these strengths must be student focused.

