CREIGHTON UNIVERSITY

PROGRAM REVIEW

SELF-STUDY REPORT

Department/School or College:

Program Name:

Self-Study Committee Members (Name and Title):

Prepared by:

Date:

INTRODUCTION

Please provide an overview of the program, the history of the program, and the program goals.

Program Overview

Program History

Program Goals

Enrollment Trends Data Points	Academic Years				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Majors/Minors*					
Track					
Major 1					
Major 2					
Percent of total number of declared majors					
Track					
Major 1					
Major 2					
Degrees Awarded					
Track					
Major 1					
Major 2					
Percent of total number of degrees awarded					
Track					
Major 1					
Major 2					
Student Composite Gender (all majors combined)					
Male					
Female					
Student Composite Ethnicity (all majors combined)					
White					
Black					
Hispanic or Latino					
Asian/Pacific Islander					
Native American					
Foreign (student visa)					
Not Responded					

COMMENTARY ON ENROLLMENT TRENDS DATA POINTS

Please provide commentary on the above Enrollment Trends data points.

Provide an assessment of enrollment trends over the past 5 years in relationship to disciplinary/professional contexts and societal needs?

What is the impact of current enrollment trends (either positive or negative) on the program and the university?

Instructional Productivity Data Points	Academic Years														
	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Student Credit Hours															
Contribution to Core															
Service to Other Programs															
Major and Minor Programs															
Number of On-Campus Courses Taught in Academic Year															
Number of Lab Sections - core and/or service															
Number of Lab Sections - major and minor															
Number of Lecture Sections with enrollment < 10															
Number of Lecture Sections with 10 < Enr < 40															
Number of Lecture Sections with enrollment > 40															
Average Lecture class size															
Number of Online Courses Taught in Academic Year															
Number of Lecture Sections with enrollment < 10															
Number of Lecture Sections with 10 < Enr < 40															
Number of Lecture Sections with enrollment > 40															
Average class size															
# of Credits Offered in Academic Year															
On Campus															
Online															

COMMENTARY ON INSTRUCTIONAL PRODUCTIVITY DATA POINTS

Please provide commentary on the above Instructional Productivity data points.

Faculty Data Points	Academic Years				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Faculty Headcount					
Faculty Distribution					
Full Time					
Part Time					
Gender					
Male					
Female					
Not Reported					
Rank					
Professor					
Associate Professor					
Assistant Professor					
Resident Professor					
Instructor					
Adjunct Professor					
Emeritus					
Degree					
Ph.D.					
M.A, M.S., M.S.W., M.F.A., or M.Ed.					
Tenure Status					
Tenure Track					
Non-tenure Track					
Ethnicity					
White					
Black					
Hispanic or Latino					
Asian					
American Indian					
Foreign					
Not Reported					
Summary of Scholarly Productivity					
Peer-Reviewed Publications					
Books					
Book Chapters					
Regional, National and International Presentations					
Grants Submitted/Awarded					
Number of Grants Submitted					
Total Amount Requested					
Number of Grants Awarded					
Total Amount Funded					
Patents					
Other (Facilitations Led)					

COMMENTARY ON FACULTY DATA POINTS

Please comment on the profile of the collective faculty in terms of meeting the needs of the students and the program (This may include the academic qualifications, reputation, and experiences of the faculty as a whole; use and qualifications of adjuncts; congruence of faculty qualifications with program needs.)

Please comment on the scholarly productivity of the collective faculty as it contributes to the reputation of the program, meets program needs, contributes to student learning, and meets tenure and promotion guidelines.

FACULTY

What efforts have been made to develop faculty to improve quality of instruction/student learning?

Does the program provide adequate support for faculty research/scholarship?

Please provide any available evidence that faculty service meets program needs and contributes to the mission of the University.

Student Outcomes Data Points	Academic Years				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Retention Rate					
Number of Degrees Conferred by Degree Type					
B.A.					
B.S.					
Post Graduation Status					
Employment					
Service					
Graduate (MA, MS, MFA, Ph.D.)					
Professional School (MD, JD, DDS, PharmD, etc.)					
Still Seeking a Position					
Cumulative GPA at Graduation					
M.S.					
Certificate-seeking students					
Percentage of Completion (credit hours successfully completed/attempted)					
M.S.					
Certificate-seeking students					
Pass Rate on Professional Certification Exams (if applicable)					
Acceptance Rate (CU Undergraduate to Graduate or Professional)					
Acceptance Rate (CU Undergraduate to CU Graduate or Professional)					
Peer Review Number from University Assessment Committee of Program Assessment Committee					
Learning Objectives					
Assessment Plan					
Assessment Findings					
Continuous Improvement Plan					

COMMENTARY ON STUDENT OUTCOMES DATA POINTS

Please provide commentary on the above Student Outcomes data points.

Please comment on the quality of summative student projects (e.g. theses, portfolios, capstone projects, etc.), if applicable.

Please provide information pertaining to the program's efforts to collect information from alumni, including a description of survey methods used and an interpretation of results.

STUDENT LEARNING

What evidence exists that students are meeting the program outcomes?

STUDENT SATISFACTION

How is student satisfaction data collected and used to enhance the quality of the program (e.g. course evaluations, students rating of instruction, focus groups, etc.)?

Program Resources Data Points	Academic Years				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Credit Hours for Financial Calculations					
Net Tuition Revenue					
Other Direct Revenue					
Total Direct Revenue					
Instructional Expense					
Other Direct Expenses					
Total Expenses					
Gross Margin					
Gross Margin Percentage					

COMMENTARY ON PROGRAM RESOURCES DATA POINTS

Please provide commentary on the above Program Resources data points related to program revenue and expenses.

Please comment on the adequacy of program resources, including classroom and office space, laboratory space (if applicable), library and technology resources, and personnel.

TRENDS

Describe the 5 most significant changes that have been made in the program, including innovations made to improve student learning in the program (e.g. curriculum, admission changes, etc.).

What areas of potential collaboration exist for the program within your academic unit and across other academic units?

How is the program advancing the state of the discipline or profession?

SUMMARY

Please list 3 to 5 strengths of the program.

Please list 3 to 5 areas of enhancement for the program.

Based on programmatic analysis, please list 2 to 3 specific questions or areas which you would like the program reviewers to comment on and make recommendations.

ADDITIONAL QUESTIONS FOR REVIEW (TO BE COMPLETED BY UNIVERSITY ADMINISTRATION ONLY)

The University Administration requests the program reviewers to comment on and make recommendations on the following: