PROGRAM REVIEW PROCESS

Purdue Global's program review process promotes shared standards of planning and evaluation to ensure that current programs are of excellent quality, in high demand, and provide professional currency and financial sustainability. The process begins with the establishment of a review team of academic faculty and administrators and the assembly of a detailed program evaluation. The chief academic officer must then review and approve the program before it is presented to the Program Steering Committee. Each ongoing program review cycle takes approximately 3 years to complete, with all Purdue Global programs generally scheduled for review once per cycle. However, circumstances may necessitate more frequent review. Individual steps of the process are outlined below.

Analysis and Review

Project Team: The team includes the school's designated project leader, marketing and finance managers, the school's assistant dean of curriculum, an internal accreditation representative, an external subject-matter expert, a minimum of three faculty members, administrators from a campus or learning center (if applicable), student advising, the University's internal state regulatory affairs team, and admissions. Résumés and curricula vitae of external team members are collected. Throughout the review process, meeting minutes are recorded.

Program Review Study: In collaboration with the registrar, finance, and employer and career services offices, the program review study is conducted. The study includes:

- Support, infrastructure, and resources: overview of the student advising, admissions, clinical (if applicable), and registrar staff who support the program, as well as any applicable data on student volunteer programs, research projects, and clinical site contracts
- Student census and employment data: enrollment, start, and graduation statistics, as well as statistics on graduates' employment rates, average salaries, and evaluations of annual and discretionary debt-to-earnings ratios
- Faculty support data: overview of the program's appropriately credentialed faculty to ensure sufficient oversight of curriculum, student support, and involvement in assessment
- Program enrollment history and demographics: student gender ratio, study platform, time to degree completion, and percentage of students posting transfer credit
- Distinctiveness and market placement: evaluation of Purdue Global's program alongside IPEDS data for other institutions' comparable programs outlining specializations offered, total program credits, cost per credit, tuition, program completion data, and time to completion
- Marketing perspectives: competitive landscape analysis, internal program awareness, strategies to build enrollment, and expected impact to and from other Purdue Global programs
- Financial data: enrollment, drop, and graduation rates and revenue
- Curriculum and learning information: review of current and potential field-specific or specialized affiliations, licensures, and accreditation; evaluation of rigor and currency with academic and career targets; demonstration of inquiry, acquisition, application, and integration of learning skills including collection, analysis, and communication of information, mastery of modes of inquiry and creative work, adaptable skills, and contribution to program-appropriate scholarship; demonstration of ethics and integrity within educational processes; and analysis of whether the program load reflects reasonable expectations for successful learning and course completion

- Student and alumni survey responses: expectations, satisfaction, and program efficiency
- General Education Literacies (GELs) and Course-Level Assessment (CLA): assessment scores, program completion rate, and GEL distribution data
- Subject-matter experts' evaluations: experts' assessment of the program's rigor and relevance, their recommended improvements, and their feedback on the program's alignment with industry standards

Project Team Analysis and Conclusions: Based on the data collected, the school and team develop 3-year long-range plan priorities, state conclusions, and make actionable recommendations.

- Long-range plan priorities: program priorities vary but must include a continued focus on employment prospects and a description of how the program's priorities fit within the University's overall strategic plan
- Conclusions: description of the program's major strengths, exploration of areas for improvement, and discussion of factors limiting growth and development
- Recommendations: consideration of opportunities for future development and suggested changes for future success

Final Review and Evaluation

Chief Academic Officer Approval: The chief academic officer evaluates the program analysis, considers any questions posed by the team leader, and communicates any requested revisions.

Program Steering Committee Evaluation: The entirety of the program study and the project team's priorities, conclusions, and recommendations are presented to the Program Steering Committee (PSC). Based on their evaluation, the PSC can take a number of different actions, including, but not limited to, endorsing the project team's recommendations; requesting additional program data for consideration or clarification; recommending changes to the program's curriculum, faculty composition, priorities, or marketing efforts; requesting a formal follow-up presentation within a specific time frame on any areas of concern; and suggesting program discontinuation including a plan to teach out any current students.

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