PROVOST'S PROGRAM REVIEW COMMITTEE PROCESS

February 22, 2019

Provost Levit,

The Provost's Program Review Committee (PPRC) respectfully submits our findings and recommendations for academic programs at The University of Tulsa. Our charge is to evaluate the university's academic programs across many dimensions, including their contribution to the core mission, their trajectory and their financial sustainability.

For the past eight months, we've gathered and reviewed data regarding each program. After our initial committee reviews were completed, we held personal meetings with members of academic leadership to clarify remaining questions. Included in this binder is the collection of that data synthesized into a comprehensive set of evaluations.

Yearly reviews will ensure future recommendations will likely be less dramatic. Because of the significance of this comprehensive review, and in deference to the five-year strategic plan, that is not the case. A fundamental recommendation for adjustments (PPRC Program Priority Recommendation) identifies the reallocation of resources for our highest strategic priorities. These recommendations do not stand alone. Also included is a recommendation that reimagines higher education at The University of Tulsa. Significant outcomes require significant change. Similar to what is taking place elsewhere on our campus, this recommended restructuring is made with a focus on student success, student demand and elevating the university to a position of strength with flexibility to respond to a landscape that is everchanging at an increased pace. All recommendations are in alignment and support of the five-year strategic plan.

As others provide their input, we ask that they do so with a focus on furthering this work by determining, from their perspective and insight, the best path forward and taking necessary steps to execute these recommendations. We do not see any benefit in making significant changes to these recommendations; they were developed based on the extensive research and knowledge gained during our work as the PPRC.

Our committee members were nominated by the deans and selected by the provost, president and president of the Faculty Senate. We appreciate and value the trust placed in us. We now place the same trust in you to carry this work forward for the good of our students and institution.

Sincerely,

PPRC

Transmittal from PPRC to Provost

In 2018, the leadership of the Faculty Senate in conjunction with university administration created the Provost's Program Review Committee (PPRC). The charge of the committee was approved by the Deans' Council on May 3, 2018. What follows is an overview of the PPRC process including documents, criteria and recommendations.

1. **Composition of the committee.** The committee charge (shown in Appendix A) specifies the membership of the PPRC as ten faculty members representing the academic colleges and one dean. For each place on the committee, the deans nominated two faculty members to be interviewed by the president, provost and the president of the Faculty Senate. Interviews were conducted on June 4, 2018.

   Additional members of the PPRC include the president of the Faculty Senate, the vice president of the Faculty Senate (ex officio), the provost (ex officio), the executive vice president and treasurer (ex officio). As allowed by the committee charge, the vice president for strategic initiatives also served as an ex officio member. The complete committee roster is shown in Appendix B.

2. **Committee timeline and work.** The PPRC met first on June 19, 2018 with the Provost leading the meeting and providing context regarding the formation of the group and the work to be done. The group met weekly through the summer and fall of 2018 and then biweekly in 2019. The PPRC was required to develop the processes for the reviews and then implement those processes.

   Establishing evaluation criteria. During June and July 2018, the PPRC reviewed multiple resources regarding the evaluation of academic programs. The group reviewed the university HLC accreditation report and the evaluation from the HLC visiting team. The group read *Reengineering the University: How to be Mission Centered, Market Smart, and Margin Conscious* by William F. Massy. Resources from other institutions, academic articles, and presentations from EAB all contributed to the foundational knowledge of the group.

The final criteria for evaluating academic programs are summarized as follows:

Criterion	Unit of Assessment
Relevance to the Mission, Strategic Plan, Core Function of the University	Academic Unit
Financial Sustainability	Academic Unit
Scholarship and Intellectual Contributions	Academic Unit
Community Engagement and Commitment to the Public Good	Academic Unit
Diversity and Inclusion of the Faculty	Academic Unit
Enrollment Trajectory	Program
Student Outcomes	Program

The PPRC identified 37 academic units and approximately 190 unique academic programs across the university to be reviewed. The PPRC concluded that all units and programs should be evaluated in the first year to provide a comprehensive overview and set a benchmark for future reviews.

1. **Data collection.** During August and September 2018, the committee collected data for review. The sources of data are described below.

- *Faculty member lists.* These were provided by the academic deans and included information about each faculty member including standard teaching load (credit hours and clinical hours), credit hours or clinical hours taught in Fall 2017 and Spring 2018, recent scholarly contribution, and participation in community engagement.

- *Academic unit data sheets.* The PPRC developed spreadsheets that were distributed to the heads of the academic departments for completion. Each spreadsheet contained five tabs: programs, courses, additional learning opportunities, community engagement, SWOT analysis. (See Appendix C.)

- *Program review reports.* These were provided by the university Office of Assessment for undergraduate programs, and by the Graduate School for graduate programs.

- *Accreditation reports.* Collegiate deans provided accreditation reports for programs with outside accreditors.

- *PPRC Measurement Summaries.* PPRC members used data provided by the office of institutional research and the sources described above to complete summary forms of metrics for each academic unit and the programs within that unit. (See Appendix D.). The measurement summaries were the only inputs in the review process that were created by the PPRC. In December 2018, the PPRC gave the summaries to the deans of each college to be checked for accuracy. After that, they were made available to the entire campus in the Provost's office.

2. **Review process.** The PPRC divided into four subcommittees for the purpose of reviewing each academic unit and the programs within those units. Each subcommittee reviewed approximately two academic units per week and prepared the comprehensive review rubric as output. (See Appendix E.) The subcommittees made multiple suggestions for the academic programs including ideas for continuous improvement, program investment, program combination, and program elimination. Two PPRC subcommittees reviewed each academic unit over 11 weeks. The reviews were not shared among the subcommittees, instead they were submitted directly to the committee chair.

   The committee chair combined the evaluations and recommendations from the two blind subcommittee reviews. During December 2018 and January 2019, the two subcommittees that reviewed each academic unit met to reconcile their analyses. The joint subcommittees recorded and compiled the final conclusions. In some cases, additional information was requested. These inquiries were consolidated and ultimately forwarded to the academic deans for clarification. In January 2019, the PPRC met with the deans to gain the additional information needed to finalize the recommendations. After the meetings with the deans, the PPRC took all of the recommendations and used standardized metrics to verify consistency across all programs at the university.
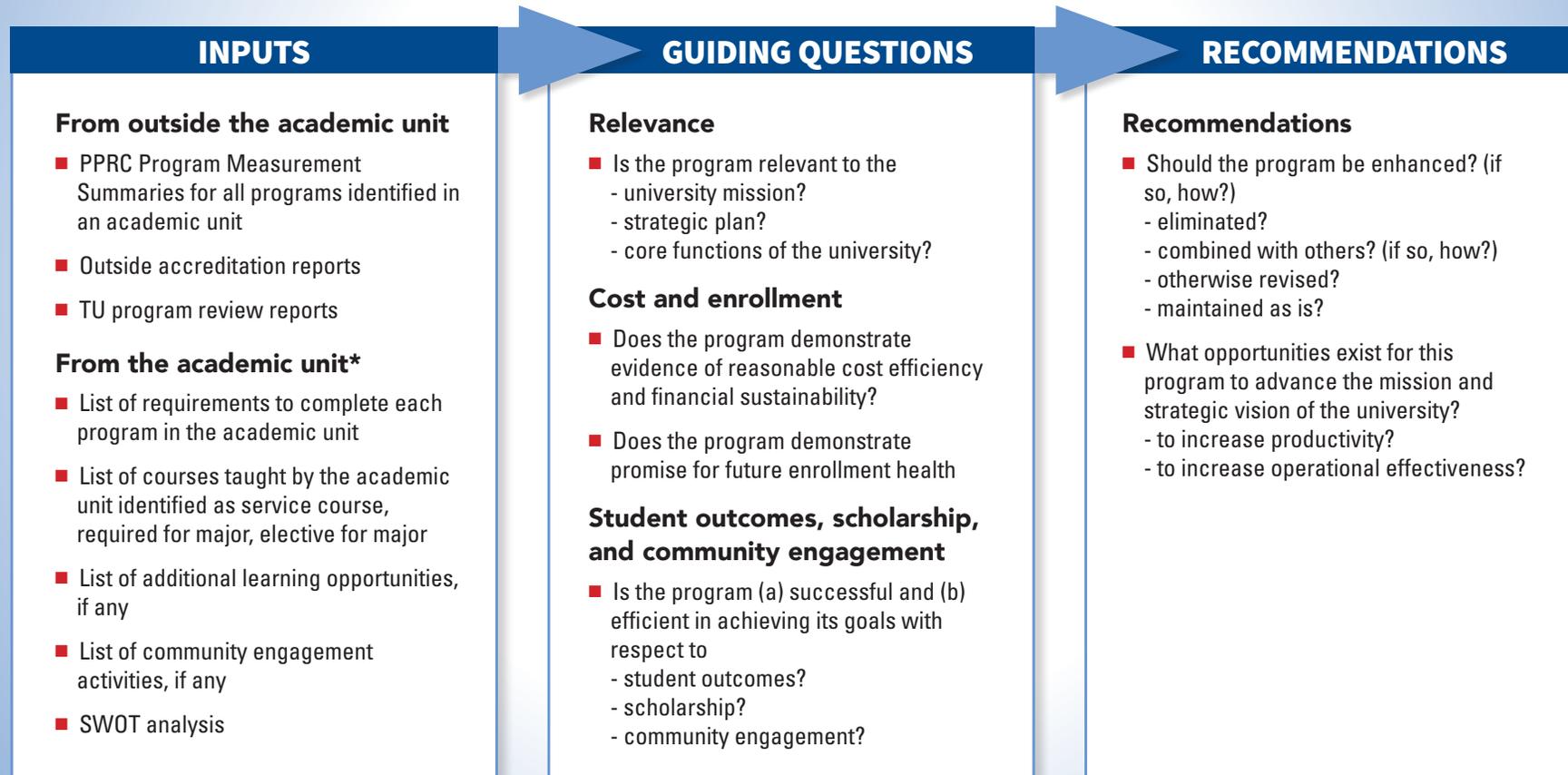
3. **Submission of report.** The report of the PPRC was submitted directly to the Provost on February 22, 2018. She examined the report and then shared it with the academic deans and other university administrators for feedback. The PPRC attended two retreats with the Deans' Council to discuss the report and the implementation of the recommendations. The report of the PPRC comprised these three categories.

   - *Program reviews and priorities.* Summary reviews were provided for each of the thirty-seven academic units and the programs within those units. Recommendations for continuous improvement, program investment, combination, and elimination are noted on each summary.

   - *University-level recommendations.* The PPRC review process identified multiple opportunities for improvement that apply across university programs. These items relate primarily to the consistent and efficient use of the resident faculty. The guiding principles in each of these areas are transparency and similar treatment across the university.

- *Academic reorganization vision.* The 2018-19 PPRC accepted the challenge of reviewing all of the programs in one year. This comprehensive approach allowed the committee to imagine reorganizing the academic structure of the university to better accomplish the following objectives.

  - Provide closer alignment to the strategic plan initiatives guiding the institution forward.
  - Meet student success goals especially with respect to retention and graduation rates.
  - Allow greater flexibility in using faculty and academic resources to deliver modernized programs
  - Use administrative resources more efficiently to support the academic programs.

PPRC REVIEW PROCESS

Programs within an academic unit are all reviewed simultaneously.

INPUTS

From outside the academic unit

- PPRC Program Measurement Summaries for all programs identified in an academic unit
- Outside accreditation reports
- TU program review reports

From the academic unit*

- List of requirements to complete each program in the academic unit
- List of courses taught by the academic unit identified as service course, required for major, elective for major
- List of additional learning opportunities, if any
- List of community engagement activities, if any
- SWOT analysis

GUIDING QUESTIONS

Relevance

- Is the program relevant to the
  - university mission?
  - strategic plan?
  - core functions of the university?

Cost and enrollment

- Does the program demonstrate evidence of reasonable cost efficiency and financial sustainability?
- Does the program demonstrate promise for future enrollment health

Student outcomes, scholarship, and community engagement

- Is the program (a) successful and (b) efficient in achieving its goals with respect to
  - student outcomes?
  - scholarship?
  - community engagement?

RECOMMENDATIONS

Recommendations

- Should the program be enhanced? (if so, how?)
  - eliminated?
  - combined with others? (if so, how?)
  - otherwise revised?
  - maintained as is?
- What opportunities exist for this program to advance the mission and strategic vision of the university?
  - to increase productivity?
  - to increase operational effectiveness?

*See template given to heads of academic units.

THE UNIVERSITY *of* TULSA

PROVOST'S PROGRAM COMMITTEE
CHARGE

Charge: The purpose of the Provost's Program Committee (PPC) is to ensure that TU's academic programs enhance student learning and align with the University's strategic priorities. This standing committee is tasked with evaluating all academic programs in all colleges at TU across a number of dimensions, including their contribution to the University's core mission, their trajectory, and their financial sustainability. Deans of colleges with programs under evaluation will be given the opportunity to provide meaningful input. The committee will make recommendations to the Provost about the allocation of TU's resources across existing and future programs, as well as to propose policy for the ongoing evaluation of academic programs.

Composition: The Provost's Program Committee is composed of 10 faculty representatives drawn from each college (three from the College of Engineering and Natural Sciences; three from the Henry Kendall College of Arts and Sciences; two from the Collins College of Business; one from the Oxley College of Health Sciences; and one from the College of Law), one Dean, the president of the TU Faculty Senate, the Provost (ex officio), the Executive Vice President and Treasurer (ex officio) and the vice president of the TU Faculty Senate (ex officio). Other deans, administrators, students and/or alumni may be invited to participate ex officio as needed.

Selection: As part of shared governance, each college will nominate at least two candidates for each of its allotted representative positions on the PPC. The deans will select candidates after soliciting nominees from the faculty in their respective colleges. The Deans' Council will nominate two candidates from among its ranks. Candidates should be forward-thinking and collaborative. Candidates will be interviewed and selected by a committee consisting of the President, the Provost, and the President of the TU Faculty Senate.

Terms: Faculty representatives to the Provost's Program Committee serve three-year terms with the exception of the first cohort when, for colleges with more than one representative on the committee, staggered one-, two- and three-year terms will be established by lot. Terms of the committee members run from July 1 through June 30. When a faculty vacancy occurs, the respective dean will nominate two faculty for each vacancy. When a decanal vacancy occurs, the Deans' Council will nominate two deans for each vacancy. The nominees will be interviewed annually in May and June. There is no limit on the number of terms a faculty member or dean may serve, but returning members must be re-nominated. The PPC is a year-round working committee.

Approved by Deans' Council May 3, 2018

PROVOST'S PROGRAM REVIEW COMMITTEE
APPOINTED JUNE 2018

	TERM LENGTH
	(Expires on June 30 of the following years)
Oxley College of Health Sciences	
Suzanne Thompson Stanton, EdD Clinic Coordinator Clinical Assistant Professor of Speech	2020
Kendall College of Arts & Sciences	
Miriam Belmaker, PhD Associate Professor of Anthropology	2020
John McNulty, PhD Department Chairperson of Psychology Associate Professor of Psychology	2019
Teresa Valero, MA Director of the School of Art, Design and Art History Creative Director of 3rd Floor Design Applied Professor of Art	2021
Collins College of Business	
Tracy Manly, PhD, CPA Program Director of Master of Accountancy Albert Rogers Professor of Accounting	2020
Mike Troilo, PhD Chapman Associate Professor of International Business and Finance	2019
Engineering & Natural Sciences	
John Hale, PhD Tandy Professor of Bioinformatics and Computational Biology	2019
John Henshaw, PhD, PE Department Chairperson of Mechanical Engineering Professor of Mechanical Engineering	2021
Michael Keller, PhD Associate Professor of Mechanical Engineering	2020
College of Law	
Elizabeth McCormick, JD Associate Dean of Experiential Learning Director of Clinical Education Programs Associate Clinical Professor of Law	2021
Deans' Council	
Robin Ploeger, EdD, ATC, LAT Thomas E. Oxley Dean of the Oxley College of Health Sciences Clinical Professor of Athletic Training	2019

Faculty Senate	
Stephen Galoob, PhD, JD Associate Professor of Law	2019
Dan Crunkleton, PhD, JD; ex officio Professor of Chemical Engineering	2019
Senior Administration	
Kevan Buck; ex officio Executive Vice President for Finance, Operations & Administration, Corporate Secretary & Treasurer	
Janet Levit, JD; ex officio Provost and Executive Vice President for Academic Affairs Professor of Law	
Tracy Suter, PhD; ex officio Vice President for Strategic Initiatives David and Leslie Lawson Associate Professor of Entrepreneurship	

ACADEMIC UNIT DATA SHEETS TEMPLATE

Programs

ACADEMIC UNIT	PROGRAM	DEGREE TYPE	Credit Hours Required to Complete this Program that are Offered by the Academic Unit	Documented program learning objectives? (1=yes; 0=no)	Explanation, if needed
Department of Anthropology	Anthropology, B.A.	UG, Major & Minor			
Department of Anthropology	Anthropology, B.S.	UG, Major & Minor			
Department of Anthropology	Anthropology, M.A.	GR, Masters			
Department of Anthropology	Anthropology, J.D./M.A.	GR, Joint Degree			
Department of Anthropology	Anthropology, Ph.D.	GR, Doctoral			

Courses

COURSE NUMBER	COURSE TITLE	Approximate number of sections offered per academic year, including summer	Tulsa Curriculum or College Core Requirement (1=yes; 0=no)	Courses taken as requirement for other majors (1=yes; 0=no)	Required for any Program in this Academic Unit (1=yes; 0=no)	Elective for a Program in this Academic Unit (1=yes; 0=no)	Other	Explanation, if needed
ANTH 1063	Culture, People, and Nature: General Anthropology							
ANTH 2023	Foundations of Linguistics							
ANTH 2031	Human Development and Diversity: Physical Anthropology Laboratory							
ANTH 2033	Human Development and Diversity: Physical Anthropology							
ANTH 2043	Patterns in Culture: Cultural Anthropology							
ANTH 2053	Cultures before History: Archaeology							
ANTH 2083	Evolution of Human Sexual Behavior							
ANTH 2233	Prehistoric Archaeology of Oklahoma							
ANTH 3023	Forensic Anthropology							
ANTH 3103	North American Indians							
ANTH 3123	Sociolinguistics							
ANTH 3443	Magic, Witchcraft, and Religion							

Additional Learning Opportunities

List the opportunities for student learning and participation offered by this academic unit beyond traditional coursework. (Examples include active student organizations, service learning projects, writing for a journal published by the unit, participation in research laboratories).	Approximate number of students per academic year	Approximate hours per week per student

Community Engagement

List the opportunties for students to engage with the community offered by this academic unit. (Examples include working in clinics, service learning projects.)	Approximate number of students per academic year	Approximate hours per week per student

SWOT Analysis

Strengths - List in the cell below (limited to 1,000 characters.)

Weaknesses - List in the cell below (limited to 1,000 characters.)

Opportunities - List in the cell below (limited to 1,000 characters.)

Threats - List in the cell below (limited to 1,000 characters.)

How do the programs in this academic unit support the university mission?

The University of Tulsa is a private, independent, doctoral-degree-granting institution whose mission reflects these core values: excellence in scholarship, dedication to free inquiry, integrity of character, and commitment to humanity. The university achieves its mission by educating men and women of diverse backgrounds and cultures to:
become literate in the sciences, humanities and arts;
think critically and write and speak clearly;
succeed in their professions and careers;
behave ethically in all aspects of their lives;
welcome the responsibility of citizenship, service and leadership in a changing world;
acquire the skills and appetite for lifelong learning;

Optional Final Comments - List in the cell below (limited to 1,000 characters.)

PROVOST'S PROGRAM REVIEW COMMITTEE
PROGRAM MEASUREMENT SUMMARY
2018-19

Description of process and goals: The goal is for the PPRC to gather measurements to give an overview for each academic program at the university. Measures are shown for each of the following categories: financial sustainability, enrollment trajectory, student outcomes, scholarship, community engagement, and faculty diversity and inclusion. This summary will be one input into the PPRC review process.

> **Review Term:** Fall 2018
> **Programs to Review:** Undergraduate and graduate programs
> **Academic Unit:**
> **College:**
> **Last Program review from university or external accrediting agency Agency:**
> **Agency:**
> **Date of Review:**
> **Result:**

Faculty Members	Rank	Start Date	Credit Hours Taught		Clinical Teaching Load (stated as per week as equivalent to credit hours)		Standard Teaching Load
			Fall 2017	Spring 2018	Fall 2017	Spring 2018	

All resident faculty and adjuncts are listed here. The credit hours taught in 2017-18 and the standard teaching loads were provided by the deans' offices to the PPRC. This list should include currently employed faculty members. Faculty members who taught in 2017-18 but left TU were excluded. When the list from the colleges did not reconcile with the TU webpage, notations were added.

Added due to location on TU webpage
^Provided by college, but not located on TU webpage

ACADEMIC UNIT FINANCIAL SUSTAINABILITY METRICS

(analysis and data taken from department as a whole)

Total Instructional Costs	These costs are cumulated for the academic unit. They include instructional staff salaries, non-instructional academic support staff salaries, benefits, and general operating expenses.				
	2017-18	**2016-17**	**2015-16**	**2014-15**	**2013-14**
Instructional Costs per Student Credit Hour					
TU Average Instructional Costs per SCH	This is the total of all the academic unit costs across the university divided by the total student credit hours for the academic year. These values are the same on every measurement summary.				
TU Average Instructional Costs per SCH	$454	$435	$450	$415	$411
Instructional Costs per Student Credit Hour (as % TU average)					
Total SCH Taught (UG and GR for the academic unit)					
FTE	This is taken from the total instructional staff data provided by IR. Full-time faculty count as 1; Graduate teaching assistants count as 1; Part-time faculty count as 0.3. Graduate Assistants who were attached to a course taught during that academic year in either the Human Resources database or in the course schedule are included.				
SCH per FTE					
TU Average SCH per FTE	280	287	298	295	299
Unfunded Course Releases (total credit hours)	Items on the measurement summary that are gray and blank often represent data items that the PPRC would like to track in the future. Information is currently not collected for this item.				

ACADEMIC UNIT SCHOLARSHIP/INTELLECTUAL CONTRIBUTIONS/ OTHER SCHOLARLY NON-TEACHING ACTIVITY

(analysis and data taken from department as a whole)

	2017-18	**2016-17**	**2015-16**	**2014-15**	**2013-14**
Total External Research Funds	This information is pulled from the Office of Research and Sponsored Programs Annual Reports. External grants are only attributed to the first investigator listed.				
Total Internal Research Funds	Office of Research and Sponsored Programs Annual Reports				
Total Student Awards	Office of Research and Sponsored Programs Annual Reports				
Percent of faculty with recent scholarship	Only collected for the most recent year. Data provided by the colleges.				

ACADEMIC UNIT COMMUNITY ENGAGEMENT, AND COMMITMENT TO PUBLIC GOOD

(analysis and data taken from department as a whole)

	2017-18	2016-17	2015-16	2014-15	2013-14
Brief Description of Department Community Engagement Activities (projects, cases, patents)	This information is provided by the academic unit.				
Link to educational objectives of department or a specific program	Information not currently collected.				
Total students participating in community engagement activities	Provided by academic unit.				
Percent of faculty directly involved with community engagement activities	Only collected for the most recent year. Data provided by the colleges.				

ACADEMIC UNIT DIVERSITY AND INCLUSION

(analysis taken from college data)

	2017-18	2016-17	2015-16	2014-15	2013-14
Total Faculty from Minority Groups	This information is provided by IR and is only reported at the college level. All measurement summaries within a college will have identical information. The percentage is based on the number of individual faculty members that self-identify to the Human Resources office as Black/African American, American Indian/Alaskan, Hispanic/Non-Caucasian, Asian, Hawaiian/Pacific Islander, and Two or More Races.				
Tenure Success Rate of Faculty from Minority Groups	Information not currently collected.				

PROGRAM ENROLLMENT TRAJECTORY (UNDERGRADUATE PROGRAMS)

(analysis and data taken for the following program only)

MAJORS & MINORS, OR MAJORS ONLY

	2017-18	2016-17	2015-16	2014-15	2013-14
First-Time Students	All of this information provided by IR.				
Students Enrolled in Program (1st major or double major)					
Student Credit Hour Generation					
Program Graduates					
If program includes an undergraduate minor: **Number of graduates with minor**					

PROGRAM STUDENT OUTCOMES (UNDERGRADUATE PROGRAMS)

(analysis and data taken for the following program only)

	2017-18	2016-17	2015-16	2014-15	2013-14
Program has documented PLO's and assessment procedures	Information collected from the academic unit for the most recent year.				
4-year Graduation Rate	These are all computed from the cohort data provided by IR. Graduation rates are computed by dividing the number of graduates by the number of students in the program in the first fall semester (second fall semester for A&S). The junior graduation rates provide a closer measure of the retention by the academic unit as most students have declared a major by that time. First year retention is computed by dividing the number of students in the program in the second fall by the first fall semester (third fall / second fall for A&S). Note that the column years represent the completion data for different cohorts. As an example, the freshman class cohort for Fall 2012 would be represented by first-year retention in 2013-14, four-year graduation rates in 2015-16, and six-year graduation rates in 2017-18.				
4-year Graduation Rate (junior)					
6-year Graduation Rate					
6-year Graduation Rate (junior)					
First year retention					
First destination of graduates					
% employed in field	This information is collected from the First Destination Reports from the Office of Career Services. The report for 2017-18 is not yet available.				
% further education					
% other					
% no info					
Pass Rate on Relevant Certification Exam	This information applies to specific programs.				

PROGRAM ENROLLMENT TRAJECTORY (UNDEGRADUATE PROGRAMS)
(analysis and data taken for the following program only)

MINOR ONLY

	2017-18	2016-17	2015-16	2014-15	2013-14
First-Time Students					
Students Enrolled in Program (1st major or double major)					
Student Credit Hour Generation					
Program Graduates					
If program includes an undergraduate minor: Number of graduates with minor	For programs that are only a minor, the only data included is number of graduates. There is no student outcome data for minors.				

PROGRAM ENROLLMENT TRAJECTORY (GRADUATE PROGRAMS)
(analysis and data taken for the following program only)

	2017-18	2016-17	2015-16	2014-15	2013-14
First-Time Students	This information is provided by IR.				
Total Enrolled Students in Program					
Student Credit Hour Generation	Credit hours are usually combined for all graduate programs in one academic unit.				
Program Graduates	Provided by IR.				

PROGRAM STUDENT OUTCOMES (GRADUATE PROGRAMS)
(analysis and data taken for the following program only)

	2017-18	2016-17	2015-16	2014-15	2013-14
Program has documented PLO's and assessment procedures	This information is provided by the academic unit for the most recent year.				
Average 2-year graduation rate (reported by Graduate School)	This information is provided from reports from the Graduate School. The averages are historic and for some programs may represent time periods before these five years.				
Average 4-year graduation rate (reported by Graduate School)					
Average 6-year graduation rate (reported by Graduate School)					
Mean Time to Graduation					
First year retention	Information not currently collected for graduate programs.				
First destination of graduates:					
% employed in field	This information is collected from the First Destination Reports from the Office of Career Services. The report for 2017-18 is not yet available.				
% further education					
% other					
% no info					
Pass Rate on Relevant Certification Exam	This information applies to specific programs.				

COMPREHENSIVE REVIEW RUBRIC

Criterion 1: Relevance to ILOs, Strategic Plan, Core Functions of the University
1A: ILOs

Dimensions	Data Sources	Observation/Assessment
How well do the programs in this academic unit support the mission of the university?	Academic unit data sheet Program reviews/ accreditation reports	
ILO 1: Demonstrate literacy through information inquiry and application of knowledge in the sciences, humanities, and arts.		
ILO 2: Think critically by analyzing, synthesizing, and evaluating information.		
ILO 3: Write and present clearly, practicing the skills of effective communication across the curriculum.		
ILO 4: Recognize ethical dilemmas and determine how best to respond to them.		
ILO 5: Apply knowledge and talents to identify and address real world problems in the local or global community.		
Recommendations: What changes could be made to increase relevance to ILOs?		
Comments for continuous improvement for PPRC:		

1B: Strategic plan

• How well do the programs in this academic unit support the strategic plan of the university?	Academic unit data sheet Program reviews/ accreditation reports	
• Improve retention and graduation rates		
• Grow enrollment and net tuition revenue		
• Create a culture of innovation and research including both curricular and co-curricular activities		

• Increase diversity of faculty and staff		
• Recognition as the intellectual engine for the Tulsa region		

Recommendations: What changes could be made to increase programs' ability to attain the goals of the strategic plan goals?

Comments for continuous improvement for PPRC:

1C: Core functions of the university

How well do the programs in this academic unit support the core functions of the university or college?	Academic unit data sheet Program reviews/accreditation reports	
Do the programs in this academic unit provide significant support for the Tulsa Curriculum?		

Recommendations: What changes could be made to increase programs' ability to support the core functions of the university or college?

Comments for continuous improvement for PPRC:

Criterion 2: Financial sustainability and cost efficiency

Dimensions	Data Sources	Observation/Assessment
Are the faculty resources insufficient, sufficient, or excessive for the programs offered in the academic unit?	Measurement summary	
Are the staff resources insufficient, sufficient, or excessive for the programs offered in the academic unit?	Measurement summary	
How does the cost per SCH of this academic unit compare to the university average?	Measurement summary	
If cost per SCH is significantly above (or below) TU average, what are the reasons for this?	Academic unit data sheet Program reviews/ accreditation reports	

Are the course offerings insufficient, sufficient, or excessive for the programs in the academic unit?	Academic unit data sheet	
Do the average course enrollments for the academic unit indicate efficient use of faculty resources?	Institutional Research File, "PPRC-FA16to SP18 Course Section Headcount and Capacity Data"	
What percent of total SCH in the program is due to service courses provided for students outside the unit?	Academic unit data sheet	

Recommendations: What changes could be made to improve financial sustainability and cost efficiency?
[Examples:
  • Proposal to enhance the productivity and/or efficiency of the programs.
  • Proposal to enhance, reduce, restructure, or phase out a program to produce more overall impact and/or to simplify student programmatic choices.]

Comments for continuous improvement for PPRC:

Criterion 3: Enrollment

Dimensions	Data Sources	Observation/Assessment
How do the enrollments of programs in the unit compare to university averages? Or comparable institutions (when available)?	Measurement summary	
What is the trend of the enrollments of the programs in the unit? Does information provided by the academic unit provide an explanation for this or other information regarding future enrollment trends?	Measurement summary Academic unit data sheet Program reviews/accreditation reports	
How does the SCH generation of programs in the unit compare to university averages?	Measurement summary	

Recommendations: What changes could be made to increase enrollment?

Comments for continuous improvement for PPRC:

Criterion 4: Student Outcomes

Dimensions	Data Sources	Observation/Assessment
Do the programs in the unit have a documented assessment plan in place? Is there evidence of using the assessment results to make changes and evaluate those changes?	Academic unit data sheet Program reviews/ accreditation reports	
How do the graduation rates of the programs in the unit compare to university averages?	Measurement summary	
Does the placement of students show strong demand for new hires from these programs?	Measurement summary	
Program reviews/accreditation reports		
What proportion of the students in these programs are involved in the additional learning opportunities offered by the academic unit?	Academic unit data sheet	
Recommendations: What changes could be made to improve the student outcomes?		
Comments for continuous improvement for PPRC:		

Criterion 5: Community Engagement

Dimensions	Data Sources	Observation/Assessment
Describe the community engagement opportunities offered to students by the unit.	Academic unit data sheet	
Are there unique activities that provide positive exposure for the program and university?	Academic unit data sheet Program reviews/ accreditation reports	
Is student involvement below, similar to, or above the typical program at the university or college?	Academic unit data sheet	
Recommendations: What changes could be made to improve the community engagement opportunities?		
Comments for continuous improvement for PPRC:		

Criterion 6: Scholarship, Research, and Creative Activity

Dimensions	Data Sources	Observation/Assessment
Is the percent of faculty actively engaged less than, similar to, or greater than other units in the college?	Measurement Summary	
Are there unique activities that provide positive exposure for the program and university?	Academic unit data sheet Program reviews/ accreditation reports	
Do students participate with faculty in scholarship less than, similar to, or more than other units in the college?	Academic unit data sheet Program reviews/ accreditation reports	
Recommendations: What changes could be made to improve the scholarship opportunities of the academic unit?		
Comments for continuous improvement for PPRC:		

Recommendations for the programs and the academic unit: Prioritize the recommendations generated above. Which items would be most significant to improving these programs?

1.

2.

3.

4.

5.

6.