

**YEAR 2 GUIDANCE FOR COMPLETING A  
COMPREHENSIVE PROGRAM REVIEW SELF-STUDY  
(GRADUATE INSTRUCTIONAL PROGRAMS)**

September 9, 2002

**DUE DATE & ELECTRONIC SUBMISSION**

Once the program's self-study has been completed, written up in a Word document, and reviewed by the appropriate dean for any adjustments if needed, please forward the finalized self-study by email to Debbie Head (dhead@Kennesaw.edu) no later than December 16, 2002. The Office of Institutional Research will convert the document to a pdf file for electronic access by the University Program Review Council in the spring, future reference for follow-up as needed, and SACS reaccreditation. Common data elements and other information on program review can be found at [http://www.kennesaw.edu/inst\\_res/prog/index.shtml](http://www.kennesaw.edu/inst_res/prog/index.shtml) (the Institutional Research website).

**COVER/TITLE PAGE** (unnumbered)

Prepare a cover/title page for the self-study in the following format:

**COMPREHENSIVE PROGRAM REVIEW SELF-STUDY**  
**FOR THE**  
**(DEGREE ACRONYM) PROGRAM IN (PROGRAM NAME)**  
**PREPARED BY THE**  
**(NAME OF DEPARTMENT)**  
**(NAME OF COLLEGE)**  
**FOR**  
**YEAR 2: 2002-2003**

**EXECUTIVE SUMMARY** (unnumbered – maximum of 2 pages)

The executive summary should be no longer than two pages in length. (Please be reasonable with font size.) It should be the first section of the self-study after the cover page, entitled:

**COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY  
FOR THE  
(NAME OF DEGREE & PROGRAM)**

The text of the executive summary should be organized under the following seven bolded side headings:

**Overall Assessment of the Program's Quality**

Characterize the program's overall quality using the following scale:

- Very Strong (Exemplary)
- Strong
- Satisfactory
- Weak
- Very Weak (Notably Deficient)

Cite the major findings which support this overall assessment. The details of lesser findings should be reported later in the text of the self-study rather than in the executive summary.

**List of Recommendations for Improving the Program's Quality**

Select the most important recommendations that emerge from the review process for improving the program's quality.

**Overall Assessment of the Program's Productivity**

Characterize the program's overall productivity using the following scale:

- Very Strong (Exemplary)
- Strong
- Satisfactory
- Weak
- Very Weak (Notably Deficient)

Cite the major findings which support this overall assessment. The details of lesser findings should be reported later in the text of the self-study rather than in the executive summary.

**List of Recommendations for Improving the Program's Productivity**

List the most important recommendations that emerge from the review process for improving the program's productivity.

## **Conclusion About the Program's Viability at KSU**

After considering the program's strengths and weaknesses related to quality and productivity and the program's potential for success and improvement in the future, a concluding dichotomous judgment about whether the current program is viable or not viable at KSU should be made. For a program to be viable, it must have sufficient productivity and quality to warrant continued operation and institutional investment. Programs that were triggered for review by the University System Office are particularly susceptible to being judged as not viable, and their continuation must be strongly justified.

## **Potential for Mission-Driven "Model Program" Status**

Comment on the program's achievement or potential for achievement of "model program" status. Kennesaw State's institutional mission statement defines program priorities and includes the aspiration that the university will be "a progressive and exemplary educational institution, respected for its excellence and leadership in its teaching, service, and research." Accordingly, the development of model programs is routinely promoted throughout the university in the non-academic as well as academic divisions. "Model programs" are typically characterized as:

- a) progressive (forward-looking, enlightened, change-oriented)
- b) distinctive (distinguished from others, niched, stands out)
- c) exemplary (worth imitating, excellent, a leader)
- d) powerful (strong, influential, impactful)
- e) regionally/nationally recognized (widely known, admired, respected).

Model programs typically receive substantial recognition; awards and honors; high rankings in media citations; consultations about and interest in program emulation; invitations to spotlight the program at major professional meetings; positive external evaluations; and identification as a major player or leader among peers, etc.

## **Recommendations for Future General Institutional Investment and Supporting Rationale**

Based upon the program's potential for achieving high levels of productivity and quality in areas of strategic importance to the university and the state, select one of the following four recommendations for future investments in the program and state the supporting rationale for that choice:

- **Enhance or Expand Future Investment in the Program**
- **Maintain the Current Level of Investment in the Program**
- **Consolidate or Reduce Investment in the Program**
- **Phase Out or Discontinue Investment in the Program**

Typically, a program with notable deficiencies in productivity and quality is a likely candidate for consolidation or discontinuation. However, a program that is high in quality, but deficient in productivity, could also be a candidate for consolidation or discontinuation, especially if institutional resources are strained and need to be redirected to other priorities that yield greater benefits for the university and the state. Likewise, a program that is very strong in quality or productivity may not necessarily warrant expansion if little is to be gained from additional investment.

**THE PROGRAM'S DETAILED SELF-STUDY** (numbered – maximum of 25 pages)

KSU will use a common self-study outline (presented below) for all graduate program reviews in 2002-2003.

A judgment of the strength or weakness of the program should be made on each of the performance indicators for program quality and program productivity. The same scale described above in reference to the overall summary conclusions about program quality and productivity should be used:

- Very Strong (Exemplary)
- Strong
- Satisfactory
- Weak
- Very Weak (Notably Deficient)

Self-study reports should be limited to 25 pages in length and should be written in a concise, factual, and straightforward style. Again, please be reasonable with font size. Clear and summative statements of findings, followed by lists of supporting evidence, are acceptable and preferred over embedding the same information in long paragraphs of text. Quantitative and qualitative assessments are appropriate and will be expected.

KSU's Office of Institutional Research & Information Management has generated common statistics and trend data related to several of the program indicators, and the sources for those data are referenced below in the self-study outline. This common data should be analyzed and interpreted in the self-study report.

For many of the quality and productivity indicators, data and evidence that are unique to the program under review should be collected, analyzed, and interpreted at the department level. When such program-specific information is unavailable and cannot be collected by the department within the prescribed time period for the self-study, the self-study report should state that the data are unavailable to support that particular assessment and a process for their routine collection has been implemented for future reviews.

The common outline to be followed and reflected in the self-study is presented in boldface below:

**I. Brief Program Overview**

Provide a brief overview about the program including its date of origination at KSU, purpose, general curriculum structure (do not include the detailed listing of requirements that can be found

in the catalog), tracks or concentrations (if any), program accreditation (if available), centrality to the university's mission, strategic importance, and noteworthy relationships with other KSU programs and/or community partners.

## **II. Summary Conclusion About the Strength of the Program's Overall Quality**

Repeat the summary conclusion about the strength of the program's overall quality as reported in the executive summary and cite major and minor evidence, analyses, interpretations, or rationales that support this summary judgment. This summary conclusion should be consistent with the pattern of strengths and weaknesses observed among the indicators of program quality that follow (i.e., IIA-IIO).

### **II A. Curricular Adherence to Guidelines for Quality Programs and/or Accreditation Standards in the Discipline**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then identify how and to what degree KSU's program adheres to or exceeds the curricular guidelines and/or accreditation standards for quality programs in this academic field of study. List supporting evidence or examples.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source: None, this is program-specific.

### **II B. The Quality of the Faculty Supporting the Program**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, identify by name all faculty (full and part-time) who teach in this program and highest degree attained. Indicate the extent to which each faculty member teaching in the program has been actively involved in scholarship during the past five years. Assess the degree to which a quality program can be supported by the current number, specializations, qualifications, and accomplishments of the full-time faculty. Comment also on the nature and magnitude of the contributions of part-time and adjunct faculty to the program's quality.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source: None, this is program-specific.

### **II C. The Quality of KSU Facilities, Equipment, Learning Support Resources, & Practicum Placements Supporting the Program**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, comment on the current and projected (next five years) condition, age, size, and sophistication of the facilities, equipment, and learning support resources available at KSU to support a high-quality program. Programs that require field-based practicums should also report the strength of practicum sites and field-based learning experiences.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source: None, this is program-specific.

#### **II D. The Quality of the University's Annual Financial Investment In the Program's Operation**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, comment on the nature and magnitude of the annual financial investment available to support the program's operation (i.e., support staff, travel and operating expenses). Comment on the availability of funding for new faculty positions with appropriate salaries to accommodate growth, quality enhancement, and competitiveness.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source: None, this is program-specific.

#### **II E. Use of Advanced Technology for Program Delivery and Support**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, describe the condition and integration of technology resources used in the operation of this program, especially advanced instructional technology.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source: None, this is program-specific.

#### **II F. Quality of Program Advising, Enrollment Management & Student Services for this Program**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, describe the quality of program advising, enrollment management for the program, and any student support services specifically designed to support the program's majors. List evidence documenting the effectiveness of these activities.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source: None, this is program-specific.

## **II G. Program Opportunities That Give Graduates Competitive Advantages**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, describe the nature and magnitude of the opportunities provided by this program for its students to gain special or advanced levels of preparation that lead to competitive advantages after graduation. Cite, for example, research opportunities, honors experiences, capstone activities, co-op/internship experiences, program-related project management, team building and leadership development, portfolio preparation, certificate completion within the program, etc.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source: None, this is program-specific.

## **II H. Diversity & Global Perspective in the Curriculum and Faculty**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, present the evidence of the program's diversity and global perspective as reflected in the curriculum as well as the demographic characteristics of the program's faculty and students. Comment also on the program's commitment to study abroad and faculty exchanges with universities of other nations.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info sources:

Gender, Ethnicity, and Nationality Distributions of Full-Time Faculty in the Department  
Curricular info is program-specific.

## **II I. Endowments, Scholarships, Gifts, Grants, Premium Fees, and Sponsors for the Program**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, comment on the magnitude and nature of existing external sources of financial support for and investment in the program, its students, and its faculty and their impact on program quality.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info sources: None, this is program-specific.

## **II J. Recognition, Honors & Awards Received by the Program**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, identify the formal recognition, honors, awards, high rankings, citations of excellence, accreditations, positive external reviews, etc. that this degree program has received over the last five years. If program accreditation is available but has not been attained at KSU, explain why.

Close with the list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source: None, this is program-specific.

## **II K. Exceptional Achievements & Honors of the Program's Students, Graduates, & Faculty**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, identify the exceptional achievements and honors received by the program's students, graduates, and faculty over the past five years which reflect on the quality of the program.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source: None, this is program-specific.

## **II L. Success of the Program's Graduates**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, report the results of the department's assessments of the success of the program's graduates on such measures as licensure or certification rates, job offers, job placement statistics, average salaries, subsequent career advancement, test scores, admissions to other post-baccalaureate programs, etc.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source: None, this is program-specific.

### **II M. Stakeholder Satisfaction with the Program**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, report the results of surveys of students, alumni, employers, community partners, etc. concerning their satisfaction with the quality of the program and its learning experiences and any program improvements initiated as a function of such feedback over time. Also comment on the effectiveness of the program's use of a community advisory board.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source: None, this is program-specific.

### **II N. Selectivity and Academic Achievement of Students & Graduates in the Program**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, assess the quality and selectivity of the program's admission and retention standards and practices, average GRE or GMAT scores, and other measures that reflect on the quality of the students attracted to and retained in the program.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info sources:

Average GRE & GMAT scores  
Admission information is program-specific.

## **II O. Program's Responsiveness to Assessment, Change & Improvement**

First, state your assessment of the strength of the evidence of program quality on this particular indicator.

Then, cite the most significant examples of improvements made in the program over the last five years in response to changing conditions, new external requirements, and/or departmental assessment initiatives. Comment on how frequently the program's faculty are engaged in program assessment activities, comprehensive program evaluations, and fine tuning of the program and its requirements.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source: None, this is program-specific.

## **III. Summary Conclusion About the Strength of the Program's Overall Productivity**

Repeat the summary conclusion about the strength of the program's overall productivity as reported in the executive summary and cite the major and minor evidence, detailed analyses, interpretations, or rationales that support this summary judgment. This summary conclusion should be consistent with the pattern of strengths and weaknesses observed among the indicators of program productivity that follow (i.e., III A-III L).

### **III A. Enrollment of Graduate Students in the Program**

First, state your assessment of the strength of the evidence of program productivity on this particular indicator.

Then, analyze and interpret the numbers of enrolled students in the program and the enrollment trends of these majors for the past five years. Compare the strength of the numbers of students in and enrollment trends for this program with the enrollments and trends in other graduate programs at KSU.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info sources:

Fall Enrollment Statistics for Graduate Programs

### **III B. Annual Degree Productivity of the Program**

First, state your assessment of the strength of the evidence of program productivity on this particular indicator.

Then, analyze and interpret the numbers of degrees granted annually (fiscal year) by this program and the trends of the program's degree productivity over the past five years. Compare the strength of the degree productivity of this program with the productivity of other graduate programs at KSU.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info sources:

Degrees Conferred by Program

### **III C. Program Completion Efficiency & Graduation Rate**

First, state your assessment of the strength of the evidence of program productivity on this particular indicator.

Then, analyze and interpret the program's graduation rate defined as the ratio of the FY2002 graduates to the Fall 2001 program enrollment. Compare the program's graduation rate with those of the other graduate programs at KSU and offer possible explanations for this program's unusually high or low graduation rate if applicable.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info sources:

Graduation Rate Reports  
Course History by Program  
Course Loads of Graduate Students  
Other program-specific info

### **III D. Efficiency & Clarity of the Program's Course Requirements**

First, state your assessment of the strength of the evidence of program productivity on this particular indicator.

Then, analyze the published course requirements for program completion in terms of the simplicity and efficiency of the program's curricular design and the degree to which program requirements are communicated clearly and effectively. Comment on the ease with which students understand and successfully navigate through the required curriculum for program completion.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info sources:

Published Program Requirements in the 2002 Graduate Catalog  
Other program-specific information

### **III E. Frequency and Sequencing of Course Offerings Required for Program Completion**

First, state your assessment of the strength of the evidence of program productivity on this particular indicator.

Then, analyze and interpret the scheduling and enrollment history of courses required for program completion, giving particular focus to the regularity, frequency, and sequencing of course offerings required for program completion.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info sources:

Course History by Program

Other information concerning course scheduling and sequencing is program-specific.

### **III F. Enrollment in the Program's Required Courses**

First, state your assessment of the strength of the evidence of program productivity on this particular indicator.

Then, analyze and interpret the strength of the enrollments in the courses required for program completion. Comment on differences between core and elective course enrollments as well as differences among courses required for optional tracks or concentrations. Comment on the frequency in which courses are dropped from the schedule of classes due to low enrollment, requiring students to seek approved substitutions or directed studies.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info sources:

Course History for the Program

Other information about course cancellations and alternatives pursued by majors is program-specific.

### **III G. Diversity of the Program's Students and Graduates**

First, state your assessment of the strength of the evidence of program productivity on this particular indicator.

Then, analyze and interpret the gender, ethnicity, nationality, and age of the students and graduates in the program. Comment on the program's success and distinctiveness in enrolling and graduating a diverse mix of graduate students.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info sources:

- Demographics for Program Students
- Demographics for Program Graduates
- Other information pertinent to the program's distinctiveness in its achievement of diversity is program-specific.

### **III H. Instructional Productivity of FTE Faculty in the Program's Home Department**

First, state your assessment of the strength of the evidence of program productivity on this particular indicator.

Then, contrast the weighted credit hour productivity per full-time-equivalent faculty member in the program's home department with for FY2001-02. List the principal factors that cause this program's home department to appear to have an unusually high or an unusually low level of credit hour productivity per faculty member in relation to the KSU average if applicable and justify that standing if necessary. Comment on the degree to which this program contributes to or detracts from the instructional productivity per FTE faculty in the department.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info sources:

- Weighted Semester Hour/FTE Faculty
- Other information concerning instructional and non-instructional faculty loads in the department that is program specific.

### **III I. Cost-Effectiveness of the Instructional Delivery in the Program's Home Department**

First, state your assessment of the strength of the evidence of program productivity on this particular indicator.

Then, compare the instructional expense per weighted credit hour of this program's home department with others at KSU for FY2002. List the principal factors that cause this program's home department to appear to be unusually cost-effective (i.e., have a low ratio of instruction expense per weighted credit hour of instruction) or appear to be unusually costly (i.e., have a high

cost per credit hour) if applicable and justify that standing if necessary. Comment on the degree to which this program contributes to or detracts from the cost-effectiveness of the department.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source:

Weighted Semester Credit Hour Productivity Tables  
Other information pertinent to the program's cost-effectiveness is program specific.

### **III J. Program's Responsiveness to State Needs and Employer Demand for Program Graduates**

First, state your assessment of the strength of the evidence of program productivity on this particular indicator.

Then, comment on the state's economic need and employer demand for graduates of this program, followed by an assessment of the program's success in responding productively to such need and demand. List the factors that limit the program's ability to be more productive and responsive to these needs and demands.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source:

Common data/info source: None, this is program-specific.

### **III K. Position of the Program's Annual Degree Productivity Among Comparable USG Programs**

First, state your assessment of the strength of the evidence of program productivity on this particular indicator.

Then, identify the ranking of this program relative to comparable programs in the University System of Georgia (or region or nation) in terms of the number of degrees granted annually.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source:

Annual IPEDS data on degrees conferred by CIP code.

### **III L. This Program's Contribution to Achieving KSU's Mission**

First, state your assessment of the strength of the evidence of program productivity on this particular indicator.

Then, list the substantive contributions this program makes to the achievement of KSU's published statement of institutional mission.

Close with a list of opportunities that will be pursued for program improvement on this particular indicator.

Common data/info source:

KSU's published mission statement

Other information about contributions is program-specific.

### **IV. Summary Conclusion About the Program's Viability at KSU**

Repeat the summary conclusion about the program's viability at KSU as reported in the executive summary and cite any additional detailed analyses, interpretations, or rationales that support this summary judgment.

### **V. Potential for "Model Program" Status**

Reiterate the program's interest and potential for achieving "model program" status as defined above for the executive summary. Cite the evidence supporting the program's achievement of or potential for model status. Identify the key improvements that need to be made for the program to achieve model status and a projected timetable for that achievement if applicable.

### **VI. Program Improvement Plan**

Outline the department's plans, priorities, and timetable for improving the program's quality and productivity if the program is judged to be viable.

### **VII. Summary Recommendation**

Provide the rationale, plans, and timetable for expanding, maintaining, reducing/consolidating, or discontinuing future investment in the program.