

Pennsylvania’s State System of Higher Education

Academic Program Review Report: Non-Accredited Programs

**Department:** Click or tap here to enter text.

**Descriptive Information**

**Type of Review: Full (for Non-Accredited Programs)**

**Note:** Non-accredited programs will submit a “full” report every five years.

**Type of Evaluators:**

**Internal only:** Should include at least two people not directly responsible for the program; these may include faculty or administrators from other units, students, and/or alumni.

**Internal/External:** An outside non-PASSHE consultant review and report should be included every other review (on 10-year cycles).

**Reporting:**

1. By December 31, programs submit their program-review reports to college deans.
2. January to April 15, college/school councils evaluate submitted program review reports and make action recommendations to the dean.
3. May 16 to June 1, college/school deans recommend actions to provost.
4. June/July, provost reviews reports and recommends actions to president.
5. By August 15, the university president or designee submits all complete academic program review and action decisions to the State System Office of Academic and Student Affairs.

**I. Introduction:**

* Provide the names, titles, and relationship to the department for every member of the review team.

Click or tap here to enter text.

* List the name of the program (including all concentrations, minors and certificates) along with the award (e.g., A.S, B.S., BSBA, B.S.Ed., M.A., M.S, MBA, MSN, PSM, DCJ, Sub-Baccalaureate Certificate, Post-Masters Certificate, etc.) with the number of credits required for completion, the CIP code, and all delivery methods (face-to-face, online, etc.).

Click or tap here to enter text.

* Program description from the university catalog.

Click or tap here to enter text.

* List the program outcomes and identify which are common to the program core and specific to concentrations (if applicable).

Click or tap here to enter text.

* List all courses (prefix, number, delivery methods, required and electives) for the program in an **Appendix A:** **Curriculum Overview and Academic Map** for program completion. (Examples for a sample Cal U Baccalaureate program overview and academic map are provided in *Appendix A of this template*).

**Note:** If concentrations are offered, also include each concentration separately with associated courses and outcomes in Appendix A.

* Describe any curriculum, modality, or other changes made to the program since the previous review cycle and include the date and data-based program assessment evidence in support of the changes.

Click or tap here to enter text.

* Provide syllabi for required program courses in **Appendix B: Course Syllabi**.

**II. Faculty & Staff:**

* Provide a summary description of current *full-time* faculty and staff, including their academic credentials, professional experience, and research specializations.

Click or tap here to enter text.

* Attach current curriculum vitae for all full-time faculty and staff as **Appendix C: Full-Time Faculty/Staff Credentials.** CV’s should summarize relevant faculty and staff *professional development* activities since the last program review.
* Provide a summary description of the current numbers and qualifications of *part-time* faculty teaching in the program (include an FTE total).

Click or tap here to enter text.

* Attach current resumes for part-time faculty who have taught in the program for the past two years or more in **Appendix D: Part-Time Faculty/Staff Credentials**.

**III. Program Performance:**

**1. External Demand for the Program**

* Provide Commonwealth and regional demand for the program? (EMSI Labor Market Analytics, U.S. and regional Department of Labor projections). **(Career & Professional Development)**

Click or tap here to enter text.

* Is the program designated at the state or federal level as a “high demand” degree or certificate program OR a “critical field for research”?

Click or tap here to enter text.

* Describe how this program is delivered via a collaborative approach with similar programs across multiple universities (if applicable) and to what extent program productivity is improved by this approach.

Click or tap here to enter text.

* Provide the most recent five years of overall Fall FTE enrollment**. (IR)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5**  **(most recent)** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

**2. Quality of Outcomes and Assessment**

* Briefly describe the annual assessment process for this program including the outcomes indicated in Section I.

Click or tap here to enter text.

* Provide the most recent five years of *retention* *rates* for baccalaureate degree programs. **(IR)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5**  **(most recent)** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

* Provide the most recent five years of *completion*s for the program (Associate, Baccalaureate, Masters, or Doctorate**. (IR)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5**  **(most recent)** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

* If the program has concentrations, provide concentration titles and a completion chart for each concentration. **(IR)**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Concentration Title** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

* Provide Middle States post-graduation student success rates (employment in the discipline or further education) if available, and Initial licensing exam pass rates (if applicable).

Click or tap here to enter text.

* Describe measures of employer satisfaction with graduates of the program (if available) since the previous program review.

Click or tap here to enter text.

* Provide a list of data-based assessment changes (e.g., curriculum, methodology, facility) made to the program since the previous program review and the impact the changes had on student learning.

Click or tap here to enter text.

* Provide supporting evidence (annual reports, department minutes, advisory board meeting minutes, etc.) documenting discussions of these assessment data and data-based decisions. **(Appendix E: Closing the Assessment Loop)**

**3. Size, Scope, Costs and Productivity of the Program (A&F)**

* Four-Year “Net Impact” data trend **(FCT)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4**  **(most recent)** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

* Four-Year “Cost per FTE Student” data trend **(FCT)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4**  **(most recent)** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

* Four-year “Student FTE” data trend **(FCT)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4**  **(most recent)** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

* Four-Year “Faculty FTE data” trend **(FCT)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4**  **(most recent)** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

* Four-Year Student/Faculty Ratio data trend **(FCT)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4**  **(most recent)** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

* Provide a summary list of *faculty* achievements (professional service, publications, presentations, awards, grants, contracts, partnerships, etc.) since the previous program review**.** **(Annual Department Reports)**

Click or tap here to enter text.

**4. Impact, Justification and Overall Essentiality of the Program**

* Is the program:
* Aligned with the current university, college, and department missions? (Please list each mission statement)

|  |
| --- |
| **University Mission Statement** |

Click or tap here to enter text.

|  |
| --- |
| **Department Mission Statement** |

Click or tap here to enter text.

|  |
| --- |
| **Program Mission Statement** |

Click or tap here to enter text.

|  |  |  |
| --- | --- | --- |
| YES | NO |  |
|  |  | * Aligned with the historic mission “teacher education” or “special mission” (Science and Technology) of the university? |
|  |  | * A legacy (signature) program with a reputation that draws students? |
|  |  | * Positioned to obtain national recognition or eminence? |
|  |  | * Directly addressing critical shortage or high demand areas in the Commonwealth? |
|  |  | * Successfully graduating a high level of adult or under-represented minority (URM) students? |

**5. Internal Demand for the Program**

* Is the program a formal *interdisciplinary* program and if so, what programs are involved and percentage is shared?

|  |  |
| --- | --- |
| **Programs Involved** | **Shared Percentage** |
| Click or tap here to enter text. | Click or tap here to enter text. |

* Explain how this program generates internal demand (eg, Core courses) for other programs.

Click or tap here to enter text.

* Please indicate opportunities for improving internal demand of this program.

Click or tap here to enter text.

**6. Other Revenue Resources Generated by the Program**

* Summarize three-year revenue trends for all applicable sources below associated with the program

|  |  |  |  |
| --- | --- | --- | --- |
| **Entering Student Profile** | **Year 1** | **Year 2** | **Year 3**  **(most recent)** |
| Philanthropic/Endowments (Foundation) | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Indirect Grant Distributions **(SAP)** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Dedicated State/Federal Program Allocations **(A&F)** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Clinical Services, other enterprises | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Special Program Fee Income **(SAP)** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Other Program Revenues | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

**7. Quality of Program Inputs and Processes**

* Complete the Table below (H.S. GPA, Gender headcount, Ethnicity, ACT/SAT scores) for students who are First-time/Full-time in a baccalaureate degree program. **(IR)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Entering Student Profile** | **Year 1** | **Year 2** | **Year 3**  **(most recent)** |
| Average High School GPA | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Gender (Male) | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Gender (Female) | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
|  |  |  |  |
| Ethnicity (White) | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Ethnicity (Black) | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Ethnicity (Hispanic/Latino) | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Ethnicity (Asian) | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Ethnicity (Unknown) | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Two or more races | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Ethnicity (Other) | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
|  |  |  |  |
| Average ACT | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Average SAT | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

* Is the program nationally accredited and if so, by which accrediting agency?

|  |
| --- |
| **Accrediting Agency** |
| Click or tap here to enter text. |

**Note:** Data for the next four tables should be confirmed by the **HR** Office and all data should apply to the *most recent fall semester*.

* Complete the table below: Counts of Faculty by Highest Degree

|  |  |  |
| --- | --- | --- |
| **Degree** | **Full-Time** | **Part-Time** |
| Doctorate | Click or tap here to enter text. | Click or tap here to enter text. |
| Terminal Masters (MFA and MLS) | Click or tap here to enter text. | Click or tap here to enter text. |
| Masters | Click or tap here to enter text. | Click or tap here to enter text. |
| Percent of Terminal Degreed Faculty | Click or tap here to enter text. | Click or tap here to enter text. |
| Total | Click or tap here to enter text. | Click or tap here to enter text. |

* Complete the table below: Total Program Faculty FTE.

|  |  |  |  |
| --- | --- | --- | --- |
| **Most recent Fall semester** | **Full-Time** | **Part-Time (FTE)** | **Total (FTE)** |
| Tenured | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Tenure-Track | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Temporary | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Total** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

* Complete the number of faculty in the table cells below: Full-Time Instructional Faculty by Gender, Rank, and Tenured.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Instructor** | **Assistant** | **Associate** | **Full** | **Total** | **Tenured** |
| Male | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Female | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Total** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

* Complete the number of faculty in the table cells below: Full-time Instructional Faculty by Gender, Ethnicity, and Tenured.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Non-Resident** | **White** | **Hispanic/Latino** | **Asian** | **Black** | **Two or More** | **Total** |
| Male | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Female | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

* Summarize the quality and role of program faculty.
  + What specific expertise do they bring to the program?

Click or tap here to enter text.

* + What percentage of full and part-time faculty have expertise in innovative student-centered teaching methodologies (e.g., nCASE Inquiry & Design, Studio-Integrated lecture/lab; Process Oriented Guided Inquiry Learning; other). Provide innovation categories and percentages.

Click or tap here to enter text.

* + Is the percentage of the program delivered by full and part-time faculty at an appropriate level? Please explain why or why not.

Click or tap here to enter text.

* Summarize the discipline-related awards or other state & national distinctions of the program faculty.

Click or tap here to enter text.

* Describe the quality of facilities and equipment for the program. Are facilities and equipment adequate to successfully deliver the program? **(e.g., Annual Dept. Report, Assessment “Final Results Reports”, Consultant Reports)**

Click or tap here to enter text.

**8. Opportunity Analysis of the Program**

* Are there opportunities for improving program enrollment, productivity & sustainability by:
  + Program *modification* to better align with business/industry needs (e.g. imbedding stackable industry certificates, credentials or technical innovations)?

Click or tap here to enter text.

* + Program *collaboration* with other programs or institutions to share program resources or delivery?

Click or tap here to enter text.

* + Implementation of *alternative teaching modes* such as online, evening/weekend, nCASE inquiry-design, studio-style, POGIL, others to improve retention, persistence, and completion?

Click or tap here to enter text.

* + Other?

Click or tap here to enter text.

* Please summarize examples of how program faculty could directly collaborate with enrollment management efforts to recruit and onboard new students for the program.

Click or tap here to enter text.

* If not currently accredited, is there a national accreditation associated with this program (please identify accrediting agency)?

Click or tap here to enter text.

**IV. Provide Outside Evaluation Report in Appendix F.**

* Include an External Reviewer’s Report every other 5-year program review (10-year cycles).
* Department’s Response to Outside Assessments

**V. Planning**

**1. Overview and Analysis of Assessment Results since the Previous Program Review**

* Please summarize annual program assessment results since the previous program review.

Click or tap here to enter text.

* Which program outcomes were achieved since the previous program review?

Click or tap here to enter text.

* If outcomes were not achieved or there were challenges in achieving outcomes, detail these challenges, and identify appropriate resources needed to achieve the outcomes.

Click or tap here to enter text.

* Was feedback (or data collection) from program advisory boards or accreditation agencies included in the program review process? If yes, please describe.

Click or tap here to enter text.

**2. Five-Year Strategic / Action Plan**

* Based on the results of this program review, what actions will be taken to improve program outcome measures by the next program review to close the program assessment loop?

Click or tap here to enter text.

* List all program outcomes for the next review cycle designed to improve program productivity, student success, or achieve strategic outcomes of the institution, the college, and/or the department. At a minimum, include the following:
  + Action plan on how the outcomes will be achieved.
  + Milestones and expected dates.
  + Anticipated resources.

Click or tap here to enter text.

**3. Funding Request Based on PASSHE Program Review Strategic Action Plans. Appendix G.**

* Describe budgetary challenges that have hindered achievement of outcomes as described in annual assessment “Final Results Reports”.

Click or tap here to enter text.

* Provide evidence of funding requests ranked by the “University Strategic Assessment Committee” (USAC) and approved by the “Budget and Planning Committee” to improve achievement of “annual” program outcomes.

Click or tap here to enter text.

* Funding will be considered by the USAC and the Budget and Planning Committee for activities clearly related to program reorganization or modification, program collaboration across multiple universities, or action plans directly related to improvement of student achievement of program outcomes. Funding may not be requested for the addition of faculty or staff FTE positions. Equipment, software or facility requests must include a thorough explanation of annual assessment process for incrementally improving student achievement of program outcomes and the long-term sustainability of the program. Programs receiving program review assessment funding must have a current annual assessment plan on file with the Office of Institutional Effectiveness at the time the funding request is made. (See Appendix G Funding request application)

**VI. PASSHE Recommendation and Planned Actions**

**1. Primary & Secondary Reviewer Recommendation (College Council Review)**

|  |  |
| --- | --- |
| \_\_\_\_\_\_ | No changes. Program meeting mission & goals of university and State System as currently offered. |
| \_\_\_\_\_\_ | Reorganization or other modification to increase the program’s long-term sustainability. |
| \_\_\_\_\_\_ | Collaborative approach with similar programs across multiple universities. |
| \_\_\_\_\_\_ | Program should be placed in moratorium. |

**Rationale/Comments:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ ­­­­\_\_\_\_\_**

Print Name (Primary) Signature Date

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ ­­­­\_\_\_\_\_**

Print Name (Secondary) Signature Date

**2. Dean’s Recommendation**

|  |  |
| --- | --- |
| \_\_\_\_\_\_ | No changes. Program meeting mission & goals of university and State System as currently offered. |
| \_\_\_\_\_\_ | Reorganization or other modification to increase the program’s long-term sustainability. |
| \_\_\_\_\_\_ | Collaborative approach with similar programs across multiple universities. |
| \_\_\_\_\_\_ | Program should be placed in moratorium. |

**Rationale/Comments:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ ­­­­\_\_\_\_\_**

Print Name Signature Date

**3. President or Designee Decision.**

|  |  |
| --- | --- |
| \_\_\_\_\_\_ | No changes. Program meeting mission & goals of university and State System as currently offered. |
| \_\_\_\_\_\_ | Reorganization or other modification to increase the program’s long-term sustainability. |
| \_\_\_\_\_\_ | Collaborative approach with similar programs across multiple universities. |
| \_\_\_\_\_\_ | Program should be placed in moratorium. |

**Rationale/Comments:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ ­­­­\_\_\_\_\_**

Print Name Signature Date

**Appendix A**

**Example Curriculum Overview and Academic Map**

**SAMPLE CURRICULUM OVERVIEW**

**BS Degree**

Major and minor-related courses

100/200 level prerequisites and requirements 35 cr.

300/400 level requirements 33 cr. Approved Related Electives 11 cr.

Total 79 cr.

General education courses ( credits)

Building a Sense of Community 1 cr.

Composition 3 cr.

Public Speaking 3 cr.

Mathematics & Quantitative Literacy 3 cr.

Technological Literacy 3 cr.

Natural Sciences 4 cr.

Health & Wellness 3 cr.

Humanities 3 cr.

Fine Arts 3 cr.

Social Sciences 3 cr.

General Education Electives 12 cr.

Special Experience Course 3 cr.\*

Writing Intensive Course 6 cr.\*

Laboratory Course 4 cr.\*

\*Counted elsewhere in program, not included in total.

Total 41cr.

Total 120 cr.

Include all major and major-related courses. If concentrations are offered, please list all courses associated with each concentration.

Include an **Academic Map (Cohort Sheet)** that outlines the course sequence as appropriate for FT students over an eight-semester period and if applicable a course sequence if designed as degree completion for non-traditional students. An example Academic Map is included below:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Eberly College of Science and Technology** | | | | | | | | |
| **Computer Engineering Technology** | | | | | | | | |
| **Bachelor of Science (120 credits)** | | | | | | | | |
| Eight Semester Course Sequence | | | | | | | | |
|  |  |  |  |  |  |  |  |  |
| **FRESHMAN** | | ***Semester 1*** |  |  |  |  | ***Semester 2*** |  |
| **Prefix** | **Number** | **Course** | **Cr.** |  | **Prefix** | **Number** | **Course** | **Cr.** |
| CSC | 120 | Prob. Solv./Prog. Constructs | 3 |  | CSC | 124 | Computer Programming | 3 |
| GET | 130 | Intro. To Engineering Technology | 3 |  | ECO | 100 | Elements of Economics | 3 |
| ENG | 101 | English Composition I | 3 |  | EET | 110 | Electrical Circuits I | 4 |
| MAT | 199 | Pre-Calculus | 3 |  | MAT | 195 | Discrete Mathematical Structures | 3 |
| UNI | 100 | First Year Seminar | 1 |  |  |  | General Education | 3 |
|  |  | Total | 13 |  |  |  | Total | 16 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **SOPHOMORE** | | ***Semester 3*** |  |  |  |  | ***Semester 4*** |  |
| **Prefix** | **Number** | **Course** | **Cr.** |  | **Prefix** | **Number** | **Course** | **Cr.** |
| CET | 235 | Digital Electronic Design | 4 |  | CET | 270 | Intro Microprocessor Design | 4 |
| CSC | 265 | Object-Oriented Programming | 3 |  | CSC | 328 | Data Structures | 3 |
| EET | 215 | Electric Circuits II | 4 |  | EET | 215 | Introduction to Instrumentation | 3 |
| MAT | 281 | Calculus I | 3 |  | MAT | 282 | Calculus II | 3 |
|  |  |  |  |  | PHY | 101 | College Physics I | 4 |
|  |  |  |  |  |  |  |  |  |
|  |  | Total | 14 | ` |  |  | Total | 17 |
|  |  |  |  |  |  |  |  |  |
| **JUNIOR** | | ***Semester 5*** |  |  |  |  | ***Semester 6*** |  |
| **Prefix** | **Number** | **Course** | **Cr.** |  | **Prefix** | **Number** | **Course** | **Cr.** |
| CET | 335 | Microprocessor Interfacing | 4 |  | CET | 360 | Microprocessor Engineering | 4 |
| ENG | 217 | Scientific & Technical Writing | 3 |  | CSC | 400 | Operating Systems | 3 |
| PHY | 202 | College Physics II | 4 |  | MAT | 341 | Linear Algebra | 3 |
|  |  | Approved Related Elective | 4 |  |  |  | General Education | 3 |
|  |  |  |  |  |  |  | Approved Related Elective | 3 |
|  |  |  |  |  |  |  |  |  |
|  |  | Total | 15 |  |  |  | Total | 16 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **SENIOR** | | ***Semester 7*** |  |  |  |  | ***Semester 8*** |  |
| **Prefix** | **Number** | **Course** | **Cr.** |  | **Prefix** | **Number** | **Course** | **Cr.** |
| CET | 440 | Computer Networking | 4 |  | CET | 492 | Senior Project II | 3 |
| CET | 490 | Senior Project I | 3 |  | CET | 378 | Computer Architecture | 3 |
|  |  | Approved Related Elective | 4 |  |  |  | Approved Related Elective | 3 |
|  |  | General Education | 3 |  |  |  | General Education | 6 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  | Total | 14 |  |  |  | Total | 15 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Total:** | **120** | **Credit Hours (BS Degree)** |  |  |  |  |  |  |

Appendix B

**Program Course Syllabi**

Appendix C

**Full-Time Faculty/Staff Credentials**

Appendix D

**Part-Time Faculty/Staff Credentials**

Appendix E

**Closing the Assessment Loop**

Appendix F

**Outside Evaluation Report**

Appendix G

**Funding Request Based on PASSHE Program Review Five-Year**

**Strategic Action Plan**

***Appendix G***

***Funding Request Based on PASSHE Program Review Five-Year***

***Strategic Action Plan***

Funding will be considered by the University Strategic Planning Committee (USAC) and the shared governance Budget and Planning Committee for activities clearly related to program reorganization or modification, program collaboration across multiple universities, or action plans directly related to improvement of student achievement of program outcomes. Funding may not be requested for the addition of faculty or staff FTE positions. Equipment, software or facility requests must include a thorough explanation of annual assessment process for incrementally improving student achievement of program outcomes and the long-term sustainability of the program. Programs receiving program review assessment funding must have a current annual assessment plan on file with the Office of Institutional Effectiveness at the time the funding request is made.

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| **Contact Name and Email Address** |  |
| **Academic Program (include program code)** | Click or tap here to enter text. |
| **Dean** | Click or tap here to enter text. |
| **Relevant Outcome(s)** | Click or tap here to enter text. |
| **Action Plan for Program Reorganization or Collaboration** | Click or tap here to enter text. |
| **Brief Description of What is Needed** | Click or tap here to enter text. |
| **Best Estimate of Dollar Amount** | Click or tap here to enter text. |