Academic Program Assessment  
*Preliminary Survey*

Periodic assessment of academic programs is necessary for enhancing excellence while maintaining access in an era of constrained resources, shifting stakeholder interests and an evolving mission. Given limited resources, how should those resources be distributed among programs? If new resources are identified, where should they be invested? If resources are diminished, how shall current programs be modified?

This preliminary survey of academic programs (including undergraduate degree, graduate degree, professional degree, certificate, and - by a parallel process - general-fund-supported research centers) is designed to 1) provide information necessary to assess the position of a program relative to its peers at the state, national and global levels, and 2) gather information that may be used in the future to design and implement a formal assessment process at the University level. Programs to be assessed will have been identified by the respective dean, by the provost in the case of cross-college undergraduate programs, by the dean of the graduate school in the case of interdisciplinary graduate programs, and by the dean of education in the case of teacher education programs. The vice president for research will identify general-fund-supported research centers and institutes to be assessed. Typically, programs initiated within the past five years will not be included in this process.

With respect to academic degree programs, heads, directors and/or program leaders are to be asked by the respective dean (or by the provost if cross-college interdisciplinary) to respond to the following questions by **February 17th, 2012**. Responses should be succinct. Please limit the response document to three pages. Please send to XXXX at XXXX@purdue.edu <<dean will provide collection point>>. Deans will also provide program data assembled by the Office of Institutional Research (OIR).

1. **History:** What is the program’s history at Purdue? When was the program initiated? Has it changed names or focus?

2. **Trajectory:** Considering the past five years, in what characteristics is the program improving? Declining? Consider relevant characteristics among enrollment, degree production, ranking, job placement for graduates, research awards and expenditures, diversity (students, staff and faculty), number of associated faculty with fellow status or academy membership, number of named or distinguished faculty members, licenses, start-up companies, publications, citations, engagement activity, impact on policy, etc. Comment on future prospects for programs that are strongly dependent on external forces that are cyclical, emerging or waning.

3. **Program Quality and Global/National Position:** What is the program’s position (for example, with respect to research, teaching and learning, diversity, engagement, or overall reputation) among global and national programs? Reference
surveys, polls, metrics or analyses provided by external review or accreditation committees (e.g., US News & World Report, the NRC Assessment of Research Doctoral Programs, global rankings, etc.). Specifically, provide the following information:

a. **National Standing**: Is the program among the top ranked programs nationally (in absolute ranking or percentile) If so, reference the surveys, polls or metrics. If the program is not among the top ranked programs, what investments will be necessary to reach that level? If the program is ranked among the top programs (e.g., top ten or upper quartile), what resources would be necessary to challenge the top ranked program?

b. **Global Rankings**: Cite any relevant global rankings, and indicate any significant program elements that are unique in the global context.

c. **Specialty Programs**: If the program is unique or among a very small group of comparable programs, provide relevant benchmark measures that indicate the quality and national and international recognition of the program.

4. **Position and Role in the State**: For all programs, comment on the role of the programs in serving the needs of the State of Indiana. Is the program primarily serving the state land-grant mission (access, engagement, extension)? Is the program the only such program in the state of Indiana? If not, is it the top-ranked program in Indiana? If so, reference the surveys, polls or metrics. If not the top ranked in Indiana, which programs are ranked higher? If the program is not the top-ranked in Indiana, what investments will be necessary to reach that level?

5. **Role in the Academic Fabric of Purdue University**: Is the program designed to link other programs? Is the program one that primarily serves students whose principal academic homes are outside the program through foundation courses, electives or minors?

6. **Opportunities for Synergy and Efficiency**: Which other programs at Purdue-West Lafayette, Purdue’s regional campuses, other universities in Indiana, or among the CIC institutions are similar? Are these programs currently viewed as competitors for resources (including students, faculty and staff)? Partners? What opportunities do you see for consolidation, partnering, or coordination that would either enhance excellence, increase efficiency or both?