**Academic Program Review**

**PROGRAM SELF-REVIEW GUIDELINES**

The self-review committee develops a Self-Review Report. The report should provide an understandable, clear, and succinct summary of each of the items listed in the Self-Review Report outline. Items that are not applicable should be indicated as such yet should not influence the number for the section. When tables are included, a brief discussion of the data should be provided with a plausible explanation.

**SELF-REVIEW REPORT** examines trends for ***each*** degree program within the academic unit as defined by the first four digits of the corresponding CIP code focusing on the past five years unless another timeframe is requested. The self-review should include the major headings noted below:

**TITLE PAGE** including the name of the academic unit, the college, contact information, and the website address for the unit.

**EXECUTIVE SUMMARY** for ***each*** academic program should very briefly summarize the academic unit description, faculty, and resources as well as the academic program curriculum, students, and graduates.

**Part I. ACADEMIC UNIT**

*To be completed for the academic unit as a whole*

A. ACADEMIC UNIT DESCRIPTION

1. Vision, mission, and goals

Describe the vision, mission and goals of the academic unit and how the academic unit’s goals relate to the mission of the University and the College.

2. Strategic plan

**Attach a copy of the academic unit strategic plan in an appendix**.

3. Degree and certificate programs

List the degree and certificate program(s) offered by the academic unit.

4. Service course obligations

If the academic unit has service course obligations to the general education core curriculum, developmental education, academic programs in other units, or interdisciplinary programs, explain the relationship of these obligations to the unit’s strategic plan.

5. Licensing/Accrediting bodies

Cite the name of external licensing or accrediting body (if applicable), programs licensed or accredited. Summarize standards for accreditation and list the date of the latest accreditation report.

B. FACULTY

 1. Faculty qualifications

a. Faculty list

List all faculty noting faculty rank, highest degree earned, and field of study. Indicate faculty who are assigned to specific programs and those who have graduate faculty appointments.

b. Faculty qualifications

Summarize faculty qualifications in the self-review report **and provide all current faculty vitae in an appendix.**

c. Graduate faculty criteria

Describe the criteria for appointment to the Graduate Faculty in the academic unit and **provide a copy of the unit’s current policy in an appendix**.

2. Faculty publications

**Summarize** faculty publications and scholarly/creative activities **for the past five years. Provide list of all faculty publications in an appendix, only if desired.**

3. Faculty external grants

Summarize external grant and contract funding identifying the sources of funds **for the past five years.**

4. Faculty teaching load\* **Include table from CatStats**

Describe faculty teaching loads. List ways the faculty and graduate students contribute to institution-wide instructional efforts, i.e., general education, honors program, online education, Texas State University Round Rock Campus activities, and other off-campus instructional outreach programs.

5. Faculty/Student ratio\* **Include table from CatStats**

Describe trends in the faculty/student ratio.

6. Faculty achievements

Summarize faculty achievements not covered above including awards, honors, and professional and public service.

7. Faculty profile

Describe how the typical faculty profile has changed and discuss how it is expected to **change during the next three to five years.**

8. Faculty community/public service

Describe activities that the academic unit provides in the community for the purpose of sharing knowledge or information, e.g., faculty presentations in the community, etc.

9. Teaching evaluation

Describe methods used to evaluate the quality of teaching. **Provide evidence of assessment results and explain how results have been used to modify and/or improve the program. Provide evaluation instruments in an appendix.**

10. Faculty development

Describe faculty development programs within the unit (e.g., travel funding, release time for research/scholarly/creative activity, developmental leaves, speakers, conferences).

C. RESOURCES

1. Facilities and equipment

Describe facilities and equipment available to the unit to sufficiently address its mission and goals.

2. Finances and resources\*\*

Report income versus expenditure analysis results. **Include the table provided by the Budget office in the main body of the self-study.**

3. Library holdings and allocations\*\*

Describe strengths and adequacy of library holdings and allocations for the unit to fulfill the teaching and research mission, **Include the summary with table provided by University Libraries in the main body of the self-study.**

4. Program administration

 List unit leadership and program coordinators.

5. Unit staff

 Describe strengths and adequacy of unit staffing.

6. Developmental activities

Describe special resources available through endowments and gifts and discuss plans to expand these resources.

D. CONCLUSIONS AND RECOMMENDATIONS

Base information in discussion of major sections previously addressed (Academic Unit, Faculty, and Resources). Note: Separate conclusions and recommendations for Curriculum and Students and Graduates for **each** academic program will be described in Part II.

1. Academic Unit –

Conclusions:

Recommendations:

1. Faculty –

Conclusions:

Recommendations:

1. Resources –

Conclusions:

Recommendations:

E. APPENDICES

Consolidate labeled appendices into one PDF except for faculty vitae. Please organize all vitae into one PDF and label it as the identified appendix.

**Part II. ACADEMIC PROGRAM**

*To be completed for* ***each*** *academic program offered by the unit*

A. ACADEMIC PROGRAM

Program Name, CIP code (four digit), and Level (Undergraduate, Masters, Doctorate)

B. PROGRAM CURRICULUM

1. Coherent course of study compatible with program and institutional mission and goals

Illustrate how the content of the program demands increasing levels of integration of knowledge allowing students to progressively advance in critical skills.

Describe the educational goals for the program and how they relate to the academic unit mission and goals as well as the college and university goals. For graduate programs, describe how the program is structured to include knowledge of the literature of the discipline and to ensure engagement in research and/or appropriate professional practice and training.

2. Curriculum development, coordination, and delivery

Describe the process for developing or making changes to the curriculum.

Describe the role of faculty in the coordination of the program.

Describe how program content is offered (mode of delivery, scheduling, timing) and how delivery decisions are made.

Provide evidence of sufficient offerings and balance among the various specialties to meet student needs, interests, and market demands, i.e., sufficient breadth of course offerings as well as sufficient depth for specialization. Use pertinent local, state, national, and international studies demonstrating the need for the program’s graduates and changes in market demand to justify response.

3. Required/Recommended courses from other academic units

List courses offered in other academic units that serve the majors and describe what objectives the courses meet.

4. Program curriculum and duration in comparison to peer programs

**INCLUDE A TABLE,** comparing key factors of this program with three to five peer or aspirant programs. Describe comparative advantages and disadvantages of the program compared to its peers/aspirants.

5. Co-curricular opportunities

Describe program-related co-curricular opportunities to enhance student learning, such as internships and practicums, study abroad, and academic clubs and organizations.

6. Student learning outcomes assessment\*\*\*

 Analyze outcomes assessment findings for the five years and describe how the assessment

 findings have been used to improve the program. **Reference the five years of provided student learning outcomes assessment reports as an appendix.**

7. Market Demand

 Demonstrate the need for the program’s graduates. Use pertinent local, state, national, and international studies and changes in market demand to justify response.

8. Marketable Skills

 List the marketable skills students obtain through required program curriculum. Describe the process for determining and updating marketable skills and the stakeholders involved in the process.

C. STUDENTS AND GRADUATES

 **In CatStats use data from all semesters available, not just the fall semester.**

 **Download table to Excel and copy/paste the table from CatStats.**

 **Use five years of data, if available**

1. Student demographics\* **Include tables from CatStats**

Provide trends in overall enrollment and describe enrollment by:

(a) overall enrollment

(b) classification

(c) diversity-gender and ethnicity,

(d) probation and suspension.

1. Student time-to-degree\* **Include table from CatStats**

Describe trends in time-to-degree.

3. Student publications and awards

 Describe publications and awards earned by students enrolled in the program.

4. Student retention\* **Include table from CatStats**

Describe trends in student retention.

5. Student graduation rates\* **Include table from CatStats**

Describe trends in the graduation rates.

6. Student enrollment including number of students and SCHs\* **Include table from CatStats**

 Describe trends in total enrollment and number of SCHs generated.

7. Graduate licensure rates (if applicable)

Describe trends in licensure rates.

8. Graduate placement

Describe employment or further education/training of graduates.

9. Number of degrees conferred annually\* **Include table from CatStats**

Describe trends in the number of degrees conferred annually.

10. Admissions

 a. Admission scores\* **Include table from CatStats**

Report admission scores (SAT, ACT, GRE, etc.) of enrolled students, as available.

b. Admission requirements and review

Review admission requirements and application review process and assess their implications for the academic unit **during the next five years**.

c. Recruitment

Describe the academic unit’s student recruitment activities.

Address any steps taken to obtain a diverse student population.

11. Student support services

Describe student support services including academic advising, support for student involvement in professional meetings/activities, and scholarships

Assess the effectiveness of each service and suggest improvements, as needed.

12. Alumni relations

Describe efforts the academic unit has undertaken to maintain a relationship with alumni.

D. CONCLUSIONS AND RECOMMENDATIONS

Provide conclusions and recommendations based on content provided for Curriculum and Students and Graduates for the academic program described above.

1. Curriculum –

Conclusions:

Recommendations:

1. Students and Graduates –

Conclusions:

Recommendations:

E. APPENDICES

Include any appendices, including the five years of Student Learning Outcomes for the program.

**Submitting your APR for Review**

In your department Canvas folder, upload your Part I and each Part II reports into the “APR Submitted Ready for Edits” subfolder. Please upload any labeled appendices not included within Part I and II.

\*Use CatStats to find this data. Details on using data from Data, Analytics & Institutional Research is included in the APR Orientation materials “Data from Institutional Research”. Tables can be downloaded into Excel and pasted into the report.

\*\*Data will be uploaded by Assistant Vice Provost for Program Accreditation and Assessment into the designated folders in the Cavas site: Revenue Expense Reports and University Libraries

\*\*\*Data has been uploaded by Assistant Vice Provost for Program Accreditation and Assessment into the Cavas site folder: Student Learning Outcomes