

**Appendix A – Self-Study Report Template**- A digital version for completion can be found in Taskstream

## **Academic Program Review**

**Academic Unit / Department:**

**Level: Graduate or Undergraduate**

**Department Chair:**

**Chair of Self-Study Committee:**

**Self-Study Committee Members:**

### **Executive Summary**

*Please provide an overall summary of the Self-Study report and identify strengths as well as priority recommendations. The executive summary should be on a single separate page.*

### **1. Introduction & Overview**

*The Self-Study should begin with a brief history and overview of the program as well as the current status in order to establish the appropriate background and context for review. Include any unique and distinguishing characteristics of the program. In providing this narrative, the authors should assume that the readers are not familiar with the Institution so that adequate context is available in order to effectively evaluate the program.*

*The introduction and overview should include the following:*

- a. Program History, Mission, Goals – review the mission and goals; revise, as appropriate
- b. Contribution to overall institutional mission, vision and values
- c. Unique and distinguishing characteristics of the program
- d. Societal need, demand for program
- e. Admissions requirements for the program- how is the program attracting and retaining qualified students as evidence by admissions qualifications or exams etc. (as applicable)

### **2. Faculty/Department Profile**

*The narrative in this section should provide a summary of the teaching, research, scholarly enterprise and expertise of faculty for covering the breadth of the program's curriculum. This section should include a narrative responding to the faculty profile and faculty data provided. The data includes count of faculty by rank, full time/part time status, and credit hours or course count over the previous 5 years.*

*In addition, the faculty and department profile should include the following:*

- a. Faculty Qualifications - Qualifications of faculty to teach the curriculum as indicated by earned academic degrees and professional certifications
- b. Professional Development - Investment in professional and scholarly development of faculty
- c. Faculty performance in teaching effectiveness, student advising, scholarship, service as evidenced by scholarship, service endeavors, awards, honors, citations, grants, research contributions, publications,
- d. New scholarly directions, creative activities, research or plans for enriching the intellectual environment for the students or enhancing faculty

### **3. Program Profile**

*This section should discuss the degree offerings and how the program is responsive to changing educational needs related to new knowledge in the discipline. In addition, the degree requirements for the program should be articulated as well as any information or recommendations regarding the current course offerings*

*The program profile should include the following:*

- a. Degree/certificate offerings and Modes of Delivery – provide the degree, certificate offerings and include tracks, concentrations, licensures, etc. Provide modes of delivery and how they are supported.
- b. Curriculum, course descriptions, and syllabi – provide curriculum and course description. Provide proposed curriculum revisions, as appropriate. Provide at least one year’s worth of syllabi (Fall, Spring, Summer offerings).
- c. Opportunities for Students-
  - i. Research, Internship, Other - describe research, internship and other opportunities or potential opportunities available to students in the program
  - ii. Internal or external linkages- are there any linkages with other programs or institutions, include any co-sponsored programs, concentrations, cross-listed courses, field based projects outside the Institution, or any other arrangements that are beneficial to students
- d. Curriculum comparison - Indicate peer, competitor and aspirant institutions and/or programs (per OIERP provided list). Compare curriculum to at least 2 other institutions from peer list. If the program does not exist, find another comparable program. Indicate how the program compares to relevant performance standards either from comparable institutions, accrediting agencies and/or other relevant sources.
- e. General Education courses – Identify courses offered as General Education courses and approximately how many students are served. Include plans to propose current courses for inclusion in the General Education program and/or development of new courses for approval and inclusion as a General Education course.

### **4. Student Profile & Performance**

*In this section, data is provided on student enrollment and graduation. The self-study report should provide a narrative for the data provided on students which includes:*

- a. Admissions, Retention, Graduation – institutional admission statistics for all programs within the institution. Note, the Retention and Graduation rates are for the first time, first year, full time fall undergraduate cohort. How does this information impact the program?

- b. Program Enrollment and Course Completion - program enrollment is by declared and intended major. Course Completion (C or higher) by course over last 5 years. Review, analyze, and consider trends.
- c. Student Mastery - Indications of how students are demonstrating mastery of knowledge: capstones; performance in the field; professional licensure exams (if applicable); professional achievements; publications; research; grant awards; achievements that are a direct result of the program, etc.
- d. Graduate Counts and Trends - Number of graduates by program and analysis of trends.
- e. Alumni information - subsequent enrollment, degrees/certifications earned, employment, military service, volunteer (e.g. Peace Corps), etc.
- f. Program Data Overview – Review and analyze program data and note trends, anomalies, concerns and/or opportunities for change.

## **5. Student Learning Assessment**

*This section should provide detail on how the program is assessed including assessment of student learning and assessment of any other support services or functions of the program. The narrative should demonstrate the extent to which the program is meeting its outcomes. Prior assessment reports should be included.*

*The student learning assessment section should include the following:*

- a. Assessment Process- Provide a brief overview of the Institution and department procedures, criteria and methods for assessing student learning; indicate support structures and development for faculty to complete outcomes assessment.
- b. Program Student Learning Outcomes (PSLOs) – Review PSLOs and curriculum map for the program. Are the PSLOs clear and measurable? Revise as appropriate. NOTE: If PSLOs are revised, review curriculum map and revise, as appropriate.
- c. Curriculum Map – Provide a curriculum map showing the alignment of courses to PSLOs and indicating the level of learning (e.g. Introduced, Reinforced, Mastery). NOTE: If PSLOs are revised, review curriculum map and revise, as appropriate.
- d. Assessment methods (Direct & Indirect) - Discuss the major direct and indirect methods used in the program and the overall results. Best practices recommend multiple levels of courses assessed and multiple types of methods utilized. Include rubric examples, as appropriate.
- e. Using Assessment for Improvement - Summarize the results of recent learning outcomes assessment and summarize key actions that were taken or will be taken as a result of what was learned in the assessment. Additionally, indicate how improvements are made to the design and delivery of the curriculum based on assessment, student outcomes, societal needs and demand for the program.
- f. Program Effectiveness - Provide indications that the program is effectively meeting its educational, student needs, and related purposes.

## **6. Resources, Organization & Management**

*This section should discuss the resources of the program in terms of leadership, organization, and administrative support, equipment, learning spaces, technology, supplies and support for students.*

*The resources, organization and management section should include the following:*

- a. Program Leadership and Organization- Provide a narrative on the ability, adequacy and qualification of the program leadership to plan and operate a coherent and effective program of study. Indicate the organizational and reporting structure within the program for decision making regarding program curriculum and offerings
- b. Facilities, Equipment, and Supplies - Describe the current facilities, rooms, labs etc. (Include list of instructional facilities, as appropriate.) Indicate the adequacy of the space for an effective learning environment. Indicate the adequacy of equipment, materials and supplies to meet student needs and program objectives. Indicate the adequacy of computer, network, and media technology available for student, faculty and staff. Indicate the adequacy of the technology infrastructure, as well as support for operation and maintenance of hardware and software.
- c. Digital/Library resources- Describe the available resources and indicate the adequacy of student access to database for obtaining relevant information for research.
- d. Student Support Services - Indicate the available academic and student support services and staff available to students, indicate program orientation activities and other means of communicating with and supporting students. Indicate the effectiveness of the services and student support. Include a discussion on the student advising process and how faculty are engaged in the process.
- e. Fiscal Resources- Discuss institutional or department budget processes and cycle. Indicate the process for Department requests with regard to providing resources for the program(s).

## **7. Future Outlook**

*This section describes the outlook for the program(s), societal demands, and future plans including plans for sustaining the program, recruitment activities and expectations for future growth. This section can also be used to address current concerns and issues as well as indicate how these will be addressed in the future.*

*The section on outlook & future plans should include:*

- a. Program Viability and Sustainability- Discuss shifting trends, market forces and other future opportunities that might impact program viability and sustainability.
- b. Demand for the program- indicate demand for the program as evidence by external demands based on local, regional, national and global trends (as applicable.) Include any internal demands as reflected by students in the program.

## **8. Conclusion and Recommendations**

*The conclusion should tie all the above parts together and provide a succinct and final narrative on the strengths, challenges, and directions for opportunities and improvements. It should also include any major recommendations resulting from the self-study, along with justifications, resource needs, and suggested actions for implementation.*

**Appendices-** Please include all relevant support documents for the Self-Study Report. Examples of appendices include, but are not limited to:

- Faculty Vitae
- Student Learning Assessment Reports (3 years or more as applicable)

- Course Descriptions
- Student Survey Data (if applicable)
- Course Enrollment and Completion
- Program annual reports
- Course syllabi
- Program Strategic plan
- Publicity materials
- Prior self-study reports and external reviewer reports (if applicable)
- List of instructional facilities and resources (as applicable)