Mission and Introduction

Introduction
1. Using the reports provided by University Analytics & Planning, please complete the following information:

   The [Program/Degree granted] is administered by the Department of [Name of Department], in the College/School of [Name]. There are [Number] full-time and [number] part-time faculty members in the Department. [Number] faculty in the Department contribute to this program.

   Based on the Fall 2022 semester data for primary majors (i.e., excluding secondary majors and minors) enrollment in this program has been [increasing/steady/decreasing] over the past five years with a current enrollment of [number] primary majors. Over the past five years, [number] degrees have been conferred.

Program Mission Statement
1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

Alignment to Institution Mission
1. How does the mission of the program align with the mission of the institution?

Specialized Accreditation
1. If applicable, provide the name of accrediting agency or agencies, accreditation status, and date of next accreditation. (ex. National Association of the Schools of Art & Design (NASAD), fully accredited, next review 2025) If not externally accredited, state NA.

Certificates
1. How many certificates do you have as part of this program? What are they? How many students are enrolled?

Goals from Previous Program Review
1. Summarize the goals/action items from the previous APR. Describe how these goals were applied throughout this cycle.
Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program’s mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?

2. Describe the extent to which students in the program have met these student learning outcomes.

Curriculum (Course Sequencing)

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

Measures and Results

1. Discuss the assessment methods (measures) selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

2. Summarize and discuss the results of the program’s measures over the course of this cycle. How have the results demonstrated improvement or mastery of this outcome?

Action Items and Use of Results

1. Summarize or highlight action items taken as a result of program’s assessment of student learning outcomes. How have the results driven improvement in student learning over the course of this cycle?

Essential Studies (undergraduate only) & Non-Primary Major Enrollment

1. (Undergraduate only) What courses in your program are tied to Essential Studies requirements at the institution?

2. To what extent do your courses serve students outside of the primary major (Essential Studies, minors, etc.)?

Faculty Qualifications, Activities, and Scholarship
Faculty Qualifications
1. What processes are in place to ensure that faculty have the qualifications to teach in the program? Have these processes changed over the course of this cycle?

Scholarship and Research
1. Using the report created in Faculty Success, briefly describe how the programs’ faculty members’ research and creative or scholarly activity directly enhances undergraduate and graduate education.
2. Briefly describe how graduate students enhance the research productivity of program faculty.

Teaching Support and Monitoring Teaching Quality
1. Briefly describe how faculty in your program use innovative and creative teaching and learning activities and how these activities support desired learning outcomes and student professional development.
2. Consider the program’s current mix of online, hybrid, and traditional classroom modes of instructional/degree delivery. Briefly describe how the current program’s delivery methods meet student and/or market demand. Also, describe if there is any evidence of unmet demand (e.g., declining enrollment; student inquiries about the availability of online degree delivery of your traditional on campus degree(s)).

Faculty and Staff Demographics
1. Describe recruitment efforts and the diversity of program faculty. What are the goals of these efforts and have they been successful?

Program Data: Student Experience

Enrollment & Recruitment
1. Describe recruitment efforts to increase enrollment or diversity. Have these initiatives been successful?

Retention
1. Has student retention for the program remained stable, increased, or decreased over the course of the review cycle?
2. (Graduate Programs) Given the importance of quality faculty mentoring of graduate students to their student retention and success, how does the program measure and assess the quality of mentoring? If the program has concerns about mentoring quality, what steps is the program taking to improve mentoring among the faculty in the program?

Curriculum/Course Retention and Success Rates
1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations? Have any barrier courses (i.e., high DFW rates that must be completed prior to continuing in curriculum) been identified?
3. Assess student performance and success in traditional vs. distance courses.
Completion

1. Evaluate the success of graduates of the program by assessing the research and professional development opportunities or training your program offers. Does your program track where graduates are typically placed in the workforce, or in graduate/professional programs? If yes, how do these opportunities/training align with successful graduate outcomes? If not, what methods might your program employ to measure the success of graduates?

2. Describe the program’s efforts to graduate undergraduate and graduate students in a timely fashion. Do these efforts align with best practices in your discipline and/or undergraduate/graduate education more broadly? How do these efforts compare to those of your competitors, whether regionally, nationally, or internationally?

3. Describe findings resulting from PAGES (undergraduate programs) or other entrance/exit surveys that were conducted over the course of the cycle. What do these findings suggest about student expectations and the degree to which the program is meeting or has met those expectations?

Industry and Program Trends

Analysis of the Discipline

1. Provide context for the status of the discipline today. What are some emerging trends in this discipline across the country? What is happening in the industries/employers related to this discipline?

Employment Outlook

1. Describe employment outlook for the degree. Are there changes that could be made to improve the employment outlook?

Program Analysis

Budget and Funding

1. Consider the program’s budget, including support received from the institution as well as external funding sources, and any budgetary changes that may have occurred over the past five years. Evaluate any budgetary efficiencies or reallocation efforts undertaken within the program and the effects of those efforts on the program’s ability to meet its expectations and goals. Does potential exist for further external and/or donor funding opportunities? (See Chair for current balances of alumni funds.)

Program Priorities

1. Provide a specific list of prioritized actions for continued program development and improvement and a reasonable timeline for implementation. If these actions were carried out, how would that affect program quality and outcomes over the next 5 years?

This is the end of the prompts for the Program Review Leader.
External Review Report – *Graduate Programs only* (optional)

An external review team may provide feedback to the department chair and/or Dean. This report will be given to the Dean or Review Team Leader directly.

**College/School Review Team Report**

1. Does the information provided in the responses demonstrate that the program’s direction is in alignment with the College/School goals? Please explain.
2. Assess the strengths of the program on the basis of the data and responses provided. What are some examples of what the program is doing really well?
3. Assess areas for improvement of the program on the basis of the data and responses provided.
4. Make recommendations for future actions of the program that will help them move toward or achieve their stated goals. Are there things that the program no longer needs to do? Are there things they should be doing they currently are not?
5. Provide any additional feedback or information the College Review Team deems relevant to the program review.

**Program Rejoinder (optional)**

Optional rejoinder response submitted by Program Review Leader. The rejoinder might be a point of clarification, disagreement, or further elaboration. If no rejoinder is necessary, list “NA”.

**Dean’s Summary Report**

Please provide your evaluation of the academic program under review with respect to its strengths, weaknesses, goals, and action steps; in doing so, please consider both the Program Review itself and the College Review Team’s evaluation.

**VPAA Summary Report**

This report is a summary of findings and identification of action steps/goals for the next APR.