 **ACADEMIC PROGRAM REVIEW – Template**

|  |  |
| --- | --- |
| Department |  |
| Degrees Included |  |
| College |  |

**I. SELF-STUDY QUESTIONS**

Please answer questions succinctly and provide evidence. The Higher Learning Commission’s Criteria for Accreditation are referenced to specific questions when applicable.

1. **Program Summary and Framework**
2. Describe the department and program(s), including its overarching purpose/goals and its preparation of students for future activities, for example, graduate/professional schools or workforce.
3. Provide evidence that program courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (HLC 3.A.1)
4. Describe how students engage in the following:

* Collect, analyze, and communicate information?
* Master modes of inquiry or creative work?
* Develop skills adaptable to changing environments?
* Recognize the human and cultural diversity where they live and work?

(HLC 3.B.3)

1. Describe any co-curricular or community engagement opportunities offered by the program/department that contribute to the educational experience of its students, i.e., department-sponsored activities (optional or required) aligned with the curriculum to support student learning. (HLC 1.C.1 and 2.B.2)
2. Does any program take place at additional locations? If so, provide name and address of each location and when it was approved.
3. How many of required courses are available online? Can students complete 50% or more of any program online? If so, please specify.
4. How are course offerings communicated to students and other constituencies? Are they available on the department’s website? How do programs ensure that quality and learning outcomes are consistent across all modes of delivery (e.g., face-to-face, online) and all locations? (HLC 3.A.3)
5. Undergraduate programs only: If applicable, please describe how courses in your program contribute to the university’s General Education program. (HLC 3.B.1 and 2)
6. Undergraduate programs only: Please provide the program’s path to degree that meets state transfer and assurance guidelines? If this does not exist, please explain planned actions to come into compliance and a timeline for implementation.
7. Describe which courses are considered service to other programs (include program name and college). Describe the methods of planning so that needs of other programs are met, and challenges that this may pose. (E.g., courses offered within general education.)
8. **Faculty and Staff**
9. Provide numbers in the table below (as applicable) for the current academic year:

|  |  |
| --- | --- |
| **Type** | **Number** |
| Full-time tenured faculty |  |
| Full-time tenure track faculty |  |
| Visiting associate professors |  |
| Lecturers |  |
| Clinical faculty (e.g., practitioner track, non-tenure eligible practitioners) |  |
| Affiliated faculty |  |
| Instructors (HSC) |  |
| Part-time instructors (MC) |  |
| Teaching assistants |  |
| Other (provide title) |  |

1. Using the table above, analyze how the teaching load at each course level is distributed among tenured-tenure track faculty, lecturers or part-time instructors, teaching assistants, or others. What factors determine this distribution? Has this distribution changed over time?
2. Provide information about department faculty contributions to scholarship, creative work and the discovery of knowledge, to the extent appropriate. (HLC 3.B.4)
3. What are the departmental processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles? How is their professional development supported? (HLC 3.C.5)
4. How does the department ensure that all staff are appropriately qualified, trained and supported in their professional development? (HLC 3.C.7)
5. How does the department ensure that its instructors are accessible to students? (HLC 3.C.6)
6. Who advises students?

|  |  |
| --- | --- |
| **Type of Advisor** | **Number** |
| Professional Staff |  |
| Faculty |  |
| Other |  |

1. Please describe the advising process and include the student/advisor ratio. Provide evidence that advising is adequate and suited to the needs of its students. (HLC 3.D.3)

|  |  |
| --- | --- |
| **Type of Advisor** | **Student/Advisor Ratio** |
| Professional Staff |  |
| Faculty |  |
| Other |  |

1. **Students**
2. Provide evidence that students in the department contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.4)
3. Provide an analysis of the data for trends in enrollment, retention and graduation using the data provided in section III, letter. (HLC 4.C) The analysis could:

* Examine and evaluate enrollment trends in the department – discuss how the department improved coordination of recruitment efforts with your college, the College of Graduate Studies (if applicable),and the Office of Enrollment Services. Include any plans the program has for increasing enrollment.
* Examine correlations that may exist between types of instructors teaching courses and student success. I.e., Is there a trend in the type of instructors teaching courses with high DFW rates?
* Undergraduate programs: Examine and evaluate the retention rate and graduation rates. Discuss how the program has improved coordination of retention efforts with student success offices (advising, support services, etc.). What factors and/or efforts have influenced changes during this reporting cycle? If there are additional students who could be a factor (such as Minors) please comment as appropriate.
* Graduate programs: Examine and evaluate the time to degree completion for the program. Discuss how timely degree completion is supported.

1. Is program enrollment capped by accreditation or any other factor(s)? If so, provide the enrollment cap number, identify and explain the factor(s) determining the cap.
2. **Performance Measures**
3. Is external accreditation available for programs? If so, is such accreditation maintained? If applicable, provide the name of the accreditation body, date of most recent review, status of review, and date of the next scheduled review. (HLC 4.A.5)
4. List any other regulatory/oversight/approval bodies for program(s), i.e., state boards or national standards organizations, and current standing with each.
5. Do graduates obtain licensure, certification and/or need to pass a qualifying exam upon graduation? If so, please identify the licensure, certificate or qualifying exam and explain. If required, provide passage rates (include first-time pass rate, total pass rate, national average benchmark pass rate) for the past three years.
6. Does the department evaluate the success of its graduates? Are graduates prepared for advanced study or employment? What are the indicators used to confirm this? (HLC 4.A.6)
7. Referring to your past three annual program assessment reports (attached in Appendix D), please provide an update on the status and effectiveness of the changes identified in part three of the reports. (HLC 4.B.2)
8. FOR PROGRAMS WITH OFFSITE LOCATIONS ONLY: How do you ensure equivalence of student experience between the different sites? Refer to the annual program assessment reports (attached in Appendix D), as applicable.
9. **Ethical and Professional Practice**
10. The university has established policies with respect to academic honesty and integrity. Does the department have any other relevant policies that it follows? (HLC 2.E)
11. If possible, provide examples where university or department-specific policies (e.g., student conduct, grade appeal) were used to guide program decisions and actions. Examples should be redacted to maintain anonymity. (HLC 2)
12. What guidance and mentoring does the department offer to ensure the integrity of research and scholarly practice conducted by the program’s students? (HLC 2.E.2)
13. What guidance does the department offer in both the ethical and effective use of information resources? (HLC 2.E.3)
14. **Current Resources**
15. Provide examples to show how the department uses its resources (e.g., faculty, staff, space, budget) efficiently and strategically. (HLC 3.D and 5.B)

**II. STRATEGIC PLANNING**

1. Based on the completion of this review, identify program strengths and opportunities as well as specific goals for the next review cycle. Include the metrics that will be used to assess progress toward, or completion of, the stated goals and any alignments with broader strategic plans, if applicable.

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal** | **Metric used to measure success/progress** | **Timetable for implementation/ completion** | **Alignment with broader strategic plan(s)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**III. REQUIRED ATTACHMENTS**

1. Program/Department Strategic Plan and Mission Statement

Attach the program’s strategic plan and mission statement, which should include a description of how each aligns with the College and University strategic plan and mission statement. If the program does not have a formal strategic plan or mission statement, please attach an overview/description of the program’s goal.

1. Plans of Study

Attach the plans of study (POS) for all programs included in this review. The POS should explain any differences that may exist between full- and part-time students, when the POS is developed and submitted, and how students are guided in the POS process and any revisions.

1. Assessment Plan

Attach current assessment plan(s), which states learning outcomes and metrics.

1. Assessment Report

Attach program assessment reports for the past three years; include questions for additional location(s) and alternative modalities if appropriate. (HLC 3.A.3 and 4.B)

1. Program Data

Attach program data provided by Institutional Research. If the program has alternative data that contradicts the IR data, provide the alternative data and include an explanation of the program’s source of alternative data and method of collection.

1. Faculty Curriculum Vitae

Provide a CV (summary form is acceptable) of all faculty in the department. (HLC 3.B.4 and 3.C.3)

1. Optional
2. Transfer Assurance Guides (TAG) information from Ohio Department of Higher Education (undergraduate programs only)
3. COGS/Graduate Council supplement (graduate programs only)