Academic Year:

College Name:

College Dean:

Program Chair:

1. **Self-Study**
2. **Introduction**
3. **Program description (refer to the program review guide for key components to include)**
   * Overview of the program (mission statement, goals and objectives)
   * Degree programs
   * Measures and metrics used to assess progress toward goals
   * Departmental Structure
   * Program resources, expenditures, and needs
4. **Student Profiles -** Discuss what you learned from the student data provided by IR and gathered by your department.
5. **Curriculum and Student Support**
   * State expected student learning outcomes for each program
   * Provide a description of the program’s assessment of each student learning outcome and discuss assessment findings from the past 5 years.
   * Create a curriculum map for each program indicating classes in which each expected outcome is introduced, reinforced, mastered, and assessed (see Program Review Guidelines for sample and instructions).

(I = Introduce; R = Reinforce; M = Mastery and A = Assessment Opportunity)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PROGRAM LEARNING OUTCOMES** | **Program Name**  **REQUIRED COURSES or EXPERIENCES** | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |

* + Describe opportunities students have to experience high impact practices (ePortfolios, learning communities, diversity/global learning, service learning, writing-intensive courses, collaborative assignments, and community based learning).
  + Discuss ways in which students are exposed to and consider diverse perspectives. (The Chancellor’s Diversity Plan states, “departments and programs should… actively pursue efforts to design and deliver curricula that will equip students with skills and knowledge for informed citizenship and to provide students exposure to and consideration of diverse perspectives.” Programs of study are also encouraged to develop a student learning outcome related to diversity.)
  + Describe opportunities students have to conduct research.
  + Discuss ways in which the faculty teaching data (supplied by institutional research) influences delivery of the curriculum.
  + Describe your use of online instruction and discuss how instructional formats influence your delivery of the curriculum.
  + Provide a description of the program’s advising and mentoring activities. Include a discussion of the extent to which advising, mentoring and collaborative efforts are distributed evenly between all faculty members and support student success.

1. **Faculty**
   * Provide a description of the program’s research and scholarship activities including faculty accomplishments (patents, publications, honors, presentations, and scholarly work) and external funding (applied and awarded, gifts and donations). Also describe interdisciplinary research projects currently underway.
   * Discuss ways the department supports and mentors junior faculty.
   * Provide a description of service activities completed by program faculty. Include service to department and university (partnership/sponsorship), service to the profession (new teaching methods, curriculum design, curriculum review) and other external service.
2. **Stakeholder Feedback**
   * Share information collected fromfaculty, staff, graduate students, undergraduate majors, alumni and employers of alumni here or in another relevant section above. Discuss what you learned from this feedback.

## **Peer and Aspirational Comparison**

Provide a concluding analysis of how your department compares to peer and aspirational institutions in key areas of functioning including curriculum, student success, and scholarly productivity.

**Recommendations**

* + Actions which need to occur in terms of the program, students, faculty, facilities, and resources (financial and personnel)
  + Identifying recommendations within the control of the program and those that require action from Dean, Provost or higher levels. Each recommendation should be made in two possible scenarios:
    1. With existing resources, including the possibility of reallocating resources within the department
    2. With one time funding resources

1. **External Review Feedback and Recommendations -** (This section will include the external reviewer’s report- the program’s strengths, areas for improvement, and the external reviewer’s recommendations)
2. **Action/Strategic Plan –** This section will include the external reviewer’s recommendation, specific actions for the program to take to achieve goals, metrics or performance measures that will be used to measure the extent the goals have been met, cost, and a timeline for implementation. (See program action/strategic plan template in Appendix D of the Program Review Guide).
3. **Mid-Cycle Update –** This will replace yearly reporting on the unit Strategic Plan. See Appendix E of the Program Review Guide).

**Data Provided by Institutional Research and Discussed in Report**

**Undergraduate Student Profile**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unduplicated Headcount**  **Full-time** | **2013-2014** | | **2014-2015** | | **2015-2016** | | **2016-2017** | | **2017-2018** | |
| Fall |  | Fall |  | Fall |  | Fall |  | Fall |  |
| Spring |  | Spring |  | Spring |  | Spring |  | Spring |  |

Source: Institutional research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unduplicated Headcount**  **Part-time** | **2013-2014** | | **2014-2015** | | **2015-2016** | | **2016-2017** | | **2017-2018** | |
| Fall |  | Fall |  | Fall |  | Fall |  | Fall |  |
| Spring |  | Spring |  | Spring |  | Spring |  | Spring |  |

Source: Institutional research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Ethnicity %** | **2013-2014** | | **2014-2015** | | **2015-2016** | | **2016-2017** | | **2017-2018** | |
| American Indian/ Alaska Native | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |  |  |
| African American |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |  |  |
| Native Hawaiian/or other Pacific Islander |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |  |  |
| Non-resident alien |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| **GRAND TOTAL** |  |  |  |  |  |  |  |  |  |  |

Source: Institutional research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **# of Degrees Awarded** | **2013-2014** | | **2014-2015** | | **2015-2016** | | **2016-2017** | | **2017-2018** | |
| Fall |  | Fall |  | Fall |  | Fall |  | Fall |  |
| Spring |  | Spring |  | Spring |  | Spring |  | Spring |  |

Source: Institutional research

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** |
| **\*Retention rate**  **Year 1 to year 2** |  |  |  |  |  |

Source: Institutional research

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **\*Program graduation rate[[1]](#footnote-1)** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** |
|  |  |  |  |  |
| **Six year** |  |  |  |  |  |
| **Five year** |  |  |  |  |  |
| **Four year** |  |  |  |  |  |

Source: Institutional research- reported to General Administration

**Graduate Student Profile**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **\*Unduplicated Headcount**  **Full-time** | **2013-2014** | | **2014-2015** | | **2015-2016** | | **2016-2017** | | **2017-2018** | |
| Fall |  | Fall |  | Fall |  | Fall |  | Fall |  |
| Spring |  | Spring |  | Spring |  | Spring |  | Spring |  |

Source: Institutional research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **\*Unduplicated Headcount**  **Part-time** | **2013-2014** | | **2014-2015** | | **2015-2016** | | **2016-2017** | | **2017-2018** | |
| Fall |  | Fall |  | Fall |  | Fall |  | Fall |  |
| Spring |  | Spring |  | Spring |  | Spring |  | Spring |  |

Source: Institutional research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **# of Degrees Awarded** | **2013-2014** | | **2014-2015** | | **2015-2016** | | **2016-2017** | | **2017-2018** | |
| Fall |  | Fall |  | Fall |  | Fall |  | Fall |  |
| Spring |  | Spring |  | Spring |  | Spring |  | Spring |  |

Source: Institutional research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Ethnicity %** | **2013-2014** | | **2014-2015** | | **2015-2016** | | **2016-2017** | | **2017-2018** | |
| American Indian or Alaska Native | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |  |  |
| African American |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |  |  |
| Native Hawaiian or other Pacific Islander |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |  |  |
| Non-resident alien |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |
| **GRAND TOTAL** |  |  |  |  |  |  |  |  |  |  |

Source: Institutional research

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **\*Graduate student persistence rate\*- Master’s Students** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** |
|  |  |  |  |  |

Source: Institutional research

**Master seeking students graduating in 1, 2, 3 years**

**Doctoral seeking students graduating in 1, 2, 3, 4, 5 years**

Source: Institutional research

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **\*Graduate student persistence rate\*- Doctoral Students** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** |
|  |  |  |  |  |

**Full-time teaching faculty by rank, sex, and race teaching in the Program**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Professor** |  | **Associate Professor** |  | **Assistant Professor** |  | **Lecturer** | **TOTAL** |
| ***AMERICAN INDIAN OR ALASKAN NATIVE*** | | | |  |  |  |  |  |
| **Male** |  |  |  |  |  |  |  |  |
| **Female** |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ***ASIAN*** |  |  |  |  |  |  |  |  |
| **Male** |  |  |  |  |  |  |  |  |
| **Female** |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ***BLACK OR AFRICAN AMERICAN*** | |  |  |  |  |  |  |  |
| **Male** |  |  |  |  |  |  |  |  |
| **Female** |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ***HAWAIIAN OR OTHER PACIFIC ISLANDER*** | | | |  |  |  |  |  |
| **Male** |  |  |  |  |  |  |  |  |
| **Female** |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ***HISPANIC*** |  |  |  |  |  |  |  |  |
| **Male** |  |  |  |  |  |  |  |  |
| **Female** |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ***WHITE*** |  |  |  |  |  |  |  |  |
| **Male** |  |  |  |  |  |  |  |  |
| **Female** |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ***TWO OR MORE RACES*** | |  |  |  |  |  |  |  |
| **Male** |  |  |  |  |  |  |  |  |
| **Female** |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ***NON-RESIDENT ALIEN*** | |  |  |  |  |  |  |  |
| **Male** |  |  |  |  |  |  |  |  |
| **Female** |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ***UNKNOWN*** |  |  |  |  |  |  |  |  |
| **Male** |  |  |  |  |  |  |  |  |
| **Female** |  |  |  |  |  |  |  |  |
| ***Total*** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **GRAND TOTAL** |  |  |  |  |  |  |  |  |

Source: Institutional research (IPEDS definition by race and ethnicity)

**Full-time Tenured Faculty in the Academic Program\***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **College/Program**  **\*Teaching in the program** | **Number Tenured** |  | **Number of Full-time Faculty** |  | **Percent Tenured** |
| ***Example: List undergraduate Program here*** |  |  |  |  |  |
| ***Example: List Master’s program here*** |  |  |  |  |  |
| ***Example:* *List doctoral program here*** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Source: Institutional research (IPEDS definition by race and ethnicity)

1. Percentage of first-time, full-time freshmen cohort who graduated within 6 years. Four and five year graduation rate reported to general administration [↑](#footnote-ref-1)