Office of Institutional Effectiveness

ACADEMIC PROGRAM REVIEW HANDBOOK

University of South Alabama

Updated February 25th, 2022

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*You can navigate to any section by clicking on it

Introduction to the Handbook

This handbook was designed to be both a method of setting expectations for academic program review (APR) as well as a collection of resources that will be useful to you and others in your program as you go through the review process. Discussing the information found in this document with those involved in your APR process will ensure that everyone is on the same page as far as the expectations and instructions for completing APR.

In this handbook, you will find documents such as:

- Guidelines to assist you throughout the APR process as a whole
- A checklist for your APR self-study
- A list of data to be utilized
- Worksheets to guide APR meetings
- Information about curriculum mapping
- And more…

If you have any additional questions about APR after reviewing this document, please email the Office of Institutional Effectiveness at effectiveness@southalabama.edu or call the office at (251) 460-6447 for assistance.

Academic Program Review Guidelines

Introduction

Academic program review (APR) is an opportunity for faculty and staff of programs, without discipline-specific accreditation or approval, to have a clear picture of how their students are doing and what might improve their success. APR is a reflective study that outlines steps that can be taken to bolster a positive impact on students' learning. At the end of the study, program leadership will incorporate their knowledge of existing strengths to support those steps.

Additionally, APR:

- Assesses student satisfaction
- Provides a broad view of your program through the eyes of
    - Students
    - Faculty
    - Staff
    - Administrators
    - Alumni
- Allows for the establishment of long-term and short-term program goals
- Contributes to planning at department and university levels
- Supports completion of annual assessment reports

5 C's of Student Achievement Assessment

These 5 C's will be reviewed as they relate to student achievement in your APR self-study.

- **CHANGES** - what changes can be made to positively impact student learning, achievement, and performance?

- **CHAMPIONS** - what can you champion as ideas that have been implemented and designed to impact student success in their learning experience and future careers?

- **CHALLENGES** - what are your challenges (internal to the program, department, or college) that you perceive as a barrier to implementing changes to impact student achievement and performance?

- **CONCERNS** – what concerns can you identify (external to the program, department, or institution) which may serve as barriers to your students' success and/or to implementing changes?

- **CALL TO ACTION** - After reviewing the self-study, all sections will be analyzed to determine reasonable actions (2 long-term actions for the next APR cycle and 2 short-term actions for annual assessment reporting) which can be taken to have a positive impact on student achievement. Resources needed for actions to occur and a description of success is also captured. This serves as your self-study's conclusion.

Time Frame

The process generally takes about 12 months to completely upload all **final** documents into Nuventive (self-study, reviewer response, and executive summary after receiving reviewer's response) by May of the following year. A recommended schedule is presented below.

<table>
<tr><th colspan="3">APR Timeline</th></tr>
<tr><th>Month/Date</th><th colspan="2">Activity</th></tr>
<tr><td>February - March</td><td colspan="2">The Office of Institutional Effectiveness (OIE) meets with programs scheduled for APR after guidelines are distributed.</td></tr>
<tr><td>End of February</td><td colspan="2">Let OIE know if you would like focus groups or surveys to be conducted for APR.</td></tr>
<tr><td>End of April</td><td colspan="2">• Program coordinator and/or chair will provide a list of peer institutions to OIE so that comparison data can be provided.
• Report of focus group and/or survey data will be provided to programs.</td></tr>
<tr><td>August</td><td colspan="2">• Office of Institutional Research (IR) provides data packets to programs.
• Chair and/or program coordinator meets with faculty and staff.
• Chair and/or program coordinator submits a list of potential external reviewers (ERs) to the dean for approval.</td></tr>
<tr><td>September (first half)</td><td colspan="2">• Dean submits a list of approved ERs to chair and/or program coordinator.
• Program coordinator and/or chair may request a second meeting with OIE to review the program review process and schedule.</td></tr>
<tr><td>September (second half)</td><td colspan="2">• Chair and/or program coordinator secures ER.
• All APR materials and program-specific data are in Nuventive (IR and OIE).</td></tr>
<tr><td>September – February</td><td colspan="2">• Program staff and faculty prepare self-study.
• Prepare for the ER's campus visit, if applicable.</td></tr>
<tr><td>February</td><td colspan="2">• Program staff and faculty upload the self-study into Nuventive Improve for preliminary approval by the Dean, AVPIE, and Provost/SVPAA.
• Chair and/or program coordinator sends the report to the ER.</td></tr>
<tr><td></td><td>No Campus Visit</td><td>With Campus Visit</td></tr>
<tr><td>March</td><td></td><td>ER campus visit completed.</td></tr>
<tr><td>April (first half)</td><td>• ER's report submitted to dean
• Review ER's comments with the dean, chair/program coordinator, and faculty.</td><td></td></tr>
<tr><td>April (second half)</td><td>Approval obtained from dean, AVPIE, and Provost/SVPAA for submission to OIE in Nuventive.</td><td>• ER's report submitted to dean
• Dean, chair/program coordinator, and faculty review ER's comments
• Approval obtained from dean, AVPIE, and Provost/SVPAA for final executive summary</td></tr>
<tr><td>May (last half)</td><td colspan="2">Notify OIE that the self-study has been approved by the dean and assure that the self-study and reviewer response are uploaded into Nuventive.</td></tr>
</table>

APR Self-Study

A. Suggestions for Organizing the Process

1. Appoint a committee of 3+ faculty (junior and senior level) from the unit under review. Also include students, advisers, alumni, and recruiters in periodic meetings. This should be at least a group of 5.
2. Create a detailed timeline for completing the self-study with responsibilities assigned. The timeline should include continued meeting times as this calls for feedback from faculty, students, advisers, and alumni.
3. Worksheets are provided to assist with reflection as you meet routinely. These worksheets are not submitted with the self-study. Review and study topic areas in order (students, faculty, curriculum, learning) but take all worksheets to meetings since all areas are associated with student achievement.
4. Recommended length of the narrative is 10 to 15 pages, excluding supporting tables and other relevant documentation.
5. If you have an assessment committee, they can coordinate the self-study if approved by the department head.

B. Data for Self-study provided by OIE & IR

The following will be uploaded into Nuventive Improve's document repository:

- **Table 1:** Student Headcount Enrollment*
- **Table 2:** Student Credit Hours
- **Table 3:** Number and Percent of Student Credit Hours Taught by Full-Time Faculty
- **Table 4:** High Impact Practices – template provided but completed by program faculty
- **Table 5:** Three-year Program-Level Aggregation of Student Mastery of Student Learning Outcomes (SLOs) for the Last Three Years**
    - This report will be utilized by faculty to complete the SLO Rubric (Appendix C)
- **Table 6:** Cumulative Course Success Rates
- **Table 7:** Last Known Major Retention and Graduation Rates (Undergraduate & Graduate)
- **Table 8:** Program Level Aggregation of Post-Graduation Outcomes Assessment for the Last Three Years. The program faculty prepares this information. This may include exit surveys, alumni surveys, employment rates, graduate school acceptance rates, etc.
- **Table 9:** Annual Average New Enrollment Headcount
- **Table 10:** Annual Average Number of Graduates (Degree Completion)
- Student Perceptions of Instruction for the program in comparison to College and University
- Report of findings from focus groups (if requested)

*Enrollment data is reviewed over a five-year period
**Annual assessment reports should be sufficient to identify three-year trend data

External Review

- ***While a site visit is optional, an external review is <u>required</u> for a complete APR.***
- The dean and department chair should meet to determine whether the external reviewer will conduct a site visit. At this meeting, expectations should be clarified for qualifications of the reviewer, for coordination of self-study, and for a site visit (if applicable).
    - <u>Minimum qualifications for the external reviewer:</u>
        - Certified reviewer from a professional association or a distinguished colleague in the discipline
        - Must not have a conflict of interest (e.g., current/former USA faculty, family member, or business partner with any current departmental faculty, etc.).
- Department chair and/or faculty identify 3 potential reviewers and submit the 3 curriculum vitae to the dean.
- The dean makes the selection and notifies the department chair.

Self-Study Template

Outline for Self-Study

Below is the outline for your self-study that can be utilized to structure your writing. Each of these sections will be described in detail throughout this document.

1. **Program Overview** (no more than 2 pages)
2. **Student Enrollment & Progression** (no more than 2.5 pages)
    a. Changes
    b. Champions
    c. Challenges
    d. Concerns
3. **Faculty** (no more than 2.5 pages)
    a. Changes
    b. Champions
    c. Challenges
    d. Concerns
4. **Curriculum & Instruction** (no more than 2.5 pages)
    a. Changes
    b. Champions
    c. Challenges
    d. Concerns
5. **Student Learning & Assessment** (no more than 2.5 pages)
    a. Changes
    b. Champions
    c. Challenges
    d. Concerns
6. **Conclusion (Calls to Action)**
7. **Appendices: Required Data/Evidence**

Program Overview (no more than 2 pages)

- Short statement about the administrative home of the unit (school, college, etc.)
- Description of the program–including its mission statement.
- Summary of the recommendations from the previous APR and changes made in response to the recommendation (unless this is your program's first APR).
- List at least three peer programs. Our peer institutions are listed on the Institutional Research website; however, you are not bound to this list of peer institutions. We prefer that you identify peer programs that are most like your program and/or are aspirational programs.

Expected Content by Section

Include a discussion for each of the four "C's for Student Achievement" as they relate to your program. Be sure to only discuss factors related to the section you are writing on (e.g., don't write about faculty-based changes in the student enrollment & progression section).

CHANGES - For this section, think about changes that can be made that would have a positive impact on student learning, achievement, and/or performance. They can be changes that will take an extended period of time to implement or changes that could go into effect immediately.

- Student Enrollment & Progression: what resources could we dedicate to specific efforts to improve student enrollment and progression?
- Faculty: is there a change we can make to help faculty further foster student achievement?
- Curriculum & Instruction: are there changes that can be made to curriculum or instruction that would improve student achievement in our program?
- Student Learning & Assessment: what are some ways that we can improve the way we capture student performance and assessments?

CHAMPIONS - For this section, discuss ideas that you can champion as they are already implemented in your program to positively impact student success. Provide information about the ideas themselves and any improvements you have noticed since they have been implemented.

- Student Enrollment & Progression: what are the drivers of student enrollment and progression that we have implemented over the past several academic years?
- Faculty: what efforts have we made in the past to increase the positive impact that faculty have on student achievement?
- Curriculum & Instruction: what advances have we made in the past several academic years that have improved curriculum and instruction in our program?
- Student Learning & Assessment: what efforts have we made to improve student learning and assessment in our program over the past several academic years?

CHALLENGES - For this section, discuss challenges that you perceive as a barrier to the implementation of changes. These challenges should be **internal** to the program, department, or college and should be something you can exercise some control over.

- Student Enrollment & Progression: are there any factors related to our program and/or its surrounding department/college that have presented complications related to student enrollment and progression?
- Faculty: what challenges exist in terms of equipping faculty with the tools/knowledge to foster student achievement?
- Curriculum & Instruction: what challenges have been identified within our program, department, or college that hinder the improvement of curriculum and instruction?
- Student Learning & Assessment: what are some factors that hinder our ability to implement changes to student learning and assessment that are associated with our program, department, or college?

CONCERNS – For this section, discuss concerns that you perceive as a barrier to the implementation of changes. These concerns should be **external** to the program, department, or college and should be something that you have little to no control over.

- Student Enrollment & Progression: are there any external factors that have presented complications related to student enrollment and progression?
- Faculty: are there any significant external factors hindering faculty's ability to foster student achievement?
- Curriculum & Instruction: what external factors play a role in hindering our ability to improve curriculum and instruction for student achievement?
- Student Learning & Assessment: what external factors act as barriers to the implementation of improvements to student learning and assessment?

List of Required Data/Evidence as Appendices for APR

All required data/evidence is available either 1) through Nuventive/Academic Program Review/Document Repository or 2) from the Office of Institutional Research or OIE. Program faculty should feel free to include other data in addition to the required elements to support their decisions or conclusions in the self-study. The University's Instant Data Tool can be found at http://usadev.southalabama.edu/idt/. If double majors are a component of the program enrollment and resource utilization, please run BANNER report ZSGR0152 for additional information.

- Chair and program coordinator/director curriculum vitae
- Curriculum Map
- Degree Plan
- **Table 1:** Student Headcount Enrollment
- **Table 2:** Student Credit Hours
- **Table 3:** Number and Percent of Student Credit Hours Taught by Full-Time Faculty
- **Table 4:** Participation in high-impact practices. Table to be completed by faculty. Table may include high-impact practices and numbers of students participating or identification of courses in which the practice was used (last two years). For courses, please list the course name/number and the semester in which it was taught.
    - Service-Learning
    - Undergraduate Research (UCUR)
    - Learning Communities
    - First-Year Experience
    - Capstone Experiences
    - Internships
    - Team-Based Learning
    - Intrusive advisement
    - Study Abroad
- **Table 5:** Program four-column assessment report. A rubric for each outcome must also be included
- **Table 6:** Cumulative Course Success Rates
- **Table 7:** Last Known Major Retention and Graduation Rates (Undergraduate & Graduate)
- **Table 8:** Program Level Aggregation of Post-Graduation Outcomes Assessment for the Last Three Years. This information is prepared by program-level faculty and may include one or more of the following (but not limited to) exit surveys, alumni surveys, employment rates, graduate school acceptance rates, etc.
- **Table 9:** Annual Average New Enrollment Headcount
- **Table 10:** Annual Average Number of Graduates (Degree Completion)

Data and Utilization by Section

Student Enrollment and Progression

- Compared to your listed peer institutions, discuss whether student enrollment and credit hours production are adequate to support the program and create an environment of continued success for students. If comparison data is unavailable, make that statement.
    - Table 1: Student Credit Hours
    - Table 2: Student Headcount Enrollment
    - Table 7: Last Known Major Retention & Graduation Rates by program, college, and university
- Describe results received from surveys and/or focus groups that are associated with student satisfaction with their learning experiences
    - Quantitative and qualitative results of any student surveys including two of the following: exit surveys, graduating students.

Faculty

- Table 1: Student Credit Hours
- Discuss the quality of instruction to include student perceptions of instruction and any other evidence of the quality of teaching. It is important that you discuss how feedback from course evaluations is used.
    - Student Perceptions of Instruction for Program compared to College and University
    - Quantitative and qualitative results of any surveys/focus groups if the information provided feedback relative to faculty.
- If you have been asked to address insufficient full-time faculty ratios in the last three years, include your response here.
    - Table 3: Number and Percent of Student Credit Hours Taught by Full-Time Faculty

Curriculum & Instruction

- Compared to peer institutions, evaluate and discuss the currency of the curriculum including inclusion or exclusion of program requirements.
    - Curriculum plan
    - Curriculum map (Instructions found in Nuventive).
    - Table 4: Participation in high impact practices
- Table 6: Cumulative course Success Rates
- Quantitative and qualitative results of any surveys/focus groups (distributed by OIE/collected by the program) if the information provided feedback relative to the curriculum or instruction.

Student Learning and Assessment

- Consider and discuss the quality of assessment of program-level student learning outcomes.
    - Table 5: Three-year, four-column assessment report created by OIE.
    - Learning Outcomes Rubric found in Nuventive to be completed by faculty.
- Quantitative and qualitative results of any surveys/focus groups if the information provided feedback relative to student learning and assessment.

Conclusion: Call to Action

After reviewing the narrative you have written so far, you should be able to identify actions that will have a positive impact on student achievement and the assessment of it. These actions can, and should, be derived from the information listed under the "Changes" sections of the previous four steps of your self-study. These actions should be developed and implemented by the self-study committee and program faculty.

For this portion of your self-study, you must discuss **four** Calls to Action:

- Two short-term calls that are
  - More readily implemented
  - Related to student performance, achievement, and/or learning
  - Going to be incorporated in your annual assessment planning/reporting
  - Related to your annual assessment plan's Student Learning Outcomes (SLOs)

- Two long-term calls that are
  - Implemented after long-term planning
  - Related to student performance, achievement, and/or learning
  - Followed-up on in your next APR self-study

For each of your calls to action, be sure to include detailed information about the steps you will be taking as well as a way to determine whether the implementation of your calls to action was successful. In other words, establish a threshold to reach for so that you are able to report data-based evidence of your efforts; this is related to the "criterion" section of your annual assessment report.

Requirement of wide-spread program level participation

During this review of information and practices, it is imperative that the program faculty and staff consider perceptions from faculty, administrators (advisers, recruiters, support staff), students, alumni, and employers. Meeting regularly among faculty and staff, throughout the study, is critical to this process. Collecting information can be in the form of surveys or focus groups. Information from both students and employers is recommended but current student input is essential.

Approval from Chair, Dean, and/or Provost/Sr. VPAA that self-study is ready for external review

_____ _____

_____

Final Steps

After discussing the reviewers' findings with the Chair and Dean, the Final Call to Action may be altered. Any changes to this form should be uploaded into Nuventive along with the external reviewer's report and your self-study. OIE can help with uploading documents as needed.

Appendix A: Worksheets for 5 C's of Student Assessment

These worksheets are designed for note taking as you meet to discuss each section (students, faculty, curriculum, and assessment) and the possible changes, champions, challenges, concerns, and call to action. Since a call to action is only requested as conclusion, notes for each section will help with that narrative. **These notes are not handed in but are intended to help you take notes and collect your thoughts during the recommended frequent meetings with faculty, staff, advisers, and students.**

Student Enrollment and Achievement

Changes

Discuss what changes **can be** made to positively impact student enrollment and achievement. Consider this to be an idea-generating section to identify aspirational changes (over next seven years) and realistic changes (rapidly implemented). Some examples include recruitment practices, admissions policies or processes, advising practices, retention support or activities, tracking success of graduates, and implementing ideas identified for increased satisfaction. **Reserve changes related to faculty, curriculum/instruction, and learning/assessment for another section.**

Champions

Identify what you can champion as ideas you have implemented relative to student success in their learning experience or future careers/advances. Include changes and accomplishments that were designed to positively impact student enrollment, your students' feeling of accomplishment, student learning, progression through the curriculum, and other points of pride/excellence. For example, it could be changes in student support, student honors/publications, professional clubs, licensure success rates, student research, and advising. **Reserve championed improvements related to faculty, curriculum/instruction, and learning/assessment for another section.**

Challenges

The challenges that you identify should reflect issues that are internal to the program, department, or college that you perceive as a barrier to student enrollment and achievement and/or to implementing changes. Challenges are those things about which you could exercise some control or fix. **The following examples help to prompt thinking, but challenges are to be identified by your faculty, advisers, and stakeholders:** recruitment processes capturing entering students into the program, scholarship funding, issues identified from student input, competing internal programs/courses, resources, institutional policies and procedures, student affairs related/personal needs (housing, food, counseling), advising, and retention after pandemic.

Concerns

The concerns you identify should focus external issues that may impact your students' success and/or to implementing changes. Concerns are things about which you have no or little control and are likely unable to fix**.** The following examples help to prompt thinking: changes in high school graduation rates, preparedness of new students, changes in the field of study and job skills required, labor market need, external competition, availability of realistic training experiences in the community (internships, etc), and any other community/regional/national concerns.

Calls to Action (used for your conclusion)

What could be steps relative to your students to have a positive impact on student achievement from the information gathered? It is recommended that both long-term and short-term actions be considered.

Other notes:

Faculty

Changes

Discuss what changes can be made relative to faculty that may positively impact student learning, achievement, and student performance. Consider this to be an idea-generating section to identify aspirational changes (over next seven years) and realistic changes (rapidly implemented). Examples include improvements and can include faculty development, additional faculty, additional non-instructional high-impact practices, increased use of feedback from course evaluations, and increased training on use of technology. These should be specific changes identified by faculty; rather than list the need for increased training on technology, state the specific technology training needed as indicated by faculty. If faculty development is needed, list specific type. If additional faculty are needed, list the specific area. **Reserve changes related to curriculum/instruction and assessment/student learning for the next section.**

Champions

Identify what you can champion as changes or ideas you have implemented relative to your faculty that were designed to have a positive impact on student learning, achievement, and student performance. Examples can include increased student-faculty interaction, specific faculty development, mentoring, outreach to high schools and community colleges, adjunct training, and interdisciplinary courses. **Reserve championed improvements in curriculum/instruction and learning/assessment and for the section below.**

Challenges

The challenges that you identify should reflect issues that are internal to the program, department, or college, relative to your faculty, that you perceive as a barrier to student achievement and/or to implementing changes. Challenges are those things about which you could exercise some control or fix. Examples include concerns involving growth of faculty in comparison to growth in student enrollment, workload, value or use of course evaluations, office hours, communication with students/peers/leaders, increased responsibilities, or input into recruitment.

Concerns

The concerns you identify should focus external issues that may impact your students' success and/or to implementing changes relative to faculty. Concerns are things about which you have no or little control and are likely unable to fix. Examples include need for safety and job security in current pandemic environment, training for new curricula and methodologies, accreditation requirements, community/regional/national issues that cause concern and anxieties.

Calls to Action (used for your conclusion)

From the information gathered, what are steps for your faculty to take to have a positive impact on student achievement? It is recommended that both long-term and short-term actions be considered.

Other notes:

Curriculum and Instruction

Changes

Discuss what changes can be made relative to the curriculum/instruction that are designed to positively impact student learning, achievement, and performance. Developing your curriculum map may have identified alterations or improvements in your curriculum plan. Consider this to be an idea-generating section to identify aspirational (over next seven years) and realistic changes (rapidly implemented). Examples can involve changes in required or elected courses, additional instructional technology, course or content sequencing, altering the curriculum plan, adding a minor or concentration, or increasing high impact practices, innovative learning practices, and altering where material is introduced and reinforced within the curriculum. These should be specific changes identified by faculty, advisers, or stakeholders; rather than list the need for a change in course sequencing – state the specific alteration needed. If additional instructional technology is needed – list specific type.

Champions

Identify what you can champion as changes or ideas implemented relative to your curriculum/instruction that were designed to have a positive impact on student learning, achievement, and performance. Examples include developing content, team-based learning, incorporating life experience into instruction, high impact practices, or any innovations in learning implemented in classrooms. These can be changes originated from the curriculum committee, adviser meetings, departmental meetings, and faculty development.

Challenges

The challenges that you identify should reflect issues that are internal to the program, department, or college that you perceive, relative to your curriculum and instruction, as a barrier to improvement in student learning and/or to implementing changes. Challenges are those things about which you could exercise some control or fix. Examples include needing further analysis of specific gatekeeper courses, time between introduction of knowledge/skills and application, adviser training, curriculum approval process issues, or faculty autonomy over course content.

Concerns

These concerns should focus on external issues relative to your curriculum plan and/or instruction that may impact your students' success. Examples include changes/knowledge in skills required by employers, accreditation/professional curriculum requirements, lack of knowledge in students' former institutions of preparedness required for curriculum, changes in increased requirement for global knowledge, and an increase in learning challenges of students.

Calls to Action (used for your conclusion)

From the information gathered, what could be steps relative to your curriculum and instruction to have a positive impact on student achievement? It is recommended that both long-term and short-term actions be considered.

Other notes:

Assessment and Learning

Changes

Discuss what changes can be made relative to student learning and assessment that are designed to positively impact student achievement and performance. Consider this to be an idea-generating section to identify aspirational (over the next seven years) changes and realistic changes (rapidly implemented). Examples can include assuring that all faculty and your stakeholders/students are aware of your program level outcomes (buy-in throughout the department), posting program level outcomes online, increasing student awareness of expectations, developing new assessment measures that may better capture weaknesses in learning outcomes, and focusing instruction on intended outcomes with weakest performance. New or additional learning outcomes may be indicated based on evidence collected regarding what your students are, or are not, learning well.

Champions

Identify what you can champion as changes or ideas implemented as a result of your assessment processes that were designed to capture student learning, achievement, and performance. You can also champion what your students are learning well to meet thresholds of success. Your list of champions can include improvements in learning that were not a part of your annual assessment report. Examples can include highlights of successful improvements involving your "Use of Results" from annual assessment, an increase in appropriate assessment measures (rubrics and calibration) that were implemented, and any lessons learned that were found aside from your annual assessment plan resulting in a change to improve student learning.

Challenges

The challenges that you identify should reflect issues that are internal to the program, department, or college that you perceive as a barrier to student learning and assessment and/or to implementing changes. Challenges are those things about which you could exercise some control or fix. Examples can include information from students relative to their learning experience, areas of learning not meeting criteria, obtaining agreement of program level outcomes and instructional differences among faculty, determining meaningful use of results (Is the measurement capturing specific knowledge areas or just overall score?), timely and difficult data capture, action planning not having an impact on specific student learning, and additional training needed on assessment of student learning outcomes.

Concerns

These concerns should focus on external issues relative to your assessment of student learning that may impact your students' success. Examples can include increasing pressure from stakeholders for proof of effectiveness and accountability of student learning, skills required by employers and accreditors evolving - requiring changes in assessment, and field of study conflicts on knowledge content.

Calls to Action (used for your conclusion)

From the information gathered, what could be steps relative to your program assessment and student learning to have a positive impact on student achievement? It is recommended that both long-term and short-term actions be considered.

Other notes:

Appendix B: Suggested Response from Reviewer (Provided to Reviewer)

Academic Program Review – Student Achievement

This outline is provided as a guide to you as a reviewer but is not considered a template. For instance, you may have found opportunities for improvement that were not addressed in this study through your interviews and contacts across campus. Additionally, you may wish to organize your response differently and integrate all areas of enrollment, faculty, curriculum, and assessment across your response.

Your response provides programmatic feedback on a reflective study, conducted with widespread participation, designed to show how students are doing and learning. The final product of the study is a call to action, including short-term student-centered learning outcomes and long-term intended outcomes, designed to impact student achievement and improve learning assessment. Your feedback may change or add to the call to action initiated in this study. In the end, program leadership will have steps to take to have a positive impact on students' learning. Your feedback on their plans, strengths, and challenges is appreciated.

1. General Comments – brief description and impression of the program, meetings held (attendees), and success or difficulties of campus/virtual visit.

2. Student Enrollment and Progression

    - Review and discuss enrollment, credit hour production, retention/graduation report, and any other information provided as it relates to the future success of the program and its students, in relation to peer institutions (if data provided).
    - Describe any feedback received from student/stakeholder, faculty, and data provided specific to student achievement and progression, including any needs/suggestions obtained. Were there any strengths or weaknesses provided when discussing satisfaction with the program?
    - Report any accolades, challenges, and concerns about student enrollment and persistence that stood out to you, along with any recommendations. Include comments about any potential changes identified by faculty/stakeholders that may have the greatest impact on the success of our students.

3. Faculty

    - Review and discuss credit hours taught by full-time faculty, students' perceptions of instruction, and other information provided as it relates to the future success of the program and its students, in comparison to its peers (if data provided).
    - Describe any feedback received from students/stakeholders, faculty, or data provided about needs specific to faculty that may impact student achievement.
    - Report any accolades, challenges, and concerns about faculty that stood out to you and any related recommendations. Include any comments about changes identified by faculty/stakeholders that you thought may have the greatest impact on the success of our students.

4. Curriculum and Instruction

    - Review and discuss participation in high-impact practices, cumulative course success rates, curriculum map, curriculum plan, and any other information provided as it relates to the future success of the program and its students, in comparison to its peers (if data provided). Include how the curriculum plan has been revised to upgrade to the specifics of the field. Provide any recommendations about the curriculum while noting if the curriculum map shows adequate support of learning outcomes. Are there any courses presenting difficulty for students? Please provide any recommendations relative to students' progression through the curriculum.
    - Describe any feedback received from students/stakeholders, faculty, or data provided about needs specific to curriculum and instruction that may impact student achievement.
    - Report any accolades, challenges, and concerns about curriculum and instruction in relation to curriculum and instruction that stood out to you and any related recommendations. Include any comments about changes identified by faculty/stakeholders, related to curriculum and instruction, that may have the greatest impact on the success of students.

5. Assessment and Student Learning

    - Review and discuss the three-year assessment report and the rubric associated with each program-level learning outcome. Include your impression of the quality of assessment and any recommendations based on the rubrics provided for each learning outcome. Your discussion can be guided by the results of the rubric. Did you identify any specific difficulties related to student learning?
    - Describe any feedback received from students/stakeholders, faculty, or data provided about needs specific to assessment and learning that may impact student achievement.
    - Report any accolades, challenges, and concerns about assessment and learning that stood out to you along with any related recommendations. Include any comments about changes identified by faculty/stakeholders, related to curriculum and instruction, that may have the greatest impact on the success of our students.

Appendix C: Student Intended Learning Outcome Rubric

Note: Review your four-column assessment report in your APR folder (document repository in Nuventive). Rate **each** intended student learning outcome using this rubric. A rating of 3-4 is considered acceptable. As you are rating, add any notes needed that may support your rank. This rubric is designed to review student learning outcomes. The last cycle can be reviewed for this report; however, previous years should be reviewed looking for ways to improve your annual assessment process.

As you review, remember this rubric is based on best practices with results designed to help guide the upcoming annual assessment following the first year of your academic program review. Rating a student learning outcome as undeveloped or developing provides direction for improvement.

Intended Outcome

Undeveloped 1	Developing 2	Good 3	Exemplary 4	Score with notes
A. Student-centered and Measurable				
The outcome is **not** reported in terms of what students will know, be able to do, or demonstrate at the end of the degree program. It is **not** student-centered (i.e. *to enhance research skills*) and does **not** appear to be measurable (too broad and intangible).	The outcome **is** reported in terms of what students will know, be able to do, or demonstrate upon completion of the degree program. It is **not** student-centered (i.e. *to enhance research skills*) and does **not** appear to be measurable (too broad and intangible).	The outcome adequately identifies what students will know, be able to do, or demonstrate upon completion of the degree program. It **is** a student-centered statement but does **no**t appear to be measurable (too broad and intangible).	The outcomes adequately identify what students will know, be able to do, or demonstrate upon completion of the degree program. It is a student-centered statement. The outcome appears to be measurable.	

Undeveloped 1	Developing 2	Good 3	Exemplary 4	Score with notes
B. Clarification and Specificity				
The outcome does not contain any specific description of the knowledge, skills, attitudes, or behaviors expected at the end of the program.	The outcome contains imprecise or vague verbs (e.g. know, understand), vague descriptions of knowledge, skills, attitudes, or behaviors expected. The outcome may contain multiple outcomes within a single statement (i.e. compound outcomes). Acronyms are unclear.	The outcome contains precise verbs and a rich description of knowledge, skills, attitudes, or behaviors expected and does not consist of multiple outcomes. Acronyms are either described or not used. However, the verb does not match the level of expected performance for the program e.g. "understand" for a graduate program or a capstone class.	The outcome is stated with clarity and specificity including precise verbs, rich description of knowledge, skills, attitudes, or behaviors expected with none of the statements containing multiple outcomes within a single statement (i.e. compound outcomes). Acronyms are either described or not used. Further, the outcome measures the appropriate level of learning for the program	

Assessment Method, Criterion for Success, Schedule

Undeveloped 1	Developing 2	Good 3	Exemplary 4	Score and notes
A. Relationship between Measures and Outcomes				
The assessment shows no relationship or alignment with the outcome (i.e. it doesn't appear to measure the intended outcome).	It appears the content assessed by the measure is aligned with the outcome, but an explanation is needed to make that clear, including a description of the measure, elaborating on words like "survey" or "exam questions". The methodology may appear to be class grades.	The content assessed by the measure matches (or is aligned with) the outcome and incudes general detail about the relationship. The measure does not appear to be a class grade.	The content assessed by the measure matches the outcome and includes a detailed explanation about the outcome-to-measure relationship (e.g. what the survey or exam questions encompass). The method does not appear to be a class grade.	
B. Types of Measures				
Undeveloped 1	**Developing 2**	**Good 3**	**Exemplary 4**	**Score and notes**
No measure is indicated.	The measure of the learning outcome is only an indirect method (e.g. surveys or other self-report indicators).	The measure of the outcome is reviewed and calibrated by faculty much like a direct measure but is a self-assessment.	The learning outcome is measured using at least one clear direct measure of learning. More than one type of measure is incorporated.	

C. Criterion for Success and Schedule				
Undeveloped 1	**Developing 2**	**Good 3**	**Exemplary 4**	**Score**
No desired result is specified for the outcomes. No Schedule for assessment is indicated	The statement of desired results is provided, but no specificity (i.e. student will perform better than last year). The schedule for assessment is vague	The statement of desired results is provided and is specific but appears to be one global or overall score for the measure. The schedule for measurement is indicated Gathering baseline data is acceptable for this rating.	The statement of desired results is provided and is specific. The percentage (not mean/average) expected to achieve a threshold is stated (e.g. 90% of students must earn a rating of "adequate" or higher on the designated rubric). The schedule is specific.	
D. Assessment Method				
Undeveloped 1	**Developing 2**	**Good 3**	**Exemplary 4**	**Score**
No information is provided about data collection process.	Limited information is provided about data collection. The limited information makes it difficult to determine the veracity of the proposed measure. It is difficult to determine alignment with desired results.	Enough information is provided to understand the data collection process, such as a description of the sample, and testing procedures. The method is clearly aligned with desired results. Documentation is attached if needed but is **not** the only place a description of the assessment method can be found.	Data collection process is clearly explained (description of the sample, testing procedures and schedule) and is appropriate to the specification of the criterion. If a rubric is used, a copy of the instrument is attached. The measure provides opportunity to collect scores for individual competencies as well as an overall score.	

Presentation of Results

Undeveloped 1	Developing 2	Good 3	Exemplary 4	Score
No results were presented.	Results are present, but the relationship and alignment to outcomes and/or criteria for success is unclear. Results do not include the number of students assessed and percentage meeting the intended results. Type of result is not indicated (meeting criteria, not meeting criteria, or inconclusive).	Results Trend and Results Type are indicated. Results are present and directly relate to the outcomes and criteria, but the presentation is difficult to read or follow - using acronyms and results copied and pasted from output or spreadsheet, (e.g. *accreditation outcome a. 3,6,7,9)* with no additional explanation of results. The number of students assessed and where assessment occurs is included. Type of result is indicated (meeting criteria, not meeting criteria, or inconclusive) and is aligned with criteria.	Results Trend and Results Type are indicated. Interpretations of the results seem to be reasonable inferences given the outcomes, desired results of the outcomes, and methodology. The results are aligned with the criteria for success. The number of students assessed and where assessment occurs is included. If a rubric is used, scores across competencies are reported rather than a global score. Results of student scores (unidentified) are attached.	

Use of Results

Undeveloped 1	Developing 2	Good 3	Exemplary 4	Score
There is no mention of any proposed improvement even though one or more of the outcomes was not achieved or partially achieved.	Improvement is proposed for the outcome if not achieved or partially achieved, but the link between them and the assessment findings is not clear.	Improvements are proposed and directly relate to assessment findings; however, the proposed improvements lack specificity.	There is evidence of multiple faculty/staff participating in the interpretation of the results. Improvements are proposed and directly related to assessment findings. The proposed improvements are very specific (i.e. includes approximate date of implementation and specifics of any planned change). If the specific use of result is not reported for any previous year or was planning action for the same outcome during the previous cycle, follow-up notes are added.	

Adapted from:
James Madison University © 2015
Keston H. Fulcher, Donna L. Sundre, & Javarro A. Russell 2015
Update to Rubric by Keston H. Fulcher, Megan R. Good, & Kristen L. Smith

Appendix D: Curriculum Mapping

The process of curriculum mapping is one that benefits everyone involved with your academic program. It guides professors' decisions about their syllabi and course content, it sets the structure for degree progression, and it contributes significantly to annual assessment reporting. Curriculum mapping ensures that the courses in your program are directly contributing to the outcomes that you have set for your students to achieve through their studies. By linking courses to specific outcomes, you are setting benchmarks at which your students should be exposed to and/or applying their learning to ensure that they are progressing through the program at a rate that fosters their academic achievement.

To start, you need to compile a list of core and elective courses associated with your program as well as the key learning outcomes that you aim for your students to achieve. From there, you should be able to map, in relation to each course, whether each outcome is being introduced, reinforced, mastered, or assessed. An example of what a curriculum map can look like is provided below.

Example Curriculum Map

I = Introduced R = Reinforced M = Mastered A = Assessed		Theory	Communication		Critical Thinking
			Oral	Written	
		Students will demonstrate an understanding of core principles of the theory associated with our program's field including principle1, principle2, principle3, principle4, etc.	Students will demonstrate the ability to communicate about research and principles associated with program subject areas through oral presentations.	Students will demonstrate the ability to communicate about research and principles associated with program subject areas through writing-based assessments.	Students will be able to apply theoretical knowledge to issues within the program's field and develop potential, meaningful solutions for those issues.
Core Classes					
101	Course name	I		I	
102	Course name	I		I	
111	Course name	I	I	I	I
112 (W)	Course name	I	I	R	I
204	Course name	R	R	R	R
205	Course name	R	R	R	R
256	Course name	M	A	R	M
332 (W)	Course name	M		A	A
422	Course name	A	M	M	M
Electives					
302	Course name	R	R		R
405	Course name	R		R	M
411	Course name	M	R	R	M
465	Course name	M	M	R	M
480	Course name	M	M	M	M

Appendix E: Academic Program Review Checklist

Please utilize this checklist as a guide for submitting a complete APR self-study.

Self-study

Student Enrollment & Progression

- ☐ Changes
- ☐ Champions
- ☐ Challenges
- ☐ Concerns
- ☐ Data & Utilization
    - ☐ Table 1: Student Headcount Enrollment
    - ☐ Table 2: Student Credit Hours
    - ☐ Table 7: Last Known Major Retention and Graduation Rates (Undergraduate & Graduate)
    - ☐ Any survey or focus group results

Faculty

- ☐ Changes
- ☐ Champions
- ☐ Challenges
- ☐ Concerns
- ☐ Data & Utilization
    - ☐ Table 1: Student Headcount Enrollment
    - ☐ Table 3: Number and Percent of Student Credit Hours Taught by Full-Time Faculty
    - ☐ Any survey or focus group results

Curriculum & Instruction

- ☐ Changes
- ☐ Champions
- ☐ Challenges
- ☐ Concerns
- ☐ Data & Utilization
    - ☐ Curriculum plan
    - ☐ Curriculum map
    - ☐ Table 4: Participation in high-impact practices
    - ☐ Table 6: Cumulative Course Success Rates
    - ☐ Any survey or focus group results

Student Learning & Assessment

- ☐ Changes
- ☐ Champions
- ☐ Challenges
- ☐ Concerns
- ☐ Data & Utilization
    - ☐ Table 5: Program four-column assessment report & rubrics for each SLO
    - ☐ Any survey or focus group results

Conclusion

- At least two short-term calls to action
- At least two long-term calls to action

Appendices

- Chair and program coordinator/chair curriculum vitae
- Curriculum map
- Degree plan
- Table 1: Student Headcount Enrollment
- Table 2: Student Credit Hours
- Table 3: Number and Percent of Student Credit Hours Taught by Full-Time Faculty
- Table 4: Participation in high-impact practices
- Table 5: Program four-column assessment report & rubrics for each SLO
- Table 6: Cumulative Course Success Rates
- Table 7: Last Known Major Retention and Graduation Rates (Undergraduate & Graduate)
- Table 8: Program Level Aggregation of Post-Graduation Outcomes Assessment for the Last Three Years.
- Table 9: Annual Average New Enrollment Headcount
- Table 10: Annual Average Number of Graduates (Degree Completion)
- Any relevant survey or focus group results