**Academic Program Review Preparation Checklist**

This checklist details initial steps that should be taken to begin the APR and provides a detailed overview of information you will need in order to complete the self-study.

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| Initial Planning | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Notification of Review: academic program is contacted and notified of review. | Dean’s Office |  | Schedule of reviews is maintained on the [OAAS website](https://myusf.usfca.edu/assessment/academic-program-reviews). |
|  | Orientation meeting with assessment lead in Dean’s office. OAAS may be involved as needed. |  |  |  |
|  | Confirmation of lead and key faculty and staff representation. |  |  |  |
|  | Create program review timeline. |  |  |  |
|  | Contact CIPE and request Program Review Data Packet |  |  |  |
|  | Identify potential external reviewers and submit to Dean’s office |  |  |  |
| Self-Study | | | | |
| I. Introduction & Mission | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Review program description and program learning outcomes. Ensure they are accurate in the catalog and on website. |  |  |  |
|  | Review program mission statement and/or goals. Ensure it is accurate in the catalog and on website. |  |  |  |
|  | Review past program reviews and actions taken as a result of the review. |  |  |  |
| II. Evidence of Educational Quality – Curriculum & Pedagogy | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Ensure curriculum in catalog/website is accurate. |  |  |  |
|  | Gather curriculum map and update as necessary. |  |  |  |
|  | Review university credit-hour policy and ensure all courses are in compliance. |  |  |  |
|  | Gather curricula for programs at peer institutions. |  |  |  |
| II. Evidence of Educational Quality – Curriculum & Pedagogy | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | If discipline has professional standards or curriculum requirements (such as for licensure) gather these standards. |  |  |  |
|  | Gather course/teaching evaluations. |  |  |  |
|  | Gather admission and transfer policies. |  |  |  |
|  | Gather course syllabi. |  |  |  |
|  | Gather changes to curriculum made through curriculog since the last program review. |  |  |  |
| II. Evidence of Educational Quality – Assessment of Student Learning | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Gather all annual assessment reports, rubrics used in the assessments, and action plans completed since last program review. |  |  |  |
|  | Review annual assessment reports completed since last program review for “closing the loop” examples, examples of how curriculum has been revised as a result of assessment, and how assessment has impacted student learning. |  |  |  |
|  | Gather any minutes from annual assessment meetings that may provide insight into the annual assessment process/outcomes. |  |  |  |
| II. Evidence of Educational Quality – Core Graduation Competencies & Program Dimensions | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | If an undergraduate program, map courses to core competencies. |  |  |  |
|  | If an undergraduate program, gather results of core graduation competency assessments since the last program review. |  |  |  |
| II. Evidence of Educational Quality – Student & Alumni Success | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Gather graduate employment data. |  |  |  |
|  | Gather data on graduate further education. |  |  |  |
| II. Evidence of Educational Quality – Student & Alumni Success | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Gather graduating student and alumni satisfaction survey results since the last program review. |  |  |  |
|  | Collect employer satisfaction data. |  |  |  |
|  | Collect evaluations of student performance from internship/practicum sites. |  |  |  |
|  | Research and gather information on student/alumni achievements. |  |  |  |
|  | Collect any survey data in support of student success. |  |  |  |
| II. Evidence of Educational Quality – Student Support | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Gather any data from student surveys regarding quality and effectiveness of advising, academic support, and student satisfaction. |  |  |  |
|  | Collect information about how fieldwork/internships are supported. |  |  |  |
|  | Gather student program handbooks. |  |  |  |
|  | Gather any evidence of student involvement in policy & operations (e.g., student membership on committees). |  |  |  |
|  | Collect any policies or guidelines on student advising in the program. |  |  |  |
|  | Gather any information on tutoring and student support services. |  |  |  |
|  | Gather student program orientation materials. |  |  |  |
|  | Obtain information on financial support for students in the program (scholarships, fellowships, teaching assistantships, etc.). |  |  |  |
|  | Gather information about student clubs and organizations. |  |  |  |
| II. Evidence of Educational Quality – Co-curricular Experiences | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Create list of all co-curricular activities that are integrated into the program. |  |  |  |

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| II. Evidence of Educational Quality – Faculty Activity & Expertise | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Collect list of all faculty. Include: demographic information, FT/PT status, rank, tenure status, highest degree earned and graduating institution, areas of expertise and/or research interests, achievements such as peer reviewed scholarship, grants, awards, etc. since last program review, service contributions, links to community (i.e. service on community boards & commissions) and courses taught and number of units. |  |  |  |
|  | Collect list of faculty and courses taught including number of units. |  |  |  |
|  | Collect faculty CVs and update as necessary. |  |  |  |
|  | Gather policies on how teaching assignments are made. |  |  |  |
|  | Gather any polices related to expectations of faculty research output. |  |  |  |
|  | Gather faculty hiring policies. |  |  |  |
|  | Gather information/policies on formalized faculty mentorship programs. |  |  |  |
|  | Research faculty achievements in like programs at other institutions. |  |  |  |
|  | Obtain faculty peer evaluations and self-reviews. |  |  |  |
|  | Gather information regarding faculty collaborations with other departments/programs at USF. |  |  |  |
|  | Gather information on faculty development opportunities/resources. Include policies and budget. |  |  |  |
|  | Obtain faculty governance policies/documents. |  |  |  |

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| II. Evidence of Educational Quality – Faculty Activity & Expertise | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Obtain department/program and university organizational charts. |  |  |  |
|  | Gather faculty advisee and teaching load. |  |  |  |
|  | Gather faculty committee lists. |  |  |  |
| II. Evidence of Educational Quality - Staff | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Obtain list of program staff include: title, years in position. |  |  |  |
|  | Gather staff CVs. |  |  |  |
|  | Gather staff development policies. |  |  |  |
| II. Evidence of Educational Quality – Technology, Information Resources & Facilities | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Obtain list of relevant library holdings. |  |  |  |
|  | Obtain/create list of any program specific technologies used. |  |  |  |
|  | Obtain information from IT/ETS regarding computer hardware and software used in program/accessible to students. |  |  |  |
|  | Obtain results of any student surveys regarding technology or facilities related to the program. |  |  |  |
|  | Map of facilities. |  |  |  |
|  | Gather information about IT support for students, staff, faculty, and librarians. |  |  |  |
| III. Diversity | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Gather student, faculty, and staff diversity data. |  |  |  |
| IV. Program Demand & Sustainability | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Gather data/market research that supports program demand and need for the program. |  |  |  |
|  | Conduct research/gather information on status of discipline, emerging trends/issues, and viability of program from an external standpoint. |  |  |  |

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| IV. Reflections, Vision, & Plans for Improvement | | | | |
| Done | Task | Responsible Party | Timeline | Comments |
|  | Conduct a SWOT analysis of the program. |  |  |  |
|  | Research changes in teaching, research and service in the field since the last program review. |  |  |  |
|  | Research changes in relationship between the field and other related fields since the last program review. |  |  |  |
|  | Research likely changes in discipline in the next 5-10 years |  |  |  |