**APR Self-Study Report Template**

## this section should be removed from the final version of the report

*The format and questions within this template are provided to assist with comprehensive reflection and analysis of the degree program and to help guide the development of the self-study. Departments have the responsibility to determine how they conduct and write their self-studies. They are not required to respond to every question; however; all self-studies must contain, at a minimum, all 6 sections and each subsequent sub-section. It is, therefore, highly recommended that programs utilize this self-study template. Self-studies should be detailed, but programs are encouraged to keep the report no more than 25 pages.*

*All yellow boxes with prompts should be deleted from final report.*

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## PROGRAM REVIEW & SELF-STUDY INFORMATION

**Program(s):**

**Review Dates:**

**Department:**

**College/School:**

**Department Head/Chair:**

**Department Head/Chair Contact Info:**

**Self-Study Faculty Lead:**

**Additional Self-Study Faculty:**

**Program/Department Website:**

## 

## I. INTRODUCTION & MISSION

**1. Program Description**

Describe the program (this should align with the program description in the catalog), the degree(s) and concentrations offered, delivery modes, admission requirements, transfer policies, and the department/school/college in which the program resides. If the program takes place at an additional USF location and/or any locations other than a USF campus, describe where it takes place and how this impacts the program.

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| **Consider these prompts:**   * *What are distinguishing features of the program?* * *How does the program relate to any other programs or administrative units (e.g., research centers, interdisciplinary programs) at USF?* * *What does the department see as the program’s strengths and how can the department build on these?* * *What are areas that may be weaknesses and what can the program do to strengthen these areas?* |

**2. Mission Alignment**

Describe the program’s mission and purpose, the program goals, and how these align with the university’s mission, guiding values and strategic goals and priorities.

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| **Consider these prompts:**   * *What does the program want to achieve?* * *What are the standards by which the program measures success in achieving its objectives?* * *What outcomes can be expected if the program goals are met?* * *Is the program’s mission clearly aligned with the USF mission, guiding values and strategic goals and priorities? How?* * *In which ways is your program addressing specific goals or actions within the strategic goals and priorities?* |

**3. Program History**

Provide a brief history of the program. This includes a review of the past program reviews, the strengths, challenges and opportunities of the program identified through past program reviews and actions taken as a result.

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| **Consider these prompts:**   * *What is the recent history of the program?* * *What were the main recommendations of the last program review?* * *Did the faculty and administration agree with the recommendations? If not, why?* * *If this is the first program review, why was the program created?* |

**4. Student Profile**

Describe the students enrolled in the program and any recruitment efforts. This section includes student data such as student gender identity, ethnicity, age, type of previous institutions, first-generation status, transfer status, international student status, in-state vs. out-of-state, and employment status upon enrollment. Data can be obtained through a [data assist](https://myusf.usfca.edu/cipe) request.

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| **Consider these prompts:**   * *What is the program looking for in its students?* * *How does the student profile relate to or enhance the mission and goals of the program?* * *How successful has the program been in recruiting quality applicants?* * *What are any barriers to recruitment?* |

**5. Community Interaction**

Describe the ways in which the program interacts with communities beyond USF.

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| **Consider these prompts:**   * *What kind of community-focused work is the program involved in?* * *If the program has an external advisory board how is the board involved?* * *How does the community interaction align with and support USF’s Strategic Plan?* |

## II. EVIDENCE OF EDUCATIONAL QUALITY

**1. Curriculum & Pedagogy**

Discuss the program’s curriculum, pedagogy, and program learning outcomes (PLOs).

Include as appendices:

* a link to the catalog
* a curriculum map that aligns each course to a PLO and institutional outcomes
* a list of all courses that details required courses, electives, upper and lower division, and prerequisites
* a list of courses that make up any majors, minors, concentrations or specialty areas
* a list of all curriculum changes made since the last program review
* comparisons/benchmarking of the curriculum to like programs at peer/aspirant/competitor institutions
* Syllabi

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| **Consider these prompts:**   * *How does the program determine curricular content?* * *What changes were made to the curriculum since the last program review and why?* * *How are credit units assigned to the courses and do they meet the university’s policy on credits?* * *How does the curriculum compare to similar programs at other universities and to disciplinary/professional standards?* * *How does the program respond to various learning styles/modalities?* * *Are all intended program learning outcomes covered in the courses?* * *Is the sequencing of courses structured in a way that supports student learning?* * *Is there a clear progression of student learning and courses?* * *Are the required levels of performance by students appropriate to the degree or certificate awarded?* * *Is the curriculum comprehensive, relevant and cohesive?* * *Does the curriculum include any high impact practices such as internships, study abroad, community-engaged learning, research with faculty? If so, how are these integrated into the curriculum?* * *Do the PLOs reflect what students should be learning to be prepared for future professions or educational opportunities?* * *How does the degree offer sufficient breadth and depth of learning for this particular field of study? What is the process for establishing, reviewing, and revising program learning outcomes?* * *What instructional approaches are used when teaching the curriculum?* * *If your program delivers courses in any of the* [*six undergraduate Core Areas*](https://catalog.usfca.edu/content.php?catoid=35&navoid=8294)*, what courses are offered, who teaches these courses, describe any relevant information related to the Core curriculum?* * *Are there different teaching modalities (in-person, hybrid, online, remote, HyFlex) within the program? If so, how are these the same? Different?* * *Are students involved in the curriculum development process? If so, how? If not, what is the rationale?* * *What does the department do to pursue a more inclusive pedagogy and curriculum?* |

**2. Assessment of Student Learning**

Discuss how well students are achieving program learning outcomes and the ongoing efforts to “close the loop.” Discuss examples of how curriculum has been revised or other changes have been made as a result of assessment, and how assessment has impacted student learning.

Include as appendices:

* annual PLO assessment reports since the last program review
* rubrics used during the assessment
* action plans completed since the last program review

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| **Consider these prompts:**   * *How does the program assess student learning?* * *What data is collected in support of the assessment?* * *According to the data, are students achieving the desired learning outcomes for the program?* * *If the program offers courses in different modalities (e.g., in-person, remote, online, hybrid, HyFlex) how does the program ensure students are achieving outcomes at least at the same level in each modality?* * *How is the program using the results of assessment efforts to improve student learning outcomes?* * *Who is assessment data shared with?* * *How are students involved in assessment of student learning?* |

**3. Core Graduation Competencies** (for undergraduate programs only)

Discuss how the program has integrated the core graduation competencies (written communication, oral communication, information literacy, critical thinking, quantitative reasoning) into the program and how students are achieving the core competencies.

Include as appendices:

* a list of courses mapped to core competencies

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| **Consider these prompts:**   * *Are the core graduation competencies integrated into the program? If so, how? If not, how can this be achieved?* * *Are students in the program meeting the core graduation competency standards? If not, how can this be accomplished?* |

**4. Program Dimensions** (for graduate programs only)

Discuss how the program PLOs align with the dimensions of academic rigor, USF’s Jesuit mission and values, and professional relevance.

Include as appendices:

* Data in support of high-level functioning in each dimension

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| **Consider these prompts:**   * *How does the curriculum and/or targeted enrollment plan align with the Jesuit mission and core values of USF?* * *How does the program demonstrate that the curriculum is rigorous and intellectually challenging in a way that is appropriate for the degree level?* * *How is the coursework connected to professional real-world issues, problems, and contexts?* * *Do students learn practical skills and knowledge that they will apply in educational, career, and civic contexts throughout their lives?* |

**5. Student & Alumni Success**

Define and discuss what student success looks like for students in the program. Discuss any trends in student success data.

Includeas appendices:

* Graduate employment data
* Graduate further education data
* Student retention and graduation rates and trends/links to student retention and graduation rate tableau dashboards
* Graduating student and alumni satisfaction surveys results since the last program review
* Employer satisfaction data
* Evaluations of student performance from internship/practicum sites
* A list of student/alumni achievements (e.g. research and publications, awards and recognition, professional accomplishments)
* Survey data in support of student success

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| **Consider these prompts:**   * *How does the program define student success?* * *How does the program know students are successful?* * *Based on the data collected, are students achieving success?* * *Are students satisfied with the program and student outcomes?* * *How does the program seek to understand the impact of campus climate on student success?* * *How satisfied are alumni with their USF education?* |

**6. Student Support**

Discuss how the program advises and mentors its students and provides students with academic and non-academic support; identify strengths, weaknesses, and opportunities for improvement.

Includeas appendices:

* Any data from student surveys regarding the quality and effectiveness of advising and academic student support
* Student program handbooks

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| **Consider these prompts:**   * *How are students in the program advised?* * *Is there an established program to orient faculty to advising and mentoring responsibilities?* * *Are advisors faculty in the program? If not, how does the program ensure students are provided with support relevant to the program?* * *If the program has online courses, how does the program ensure that students enrolled in these courses are provided the same level of advising and mentorship support?* * *Does advising meet the needs of students?* * *To what extent are there mechanisms in place to assist students with achieving their academic goals (e.g., academic and career advising; tutoring; orientation; financial support; and emotional support)?* |

**7. Co-curricular Experiences**

Discuss the co-curricular experiences that exist in the program and how they are integrated into the curriculum

Includeas appendices:

* Any evidence in support of how co-curricular experiences are integrated into the curriculum

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| **Consider these prompts:**   * *Are co-curricular experiences such as academic and career advising, tutoring, orientation and transition programs, financial support, community engaged learning, spiritual development programs, multicultural opportunities, arts and lectures, and study abroad, intentionally integrated into the program? If so, how?* * *What efforts are made to create an intellectual and social climate that fosters student development and learning (e.g. clubs, student chapters of professional organizations, etc.)?* |

**8. Faculty Activity & Expertise**

Discuss faculty demographics, qualifications, and achievements in relation to the program mission and goals and how the faculty’s background, expertise, research and other professional work contribute to the quality of the program.

Includeas appendices:

* A list of all faculty with demographic information, FT/PT status, faculty rank, tenure status, degrees earned, areas of expertise/research, faculty achievements, service contributions, links to community, and courses taught/workload
* Faculty CVs
* Faculty reviews and evaluations
* Information/policies on faculty mentorship programs

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| **Consider these prompts:**   * *What are the qualifications and achievements of faculty in the program; how do they support the program mission and goals; how do they compare to faculty in similar programs at peer/aspirant/competitor institutions?* * *How do the faculty’s background, expertise, research and other professional work contribute to the quality of the program?* * *How does the program evaluate faculty members’ qualifications to teach?* * *How are teaching assignments made within the program?* * *What kind of professional development are faculty engaging in and how has that contributed to the quality of the program?* * *Are faculty sufficient in number to maintain program quality?* * *Do program faculty have the support needed to do their work?* * *Is there an established faculty mentoring program?* * *If so, how does that contribute to the quality of the program?* * *What is the student/faculty ratio? What is the faculty teaching load?* * *Are there any gaps in the faculty members’ area of expertise?* * *How does the program assess teaching effectiveness?* |

**9. Staff**

Discuss the program staff and how they support the program.

Includeas appendices:

* A list of program staff
* Staff CVs
* The staff development policy and any evidence of staff development

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| **Consider these prompts:**   * *What are the roles of program staff and how do they support the program?* * *Are support/administrative staff sufficient in number to support the program?* * *Are support/administrative staff sufficiently trained to support the program?* |

**10. Technology, Information Resources & Facilities**

Discuss library holdings, technologies available to students and faculty (including program specific technologies), and facilities related to the program.

Includeas appendices:

* A list of library holdings
* A list of program specific technologies
* A map of facilities
* Results of any surveys related to technology of facilities of the program

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| **Consider these prompts:**   * *Are the following facilities related to the program sufficient: classroom space, instructional laboratories, research laboratories, office space, study spaces, access to classrooms with appropriate instructional technology, and access to classrooms designed for alternative learning styles/universal design?* * *Are library holdings and services sufficient to meet program needs? If not, what plans have been made to correct any deficiencies?* * *How are the technology needs of students, faculty and program staff supported?* |

## III. Diversity

Discuss the program’s contribution to the university’s antiracism, diversity, equity, and inclusion (ADEI) efforts.

Includeas appendices:

* Data to support the program’s ADEI efforts

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| **Consider these prompts:**   * *What processes are in place to support the success of all students regardless of their group?* * *Has the program identified groups of prospective students who may have been historically* * *underserved by the institution, taken steps, and devoted resources to increase access and* * *success for these students?* * *How is diversity, equity, and inclusion included in the program’s curriculum?* * *How does the program demonstrate its commitment to diversity, equity, and inclusion?* * *How does the program recruit and retain diverse students and create an inclusive atmosphere?* * *Does the program integrate the perspectives of members from its multiple constituencies, including those who may have been historically underserved into decision making processes?* * *How has the program tracked and analyzed the educational achievement of distinct groups of* * *students and acted to close gaps between groups over time?* * *How has the program identified needs or concerns of distinct groups among its constituencies and provided support consistent with the needs expressed by those groups?* * *Does the program incorporate student learning outcomes specifically related to the ability to acknowledge and interact productively and respectfully with people of diverse backgrounds and differing perspectives?* * *How does the program recruit and retain diverse faculty and staff and create an inclusive atmosphere?* |

## IV. PROGRAM DEMAND & SUSTAINABILITY

**1. Program Demand**

Discuss the trends in applications, admits and enrollments since the last program review and what is happening in the field of study that identifies an anticipated need for this program in the future.

Includeas appendices:

* Data to support program demand
* Market research data to support need for program

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| **Consider these prompts:**   * *What is the current student demand for the program?* * *How has demand for the program changed (if at all) since the last program review?* * *Are there any signs that demand for the program may change in the future?* * *What is the future outlook of this field of study?* * *If the program has received any external accolades, commendations, awards, etc., what are they and how do they support demand for the program?* |

**2. Program Sustainability**

Describe the program’s internal management, how the program’s resources (*human, physical, technological and financial)* are adequate to continue to fulfill the program’s mission, purpose, and goals and ensure student learning, and the extent to which the program has and will continue to have the support it needs. Refer to other sections within this document, if necessary.

Include as appendices:

* Budget for the program, with total and % for instruction and operations

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| **Consider these prompts:**   * *How is the program managed? What are the duties of the program Chair/Director?* * *Does the program have the support/resources it needs to continue to operate and fulfill its mission effectively? In what areas is more support/resources needed?* * *Is there effective planning that takes into account human, physical, technological and financial and academic needs, and sets clear priorities?* * *How is the program prepared for emergencies/unforeseen situations?* * *How does the program ensure academic continuity and that student learning outcomes continue to be met when faced with unforeseen circumstances?* * *Is there an effective alignment between program resource allocations and its priorities, mission and goals?* * *What is the budget for the program?* * *How are fiscal priorities determined?* * *How are financial decisions made?* |

## IV. REFLECTIONS, VISION, & PLANS FOR IMPROVEMENT

Based on the previous sections and the data collected and analyzed, summarize and reflect on the findings of the program review, the program’s strengths, weaknesses, opportunities, and recommendations for improvement.

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| **Consider these prompts:**   * *Are the curriculum, practices, processes, and resources properly aligned with the goals of the program?* * *Are program goals aligned with the goals of the constituents that the program serves?* * *Is the level of program quality aligned with the university’s and constituents’ acceptable level of program quality?* * *Are program goals being achieved?* * *Are student learning outcomes being achieved at the expected level?* * *Based on the program review, what are the program’s strengths, weaknesses, and opportunities? How will the program build on existing strengths and address any weaknesses identified in the self-study?* * *What changes to the program are planned as a result of this program review?* * *What are the program’s future goals?* * *What internal improvements are possible with existing resources (through reallocation)?* * *What improvements can only be addressed through additional resources?* * *Where can the formation of collaborations improve program quality?* |

## V. DATA AND APPENDICES

Below is a checklist of items to include as appendices.

**Curriculum & Pedagogy**

* A link to the catalog
* A curriculum map that aligns each course to a PLO and institutional outcomes
* A list of all courses that details required courses, electives, upper and lower division, and prerequisites
* A list of courses that make up any majors, minors, concentrations or specialty areas
* A list of all curriculum changes made since the last program review
* Comparisons/benchmarking of the curriculum to like programs at peer/aspirant/competitor institutions
* Syllabi

**Assessment of Student Learning**

* Annual PLO assessment reports since the last program review
* Rubrics used during the assessment
* Action plans completed since the last program review

**Core Graduation Competencies** (undergraduate programs only)

* A list of courses mapped to core competencies

**Graduate Program Dimensions** (graduate programs only)

* Data in support of high-level functioning in each dimension

**Student & Alumni Success**

* Graduate employment data
* Graduate further education data
* Student retention and graduation rates and trends/links to student retention and graduation rate tableau dashboards
* Graduating student and alumni satisfaction surveys results since the last program review
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* Evaluations of student performance from internship/practicum sites
* A list of student/alumni achievements (e.g. research and publications, awards and recognition, professional accomplishments)
* Survey data in support of student success

**Student Support**

* Any data from student surveys regarding the quality and effectiveness of advising and academic student support
* Student program handbooks

**Faculty Activities & Expertise**

* A list of all faculty with demographic information, FT/PT status, faculty rank, tenure status, degrees earned, areas of expertise/research, faculty achievements, service contributions, links to community, and courses taught/workload
* Faculty CVs
* Faculty reviews and evaluations
* Information/policies on faculty mentorship programs

**Staff**

* A list of program staff
* Staff CVs
* The staff development policy and any evidence of staff development

**Technology, Information Resources, & Facilities**

* A list of library holdings
* A list of program specific technologies
* A map of facilities
* Results of any surveys related to technology of facilities of the program

**Diversity**

* Data to support the program’s ADEI efforts

**Program Demand**

* Data to support program demand
* Market research data to support need for program

**Program Sustainability**

* Budget for the program, with total and % for instruction and operations