

## 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.

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 <a href="#">OAAS website</a> .
	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.			
	Review <a href="#">APR resource page</a> to determine data sources and collect data			
	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
<input type="checkbox"/>	If discipline has professional standards or curriculum requirements (such as for licensure) gather these standards.			
<input type="checkbox"/>	Gather course/teaching evaluations.			
<input type="checkbox"/>	Gather admission and transfer policies.			
<input type="checkbox"/>	Gather course syllabi.			
<input type="checkbox"/>	Gather changes to curriculum made through curriculum since the last program review.			
II. Evidence of Educational Quality – Assessment of Student Learning				
Done	Task	Responsible Party	Timeline	Comments
<input type="checkbox"/>	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.			
<input type="checkbox"/>	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
<input type="checkbox"/>	If an undergraduate program, map courses to core competencies.			
<input type="checkbox"/>	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
<input type="checkbox"/>	Gather graduate employment data.			
<input type="checkbox"/>	Gather data on graduate further education.			

II. Evidence of Educational Quality – Student & Alumni Success				
Done	Task	Responsible Party	Timeline	Comments
<input type="checkbox"/>	Gather graduating student and alumni satisfaction survey results since the last program review.			
<input type="checkbox"/>	Collect employer satisfaction data.			
<input type="checkbox"/>	Collect evaluations of student performance from internship/practicum sites.			
<input type="checkbox"/>	Research and gather information on student/alumni achievements.			
<input type="checkbox"/>	Collect any survey data in support of student success.			
II. Evidence of Educational Quality – Student Support				
Done	Task	Responsible Party	Timeline	Comments
<input type="checkbox"/>	Gather any data from student surveys regarding quality and effectiveness of advising, academic support, and student satisfaction.			
<input type="checkbox"/>	Collect information about how fieldwork/internships are supported.			
<input type="checkbox"/>	Gather student program handbooks.			
<input type="checkbox"/>	Gather any evidence of student involvement in policy & operations (e.g., student membership on committees).			
<input type="checkbox"/>	Collect any policies or guidelines on student advising in the program.			
<input type="checkbox"/>	Gather any information on tutoring and student support services.			
<input type="checkbox"/>	Gather student program orientation materials.			
<input type="checkbox"/>	Obtain information on financial support for students in the program (scholarships, fellowships, teaching assistantships, etc.).			
<input type="checkbox"/>	Gather information about student clubs and organizations.			
II. Evidence of Educational Quality – Co-curricular Experiences				
Done	Task	Responsible Party	Timeline	Comments
<input type="checkbox"/>	Create list of all co-curricular activities that are integrated into the program.			

II. Evidence of Educational Quality – Faculty Activity & Expertise				
Done	Task	Responsible Party	Timeline	Comments
<input type="checkbox"/>	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.			
<input type="checkbox"/>	Collect list of faculty and courses taught including number of units.			
<input type="checkbox"/>	Collect faculty CVs and update as necessary.			
<input type="checkbox"/>	Gather policies on how teaching assignments are made.			
<input type="checkbox"/>	Gather any policies related to expectations of faculty research output.			
	Gather faculty hiring policies.			
<input type="checkbox"/>	Gather information/policies on formalized faculty mentorship programs.			
<input type="checkbox"/>	Research faculty achievements in like programs at other institutions.			
<input type="checkbox"/>	Obtain faculty peer evaluations and self-reviews.			
<input type="checkbox"/>	Gather information regarding faculty collaborations with other departments/programs at USF.			
<input type="checkbox"/>	Gather information on faculty development opportunities/resources. Include policies and budget.			
<input type="checkbox"/>	Obtain faculty governance policies/documents.			

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

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