

Academic Program Review

Self-Study Outline

The Self-Study is organized according to the following outline. The program may supplement the prescribed outline with additional sections that focus on relevant issues within the program, if appropriate. ***The review should be reflective of the years since the previous program review.***

In completing the Self-Study, respond to each item, using tables and bullets where appropriate, and provide appropriate and sufficient supporting documentation. Although some portions of the narrative may be descriptive in nature, analysis and evaluation are to be emphasized throughout the document.

I. Table of Contents

II. Executive Summary

III. Narrative

1. Mission and History

- a. State a brief program history. Include the current position of the academic program within the organizational structure of the college and the university. Indicate any significant changes in the program since the previous program review.
- b. Provide the mission statement of the program, college, and university, and describe how the program's mission supports that of the college and the university.
- c. Summarize how the previous program review recommendations have been used to inform various aspects of the program (e.g., refinement of mission, goals, or objectives; program planning, development, and improvement; student support services; advising; budgeting decisions).
- d. Identify all tracks, concentrations, or specializations associated with the program, and types of credentials awarded.
- e. Indicate the current number of faculty, support staff, majors, and minor (per each track, concentration, specialization, and type of credential).

Suggested Documentation: Annual Reports (documenting significant changes in the program and how previous reviews have informed the program); data on personnel and students; other documents as deemed appropriate by the program to support this section of the narrative

2. Program Goals and Objectives – Strategic Focus

- a. Outline the program's goals and objectives. (Note: Goals are broad in scope and set direction for the program. Objectives describe what is to be accomplished in order to achieve the goals.)
- b. Identify the program's key performance indicators (KPIs) that track goal and objective attainment.

- c. Explain how the program's goals and objectives support and advance the college's and the university's strategic goals and initiatives, including the University Level Competencies (ULCs).
- d. Describe the major activities that supported progress in achieving program goals and objectives. Indicate the success of these activities in advancing the program's goals and objectives.
- e. Discuss the program's goals and aspirations for the next five to seven years.

Suggested Documentation: program's/college's current strategic plan or initiatives; documents related to major activities advancing the program's goals and objectives; other documents as deemed appropriate by the program to support this section of the narrative

3. Program Structure and Dynamism

- a. Outline the program requirements and curriculum design. Indicate recent curriculum changes, their purpose, and any plans for future changes.
- b. Address the coherence and integrity of the curriculum when compared to standards of best practice, as determined by discipline-based national societies.
- c. Demonstrate the program's curriculum compliance with SACSCOC standard 9.6 (post-baccalaureate rigor and curriculum) for graduate programs, if applicable.
- d. Discuss any curricular issues that impede student progress toward timely degree completion. Discuss how the program has or is planning to alleviate these problems.
- e. Illustrate instructional innovation within the program.
- f. Explain the impact of online education offerings on the program, if applicable.
- g. Identify the educational, professional, and career goals that a student can aspire to as a graduate of the program.
- h. Describe the nimbleness and responsiveness of the curriculum to evolving societal needs and, therefore, to the needs of current and future students.

Suggested Documentation: links to undergraduate/graduate catalog; course descriptions; course syllabi; curriculum actions; roster of online courses (hybrid and fully); documentation to support graduate academic rigor; other documents as deemed appropriate by the program to support this section of the narrative

4. Program Viability and Strategic Direction

- a. Describe what is unique about Winthrop's program in comparison to other programs in South Carolina and to comparable regional programs.
- b. Discuss the placement of graduates within the professional sector or graduate school, including number of program graduates living in South Carolina, elsewhere in the United States, and internationally. Report student performance on licensure/certification exams, if applicable.

- c. Determine current student demand for the program using enrollment, retention and completion metrics by year, class level, and degree completions. Report annual credit hour production in courses required of majors by full-time faculty and by part-time faculty.
- d. Compare the size and focus of Winthrop's degree program to similar programs in the state and region. Citing state, regional, national, and/or discipline-specific data sources, discuss potential needs for expansion, revision, contraction, or elimination of tracks, concentrations, specializations, or the program.
- e. Explain how the field/discipline may evolve in the next five years and how the program envisions responding to these changes.

Suggested Documentation: information on comparable programs; data on graduates; data on students; data sources (e.g., IPEDS, U.S. Department of Labor, professional organizations); other documents as deemed appropriate by the program to support this section of the narrative

5. Program Role within the College and the University

- a. Discuss the role of the program in supporting other college and university units, such as other undergraduate or graduate programs, minor offerings, cross disciplinary programs, non-majors, and related types of support.
- b. If the program supports the university's General Education Program, describe the relationship and level of involvement. Include the following information for all appropriate general education courses (including the general education core courses):
 - i. Name of course and course designator
 - ii. The area of general education supported (e.g., global perspective, natural science, oral communication)
 - iii. Semester of course delivery
 - iv. Number of sections taught
 - v. Name of faculty member who taught each section and their status as full- or part-time
 - vi. Annual credit hour production in support of the General Education Program for each discipline-based course
 - vii. Annual program credit hour production in support of the General Education Program
- c. If the program supports the university's Quality Enhancement Plan (QEP), report on the amount of program faculty time used to support this initiative. Include the following information for all appropriate QEP courses taught:
 - i. Name of course and course designator
 - ii. Semester of course delivery
 - iii. Number of sections taught
 - iv. Name of faculty member who taught each section and their status as full- or

part-time

- v. Annual credit hour production in support of the QEP for each discipline-based course
- vi. Annual program credit hour production in support of the QEP

Suggested Documentation: data in support of other academic program; General Education data; QEP data; other documents as deemed appropriate by the program to support this section of the narrative

6. Faculty Role within the Program

- a. Discuss the qualifications (academic and experiential) of faculty directly responsible for ensuring the quality and integrity of the program. Complete and include the faculty qualifications template, available in **Appendix B**, within this section. Faculty information can be extracted from PICS, the institutional faculty credentialing application, maintained by AAAS and the deans' offices.
- b. Provide the programmatic responsibilities of full-time faculty and discuss the adequacy of the number of full-time program faculty to fulfill these responsibilities.
- c. Describe significant faculty achievement in teaching, advising, research and/or creative activity, service and support activities, and outreach and civic engagement activities.
- d. Highlight faculty involvement in governance, committee, and administrative responsibilities in the program, college, and university. If any of these activities result in reassigned time, report the amount of time per individual faculty member.
- e. Present a summary of external research funding obtained, including awards to support future research.
- f. Explain the role of part-time faculty in supporting teaching, service, and scholarship within the program, as appropriate.
- g. Address the mentoring and evaluation process for junior faculty. Describe evaluation processes for tenured faculty, to include senior faculty.
- h. Identify professional development opportunities afforded to tenured, tenure-track, and part-time faculty. Include the types of activities and the participating individuals.
- i. Summarize the effectiveness of efforts to recruit and retain program faculty from underrepresented groups.

Suggested Documentation: faculty qualifications roster (Appendix B); external research funding data; Faculty Promotion and Tenure Guidelines; professional development data; other documents as deemed appropriate by the program to support this section of the narrative

7. Student Learning Assessment

- a. Describe the role of program faculty and staff in assessing student learning.
- b. List the program's student learning outcomes (SLOs) and address any major changes made

- to the SLOs since the previous program review.
- c. Explain, if applicable, the advanced nature of a graduate program in comparison to a corresponding undergraduate program, specifically addressing program requirements regarding (1) knowledge of the discipline's literature and (2) discipline-appropriate research and/or professional practice.
 - d. Identify types of assessments used, timing of the assessments (e.g., introductory course, capstone course), and assessment tools.
 - e. Discuss student progress in attaining the student learning outcomes, based on analysis and interpretation of assessment data.
 - f. Indicate the use of results to improve student learning, as well as future programmatic changes being considered based on assessment results.
 - g. Address the value and effectiveness of the program's assessment activities, including the assessment tools and procedures.

Suggested Documentation: program's curriculum map; Continuous Improvement Reports; assessment tools; summary documents related to use of data for enhancement of student learning; other documents as deemed appropriate by the program to support this section of the narrative

8. Student and Alumni Role within the Program

- a. Summarize the effectiveness of program efforts to recruit and retain students, both to the institution and to the program.
- b. Discuss the level of student engagement in program affairs, including student organizations.
- c. Indicate strategies in place to encourage student involvement in research, inquiry processes, and/or creative endeavors in their field, and the opportunities afforded students to interact with faculty in the pursuit of research and/or creative activities. Provide a summary of student research projects.
- d. Highlight student involvement in other high impact practices, such as internships and service learning, provided and/or supported by the program.
- e. Explain the academic and pre-career advising services the program faculty provide to students. Include a discussion of how advising services are assessed and improvements made based on student feedback. Address mechanisms for training, mentoring, and evaluating program advisors.
- f. Assess student perception of the program, to include quality of teaching. Describe the data sources.
- g. Describe the involvement of alumni with the program.
- h. Address alumni perception of the program, including program effectiveness. Describe the data sources.

Suggested Documentation: high impact practices student roster; documentation to support

advising efforts; summaries of student evaluations of teaching and the program; summaries of alumni evaluations of the program; other documents as deemed appropriate by the program to support this section of the narrative

9. Academic and Administrative Support

- a. Address the adequacy of program staffing using discipline norms and best practices for comparisons. Consider the following: exempt and non-exempt staff, graduate assistants, and student workers.
- b. Assess library resources, indicating the quantity and quality of information, and the extent to which students and faculty can access and use relevant materials.
- c. Describe the level of technological support and its adequacy in meeting the needs of the program.
- d. Evaluate the adequacy of facilities utilized by the program, including classrooms, labs, studios, other instructional facilities, and office space.
- e. Appraise the adequacy of non-personnel based support (e.g., operating budget, grants, foundation money).

Suggested Documentation: facility and equipment descriptions or related information; academic unit budget information; other documents as deemed appropriate by the program to support this section of the narrative

10. Overall Program Evaluation

- a. Identify the program's strengths in terms of productivity, viability, and quality.
- b. Identify the program's weaknesses in terms of productivity, viability, and quality.
- c. Discuss the program's current recommendations for improvement in terms of productivity, viability, and quality.

11. Areas for Additional Review and Consulting by the External Review Team

- a. Based on the Self-Study, identify two or three areas in which external consulting could benefit the program. Considering these areas, list specific critical questions for the External Review Team to consider and respond to during their review and on-site visit/electronic meetings. Explain how addressing these questions will facilitate program improvement and planning efforts.