

**Academic Program Review   
Self-Study Report**

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| --- | --- |
| Department/Unit Name: |  |
| Dean Name: |  |
| Department Head Name: |  |
| Self-study Contact Name:  (if different from above) |  |
| Self-study Contact Email: |  |
| Self-study Contact Phone: |  |

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| This template outlines the components of the Academic Program Review Self-Study Report  in a standardized report style; Roman numerals are report headings. Effective 2013-14.  Part A: Departmental Information  [I. History, Development and Mission of the Department](#_Toc352439886)  [II. Departmental Data and Information](#_Toc352439887)  [III. SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis for the Department](#_Toc352439888)  Part B: Individual Program Information  [I. History, Development and Recent Changes of the Program](#_Toc352439889)  [II. Demand for the Program](#_Toc352439890)  [III. Quality of the Inputs and Resources for this Program](#_Toc352439891)  [IV. Quality of Program](#_Toc352439892)  [V. Size, Scope, and Productivity of the *Undergraduate* Program](#_Toc352439893)  [V. Size, Scope, and Productivity of the *Graduate* Program](#_Toc352439894)  [VI. Revenue and Other Resources Generated by this Program](#_Toc352439895)  [VII. Costs and Other Expenses Associated with the Program](#_Toc352439896)  [VIII. Impact of the Program and Aspirations for the Future](#_Toc352439897) |

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| PART A: Departmental Information |

(Part A should be approximately one-two pages of text)

# History, Development and Mission of the Department

## Department Mission Statement

## Departmental Narrative

*This narrative should be a summary that provides context for the review and most likely incorporates graduate programs in the discussion as part of the culture and future of the department. This section should address items in the following list. Departmental data below should be used to help answer the questions.*

* *Explain the mission statement and verify it is current.*
* *When and why was the department established?*
* *How has the department evolved over time? (This can include programs, faculty, enrollments, etc.)*
* *How has the department adapted to meet change, including demographic changes?*
* *How does your department fit into the university and support the mission of the university? (This can include service provided to other programs, minors or the liberal studies program.)*
* *How has your department built and maintained relationships with students, alumni and other stakeholders?*

# Departmental Data and Information

*The following sections (A-F) relate to the department and give an overall picture of the department, its faculty, resources, etc. This data should be used to answer the above questions, i.e. how the department has evolved over time. Comment on this departmental data. For example, change in number of majors, service component of the department, etc.*

## Faculty. List faculty and their credentials (degree) and area of specialty. Curriculum Vitae for each faculty member should be included in the appendix.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faculty Name** | **Highest Degree** | **Current Rank** | **Area of Specialty** | **Primary Teaching Responsibility** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Comments**:

## Enrollments and Service Role of Department. (Data will be provided for last five years)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **SCH** | **FTETF** | **SCH/ FTETF** | **Majors** | **Total Majors** | **Majors/ FTETF** | **Minors** | **% Service** |
| Fall 20xx |  |  |  |  |  |  |  |  |
| Fall 20xx |  |  |  |  |  |  |  |  |
| Fall 20xx |  |  |  |  |  |  |  |  |
| Fall 20xx |  |  |  |  |  |  |  |  |
| Fall 20xx |  |  |  |  |  |  |  |  |

**Comments**:

## Facilities and Equipment

Summarize the scholarly/creative contributions of the department faculty. A detailed list of intellectual contributions can be included as an appendix.

## Revenue and Other Resources Generated

### Grants (internal and external): List any grant that was received in the past 5 years (or since the last review) and the value of each grant.

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Grant** | **Source of Funding** | **Value of Grant** | **Faculty Member(s) Involved** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Other sources of revenue (if applicable). List, for example, revenues from NMU Foundation, ticket sales, services provided, training, scholarships, donations (including equipment), etc.

## Departmental Costs

The intent of this section is to provide a total dollar picture while determining cost distribution. Some programs will be 90% salary. Others such as A&D, Nursing, HPER, CAPS, TOS and Engineering Tech will have big equipment or specialty lab expenditures.

### What is your annual departmental budget?

### From Dept. budget report = total labor (all wages and fringe) + total dept support (all supplies, materials, services, support labor + other)

### What are your instructional costs per student credit hour, i.e. $ spent on instruction/# of student credit hours?

### Instructional cost/sch= annual dept budget (above) / sch.  The premise for using the annual dept budget is that almost everything related to a department’s budget is fundamentally related to instruction. However, if there is a significant and easily segregated non-instructional cost, do not include it in this numerator and instead list it in E.3 below.

### What are the other major expenditures in your department other than instruction, i.e. non instructional costs (equipment, travel, library, software, etc.)?

### If there is a significant *non-instructional* costs not included in E.2 above, list it here as an additional cost. To draw attention to significant *instructional* costs related to equipment, etc., tally those big expenditures and list them here, but state they are actually supporting the curriculum.

### What recent initiatives, if any, have been undertaken to increase efficiency or contain costs in your department? Describe.

# SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis for the Department

*This narrative should be a broad-view summary analysis reflecting on department data as well as reflect on data and analysis included in Section B.*

* *Describe the strengths and weaknesses of your department.*
* *What opportunities do you see for improvement or growth?*
* *Are there any threats that may challenge the success of your department?*

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| --- |
| PART B: Individual Programs within the Department  (Repeat all of Part B for each program in your department.   Approximately 6-10 total pages for each program.) |

|  |  |
| --- | --- |
| Name of Program: |  |

*For purposes of APR, a program refers to a degree program. A degree program is defined as any undergraduate or*

*graduate program that includes a major and leads to a degree. Minors and certificate programs are not required to complete an APR.*

*Some of the sections below may be difficult to report by program. If data cannot be allocated by program, e.g. costs, retention, you may elect to move it into part A and apply it to the whole department.*

# History, Development and Recent Changes of the Program

*This narrative section extends the departmental history in Part A to provide a context for the program; it should address items in the following list.*

* *What factors (e.g., student learning, competitive programs and employment opportunities) were used to establish and design the program?*
* *How has the program evolved over time, adapting to meet change, including demographic changes?*

**Narrative:**

# Demand for the Program

*This narrative section should address the following questions. Data might be found from the Bureau of Labor Statistics, trade organization data, and graduate school forecasts and/or through professional organizations.*

* *What are the external demands (national and regional)?*
* *What approaches have you used to identify new groups of students to service with the current program?*
* *What potential needs exist for new educational programs and offerings?*
* *What are the needs for continuing education? (if applicable)*

**Narrative:**

# Quality of the Inputs and Resources for this Program

## Faculty Teaching in this Program (Credentials and Productivity)

*This narrative section should include the following items.*

* *How do faculty credentials support the mission of the program?*
* *How does faculty scholarship and professional development support currency in this field and course material specific to this program?*
* *Include licensure and certification maintenance where applicable.*
* *Faculty productivity is NOT credit hour production; it is scholarship and professional development*

**Narrative**:

## Credentials of Students Enrolled in this *Undergraduate* Program

*The following data relates to the program for the prior five years. The narrative is the department’s interpretation and/or comments on the data. Leave the four student credentials columns blank when the count is less than six students. Comment on this data and other relevant information in a narrative form to summarize the nature of students in the program. If a process is in place to identify and aid students underprepared for the program, explain that process. If this program includes a significant number of students who transferred in from other programs within the university indicate this in your narrative.*

**Narrative**:

**Data:**

### First Time - Full Time New Freshmen (Data will be provided for last five years)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **# students** | **Avg ACT** | **HS GPA** | **% meeting all admission criteria** | **% w/composite  ACT 24+** |
| Fall 20xx |  |  |  |  |  |
| Fall 20xx |  |  |  |  |  |
| Fall 20xx |  |  |  |  |  |
| Fall 20xx |  |  |  |  |  |

### New Transfer Students (GPA at previous institution. Data will be provided for last five years)

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **# students** | **Avg Transfer Hours** | **Transfer GPA** |
| Fall 20xx |  |  |  |
| Fall 20xx |  |  |  |
| Fall 20xx |  |  |  |
| Fall 20xx |  |  |  |

## Credentials of Students Enrolled in this *Graduate* Program (in the Appendix include full admissions requirements as presented to applicants)

*This narrative section should describe the students entering your graduate program.*

* *What are the admissions requirement mechanisms for this program? They may include undergraduate GPA; GRE, GMAT, Miller Analogy scores; scores on essays or writing samples; professional experience.*
* *What criteria thresholds are used to admit students?*
* *Do you allow conditional admissions? If so, under what circumstances?*
* *What process is in place to aid students underprepared for the graduate program? Explain that process.*

**Narrative**:

*The following data relates to the graduate program. Leave the four student credentials columns blank when the count is less than six students. Beneath the table, comment on this data and other relevant information in a narrative form to summarize the nature of students in the graduate program. Beyond completing the table below, it is quite acceptable to add additional tables or charts used in the administration of your graduate program.*

**Data:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **# students** | **Average Undergraduate GPA** | **Average Entrance Exam** | **\*Aggregate of other admissions requirements** | **\*Aggregate of other admissions requirements** |
| Fall 20xx |  |  |  |  |  |
| Fall 20xx |  |  |  |  |  |
| Fall 20xx |  |  |  |  |  |
| Fall 20xx |  |  |  |  |  |
| Fall 20xx\* |  |  |  |  |  |

*\*Relabel “Aggregate of other admissions requirements” to accommodate other relevant criteria, e.g. Essay score.*

**Narrative**:

## Facilities & Equipment (Omit if not applicable)

*This section will not apply to all programs. It would include items such as:*

* *What specialized facilities and equipment do you have to support this program?*
* *Are there additional facilities and equipment needed to support this program?*

# Quality of Program

## Curriculum

*This narrative describes the nature of the curriculum. At a minimum, it must address the following questions:*

* *What process is used to analyze external demands (e.g., market changes, needs of employers)?*
* *How do you ensure that the current program is up-to-date and effective?*
* *What prerequisites are in place to ensure students are prepared for the program?*
* *What other processes e.g., tutoring, advising, professional development) are used to support students and faculty in the current program?*
* *What co-curricular or non-instructional (e.g., student organizations, community engagement/service, professional development) activities enhance the current program?*
* *For graduate programs, in particular, what research or professional activities are incorporated (e.g., join grants and papers, field experience, conference attendance) to support the current graduate program?*

**Web link to curriculum**:

**Narrative:**

## Assessment of Learning Outcomes (Include the last Assessment Report in the Appendix)

*This narrative summarizes the assessment of learning outcomes. In cases where the learning outcomes for the program are in a joint departmental report, summarize how the program or its courses contribute to that common assessment process. This section does not repeat the contents of the annual Assessment Report which is in the appendix, but at a minimum, it must address the following questions:*

* *How did you determine the specific learning objectives of the program?*
* *How did you design your assessment program for the program, e.g. are outcomes verification methods embedded as component in a course, externally normed exams, etc., and why were those methods chosen?*
* *What trends in learning outcomes have you observed for the program since the last review?*
* *What changes have occurred in the curriculum or within course instruction based upon learning outcome results?*

## Job Placement and Graduate School Acceptance

*This section should report placement statistics over the past several years. Some programs emphasize graduate school acceptance rates masters or doctoral programs over job placement.*

* *What are your targets and evidence that the students completing your programs have acquired the knowledge and skills required by employers or graduate programs?*
* *While these are considered an imperfect measure due to the difficulty of obtaining accurate information, it is common in a program review process.*

## National Certification Results (omit if not applicable).

*This section will not apply to all programs. It documents certification results reported by department, e.g. student passage rates for MTTC (Education), PCAT (Social Work), Nursing.*

# Size, Scope, and Productivity of the *Undergraduate* Program

*This section contains a narrative statement that interprets and analyzes the data in the subsequent tables and charts, indicating how the data supports the strength of your program or reveals weaknesses. It also addresses the following:*

* *How do you determine whether the course offerings and schedule of courses are adequate to meet the needs of students in the program?*
* *Are there contributory programs or means that would impact course enrollments or recruitment potential for new programs, i.e. certificates, minors, 2+2?*
* *For undergraduate programs, is there a two-year to four-year degree ladder program involved with this program that should be explained to better reflect the overall demand?*

**Narrative:**

**Data: (Tables and Charts)**

### Enrollment as 1st and 2nd majors over the past five years (Data will be provided for last five years)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **20xx** | **20xx** | **20xx** | **20xx** | **20xx** |
| # students |  |  |  |  |  |

### Retention (1st to 3rd semester) over the past five years (Data will be provided for last five years)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **# Enrolled to start** | **Retention in 3rd semester** | | | | |
| **# in Same Program** | **% in Same Program** | **% in Different Program-Same Dept** | **% in Different Dept** | **% Left NMU** |
| Fall 20aa🡪 Fall 20bb |  |  |  |  |  |  |
| Fall 20bb🡪 Fall 20cc |  |  |  |  |  |  |
| Fall 20cc🡪 Fall 20dd |  |  |  |  |  |  |
| Fall 20dd🡪 fall 20ee |  |  |  |  |  |  |
| Fall 20ee🡪 fall 20ff |  |  |  |  |  |  |

\*Note: If this retention data does not give an accurate picture of your program (i.e. you have a lot of transfers), explain this in the narrative.

Chart the retention percentage columns (% same program, % different program-same department, % different department, % left NMU) with column charts over 5 years’ time.

### Retention (1st to 5th semester) over the past four years (Data will be provided for the last four years)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **# Enrolled to start** | **Retention in 5th semester** | | | | |
| **# in Same Program** | **% in Same Program** | **% in Different Program-Same Dept** | **% in Different Dept** | **% Left NMU** |
| Fall 20aa🡪 Fall 2cc |  |  |  |  |  |  |
| Fall 20bb🡪 Fall 20dd |  |  |  |  |  |  |
| Fall 20cc🡪 Fall 20ee |  |  |  |  |  |  |
| Fall 20dd🡪 fall 20ff |  |  |  |  |  |  |

\*Note: If this retention data does not give an accurate picture of your program (e.g. you have a lot of transfers), explain this in the narrative.

Chart the retention percentage columns (% same program, % different program-same department, % different department, % left NMU) with column charts over 4 years’ time.

### Degree Completions (Data will be provided for last five years)

|  |  |  |
| --- | --- | --- |
| **Year** | **# of Graduates** | **% of Graduates (#Graduates/#majors)** |
| 20xx |  |  |
| 20xx |  |  |
| 20xx |  |  |
| 20xx |  |  |
| 20xx |  |  |

# Size, Scope, and Productivity of the *Graduate* Program

*This section contains a narrative statement that interprets and analyzes the data in the subsequent tables, indicating how the data supports the strength of your program or reveals weaknesses. It also addresses the following:*

* *How do you determine whether the course offerings and schedule of courses are adequate to meet the needs of students in the program?*
* *Are there contributory programs or means that would impact course enrollments or recruitment potential for new programs, i.e. certificates or continuing education?*

**Narrative:**

**Data:**

### Enrollment over the past five years (Data will be provided)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **20xx** | **20xx** | **20xx** | **20xx** | **20xx** |
| # students |  |  |  |  |  |

Time to Graduation in Percent Completed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year**  **Started** | **%**  **3 years out** | **%**  **5 years out** | **%**  **7 years out** | **%**  **> 7 Years out** |
| 20xx |  |  |  | - |
| 20xx |  |  | - | - |
| 20xx |  |  | - | - |
| 20xx |  | - | - | - |
| 20xx |  | - | - | - |

# Revenue and Other Resources Generated by this Program

* *Do any of the grants listed in Part A, the departmental section, specifically support this program?*
* *Are there other sources of revenue which are specific to this program?*

# Costs and Other Expenses Associated with the Program

*The intent is to document easily identified cost per program; multiple scenarios are possible.*

*Scenario 1. If program has easily segregated courses (e.g. CAPS and HPER programs; graduate and undergraduate), then   
a. sum the SCH per course acronym;   
b. pro-rate the department costs (from A.E.1) for that acronym (sum wages/benefits according to acronym and distribute the remaining support costs equally between all programs);   
c. divide the pro-rated department (b) costs by SCH per course acronym (a)  
d. add specific costs for this program, e.g. separate certification, equipment, labs*

*Scenario 2. When dept faculty teach across programs and separation is not reliably accomplished, but SCH per program can be computed, then  
a. the narrative refer back to E, departmental costs in Section A, with a statement as to the cross-discipline instruction  
b. multiply the department’s instructional cost/SCH(A.E.2) by the SCH for that program as a general estimate of the cost for this program.  
c. add specific costs for this program, e.g. separate certification, equipment, labs*

*Scenario 3. If dept faculty and students cut across programs and you cannot separate instructions, just state it is not possible to compute instructional costs for each program and used the average (A.E.2.).*

## Instructional Costs.

*Estimate the instructional costs (faculty) for this program or courses specific for this program. (If it is not possible to break out due to faculty teaching in multiple programs, try using % of instructional costs going to this program.)*

## Non-Instructional Costs.

*Summarize non-instructional costs (equipment, travel, library, software, stipends, research grants, etc.) specific for this program.*

# Impact of the Program and Aspirations for the Future

## Importance of program to university and community

*This narrative section offers the ability to show the value of a program or its activities to the university and community. It might include:*

* *How does this program align with University and Academic Affairs missions and NMU strategic plan?*
* *What is the impact of this program or faculty teaching within this program regarding community engagement, economic development, or community continuing education? How do those activities strengthen your department, college and NMU? How do they enhance your relationships with the communities and regions served?*
* *Provide specific illustrations of the role and impact of this program and faculty, e.g. internships, research, outreach.*

## Challenges, Opportunities and Plans for Improvement

*This narrative section describes the areas identified for improvement and opportunities, as well as plans to address them. Identified by Assessment of Learning Outcomes Reports, external demands, recruitment concerns, satisfaction measures or other means, these challenges get evaluated, prioritized, and objectives and timelines established.*

*\*note: If you have addressed any of this elsewhere in the document, refer to that section.*

## Goals, objectives, timelines/benchmarks that address these challenges.

|  |
| --- |
| *This section should include a bulleted list of goals and objectives, a timeline for meeting each goal or objective and what benchmarks will be used to measure your progress.* |