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| **KSU Academic Program Review Template** |
| Section 1: Executive Summary  Written last, this section should be a synthesis of the value the program brings the institution, key findings from each section, strengths and weaknesses, and future resource needs. |
| *Please insert response in the following box.* |
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| Section 2: Program Overview  What is the history and context of this program? Is the program selective or gated? Who are the faculty and how is their work distributed (Refer to Data Packet, Faculty Data)? Describe the students that the program serves (Refer to Data Packet, Enrollment Demographics) and the program-level learning outcomes. |
| *Please insert response in the following box.* |
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| **Program Quality**  *Program quality focuses on measures of excellence. Quality indicators may consist of, but are not limited to, currency and relevancy of curriculum, quality of instruction, qualifications of faculty, external validation, and attainment of student learning outcomes to include continuous improvement analysis and strategies or action steps for improvements.* |
| Section 3a: Curriculum   * Attach the program of study. Provide an analysis of the program's course offerings and how those courses meet the student needs, contribute to progression toward graduation, meet the needs of prospective employers in the discipline, and/or align with professional association recommendations. * Demonstrate how the courses in the program of study align with the program-level student learning outcomes. * Indicate degree completion requirements in terms of semester hours, minimum credits to be earned, and if applicable, special requirements, such as competency tests in the area. * If applicable, explain the use of outside agencies for practica, clinicals, co-ops and internships, consortium arrangements, and other arrangements. |
| *Please insert response in the following box.* |
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| Section 3b: Instruction   * Describe the mechanisms in place to ensure the consistency and quality of instruction in the program. How do instructional/pedagogical approaches compare to current trends in the discipline? What effective approaches, such as experiential learning or High Impact Practices (HIPs), are being used by program faculty to enhance student learning? (Refer to Data Packet, High Impact Practices (HIPs) Courses) * Describe patterns of faculty participation in professional development for instruction. * Discuss the use of technology for instruction in courses offered by the department, including courses offered in a hybrid or fully online format. |
| *Please insert response in the following box.* |
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| Section 3c: Student Learning Outcomes Assessment   * Based on the ImproveKSU assessment reports for the program-level student learning outcomes, provide an analysis of student achievement of the program’s learning outcomes. |
| *Please insert response in the following box.* |
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| Section 3d: Students   * Based on data contained in the APR data packet, provide an analysis of incoming student data (Refer to Data Packet, New to Program Demographics). * What efforts have been made to recruit students, including diversity with regard to race/ethnicity and gender? (Refer to Data Packet, Enrollment Demographics and New-to-Program Demographics) * Describe the student recognition activities of the program, such as honors, awards, and scholarships. * List and describe the student organizations associated with the program, if any. |
| *Please insert response in the following box.* |
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| Section 3e: Program Faculty   * Review and, if applicable, update the attached program faculty roster for all program courses taught in the previous academic year. * What efforts have been made to recruit, retain, mentor, and promote faculty, including faculty of diverse backgrounds and demographics? * What percentage of the program faculty have an earned doctorate/terminal degree in the teaching discipline or a related discipline? (Refer to Data Packet, Highest Degree Earned by Full Time Faculty.) * What efforts are made to attract leading scholars in the discipline of the program? Have there been significant hires or losses within the last six years? * How do the qualifications and expertise of the faculty align with the program’s curriculum? |
| *Please insert response in the following box.* |
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| Section 3f: Student Research, Scholarship, and Creative Activity   * Describe student participation in research, scholarship, and creative activity within the program, including incorporation in courses, performances, and student publications. * Describe the quality and significance of research, scholarship, and creative activity by students affiliated with the program. * In what ways do students engage in research, scholarship, and creative activity in this program? * What portion of the students enrolled in this program have access to the research, scholarship, and creative activity described above? * If students are supported by institutional assistantships, external grants, and/or contracts, provide a table synthesizing the number of students supported and the value of these funding sources within the last six years. * Summarize trends in student support and collaborative scholarship within the last six years. * If applicable, describe the extent of student scholarly productivity within the last six years. Provide a table that describes the number of refereed and nonrefereed presentations, publications, exhibitions, technical reports, creative activities, theses, dissertations, etc. within the last six years. |
| *Please insert response in the following box.* |
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| Section 3g: Advising   * Describe how student advising is accomplished for the program. * Based on the student to advisor ratio in the APR data packet (Refer to Data Packet, Advising) and/or department data, provide an analysis of academic advising for the program. * What advising resources and policies ensure quality advising practices? |
| *Please insert response in the following box.* |
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| Section 3h: External Validation   * Briefly discuss any significant program highlights within the last six years. Highlights could include examples such as program rankings, feature articles, or awards. * Briefly discuss any significant faculty teaching accolades and/or national/international recognition within the last six years. * Briefly discuss any significant student recognition and awards within the last six years. |
| *Please insert response in the following box.* |
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| **Program Productivity**  *Program productivity relates to the enrollment, retention, progression, and graduation rates; number of degrees conferred; credit hours generated; student time to degree; or the number of students served through service courses and other metrics.* |
| Section 4a: Students   * Based on the data in the APR data packet, provide an analysis of enrollment (Refer to Data Packet, Enrollment Demographics and New to Program Demographics), retention, progression, and graduation rates (Refer to Data Packet, Retention and Graduation); degrees conferred (Refer to Data Packet, Degrees Conferred by Fiscal Year); credit hour production in core (Refer to Data Packet, Fiscal Year Core Only Credit Hours by Program and Term Core Only Credit Hours by Program), upper-level undergraduate or graduate courses (Refer to Data Packet, Fiscal Year Program Credit Hours (Core Removed) by Program and Term Program Credit Hours (Core Removed) by Program); and student time to degree (Refer to Data Packet, Time to Degree). |
| *Please insert response in the following box.* |
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| Section 4b: Faculty   * Based on the data in APR data packet, provide an analysis of the credit hours generated by full-time faculty versus part-time faculty (Refer to Data Packet, specifically subsections of Fiscal Year Core Only Credit Hours by Program, Term Core Only Credit Hours by Program, Fiscal Year Program Credit Hours (Core Removed) by Program, Term Program Credit Hours (Core Removed) by Program, Fiscal Year Total Credit Hours by Program, and Term Total Credit Hours by Program) and tenure-track/tenured versus non-tenure-track. |
| *Please insert response in the following box.* |
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| **Program Viability**  *Program viability relates to available resources, student interest, career opportunities, and contributions to the goals and mission of the institution, University System of Georgia, and state to determine whether a program should be continued as is or modified (expanded, curtailed, consolidated, or eliminated). Viability considerations are independent of quality measures, for example a high-quality program could lack viability or a program in need of considerable improvement could have high viability.* |
| Section 5a: Institutional Resources   * What institutional resources are currently used for this program? Resources include human resources, classroom or lab space, digital resources, lab equipment, consumable resources, and library resources (Refer to Data Packet, KSU Library System Input for Academic Program Review). * How are the program resource needs changing? Which resources are no longer needed and what new resources are anticipated? How might such additional resources affect the program? |
| *Please insert response in the following box.* |
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| Section 5b: Student Interest, Enrollment, and Marketplace Projections   * Describe any recent or on-going community, industry, and student interest. * Provide an analysis of enrollment trends (Refer to Data Packet, Enrollment Demographics and New to Program Demographics). * Using the APR data packet (Refer to Data Packet, JobsEQ: Education Report), provide an analysis of marketplace projections for the program discipline. |
| *Please insert response in the following box.* |
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| **Program Faculty Research, Scholarship, and Creative Activity**  *Research, scholarship, and creative activity for program faculty includes a general description of activity, faculty workload distribution, productivity, quality, and significance.* |
| Section 6a: Research, Scholarship, and Creative Activity Profile   * What are the department’s expectations concerning research, scholarship, and creative activity? How does the department define and measure research, scholarship, and creative activity productivity? How does the department define and measure quality and significance of research, scholarship, creative activity, and external funding? |
| *Please insert response in the following box.* |
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| Section 6b: Faculty Workload Distribution   * Describe how the faculty workload distribution has affected the program quality; productivity; viability; and faculty research, scholarship, and creative activity. |
| *Please insert response in the following box.* |
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| Section 6c: Research, Scholarship, and Creative Activity Productivity   * Based on the APR data packet, provide a description of the research, scholarship, creative activity, and external funding of the program’s faculty in aggregate. * Provide a table synthesizing scholarly works produced by program faculty. * Provide a table of external funding generated by program faculty. |
| *Please insert response in the following box.* |
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| Section 6d: Quality and Significance of Research, Scholarship, and Creative Activity   * Provide an analysis of the quality and significance of overall research, scholarship, creative activity, and external funding of the program faculty. |
| *Please insert response in the following box.* |
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| **Appendices** |
| Include any supporting documentation necessary and referenced in the review, such as CVs, data tables, or evidence of program recognition. |