

ACADEMIC PROGRAM REVIEW,

Insert Name of Academic Program

Due to the Director of University Assessment by April 15, 2021

Purpose:

The purpose of the Academic Program Review (APR) is to provide a formal process and medium for program stakeholders to provide information about accomplishments, strengths, challenges, and to align academic programs with the goals as outlined in the SOU Strategic Plan. The APR can also help programs track the impact of changes to curriculum, program requirements, and faculty staffing over time. The APR can be used for both descriptive and evaluative purposes.

Audience:

The audience for the APR is your department, the administration, and the SOU board of trustees. The writing process and the APR document and data included in it are of critical importance for the programs and institution in their planning processes. The tone and voice of the APR need to be appropriate to these audiences and consistent throughout the entire report.

Executive Summary: (a page or less)

Mission and Vision Statements

A **mission statement** is a concise explanation of the program's reason for existence. It describes the program's purpose and its overall intention. The mission statement supports the vision and serves to communicate purpose and direction to clients, customers, vendors and other stakeholders.

Questions to consider when drafting mission statements could include:

- What is our program's purpose?
- Why does our program exist?

A **vision statement** looks forward and creates a mental image of the ideal state that the program wishes to achieve. It is inspirational and aspirational and should challenge employees. Questions to consider when drafting vision statements might include:

- What problem are we seeking to solve?
- Where are we headed?
- If we achieved all strategic goals, what would we look like 10 years from now?

Name of Academic Program

Mission answers the question “Why do we exist?” Vision answers the question “What will the future look like as we fulfill our mission? What will be different?” While mission is about today, vision is about the future, what we will become.

A mission statement can and should be written in a short, concise form. It should pass the “T-shirt” test, meaning, it should be able to be printed on a t-shirt and still be readable. The vision needs to be more than a statement. It should be a description. This description may be a paragraph or a whole page. It should paint a picture of the future that will come to be as we carry out our mission

Some books and consultants encourage business and organizational leaders to write two statements, a mission statement and a vision statement. However, when organizations have two statements those statements begin to compete with each other and no one remembers either.

Write ONE statement, and make it the mission statement. Once you have clarity around your mission, then you are ready to dream about the future and how it will be different. That’s your vision!

I. PROGRAM DESCRIPTION/CONTEXT

- A. What is the mission statement of the program?
- B. What is the vision of the program?
- C. Provide an overview of your program in 250 words or less.

II. THE STUDENT LEARNING EXPERIENCE

Strategic Direction 1: SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.

Goal 1: Develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose.

*** This comment pertains to sections II, III, and IV. Your program needs to highlight some of the key data points included in the appendix in the narrative. You should summarize and distill the data down into a few sentences for each section. Use specific data and how you interpret the data in light of your program.

A. To the best of your ability, please describe the success of students within this program (e.g., admission to graduate programs, professional placement, etc.)?

- Key data point – Percentage of graduates within six months of graduating who are working or studying in their field.

B. Describe how students in this program participate in significant off-campus activities/programs (e.g., internships, civic engagement, experiential learning, service-learning projects, performances, exhibitions, etc.)?

- Key data point – Percent of students in program who are participating.

C. What are the scholarly and/or creative activities of the students in this program (e.g., capstones, professional presentations, publications, significant reports, creative endeavors, etc.)?

D. What are the program's assessment outcomes including both internal and external evaluations? How well do the majors achieve the program's student learning outcomes? (report provided by Kristin Nagy Catz)

- Potential Key data points:
 - reported scores on standardized national exams, VALUE institute
 - Assessment Committee Summary Data

E. Please address program success at SOU utilizing the data provided.

- Key Data points provided - Appendix A
 - Degrees Awarded by year - describe any anomalies or trends in the data over the last five years.
 - Major Counts
 - Undergraduates
 - Graduates
 - DFWI rates by class level, instructional method, strands if applicable, and a list of courses exceeding 20% DFWI.
 - Retention Analysis - Term to Term details

Name of Academic Program

- 3 Year - retention
- 3 Year - Ethnicities selection/differential success rate
- 2 Year - retention
- 2 Year - Ethnicities selected/differential success rate
- 1 Year - retention
- Geographic Origin - most recent Fall term
 - Undergraduates
 - Graduates
- Student Demographics - most recent Fall term
 - Undergraduates
 - Graduates
- Minors by AY (first and second minors included)

F. Describe your program's efforts to redesign curriculum or courses to enhance student learning? Also, please provide any support that these efforts are effective. Have you noticed any student learning trends that have affected pedagogy and how have you addressed that?

III. PROGRAM APPRAISAL and INSTITUTIONAL SUPPORT

Strategic Direction II: SOU will become an [employer of choice](#) and provide excellent service to all of its constituents (e.g, learners, family, community)

Goal 1: SOU will develop effective orientation, training and professional development programs as well as a performance management process that rewards employees for continuous improvement.

Goal 2: SOU will improve its customer experience by streamlining business processes.

Goal 3: SOU will align its internal and external communications to foster greater collaboration and enhance its credibility.

Goal 4: SOU will design and implement a program that will develop a culture of service excellence in all employees

Strategic Direction V: SOU will maintain financial stability and invest for institutional vitality.

Goal 1: SOU will develop, implement and monitor a comprehensive strategic enrollment management plan.

Goal 2: SOU will develop key performance indicators to incentivize, monitor, and reward improvements innovations or efficiencies.

A. Have you made any changes to your program/processes to provide greater access to your program/classes, help your learners understand how to be successful in your program and/or connect them to career preparation. Are there opportunities for your program to better serve adult learners? Describe why or why not below.

Name of Academic Program

B. **Service excellence:** How do you serve students, the campus community, and external constituents and patrons? How does your program interface with the community?

C. **Institutional Support:** Please comment on how well your program is served by administration, staff and institutional processes? Do the existing processes work well?

A series of data reports have been provided for review and reflection. How does this data inform program management and its efficiency?

Key Data points provided (Appendix B):

- SCH by year
 - Undergraduate SCH
 - Graduate SCH
 - Source of SCH by Primary Major (who is taking your classes - shows % of SCH serving majors)
 - SCH Distribution Across Programs (where are your students taking classes?)
- Program Retention - 5 year Student Return Rate
- SCH/ELU for last 3 years (full program, and by subject if more than one)
 - Includes SCH by Year, by Course Level
 - Includes Full program - over past 3 years
 - SCH/ELU major classes
- Course Fill rate = (filled seats/available seats in lecture sections)
- ELU breakdown by Faculty Type
- Distribution of classes by class size (lecture only)
- Avg/median class size-lecture/online/seminar/Telecourse (LUST)

IV. FACULTY

A. Describe the individual efforts of the program's faculty in maintaining a dynamic, innovative, and student-centered curriculum.

- Key Data from Activity Insight*
 - Curriculum Development Report

(this section will require faculty entry into Activity Insight, where there is capability to run on-demand reports that will provide faculty activities and accomplishments.)*

B. Summarize and describe the scholarly or creative output of this program over the past three years (based on most recent departmental expectations as presented in SOU bylaws). How do these activities enhance the program and community?

- Key Data from Activity Insight
 - Scholarship & Research Report
 - Average scholarly work per faculty member over the last three years
 - Service Report from Activity Insight (Professional, University, Community)
 - Leadership roles on campus per faculty member over the last three years

C. What are your hiring plans and how will they support the strategic directions of the university? (SD 4: Goal 1 and 2, Current Composition of Faculty, Diversity/Inclusion)

V. GOALS, ASPIRATIONS and 21st CENTURY TRANSFORMATIONS

Having reviewed the current state of your program, the purpose of this section is to look forward. In this section, we want you to consider the strategic plan and how your program is evolving.

A. Are there ways you can modify, augment, streamline or discontinue programming to add efficiencies or better meet the changing needs of students, industry and/or society?

B. What are the program goals for the next three years and how do they relate to the strategic directions?

C. What is your bold and audacious idea for your program? Frame your answer addressing how this idea supports SOU's mission and strategic directions. What would it take to accomplish your bold idea?

Name of Academic Program