

TWU Undergraduate Degree Program Self-Study Elements

Periodic Academic Program Review

Approved by the Undergraduate Council March 31, 2014

I. The Academic Unit

Address Sections I.A.1. & 2. for the academic unit in which the undergraduate program resides. This information will provide context for the reviewers.

A. Unit Overview & Mission – Provide a one to two-page overview of the academic unit **for the most recent year**, including its mission and organization, a listing of all degrees offered (graduate and undergraduate), in addition to the elements listed below:

1. **Faculty Resources & Productivity** - Summarize faculty resources and productivity on the basis of:
 - a. Profile – rank and demographics of faculty and professional staff (including full- and part-time faculty, and graduate teaching assistants) (IRDM)
 - b. Workload and teaching productivity (SQL)
 - c. Scholarship and creative activities (optional)
 - d. Professional service (optional)
 - e. Professional development (optional)

2. **Academic Unit Efficiency, Effectiveness, Facilities, & Resources**

- a. Summarize academic unit efficiency and effectiveness:
 - 1) External and internal grants and contracts awarded (ORSP)
 - 2) Source and amount of grants and pending grants (ORSP)
 - 3) Success rate of grant applications (ORSP)
 - 4) Research expenditures (ORSP)
 - 5) Academic unit scholarships and endowments
 - 6) HEF expenditures (if applicable)
- b. Summarize the adequacy of academic unit resources for teaching and research including:
 - 1) Staff support
 - 2) Physical facilities
 - 3) Library resources
 - 4) Equipment
 - 5) Research facilities
 - 6) Information technology
 - 7) Budget

II. Academic Undergraduate Degree Program

Address Sections II.A.-E. for the academic degree program.

A. Academic Institutional Improvement – Student Learning Outcomes (SLOs) Assessment

1. Analyze, interpret, and report progress made on degree program improvement in student learning during the past five academic years using program SLOs assessment performance data derived from *Academic Institutional Improvement Reports (AIIRs)*.
 - a. Determine trends – Student performance on program SLOs during the five-year period
 - b. Identify actions taken/improvements made to improve student learning during the five-year period
 - c. Evaluate program success in achieving student learning outcomes (use criterion for success/realistic program goal)
 - 1) Provide evidence of success in achieving program SLOs
 - 2) Provide evidence of progress toward achieving program SLOs
2. Section Summary Analysis
 Reflect on Academic Institutional Improvement/Program SLOs Assessment during the past five academic years. Using the analysis and interpretation of documentation and supporting evidence provided in this section: (1) identify strengths of program SLOs assessment, (2) areas for improvement, and (3) actions to be taken to *continue* to improve student learning based on program success (or lack of) in achieving the student learning outcomes.

B. Curriculum & Related Program Experiences

1. Describe and evaluate the degree program curriculum and related experiences during the past five years as it relates to:
 - a. Degree requirements
 - b. Specializations/program options (if applicable)
 - c. Course offerings, course frequency (IRDM)
 - d. Degree completion data (time to degree and average hours earned) (IRDM)
 - e. Course and/or program delivery modes (face-to-face, fully online, hybrid) (IRDM)
 - f. Program semester credit hour (SCH) production (IRDM)
 - g. Special course offerings (travel-related, internships, experiential learning, etc.)
 - h. Mechanisms fostering independent learning (active learning/high-impact strategies for student engagement, etc.)
 - i. Program connection to the discipline
 - 1) Curriculum updates and alignment with current developments in the discipline
 - 2) Advisory board recommendations and changes implemented (if applicable)
 - j. Undergraduate research (if applicable)
 - k. Other
2. Describe how the content and delivery of your undergraduate degree program relates to other comparable programs in the State of Texas.
3. Section Summary Analysis
 Reflect on the program curriculum and related program experiences during the past five years. Using the analysis and interpretation of documentation and supporting evidence provided in this section: (1) identify strengths of the curriculum, (2) areas for improvement, and (3) actions to be taken to improve the program curriculum.

C. Quality & Quantity of Undergraduate Students & Graduates

1. Portray the undergraduate and recently graduated students within the undergraduate degree program during the past five years:
 - a. Describe, analyze, and interpret degree program trends in the following areas:
 - 1) Student demographic profile (IRDM)
 - 2) Number of majors (number of students in the program) (IRDM)
 - 3) Student/Faculty ratio (calculated from the SCH, FTE Student, FTE Faculty)(IRDM)
 - 4) Student retention/persistence rates (IRDM)
 - 5) Number of program degrees awarded (IRDM)
 - 6) Graduation rates (IRDM)
 - b. Describe post-graduation success evidence within the degree program including:
 - 1) Placement and success of graduates
 - a. Automated Student and Adult Learner Follow-Up System: <http://www.txhighereddata.org/reports/performance/ctcasalf/exitcohorts/>
 - b. Economic Success Metrics from: <http://www.collegemeasures.org/>
 - c. Use the following information to evaluate the success of undergraduate students within the degree program during the past five academic years:
 - 1) Degree completion GPAs (IRDM)
 - 2) Student involvement in organizations related to the profession
 - 3) Academic unit efforts to recruit, advise and retain students
 - 4) Existence of policies and practices conducted within the degree program in support of undergraduate student success.
 - 5) Student/Faculty contact opportunities beyond the classroom (frequency, type, etc.)
2. Section Summary Analysis
 Reflect on the quality and quantity of undergraduate students and graduates within the degree program during the past five years. Using the analysis and interpretation of documentation and supporting evidence provided in this section: (1) identify program strengths, (2) areas for improvement, and (3) actions to be taken to strengthen and improve the quality of degree program.

D. Faculty Resources & Productivity (as applicable)

1. Describe and evaluate faculty resources and productivity of the degree program during the past five years including:
 - a. Profile – rank and demographics of faculty and professional staff (including full- and part-time faculty, and graduate teaching assistants) (IRDM)
 - b. Workload and teaching productivity (SQL)
 - c. Scholarship and creative activities (optional)
 - d. Professional service (optional)
 - e. Professional development (optional)
2. Section Summary Analysis
 Reflect on the faculty resources and productivity within the degree program during the past five years. Using the analysis and interpretation of documentation and supporting evidence provided in this section: (1) identify program strengths, (2) areas for improvement, and (3) actions to be taken to strengthen and improve the quality of degree program.

E. Funding & Resources

1. Describe and evaluate the funding and resources of the degree program during the past five years including:
 - a. External and internal grants and contracts awarded (ORSP)
 - b. Source and amount of grants and pending grants (ORSP)
 - c. Research expenditures (ORSP)
 - d. Scholarships and endowments
 - e. Resources for teaching and research (i.e., classroom space, lab facilities, reassigned time)
 - f. HEF expenditures (if applicable)

2. Describe and evaluate the adequacy of degree program facilities and resources of the degree program during the past five years including:
 - a. Staff support
 - b. Physical facilities
 - c. Library resources
 - d. Equipment
 - e. Research facilities
 - f. Information technology
 - g. Budget

3. Section Summary Analysis
 Reflect on the efficiency, effectiveness, facilities, and resources within the degree program during the past five years. Using the analysis and interpretation of documentation and supporting evidence provided in this section: (1) identify program strengths, (2) areas for improvement, and (3) actions to be taken to strengthen and improve the quality of degree program.

III. Addendum – Undergraduate Certificate Program(s) Review

Address Section III.A. for each undergraduate certificate program housed within the academic unit.

A. Academic Institutional Improvement – Student Learning Outcomes (SLOs) Assessment

1. Analyze, interpret, and report progress made on improvement in student learning during the past five academic years using certificate program SLOs assessment performance data derived from *Academic Institutional Improvement Reports (AIARs) for Certificate Programs*.
 - a. Determine trends – Student performance on program SLOs during the five-year period
 - b. Identify actions taken/improvements made to improve student learning during the five-year period
 - c. Evaluate certificate program success in achieving student learning outcomes (use criterion for success/realistic program goal)
 - 1) Provide evidence of success in achieving certificate program SLOs
 - 2) Provide evidence of progress *toward* achieving certificate program SLOs

2. Section Summary Analysis
 Reflect on Academic Institutional Improvement/Certificate Program SLOs Assessment during the past five academic years. Using the analysis and interpretation of documentation and supporting evidence provided in this section: (1) identify strengths of certificate program SLOs assessment, (2) areas for improvement, and (3) actions to be taken to *continue* to improve student learning based on certificate program success (or lack of) in achieving the student learning outcomes.

IV. Self-Study Documentation

Include the following required data and any additional data or information that provides supporting evidence (documentation) for the self-study.

A. Program Data

Include the following required data as addressed in the self-study:

- Student demographic profile
- Number of majors (number of students in the program)
- Student/faculty ratio (calculated from the SCH, FTE Student, FTE Faculty)
- Student retention/persistence rates
- Graduation rates
- Degree completions GPA's
- Profile rank and demographics of faculty and professional staff
- Workload and teaching productivity
- Number of program degrees awarded
- Course offerings, course frequency
- Course and/or program delivery modes (face to face, fully online, hybrid)
- Degree completion data (time to degree and average hours earned)

B. Academic Assessment/Institutional Improvement Plans and Reports

Include the following required Academic Assessment/Institutional Improvement data as addressed in the self-study:

- Academic Institutional Improvement Assessment Plan (AIAP)
- Academic Institutional Improvement Reports (AIIRs)
- Academic Institutional Improvement Assessment Plan (AIAP – Certificate Programs)
- Academic Institutional Improvement Reports (AIIRs – Certificate Programs)

C. Additional Supporting Evidence/Documentation

Optional – Any additional documentation program faculty would like to include specific to the degree program.

Self-Study Formatting Guidelines

- ✓ One hard copy (3-ring binder) and one electronic copy (single document)
- ✓ Cover sheet to include: Academic unit name, UG degree program name, Self-Study, 5 designated years addressed in the self-study, submitted by _____, submission date
- ✓ Choice of font type
- ✓ Font size for text must be 11 or 12
- ✓ Single space text, double space between paragraphs and sections
- ✓ Page numbering – “Page 1 of ____”
- ✓ Adhere to corresponding outline format