Structure of Academic Program Review Report (APRR)

The program review process provides programs an opportunity to reflect upon their strengths and opportunities within the context of current pedagogical and organizational structures. The process should include input from all constituents involved with the program, including staff, faculty, current students and alumni.

The recommended structure for the PRR document is outlined below in Table 2. At a minimum, the document must address the items listed here. Data available to support each area of the PRR and the source for this data is detailed in Table 3. Where possible, all data should include a minimum of the most recent three year trend.

Table 2.
Academic Program Review Report Format(APRR)

> **A. Mission and Purpose**
> > a. What is the mission of the department?
> > b. What are the objectives and goals of the department as they relate to this program?
> > c. What is the relationship of this program to the University mission and goals?
>
> **B. Curriculum Plan**
> > a. What is the current curriculum used to achieve program objectives? Please provide an overview of the structure, including core, survey, disciplinary and capstone courses etc.
> > b. How does this program compare with professional standards and/or identified Eastern benchmark/peer institutions?
> > c. Include copies of syllabi for all sections of all courses (one year)
> > d. Curricular challenges/opportunities
>
> **C. Faith Integration**
> > a. How does the curriculum reflect the program's commitment to the integration of faith and learning?
>
> **D. Student Learning Assessment**
> > a. Provide a copy of the program's student learning assessment plans and reports for the past 3 years.
> > b. Provide a description and rationale for the cycle of assessment employed by the program and how assessment results are used.
> > c. Student Learning Assessment Challenges/Opportunities
>
> **E. Student Enrollment and Success (3-5 years)-Dean's Office/IR**
> > a. Includes demographic data, graduation rates etc.
> > b. Student Enrollment and Success Challenges/Opportunities
>
> **F. Faculty Profile—Dean's Office/IR**
> > a. Includes current year data that shows rank; full time/part time status; highest degree attained; faculty service and professional development activities
> > b. Copies of faculty vitae for current year
> > c. Faculty Challenges/Opportunities
>
> **G. Library Holdings**
> > a. Assessment of Library holdings
>
> **H. Resources**
> > a. Budget
> > b. Classrooms Used
> > c. Offices
> > d. Laboratories
> > e. Other
> > f. Resource Challenges/Opportunities
>
> **I. Five Year Action Plan**
> > a. Action Priorities (most likely derived from challenges/opportunities detailed above)

Table 3.
Academic Program Review Performance Measures

INDICATOR	SOURCE
For CCGPS, broken down by site/location where relevant and data is available	
Student Enrollment/Success	
Enrollment Demand and Yield	Admissions/IR
Number of Majors (undergrad/grad)	IE/IR
FTE Majors	IE/IR
Degrees Granted	IE/IR
Student Credit Hours (by course level)	IE/IR
Student Credit Hours (core)	IE/IR
Student Credit Hours (discipline)	IE/IR
Financial Ratios	
Total Direct Instructional Cost	Dean/IR/AP for Finance and Admin.
Direct Instructional Cost/FTE Major	IE/IR
Direct Instructional Cost/Student Credit Hour	Dean/IR
Faculty	
Total full time faculty (tenure track)	IE/IR
Total full time faculty (non-tenure track)	IE/IR
Total part-time faculty	IE/IR
Full-time with doctorate/terminal in field	Dean's Office/IR
Part-time with doctorate/terminal in field	Dean's Office/IR
Percent of classes in program taught by PT faculty	IE/IR
Number of advisees per faculty member	Dean's Office/IR
Number of advisees per department	Dean's Office/IR
Faculty list with degree	Dean's Office
Library	
Assessment of Library Holdings	Director of Library
Resources	
Budget	AP for Finance/Admin.
Average Class Size	IE/IR
Number of sections run in the discipline	IR/Dean's Office
Total number of sections out of the discipline	IR/Dean's Office
Total number of sections	IR/Dean's Office
Number of sections 30 or above	IR
Number of sections 10-30	IR
Number of sections 4-9	IR
Number of sections 3 or less	IR
Online Component (where relevant)	
Sloan C Assessment	Office of Online Learning