



WRIGHT STATE
UNIVERSITY

2024 - 2029

Academic Program Review

DRAFT Proposal

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Draft

Academic Program Review Proposal

Overview

Academic program reviews are an integral part of Wright State University’s academic program quality assurance model. They provide an opportunity for leadership to reflect on accomplishments and progress since the last program review, assess current strengths and weaknesses, and to engage in long term planning for the future. Academic program reviews facilitate strategic planning and academic program development at the unit and college level, and inform planning processes at the institutional level. It is through the academic program review process that the University systematically engages in a continuous improvement model, resulting in relevant and quality academic programming. Evaluating teaching and learning leads to improved student learning outcomes and aligns with [criteria](#) set forth by Wright State University's accrediting body, the Higher Learning Commission (HLC).

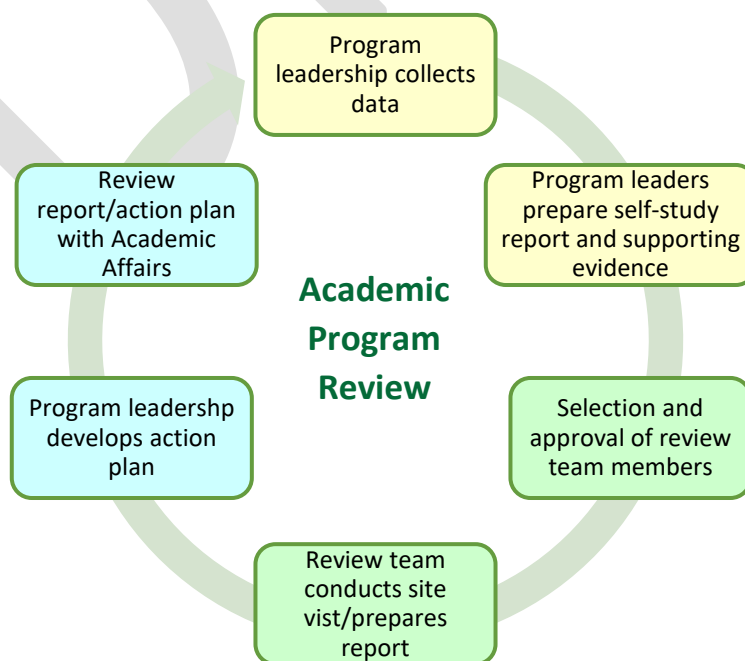
Academic program reviews provide an opportunity to:

- Improve effectiveness of a program by clarifying goals, assessing goal achievement, and evaluating future directions, along with review of policies, processes, and records.
- Assess student and program outcomes that lead to data-informed decisions regarding improvements in courses, curricula, and methodology and/or support requests for additional program resources.
- Help University leadership develop a better sense of current programs and make more informed decisions regarding strategic planning.

Academic Program Review Components

The academic program review will consist of three general components – self-study and supporting evidence, site visit and peer review, and action plan with follow-up meeting (see Figure 1).

Figure 1. *Academic Program Review Components*



Self-Study and Supporting Evidence

The self-study will be prepared by program leadership (i.e., the program/department Chair or Director, the college Dean, etc.). Drafting of the self-study may also be assigned by the program/department Chair or Director or the college Dean to a specific faculty member or faculty members. The contents of the self-study, however, should represent diverse perspectives within the program/academic unit.

An abbreviated self-study may be completed by programs going through (or recently completing) reviews for specialized accreditation. For such programs, program leadership can point to sections of the specialized accreditation self-study (or copy/paste those sections) in the abbreviated self-study, and only include information “in full” for sections not addressed in the specialized accreditation review.

The final self-study document and supporting evidence must be submitted as PDF documents via email to the Vice Provost for Assessments Chief Accreditation Officer at least two weeks prior to the scheduled site visit. Program leadership should work with the college to determine any additional internal timelines.

Self-Study and HLC Criteria

The aim of the self-study is to document, with evidence, the degree to which the following standards have been met, as set forth by [HLC criteria](#).

Criterion 1. Mission

Articulated and operationalized (1.A)

- Program mission connects to the institutional mission and vision and is available publicly. (1.A)

Commitment to the public good (1.B)

- The program, including its overarching purpose/goals and its preparation of students for future activities serves the public good and responds to the needs of external constituencies. (1.B.1 & 1.B.3)

Civic Engagement Opportunities (1.C)

- The program has identified and engaged with external constituencies and communities of interest, responding to their needs as its mission and capacities allow. (1.C.1)
- The program addresses its role in a multicultural society. Its processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. (1.C.2 & 1.C.3)

Criterion 2. Integrity: Ethical and Responsible Conduct

Ensuring Fair and Ethical Behavior (2.A)

- The program operates with integrity, and establishes and follows fair and ethical policies and procedures. (2.A)

Transparency (2.B)

- If applicable, co-curricular or community engagement opportunities are offered that contribute to the educational experience of the program’s students. (2.B.2)

Knowledge Acquisition and Application (2.E)

- The program offers support to ensure the integrity of research and scholarly practice conducted by the program's students. (2.E.2)
- The program has established policies with respect to academic honesty and integrity. (2.E.3)
- The program offers its students guidance in both the ethical and effective use of information resources. (2.E.3)

Criterion 3. Teaching and Learning: Quality, Resources, and Support

Academic Rigor (3.A)

- The program's courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (3.A.1)
- The program communicates about its educational offerings with students and other constituencies, and ensures that its quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality). (3.A.3)

Learning (3.B)

- If applicable, the program contributes to the general education program of the University. (3.B.1)
- The program's degrees and offerings engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to the changing environment. (3.B.3)
- The program's educational offerings recognize the human and cultural diversity in which students live and work. (3.B.4)
- The program faculty members contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (3.B.4)
- The program's students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (3.B.4)

Personnel (3.C)

- The program ensures that instructors in any dual credit, contractual, and consortial programs are appropriately credentialed. (3.C.2)
- The program has sufficient numbers and continuity of faculty to carry out both the classroom and non-classroom roles of faculty. (3.C.2)
- The program's instructors are evaluated regularly in accordance with established institutional policies and procedures (3.C.4)
- The program has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. (3.C.5)
- The program ensures that its instructors are accessible for student inquiry. (3.C.6)
- The program ensures that all of its staff members are appropriately qualified, trained, and supported in their professional development. (3.C.7)

Support and Resources (3.D)

- The program employs its resources efficiently and strategically. (3.D)
- The program provides academic advising suited to its programs and the needs of its students. (3.D.3)

- The institution has provided the program, including its students and instructors, with the infrastructure and resources necessary to support effective teaching and learning. (HLC 3.D.4)

Criterion 4. Teaching and Learning: Evaluation and Improvement

Quality (4.A)

- The program has identified the available external accreditation options for its degrees and maintains such accreditation wherever applicable. (4.A.5)
- Using appropriate indicators, the program evaluates the success of its graduates, including whether its degree and certificate programs prepare students for advanced study or employment. (4.A.6)

Assessment of Student Learning (4.B)

- The program employs effective procedures to improve its own performance. (4.B)

Educational Improvement (4.C)

- The program gathers and analyzes data about student retention, persistence, and completion in its degree programs, and uses this information to make improvements as warranted by the data. (4.C)

Supporting Evidence

Program leadership should include copies of program/department strategic plans and mission statement, plans of study, assessment plan, assessment report, program data, faculty curriculum vitae, and optional documents.

To assist program leadership, a template is proposed for the self-study (see [Appendix A: Self-Study Template](#)).

Site Visit and Peer Review

A review team will be responsible for evaluating the academic program based on the self-study document and accompanying evidence provided by program leadership and a site visit. Members of the review team will be selected by the Vice Provost for Assessment and Chief Accreditation Officer and consist of at least one internal member and at least one external reviewer. The external reviewer will be selected by the Vice Provost for Assessment and Chief Accreditation Officer in consultation with program leadership.

Site Visit

The itinerary for the site visit will be developed by program leadership in consultation with leaders from Academic Affairs who will serve as facilitators for the review teams. During the site visit, the review team will have the opportunity to meet with varied stakeholders and constituents, such as program faculty (i.e., full-time, part-time, tenure track, tenured), staff, current students and alums, community partners, and representatives of the Dean's office and Academic Affairs.

Peer Review

After the site visit, the program review team will be responsible for evaluating the academic program based on (a) the self-study document, and accompanying evidence, prepared by program leadership and (b) the site visit. The review team will complete the academic program review assessment rubric as part of its evaluation (see [Appendix B: Assessment Rubric](#)). In addition, the program review team will be responsible for issuing an

executive summary of their overall findings, including an overview of a program’s strengths, opportunities for improvement, and recommendations for the future. The review team’s report (i.e., executive summary and completed assessment rubric) will be submitted to Vice Provost for Assessment and Chief Accreditation Officer no later than 30 days following the site visit.

Budget for External Reviewers

It is recommended a budget be established in the Office of the Provost to compensate and reimburse travel-related expenses incurred by external reviewers as review team members. Based on estimated travel costs provided by Fiscal Services and a \$1,000 stipend (see Table 1), the total cost for one external reviewer is anticipated to be, at most, approximately \$2,000. In order to perform approximately 300 academic program reviews in a four-year cycle, an annual budget of \$145,650 is recommended. (300 academic program reviews/four years = 75 academic program reviews/year. \$1,942/external reviewer x 75 academic program programs/year = \$145,650/year.)

Table 1. *Estimated Expense per External Reviewer*

Expense	Estimated Cost per Unit	Unit	Total Estimated Cost
Room	\$150/night	1 night	\$150
Meals	\$46/day	2 days	\$92
Flight/mileage	\$700/roundtrip	roundtrip	\$700
Stipend	\$1,000	per review	\$1,000
Total			\$1,942

Note. Room cost based on the use of contracted hotels (e.g., Holiday Inn Dayton/Fairborn, 2800 Presidential Drive, and Tru Hotel by Hilton, Colonel Glenn Hwy).

Action Plan and Follow-Up Meeting

The Vice Provost for Assessment and Chief Accreditation Officer will provide program leadership a copy the review team’s report and will schedule a follow-up meeting the program/department Chair or Director, the College Dean, and representatives from Academic Affairs.

Action Plan

In advance of this meeting, program leadership will be expected to prepare an action plan in response to the review team’s report. The plan should identify program strengths and opportunities as well as specific goals for the next academic program review cycle. In addition, any metrics that will be used to assess progress toward, or completion of, the stated goals and any alignments with broader strategic plans, if applicable, should also be included. To assist program leadership, a template is proposed for the action plan (see [Appendix C: Action Plan Template](#)).

Follow-Up Meeting

The Vice Provost for Assessment and Chief Accreditation Officer will schedule the follow-up meeting with the program/department Chair or Director, the College Dean, and representatives from Academic Affairs no sooner than 30 days after a copy of the review team’s report are provided to program leadership. The purpose of the meeting will be to discuss the review team’s report, associated issues, opportunities for improvement, and action plan.

Academic Program Review Schedule

At most, Program leadership will participate in academic program reviews on a five-year cycle. For those programs with specialized accreditation, efforts will be made to sync specialized accreditation reviews with Wright State’s academic program reviews to reduce redundancies and alleviate administrative burdens.

The schedule of individual academic program reviews will occur on a 5-year cycle by college. The schedule strives for a balanced distribution of reviews across colleges, and, for some programs, will need to be appropriately aligned with specialized accreditation requirements. Program leadership may provide input on the need for flexibility or special scheduling considerations. Examples of factors that may impact the academic program review include:

- Timing of specialized accreditation reviews and site visits
- Substantive program changes
- Program suspension or closure
- Special circumstances relating to a combined or multi-program review

Table 2 displays a proposed 5-year schedule by college. All programs with a given college/unit will be reviewed in a given year, unless an alternative schedule is requested, as noted above.

Table 2. *Academic Program Review Schedule*

Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
College of Health, Education, and Human Services	College of Liberal Arts	College of Engineering and Computer Science Raj Soin College of Business Graduate School Any academic programs under the Office of the Provost’s purview	Boonshoft School of Medicine College of Science and Mathematics	Wright State University Lake Campus Co-curricular programs

Summary

Program review is a data-driven process to help assess the overall quality and operational health of programs. The review process focuses on program quality and program efficiency, as established by the Higher Learning Commission. Academic program review is meant to ensure Wright State University is providing distinctive, high quality programs through serious self-reflection on program strengths, weaknesses, and areas for improvement.

Appendix A: Self-Study Template

ACADEMIC PROGRAM REVIEW – Template

Title of Program _____

Degree _____

Department _____

College _____

SELF-STUDY QUESTIONS

Please answer questions succinctly and provide evidence. The Higher Learning Commission's Criteria for Accreditation are referenced to the specific questions for which they apply.

Criterion 1: Mission

1. Describe program mission and its connection to the institutional mission and vision. Provide evidence of public articulation of mission (e.g., link to department website) in Section IV.A of template. (HLC 1.A)
2. Describe the program, including its overarching purpose/goals and its preparation of students for future activities, for example, graduate/professional schools or workforce. (HLC 1.B.1 and HLC 1.B.3)
3. How has the program identified and engaged with external constituencies and communities of interest, responding to their needs as its mission and capacities allow. (HLC 1.C.1)
4. What processes and activities within the program address its role in a multicultural society and reflect attention on human diversity as appropriate? (HLC 1.C.2 and 1 C.3)

Criterion 2: Integrity: Ethical and Responsible Conduct

1. If possible, provide examples where university or program-specific policies (e.g., student conduct, grade appeal) were used to guide program decisions and actions. Examples should be redacted to maintain anonymity. (HLC 2.A)
2. If applicable, describe any co-curricular or community engagement opportunities offered by the program that contribute to the educational experience of its students, i.e., program-sponsored activities (optional or required) aligned with the curriculum to support student learning. (HLC 2.B.2)
3. In addition to university established policies with respect to academic honesty and integrity, does the program have any other relevant policies that it follows? (HLC 2.E)
4. What guidance and mentoring does the program offer to ensure the integrity of research and scholarly practice conducted by the program's students? (HLC 2.E.3)
5. What guidance does the program offer in both the ethical and effective use of information resources? (HLC 2.E.3)

Criterion 3: Teaching and Learning: Quality, Resources, and Support

1. Provide evidence that the program’s courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (HLC 3.A.1)
2. Provide name(s) of institutions with contractual or consortial arrangements and when the agreement was approved.
 - a. How are course offerings communicated to students and other constituencies? Are they available on the program’s website? How does the program ensure that its quality and learning outcomes are consistent across all modes of delivery (e.g., face-to-face, online) and all locations? (HLC 3.A.3)
3. Undergraduate programs only: If applicable, please describe how courses in your program contribute to the university’s General Education program. (HLC 3.B.1)
4. Describe how the program’s students engage in the following (HLC 3.B.3):
 - a. Collect, analyze, and communicate information?
 - b. Master modes of inquiry or creative work?
 - c. Develop skills adaptable to changing environments?
5. Describe how the program’s educational offerings recognize the human and cultural diversity where the students live and work. (HLC 3.B.4)
6. Provide information about program faculty contributions to scholarship, creative work and the discovery of knowledge, to the extent appropriate. (HLC 3.B.4)
7. Provide evidence that the program’s students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.4)
8. Describe how the program ensures that instructors in any dual credit, contractual, and consortial programs are appropriately credentialed. (HLC 3.C.2)
9. How does the program regularly evaluate instructors in accordance with established institutional policies and procedures? (HLC 3.C.4)
10. What are the program’s processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles? How does the program support their professional development? (HLC 3.C.5)
11. Provide evidence the program ensures its instructors are accessible for student inquiry. (HLC 3.C.6)
12. How does the program ensure that all staff are appropriately qualified, trained and supported in their professional development? (HLC 3.C.7)
13. Provide numbers in the table below (as applicable) for the current academic year. (HLC 3.D)

Type	Number
Full-time, tenured faculty	
Full-time, tenure track faculty	
Visiting associate professors	
Lecturers	
Clinical faculty (e.g., practitioner track, non-tenure eligible practitioners)	
Affiliated faculty	
Instructors	
Part-time instructors	
Teaching assistants	

14. Using the table created in question 13, analyze how the teaching load at each course level is distributed among tenured-tenure track faculty, lecturers or part-time instructors, teaching assistants, or others. What factors determine this distribution? Has this distribution changed over time? (HLC 3.D)
15. Provide examples to show how the program uses its resources (e.g., faculty, staff, space, budget) efficiently and strategically. (HLC 3.D)
16. Who advises students?

Type of Advisor	Number
Professional Staff	
Faculty	
Other	

17. Please describe the advising process and include the student/advisor ratio. Provide evidence that advising is adequate and suited to the needs of its students. (HLC 3.D.3)

Type of Advisor	Student/Advisor Ratio
Professional Staff	
Faculty	
Other	

Criterion 4. Teaching and Learning: Evaluation and Improvement

1. Is external accreditation available for the program’s degree(s)? If so, does the program maintain such accreditation? If applicable, provide the name of the accreditation body, date of most recent review, status of review, and date of the next scheduled review. (HLC 4.A.5)
2. Does the program evaluate the success of its graduates? Are graduates of the program prepared for advanced study or employment? What are the indicators used to confirm this? (HLC 4.A.6)
3. Provide an analysis of the data for trends in enrollment, retention and graduation (see Program Data section, part E below). The analysis could (HLC 4.C):
 - a. Examine and evaluate enrollment trends in the program – discuss how the program improved coordination of recruitment efforts with your college or other campus offices (e.g. Graduate School, Enrollment Management). Include any plans the program has for increasing enrollment.
 - b. Examine correlations that may exist between types of instructors teaching courses and student success. I.e., Is there a trend in the type of instructors teaching courses with high DFW rates?
 - c. Undergraduate programs: Examine and evaluate the retention rate and graduation rates. Discuss how the program has improved coordination of retention efforts with student success offices (advising, support services, etc.).
 - d. Graduate programs: Examine and evaluate the time to degree completion for the program. Discuss how timely degree completion is supported.

REQUIRED ATTACHMENTS FOR SUPPORTING EVIDENCE

A. Program/Department Strategic Plan and Mission Statement

Attach the program’s strategic plan and mission statement, which should include a description of how each aligns with the College and University strategic plan and mission statement. If the program/department does not have a formal strategic plan or mission statement, please attach an overview/description of the program’s goals in support of the college’s strategic plan.

B. Plans of Study

Attach the plan of study (POS), which should explain any differences that may exist between full- and part-time students, when the POS is developed and submitted, and how students are guided in the POS process and any revisions.

C. Assessment Plan

Attach the program's current assessment plan, which states learning outcomes and metrics.

D. Assessment Report

Attach the program's assessment reports for the past three years; include questions for additional location(s) and alternative modalities if appropriate. (HLC 3.A.1 and 4.B)

E. Program Data

In collaboration and consultation with program leadership, Institutional Research and Effectiveness will produce, at minimum, the following program-level data: headcount enrollment, DFW rates, degrees awarded, retention and graduation rates, and post-graduate outcomes. These data will be included as supporting evidence in the self-study. Should data quality issues be identified, program leadership will be referred to Wright State's Data Governance Leadership Team for further guidance and resolution.

F. Faculty Curriculum Vitae

Provide a Curriculum Vitae (CV; summary form is acceptable) of all faculty in the program. (HLC 3.B.4 and 3.C.3)

G. Optional

- a. Transfer Assurance Guides (TAG) information from Ohio Department of Higher Education (undergraduate programs only).

Appendix B: Assessment Rubric

Program Name _____ Evaluator(s) _____

	Met (2)	Partially Met (1)	Unmet (0)	Comments
Criterion 1: Mission				
Articulated and operationalized (1.A)				
<i>The program's mission connects with the institutional vision and mission. (HLC 1.A)</i>	Provides well-developed supporting evidence that program mission is suited to the context of the institution.	Provides partial supporting evidence that program mission is suited to the context of the institution.	Lacks evidence that program mission is suited to the context of the institution.	
Commitment to the public good (1.B)				
<i>The program, including its overarching purpose/goals and its preparation of students for future activities serves the public good and responds to the needs of external constituencies. (HLC 1.B.1 and 1.B.3)</i>	Provides well-developed supporting evidence of its educational role to serve the public and engage with external constituencies.	Provides partial supporting evidence of its educational role to serve the public and engage with external constituencies.	Lacks evidence of its educational role to serve the public and engage with external constituencies.	
Civic Engagement Opportunities (1.C)				
<i>The program has identified and engaged with external constituencies and communities of interest, responding to their needs as its mission and capacities allow (HLC 1.C.1)</i>	Provides well-developed supporting evidence of regular engagement and works with external constituents (e.g., community partners, legislature, employers).	Provides partial supporting evidence of regular engagement and works with external constituents (e.g., community partners, legislature, employers).	Lacks evidence of regular engagement and works with external constituents (e.g., community partners, legislature, employers).	
<i>The program addresses its role in a multicultural society. Its processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. (HLC 1.C.2 and 1 C.3)</i>	Provides well-developed supporting evidence of regular engagement with and prepares students for a multicultural society.	Provides partial supporting evidence of regular engagement with and prepares students for a multicultural society.	Lacks supporting evidence of regular engagement with and prepares students for a multicultural society.	
Enter sub-section points (Possible points = 8; expected pts > 0)				

	Met (2)	Partially Met (1)	Unmet (0)	Comments
Criterion 2: Integrity - Ethical and Responsible Conduct				
1. <i>The program operates with integrity, and establishes and follows fair and ethical policies and procedures. (HLC 2.A)</i>	Provides well-developed supporting evidence of how Integrity, fairness, and ethics are ensured in the development and administration of unit policies and procedures (e.g., policies are reviewed and adopted according to a democratic process, transparent and include appeal processes).	Provides partial supporting evidence of how Integrity, fairness, and ethics are ensured in the development and administration of unit policies and procedures (e.g., policies are reviewed and adopted according to a democratic process, transparent and include appeal processes).	Lacks evidence of how Integrity, fairness, and ethics are ensured in the development and administration of unit policies and procedures (e.g., policies are reviewed and adopted according to a democratic process, transparent and include appeal processes).	
2. <i>If applicable, co-curricular or community engagement opportunities are offered that contribute to the educational experience of the program's students. (HLC 2.B.2)</i>	Provides well-developed supporting evidence of co-curricular and community engagement opportunities (e.g., service learning courses, other program events) for students.	Provides partial supporting evidence of co-curricular and community engagement opportunities (e.g., service learning courses, other program events) for students.	Lacks evidence of co-curricular and community engagement opportunities (e.g., service learning courses, other program events) for students.	
3. <i>The program offers support to ensure the integrity of research and scholarly practice conducted by the program's students. (HLC 2.E.2)</i>	Provides well-developed supporting evidence of processes for how/when information about ethics and integrity of conducting research is provided to students.	Provides partial supporting evidence of processes for how/when information about ethics and integrity of conducting research is provided to students.	Lacks evidence of processes for how/when information about ethics and integrity of conducting research is provided to students.	
4. <i>The program has established policies with respect to academic honesty and integrity. (HLC 2.E.3)</i>	Provides well-developed supporting evidence of academic honesty and integrity policies, and how the program ensures academic integrity policies are communicated to faculty and students.	Provides partial supporting evidence of academic honesty and integrity policies, and how the program ensures academic integrity policies are communicated to faculty and students.	Lacks evidence of academic honesty and integrity policies, and how the program ensures academic integrity policies are communicated to faculty and students.	
5. <i>The program offers its students guidance in both the ethical and effective use of information resources. (HLC 2.E.3)</i>	Provides well-developed supporting evidence of processes for how/when information about ethical and effective use of information resources is provided to students.	Provides partial supporting evidence of processes for how/when information about ethical and effective use of information resources is provided to students.	Lacks evidence of processes for how/when information about ethical and effective use of information resources is provided to students.	
Enter sub-section points (Possible points = 10; expected pts > 0)				

	Met (2)	Partially Met (1)	Unmet (0)	Comments
Criterion 3: Teaching and Learning: Quality, Resources, and Support				
1. <i>The program's courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (HLC 3.A.1)</i>	Provides well-developed supporting evidence that degree and certificate programs are current (i.e., relevant, up-to-date) and the process by which the program ensures expectations for student work are commensurate with the level of the program (i.e., undergraduate, graduate).	Provides partial supporting evidence that degree and certificate programs are current (i.e., relevant, up-to-date) and the process by which the program ensures expectations for student work are commensurate with the level of the program (i.e., undergraduate, graduate).	Lacks evidence that degree and certificate programs are current (i.e., relevant, up-to-date) and the process by which the program ensures expectations for student work are commensurate with the level of the program (i.e., undergraduate, graduate).	
2. <i>The program communicates about its educational offerings with students and other constituencies, and ensures that its quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality). (HLC 3.A.3)</i>	Provides well-developed supporting evidence that courses and programs offered in a variety of settings and delivery modes (e.g., on campus, online, dual credit, alternative locations) are of the same quality and curriculum.	Provides partial supporting evidence that courses and programs offered in a variety of settings and delivery modes (e.g., on campus, online, dual credit, alternative locations) are of the same quality and curriculum.	Lacks evidence that courses and programs offered in a variety of settings and delivery modes (e.g., on campus, online, dual credit, alternative locations) are of the same quality and curriculum.	
3. <i>If applicable, the program contributes to the general education program of the University. (HLC 3.B.1)</i>	Provides well-developed supporting evidence of approved general education courses and the general education area for which they are approved.	Provides partial supporting evidence of approved general education courses and the general education area for which they are approved.	Lacks evidence of approved general education courses and the general education area for which they are approved.	
4. <i>The program's degrees and offerings engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to the changing environment. (HLC 3.B.3)</i>	Provides well-developed supporting evidence of how program courses, curricula, and/or other educational opportunities and experiences help students develop a sense of information literacy and flexible and adaptable cognitive skills.	Provides partial supporting evidence of how program courses, curricula, and/or other educational opportunities and experiences help students develop a sense of information literacy and flexible and adaptable cognitive skills.	Lacks evidence of how program courses, curricula, and/or other educational opportunities and experiences help students develop a sense of information literacy and flexible and adaptable cognitive skills.	

	Met (2)	Partially Met (1)	Unmet (0)	Comments
5. <i>The program's educational offerings recognize the human and cultural diversity in which students live and work. (HLC 3.B.4)</i>	Provides well-developed supporting evidence of how program and courses help students develop an understanding of diversity (e.g., course offerings, curricula, other educational experiences or opportunities).	Provides partial supporting evidence of how program and courses help students develop an understanding of diversity (e.g., course offerings, curricula, other educational experiences or opportunities).	Lacks evidence of how program and courses help students develop an understanding of diversity (e.g., course offerings, curricula, other educational experiences or opportunities).	
6. <i>The program faculty members contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.4)</i>	Provides well-developed supporting evidence that contributions are occurring (e.g., annual review guidelines and process which outline scholarship or creative work).	Provides partial supporting evidence that contributions are occurring (e.g., annual review guidelines and process which outline scholarship or creative work).	Lacks evidence that contributions are occurring (e.g., annual review guidelines and process which outline scholarship or creative work).	
7. <i>The program's students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.4)</i>	Provides well-developed supporting evidence of opportunities, including independent study, capstone project, honors thesis, and can explain why the opportunities available are appropriate for the degree program.	Provides partial supporting evidence of opportunities, including independent study, capstone project, honors thesis, and can explain why the opportunities available are appropriate for the degree program.	Lacks evidence of opportunities, including independent study, capstone project, honors thesis, and can explain why the opportunities available are appropriate for the degree program.	
8. <i>The program ensures that instructors in any dual credit, contractual, and consortial programs are appropriately credentialed. (HLC 3.C.2)</i>	Provides well-developed supporting evidence of processes to ensure that instructors in dual credit and other off campus programs meet credentialing requirements.	Provides partial supporting evidence of processes to ensure that instructors in dual credit and other off campus programs meet credentialing requirements.	Lacks evidence of processes to ensure that instructors in dual credit and other off campus programs meet credentialing requirements.	
9. <i>The program has sufficient numbers and continuity of faculty to carry out both the classroom and non-classroom roles of faculty. (HLC 3.C.2)</i>	Provides well-developed supporting evidence of if there are sufficient numbers of faculty to carry out faculty roles, and if not, identify the areas where gaps occur.	Provides partial supporting evidence of if there are sufficient numbers of faculty to carry out faculty roles, and if not, identify the areas where gaps occur.	Lacks evidence of if there are sufficient numbers of faculty to carry out faculty roles, and if not, identify the areas where gaps occur.	

	Met (2)	Partially Met (1)	Unmet (0)	Comments
10. <i>The program's instructors are evaluated regularly in accordance with established institutional policies and procedures (HLC 3.C.4)</i>	Provides well-developed supporting evidence of how faculty (i.e., full-time, part-time, tenure track/tenured, instructors/lecturers) are routinely evaluated. The processes may vary across these groups.	Provides partial supporting evidence of how faculty (i.e., full-time, part-time, tenure track/tenured, instructors/lecturers) are routinely evaluated. The processes may vary across these groups.	Lacks evidence of how faculty (i.e., full-time, part-time, tenure track/tenured, instructors/lecturers) are routinely evaluated. The processes may vary across these groups.	
11. <i>The program has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. (HLC 3.C.5)</i>	Provides well-developed supporting evidence of new faculty on-boarding and orientation and professional development opportunities for all (i.e., full-time, part-time, tenure track/tenured, instructors/lecturers).	Provides partial supporting evidence of new faculty on-boarding and orientation and professional development opportunities for all (i.e., full-time, part-time, tenure track/tenured, instructors/lecturers).	Lacks evidence of new faculty on-boarding and orientation and professional development opportunities for all (i.e., full-time, part-time, tenure track/tenured, instructors/lecturers).	
12. <i>The program ensures that its instructors are accessible for student inquiry. (HLC 3.C.6)</i>	Provides well-developed supporting evidence that students have access to faculty. Faculty are required to hold office hours and/or list contact information on syllabi.	Provides partial supporting evidence that students have access to faculty. Faculty are required to hold office hours and/or list contact information on syllabi.	Lacks evidence that students have access to faculty. Faculty are required to hold office hours and/or list contact information on syllabi.	
13. <i>The program ensures that all of its staff members are appropriately qualified, trained, and supported in their professional development. (HLC 3.C.7)</i>	Provides well-developed supporting evidence of the processes associated with ensuring the appropriate qualifications and training of staff (e.g., steps in hiring process, on-boarding and orientation process for new staff) and how staff professional development is supported (e.g., opportunities available, funding for training or conference attendance).	Provides partial supporting evidence of the processes associated with ensuring the appropriate qualifications and training of staff (e.g., steps in hiring process, on-boarding and orientation process for new staff) and how staff professional development is supported (e.g., opportunities available, funding for training or conference attendance).	Lacks evidence of the processes associated with ensuring the appropriate qualifications and training of staff (e.g., steps in hiring process, on-boarding and orientation process for new staff) and how staff professional development is supported (e.g., opportunities available, funding for training or conference attendance).	
14. <i>The program employs its resources efficiently and strategically. (HLC 3.D)</i>	Provides well-developed supporting evidence of how it uses its resources to achieve program goals.	Provides partial supporting evidence of how it uses its resources to achieve program goals.	Lacks evidence of how it uses its resources to achieve program goals.	

	Met (2)	Partially Met (1)	Unmet (0)	Comments
15. <i>The program provides academic advising suited to its programs and the needs of its students. (HLC 3.D.3)</i>	Provides well-developed supporting evidence of how academic advising occurs and why this model is appropriate for meeting students' needs.	Provides partial supporting evidence of how academic advising occurs and why this model is appropriate for meeting students' needs.	Lacks evidence of how academic advising occurs and why this model is appropriate for meeting students' needs.	
16. <i>The institution has provided the program, including its students and instructors, with the infrastructure and resources necessary to support effective teaching and learning. (HLC 3.D.4)</i>	Provides well-developed supporting evidence of the resources necessary for teaching and learning (e.g., classrooms, faculty-student meeting space, administrative support).	Provides partial supporting evidence of the resources necessary for teaching and learning (e.g., classrooms, faculty-student meeting space, administrative support).	Lacks evidence of the resources necessary for teaching and learning (e.g., classrooms, faculty-student meeting space, administrative support).	
Enter sub-section points (Possible points = 32; expected pts > 0)				
Criterion 4: Teaching and Learning: Evaluation and Improvement				
1. <i>The program has identified the available external accreditation options for its degrees and maintains such accreditation wherever applicable. (HLC 4.A.5)</i>	Program identified external accrediting body, or provided well-developed supporting evidence of why program accreditation is not appropriate.	Program identified external accrediting body, or provided partial supporting evidence of why program accreditation is not appropriate.	Program unable to identify external accrediting body, or lacks evidence of why program accreditation is not appropriate.	
2. <i>Using appropriate indicators, the program evaluates the success of its graduates, including whether its degree and certificate programs prepare students for advanced study or employment. (HLC 4.A.6)</i>	Provides well-developed supporting evidence of engagement in degree program assessment with identified indicators for evaluation.	Provides partial supporting evidence of engagement in degree program assessment with identified indicators for evaluation.	Lacks evidence of engagement in degree program assessment with identified indicators for evaluation.	
3. <i>The program employs effective procedures to improve its own performance. (HLC 4.B)</i>	Provides well-developed supporting evidence of a continuous improvement model being used to improve performance in all areas.	Provides partial supporting evidence of a continuous improvement model being used to improve performance in all areas.	Lacks evidence of a continuous improvement model being used to improve performance in all areas.	

	Met (2)	Partially Met (1)	Unmet (0)	Comments
4. <i>The program gathers and analyzes data about student retention, persistence, and completion in its degree programs, and uses this information to make improvements as warranted by the data. (HLC 4.C)</i>	Provides well-developed supporting evidence of how data is obtained and regularly used for program improvements.	Provides partial supporting evidence of how data is obtained and regularly used for program improvements.	Lacks evidence of how data is obtained and regularly used for program improvements.	
Enter sub-section points (<i>Possible points = 8; expected pts > 0</i>)				
Total Rubric points (<i>Possible points = 58</i>)				

Evaluator Signature _____ Date _____

Appendix C: Action Plan Template

Title of Program _____

Degree _____

Department _____

College _____

The action plan is a **crucial** step in the Academic Program Review Process. It is designed to respond to the findings of both the self-study and the external review report. The action plan should indicate how the program plans to address the issues raised during the review process.

Based on the completion of the review, identify program strengths and opportunities as well as specific goals for the next review cycle. Include the metrics that will be used to assess progress toward, or completion of, the stated goals and any alignments with broader strategic plans, if applicable.

The S.M.A.R.T goals model can be used for goal development to improve student learning. S.M.A.R.T goals are specific, measurable, attainable, relevant, and time-limited. They establish specific actions to be accomplished, metrics to measure progress, an achievable purpose/benefit, relevance to broader objectives, and time frame for accomplishment.

Goal	Metric used to measure success/progress	Timetable for implementation/ completion	Alignment with broader strategic plan(s)
1.			
2.			
3.			
4.			