FORMAT FOR APR GRADUATE PROGRAM SELF-STUDY REPORT

(Adopted by Faculty Senate 3/24/16)

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| **Required components to be posted on the Academic Program Review Canvas site:**1. Self-study with appendices.
2. Unit Data Sheet(s) (prepared and posted by the UWL Institutional Research Office).
3. The external reviewer’s OR accreditation agency’s report.
4. The department’s response to the report.
5. The Dean’s letter regarding the self-study and the report.
6. The University Graduate Director’s letter regarding the self-study and report.
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**Self-Study Guidelines**

Below are the standards for the APR review of graduate programs at UW-La Crosse. Each graduate program within a department requires a separate report, although many of the responses to the various standards may be identical across programs.

**Section 1. Accreditation**

* 1. Provide accreditation\* information. If accredited, provide the name of the accrediting body, date of last accreditation, and date of next accreditation. If not accredited, state whether your discipline has accreditation of graduate programs – and if your discipline does have accreditation and you are not accredited, provide the reason why you have chosen not to seek accreditation.

\***IMPORTANT: Accreditation determines the format of your APR self-study**.

* If your program is **not** accredited by an external accrediting agency, you must answer each of the following standards in a narrative report.
* If your program is accredited, you have the option to use the Graduate APR Checklist (See Appendix A of these guidelines). Instead of writing a full narrative, you submit your accreditation self-study and use the checklist to identify the page numbers within the self-study that address each standard. If your accreditation self-study does not address a specific APR standard or does not address it completely, supplementary narrative should be provided.

**Section 2. Foundational Information**

* 1. Provide the program/department's Mission Statement.
	2. List the goals and objectives for the Graduate Program.
	3. List the student learning outcomes for the program.
	4. If your department has both undergraduate programs and graduate programs, summarize the relationship between undergraduate and graduate programs.
	5. Explain your program as compared to other graduate programs in your field. How is the program representative of graduate programs in the discipline? How is it distinctive?

**Section 3. Course Delivery**

* 1. If your program has slash courses, how does your program ensure that the content of these slash courses is at a graduate level?
	2. Describe students’ options for a capstone experience (for example, thesis, graduate project, or field experience). Explain whether certain options are encouraged over others and the rationale for this prioritization.
	3. Describe the profile of course delivery within your program. Report on the percentage of courses that are classroom, classroom/laboratory, laboratory, on-line, etc.
	4. If your program has on-line or hybrid courses, describe unique characteristics of these courses. If you have both an on-line/hybrid and on-campus offering of the same course, explain the differences between the two courses.
	5. If your program has an entire degree program that is on-line or hybrid, describe its unique characteristics. If you have both an on-line/hybrid and on-campus option for the same degree, explain the differences between the two programs.

**Section 4. Assessment**

 This assessment information should align with the learning outcomes listed in Standard 2.03.

* 1. Provide the assessment data of your program. This should include, but not be limited to, program biennial assessment reports. See Appendix E for additional assessment information.
	2. Discuss important changes made to the program during this review period that were a result of assessment data collected during the current or previous review periods (linking changes to the assessment data).
	3. Discuss potential revisions (if any) to the curriculum over the next review period based on the assessment data.
	4. Discuss any other noteworthy indices of your program success.
	5. Identify and describe the single most significant strength in your program. Also identify and describe the single area most in need of improvement. Discuss your plans for addressing this improvement.

**Section 5. Previous Academic Program Review and New Program Initiatives**

* 1. Describe the actions that were taken in response to the recommendations of the most recent previous Academic Program Review. Also summarize the results of those actions.
	2. Note any continuing or new concerns related to your program/department's ability to achieve its goals.
	3. Describe any plans for new program initiatives.
	4. Comment on any trends in the Unit Data Sheets noteworthy to the program.

**Section 6. Personnel**

* 1. If your department has both undergraduate and graduate programs, discuss criteria and expectations for faculty/staff involvement in the graduate program.
	2. When hiring new faculty, what is the stated expectation that a new hire (both tenure track and instructional academic staff) be involved in the graduate program?
	3. Graduate education has unique faculty responsibilities (e.g., chairing thesis, serving on thesis committee, teaching graduate courses). How are these duties weighed in terms of faculty workload?
	4. The Office of Institutional Research organizes and provides the data on faculty, instructional academic staff and workload. Additionally, please describe:
* Professional development opportunities and expectations for faculty members in your program/department
* The relative emphases that your program/department places on teaching, scholarly achievements and service when making recommendations regarding retention and promotion
* The program/department staffing plan, including your estimate of the number of faculty to be hired in the next five years. If your department has both undergraduate and graduate programs, explain how hiring practices take into account the current and future needs of your graduate program

6.05. Graduate Assistants and/or Teaching Assistants (If your program does not employ graduate assistants or teaching assistants, proceed to Section 7).

* Describe the process for hiring graduate assistants and teaching assistants
* Acknowledging that duties of graduate assistants (GA) and teaching assistants (TA) vary from person to person and year to year, provide a generic job description for your GA and TA positions
* Explain how GAs and TAs are evaluated. Include personnel responsible for the evaluation.
* If your program has teaching assistants, attach the mandatory written policy concerning 1) educational and cultural training, 2) English proficiency of non-native speakers, 3) continuous progress toward a degree, and 4) standards for selecting TAs.

**Section 7. Support for Achieving Academic Program Goals**

7.01. Admissions

* Describe recruiting efforts for new graduate students.
* Describe program-specific admission standards, if any, that differ from the basic standards required by the university.
* Describe in detail the process for admission into the program. For example, if your program has more qualified applicants than you can admit, explain the selection process. Conversely if you sometimes admit students who fail to meet the recommended standards, explain how these exceptions are determined.

7.02. Student Advising

* List the written materials (hard copy, electronic, web site) provided to graduate students to help them understand departmental, college, and university policies and procedures If you have a handbook or a collection of handouts, include them in Appendix F
* Describe efforts to orient new students before and immediately after they arrive on campus. This may include the provision of a student handbook or orientation materials, mandatory or voluntary orientation, etc
* Explain academic advising for graduate students in your program. List who is involved and what advice is typically offered
* Programs are allowed to have retention standards that are more stringent than the university polices. List any unique retention policies that your program has and provide rationale for the policy
* Each graduate program is required to have a written procedure for hearing a dismissed student’s request for reentry. Provide the procedure and highlight any revisions since the last APR

7.03. What is the average time to completion for your program? Describe the issues (if any) that prevent some students from graduating in a timely manner, and explain steps that you are taking to address the problem.

7.04 Describe the impact each of the following has on your ability to achieve program goals. For departments with both undergraduate and graduate programs, discuss whether resources are fairly distributed between undergrad and grad.

* Physical facilities
* Supplies and equipment
* Personnel (consider not only full-time instructional staff, but also ADAs, GAs and TAs, adjunct, etc…)
* External funding, and
* Field experiences.

**Section 8. Other**

Please include any other pertinent information not covered in previous sections.

**Section 9. Appendices**

Include copies of:

* 1. the Unit Data Sheet(s) (provided by the UW-L Institutional Research Office, for use by external reviewers who do not have access to UDS on Canvas);
	2. the budget data sheet (Dean’s Office provides upon request by the department);
	3. the most recent previous Academic Program Review Committee report on the program (provided by the current Academic Program Review Committee);
	4. the Department’s Annual Reports (not the individual faculty reports) from each of the previous three years;
	5. biennial assessment reports, plus instruments, surveys, plans, etc. (particularly those cited in Section 4 of this self-study report);
	6. any other important departmental documents cited in earlier sections of this self-study report (including student handbooks and/or written policies and procedures).

**Appendix A: External Accreditation Program Review**

**Checklist for Graduate Programs**

Program Being Reviewed: Date of Submission:

|  |  |  |
| --- | --- | --- |
| **Required Self-Study Components** | **Included in External APR (yes/no)****(Enter the reference)** | **Supplement Needed (Submit with final documentation)** |
| 1. **Accreditation Information**
 |
| List a) name of accrediting body, b) date of last accreditation, and 3) date of next accreditation |
| 1. **Foundational Information**
 |  |  |
| 2.01 Mission statement | Found in section/page: |  |
| 2.02 Goals & objectives | Found in section/page: |  |
| 2.03 Student learning outcomes | Found in section/page: |  |
| 2.04 Relationship between undergraduate and graduate programs (if applicable) | Found in section/page: |  |
| 2.05 Description of academic program(s): typical and distinctive characteristics | Found in section/page: |  |
| 1. **Course Delivery**
 |  |  |
| 3.01 If the program has slash courses, how is it assured that the content is at a graduate level? | Found in section/page: |  |
| 3.02 Student options for a capstone experience (thesis, graduate project, field experience) | Found in section/page: |  |
| 3.03 Profile of course delivery: breakdown of classroom, laboratory, online, etc. coursework | Found in section/page: |  |
| 3.04 Unique characteristics of online/hybrid courses  | Found in section/page: |  |
| 3.05 Unique characteristics of online/hybrid program  | Found in section/page: |  |
| 1. **Assessment**
 |  |  |
| 4.01 Assessment data (biennial assessment reports, surveys, instruments, etc.) | Found in section/page: |  |
| 4.02 Program changes in response to assessment data from previous review period | Found in section/page: |  |
| 4.03 Potential curriculum revisions in response to assessment  | Found in section/page: |  |
| 4.04 Other indices of program success (optional) | Found in section/page: |  |
| 4.05 Significant program strength andArea in need of improvement  | Found in section/page: |  |
| 1. **Previous APR and New Program Initiatives**
 |  |  |
| 5.01 Actions taken in response to the recommendations of the most recent APR | Found in section/page: |  |
| 5.02 Continuing or new concerns related to your program’s ability to achieve its goals. | Found in section/page: |  |
| 5.03 Plans for new program initiatives | Found in section/page: |  |
| 5.04 Trends in the Unit Data Sheets noteworthy to changes in the program | Found in section/page: |  |
| 1. **Personnel**
 |  |  |
| 6.01 Criteria/expectations for faculty/staff involvement in graduate programs (if department has both undergraduate/graduate programs) | Found in section/page: |  |
| 6.02 Stated expectation that new faculty/staff be involved in the graduate program | Found in section/page: |  |
| 6.03 How unique graduate faculty duties are weighed in terms of workload | Found in section/page: |  |
| 6.04a Professional development opportunities and expectations for faculty members | Found in section/page: |  |
| 6.04b Relative emphases that your program places on teaching, scholarly achievements, and service when making recommendations regarding retention and promotion | Found in section/page: |  |
| 6.04c Program staffing plan, including estimate of the number of faculty to be hired in the next five years | Found in section/page: |  |
| 6.05a Process for hiring graduate assistants and teaching assistants (if applicable) | Found in section/page: |  |
| 6.05b Typical duties of GAs & TAs (if applicable) | Found in section/page: |  |
| 6.05c Evaluation of GAs & TAs | Found in section/page: |  |
| 6.05d Mandatory written policy for TAs(if applicable) | Found in section/page: |  |
| 1. **Support for Achieving Academic Program Goals**
 |  |  |
| 7.01a Recruiting efforts for new graduate students | Found in section/page: |  |
| 7.01b Program-specific admission standards (if different from university standards) | Found in section/page: |  |
| 7.01c Process for admission into the program (including exceptions if a student fails to meet the minimum requirements) | Found in section/page: |  |
| 7.02a Written materials provided to students in order to understand departmental, college, and university policies & procedures | Found in section/page: |  |
| 7.02b Efforts to orient new students before/during the start of the program (handbook, orientation, etc.) | Found in section/page: |  |
| 7.02c Academic advising for students (who is involved, what advice is typically given, etc.) | Found in section/page: |  |
| 7.02d Unique retention policies & rationale (if different from university retention standards) | Found in section/page: |  |
| 7.02e Procedure for hearing a dismissed student’s request for reentry | Found in section/page: |  |
| * 1. Time to completion
 |  |  |
| * 1. Impact of the Following on Ability to Achieve Program Goals
 |  |  |
| Physical facilities | Found in section/page: |  |
| Supplies and equipment | Found in section/page: |  |
| Personnel | Found in section/page: |  |
| External funding | Found in section/page: |  |
| Field experiences | Found in section/page: |  |
| 1. **Other Pertinent Information Not Covered**
 |  |  |

Our program’s next external accreditation will be in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (year).

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 Academic Program Director Date

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 Department Chair Date

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 Dean Date

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 University Graduate Director Date

**Appendix B: Format for APR Committee Reports**

Academic Program Review SUMMARY\*

|  |
| --- |
| Department under review:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Date self-study received in Dean’s office: |
| Date of external consultant’s review: |
| Date APR received report: |
| **APR’s summary of self-study** (first two boxes must be completed) |
| APR’s summary of how the academic program attempts to reach its goals and objectives and the extent to which those goals and objectives have been achieved: |
| APR’s comments including:Notable Strengths:Notable Weaknesses/Challenges: |
| APR evaluation/comments on any/all of the eight specific components of the self-study (if applicable) |
|

|  |  |
| --- | --- |
| Section 1 Accreditation | Evaluation |
| Yes | No |
| Accreditation information orExplanation as to why not accredited |  |  |

*Comments:* |
|

|  |  |
| --- | --- |
| Section 2 Foundational Information | Evaluation |
| Clearly Expressed | Sufficient | Insufficient or Missing |
| Mission statement is provided |  |  |  |
| Goals & objectives are provided |  |  |  |
| Student learning outcomes are defined |  |  |  |
| Relationship between undergraduate/graduate programs is provided |  |  |  |
| Typical/distinctive characteristics of academic program are provided |  |  |  |

*Comments:* |
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|  |  |
| --- | --- |
| Section 3 Course Delivery | Evaluation |
| Sufficient Evidence | Some/partial Evidence | Insufficient or Missing | N/A |
| Description of graduate level slash courses is provided |  |  |  |  |
| Student capstone options are provided |  |  |  |  |
| Breakdown of course delivery is provided |  |  |  |  |
| Unique characteristics of online/hybrid course are provided |  |  |  |  |
| Unique characteristics of online/hybrid program are provided |  |  |  |  |

*Comments:* |
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|  |  |
| --- | --- |
| Section 4 Assessment | Evaluation |
| Sufficient Evidence | Some/partial Evidence | Insufficient or Missing | N/A |
| Assessment Data is provided |  |  |  |  |
| Evidence of changes to program in response to assessment data from previous review period |  |  |  |  |
| Evidence of potential changes in curriculum in response to assessment  |  |  |  |  |
| Other indices of program success provided(optional) |  |  |  |  |
| Significant program strength and area in need of improvement |  |  |  |  |

*Comments:* |
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|  |  |
| --- | --- |
| Section 5 Previous APR Review and New Intiatives | Evaluation |
| Sufficient Evidence | Some/partial Evidence | Insufficient or Missing | N/A |
| Evidence of action taken in response to the recommendations of the most recent APR |  |  |  |  |
| Continuing or new concerns related to the program’s ability to achieve its goals provided |  |  |  |  |
| Plans for new program initiatives provided |  |  |  |  |
| Unit Data Sheet trends noteworthy to changes in the program provided |  |  |  |  |

*Comments:* |
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|  |  |
| --- | --- |
| Section 6 Personnel | Evaluation |
| Sufficient Evidence | Some/partial Evidence | Insufficient or Missing | N/A |
| Criteria/expectations for faculty/staff involvement in graduate programs are provided |  |  |  |  |
| Clearly stated expectation that new faculty/staff be involved in the graduate program is provided |  |  |  |  |
| Unique graduate faculty duties in terms of workload are provided |  |  |  |  |
| Professional development opportunities and expectations for faculty members are clearly described |  |  |  |  |
| Program’s relative emphasis on teaching, scholarly achievement, and service in retention and promotion of faculty is clearly stated |  |  |  |  |
| Staffing plan for the program, including an estimate of the number of faculty to be hired in the next 5 years |  |  |  |  |
| Process for hiring GAs and TAs is clearly described |  |  |  |  |
| Typical duties of GAs and TAs are provided |  |  |  |  |
| Evaluation of GAs and TAs (including personnel involved in evaluation) is clearly described |  |  |  |  |
| Mandatory written policy for TAs is provided |  |  |  |  |

*Comments:* |
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|  |  |
| --- | --- |
| Section 7 Support for Program Goals | Evaluation |
| Sufficient Evidence | Some/partial Evidence | Insufficient or Missing | N/A |
| Recruiting efforts for new graduate students are clearly described |  |  |  |  |
| Program-specific admission standards are clearly described |  |  |  |  |
| Process for admission into the program (including exceptions if a student fails to meet the minimum requirements) are clearly described |  |  |  |  |
| Written materials provided to students in order to understand departmental, college, and university policies/procedures are provided |  |  |  |  |
| Efforts to orient new students before/during the start of the program are clearly described |  |  |  |  |
| Academic advising for students is provided |  |  |  |  |
| Unique retention policies and rationale for the program are described |  |  |  |  |
| Procedure for hearing a dismissed student’s request for reentry is included |  |  |  |  |
| Average time to complete program is provided  |  |  |  |  |
| The impact of physical facilities |  |  |  |  |
| The impact of supplies and equipment |  |  |  |  |
| The impact of personnel |  |  |  |  |
| The impact of external funding  |  |  |  |  |
| The impact of field experiences |  |  |  |  |

*Comments:* |
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|  |  |
| --- | --- |
| Section 8 Other | Evaluation |
| Sufficient Evidence | Some/partial Evidence | Insufficient or Missing | N/A |
| Other pertinent information  |  |  |  |  |

*Comments:* |
| **External Reviewer Recommendations** |
| APR’s Comments on Report from External Reviewer or Accreditation Agency(if applicable)

|  |  |
| --- | --- |
|  | Evaluation |
| Agree with all comments | Agree with most comments | Disagree with most comments | Disagree with all comments |
| Areas addressed and comments made by external reviewer or accreditation agency |  |  |  |  |

*Comments:* |
| **Department’s Response to the Reviewer Recommendations** |
| APR’s Comments on the Department’s Response(if applicable)

|  |  |
| --- | --- |
|  | Evaluation |
| Well supported | Sufficient Evidence | Some/partial Evidence | Insufficient or Missing |
| Department’s response addressed all areas raised by external reviewer |  |  |  |  |

*Comments:* |
| **Dean’s Letter** |
| APR’s Comments on Dean’s Letter(if applicable)

|  |  |
| --- | --- |
|  | Evaluation |
| Agree with all comments | Agree with most comments | Disagree with most comments | Disagree with all comments |
| Areas addressed and comments made by Dean |  |  |  |  |

*Comments:* |
| **APR’s Recommendations** (must be completed) |
| Recommendations:* No serious areas to address – review in next regularly scheduled cycle
* Some areas to address – review in next regularly scheduled cycle
* Some areas to address – department should submit short report on progress to Faculty Senate/Provost’s Office in 3 years
 |