FORMAT FOR APR UNDERGRADUATE SELF-STUDY REPORT

(Updated by APR Committee 4/03/2024)

**Required components to be posted on the UG 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.

Provide accreditation/certification/recognition information. If accredited/certified/recognized by an external body provide the name of the body, date of last accreditation/certification/recognition, and date of next accreditation/certification/recognition.

**I. Purposes**

* 1. Provide program/department's Mission Statement (if extant) and a statement of the program/department's overall goals and objectives.
  2. Briefly describe the academic programs housed in the department (minors, certificates, education programs, etc.) and state if these programs are represented by a separate program review or are encapsulated within the current self-study. Also describe any interdisciplinary programs to which the department is a major contributor. If one or more of the department's academic programs have goals and objectives not listed above, include them here.

**II. Curriculum**

* 1. Describe whether the academic program(s) is/are typical of your discipline(s), and if they are distinctive in some ways.
  2. Briefly summarize how the curriculum and instruction in the program(s) reflects the contemporary emphases and trends of your discipline(s). Describe the profile of course delivery mode within program(s) (report on % of courses that are classroom, classroom/laboratory, laboratory, online [> 50% online course delivery], studio, etc).
  3. State the minimum total (including general education, major, and minor) number of credits required to earn the baccalaureate degree(s) in your academic program(s), providing justification if the minimum total exceeds 120 credits. Explain any significant difference between the minimum total number of credits stated and the credits at time of graduation reported in Table 1 of the Unit Data Sheet.

**III. Assessment of Student Learning & Degree of Program Success**

1. State the student learning outcomes for the program/department. If applicable, state separate learning outcomes for any additional academic programs or graduate programs housed in the department. (Student learning outcomes are best stated in the form of the subject matter, cognitive development, and skills the students will demonstrate upon completion of the program (e.g., “Upon completion of the program, students will be able to …”). (Department’s may choose to provide a table or matrix to demonstrate how individual courses relate to these student learning outcomes.)
2. Provide assessment data collected during the review period used to determine the level of success in the program for students’ achieving the desired outcomes. If it is helpful, include data from previous years for comparison purposes. Please refer to program biennial assessment reports and attach as appendices.
3. Discuss important changes made to the program during this review period that were a result of assessment data (linking changes to the data) collected during the current or previous review periods. (These changes might include revisions to the curriculum, student learning performance objectives, course scheduling, departmental or advising procedures, instructional methods, curriculum delivery methods, assessment data collection procedures, etc.) Also discuss potential revisions to the curriculum that you foresee over the next review period based on results of assessment of performance objectives.
4. State the learning outcomes for all General Education courses taught through the program/department and the assessment of these outcomes and any important changes made to the courses due to assessment data.
5. Discuss the inclusive excellence plan for the department/program, including successes and challenges in implementation, as well as feedback received, outcomes and future goals.
6. If a program course contains greater than 50% online delivery, discuss the use and effectiveness of this course. Compare any replacement of face-to-face contact hours with online activities.
7. Does your department have a writing-in-the-major program? Y/N

If yes: Describe the goals of your Writing-in-the-Major program, assessment method(s), assessment results, and revisions made to the program based on assessment results and/or other reasons.

1. Discuss the process of advising students in the program/department, any changes since the last APR review, and the strengths and weaknesses of your advising program.
2. Discuss any other noteworthy indices of program success.
3. Identify and describe the single most significant strength in the academic program(s).
4. Identify and describe the single area most in need of improvement in the academic program(s). Discuss your plans for accomplishing this improvement.

**IV. Previous Academic Program Review and New Program Initiatives**

A. Describe the actions that were taken in response to the recommendations of the most recent previous Academic Program Review, and the results of those actions.

B. Note any continuing or new concerns related to your program/department's ability to achieve its goals.

C. Describe any plans for new program initiatives.

D. Comment on any trends in the Unit Data Sheets noteworthy to changes in the program.

**V. Personnel**

The Office of Institutional Research organizes and provides the data on faculty, instructional academic staff and workload. Additionally, please describe:

A. professional development opportunities and expectations for faculty members in your program/department;

B. the relative emphases that your program/department places on teaching, scholarly achievements and service when making recommendations regarding retention and promotion;

C. the program/department staffing plan, including your estimate of the number of faculty to be hired in the next five years. Consider using the internal Unit Data Sheet and/or external Delaware Data to provide context for your staffing plan. Describe the procedure the program/department will use to link ongoing curriculum/program development to the recruitment and hiring of new faculty.

**VI. Support for Achieving Academic Program Goals**

Describe the impact each of the following has on your ability to achieve program goals.

A. physical facilities;

B. supplies and equipment;

C. personnel; and

D. external funding.

**VII. Other**

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

**VIII. 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 department (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. assessment reports, plus instruments, surveys, plans, etc. (particularly those cited in section III of this self-study report);
  6. department/program inclusive excellence plan(s) submitted since the last UAPR review, along with any feedback reports received in this period; and
  7. any other important departmental documents cited in earlier sections of this self-study report.