

SELF-STUDY REPORT
20XX – 20XX Academic Program Review

Academic Unit Name
College/School
Date of Report Submission

Contact Information:

Chair/Director
Email
Phone
Unit Website
College Website

PREVIOUS PROGRAM REVIEW ACTIONS

- Summarize recommendations from the previous program review's Action Plan (formerly Memorandum of Agreement) and related actions taken.

SELF-STUDY DEVELOPMENT PROCESS

- Discuss the collaborative process undertaken by the unit/program(s) in developing the self-study document and supporting materials.

OVERVIEW OF THE ACADEMIC UNIT AND PROGRAM(S)

- **Organizational Structure.** Briefly describe the current organizational structure of the academic unit. Discuss any significant changes (e.g., organization, leadership, personnel, programs) since the previous program review.

Note: "Program" is defined as an academic credential, which includes all degree programs and stand-alone certificates offered within the academic unit.

STRATEGIC PLANNING

- **Mission Alignment.** Provide the current mission of the academic unit. Discuss how the mission of the academic unit supports the mission of the college and the university.
- **Accomplishments.** Discuss major accomplishments and progress in achieving the unit's strategic goals, including supporting data, since the previous program review.
- **Improvements.** Provide a few representative examples of improvements sought based on the assessment findings since the previous program review. Indicate the applicable objective, measure, data, and planned or implemented change for improvement.
- **Current Actions.** Indicate priorities related to the strategic plan that will be implemented within the next two years.

CURRICULUM AND ASSESSMENT

- **Program Requirements.** Describe the current program requirements and modes of delivery (i.e., face-to-face, hybrid, fully online) for each program offered by the unit. Include information from the catalog and/or links to other applicable websites.
- **Assessment of Student Learning.** Discuss any significant changes to the *Assessment Plan* components (mission, outcomes, reporting cycle, measures, curriculum map, and/or rubrics) since the last program review for each program. For program(s) offering a fully online equivalent, provide a narrative comparing student learning outcome performances across modalities for the last three years.
- **Curricular and Programmatic Changes.** Provide a summary, including dates, of any curricular or programmatic changes since the previous program review and any planned changes. Describe how the use of the assessment findings influenced the curricular or programmatic changes.
- **General Education/Integrated Learning Courses (ILC).** If the academic unit offers general education/ILC courses, list the courses offered and course enrollment information for the last three years and discuss any trends. *[Data Source: Distributed by OIE / EIS]*
- **Dual Enrollment Courses.** If the academic unit offers dual enrollment courses, provide the number of courses offered and course enrollment information for the last three years, and discuss any trends. *[Data Source: Distributed by OIE / EIS]*
- **Teaching Enhancements.** For the last three years, provide the number of sections/students for any service-learning, CxC, Honors, or distance education (50% or more of course delivered via distance) courses offered. Discuss any recently implemented or planned innovative teaching enhancements, including fully online programs. *[Data Source: EIS Department – Teaching Enhancements]*

FACULTY

- **Awards and Recognitions.** List significant external and internal faculty awards and recognitions since the previous program review.
- **Faculty Composition.** Provide a list of all faculty employed during the last five years, including name, start date, rank, area of specialization, new faculty hire or replacement, and, if applicable, departure date. What has been the impact of new hires/departures over the last five years on teaching quality and research productivity? Are faculty retirements or changes in faculty lines anticipated over the next five years? Are there sufficient (at least 60%) full-time faculty to ensure curriculum and program quality?
- **Diversity.** Provide data regarding faculty gender and race/ethnicity for the last five years. Discuss any trends in minority and gender representation and efforts made to enhance faculty diversity. *[Data Source: Department Metrics – Fall Full-Time Faculty Diversity]*
- **Recruitment and Retention.** Discuss any current or planned initiatives that promote faculty recruitment and retention efforts.
- **Teaching Load.** Discuss faculty teaching load and expectations by rank. Include supporting data.
- **Teaching Effectiveness.** Discuss approaches taken to assess teaching effectiveness, including all delivery modes.

STUDENTS

- **Awards and Recognitions.** List significant external and internal student awards and recognitions for the past five years.
- **Advising.** Discuss how the unit supports and enhances the quality of advising, including such considerations as assignment of advisors, advisor/student ratio, and communications.
- **Departmental Student Credit Hours (SCH).** Provide departmental SCHs for lower division, upper division, and graduate courses over the last five years, and discuss any trends. *[Data Source: Department Metrics – Annual Credit Hours or EIS – Department Level Report]*
- **Enrollment Trends.** Provide per program per year over the last five years: the total number of students enrolled, the number and diversity of students, and the gender and race/ethnicity of students. Include a comparison of enrollment by program delivery mode, if applicable. Discuss any enrollment trends and anticipated enrollment changes in the next five years, efforts made to enhance student diversity, and recruitment initiatives. *[Date Source: EIS - Program Review Enrollment Summary]*
- **Retention and Graduation Rates.** Provide, per program per year over the last five years, the first-year retention rate and graduation rate, and discuss any trends. What initiatives are in place or planned to promote student retention and timely degree completion? *[Date Source: Department Metrics – Freshman Retention and Graduation Rates or EIS – Program Review]*
- **Degrees Awarded Annually.** Provide data for degrees conferred by the program over the last five years and discuss any trends. Include a comparison of degrees awarded by program delivery mode, if applicable. *[Date Source: Department Metrics – Annual Degrees Awarded or EIS – Program Review Degree Summary]*
- **Post-Graduation Outcomes.** Discuss job placement and further pursuit of educational experiences for undergraduate students and graduate students, as available data permits.

RESEARCH

- **Faculty.** Discuss faculty research productivity trends within the academic unit. Provide for the last five years and by faculty rank, if possible, supporting aggregate data: total number of refereed journal articles, technical/research reports, books, research presentations, and grants and contracts awarded from sponsored programs. *[Data Sources: Department Metrics – Sponsored Programs]*
- **Student.** Discuss student research opportunities provided by the unit/program(s). Provide data as available.

OUTREACH AND PARTNERSHIPS

- **External/Internal.** List engagement/outreach activities, ongoing and new partnerships, and/or funding commitments (expenditures or income). *[Note: Do not include service learning linked to courses.]*
- **Alumni and Other Stakeholder Engagement.** Describe the role of alumni with the unit/program(s). Describe how employers and other stakeholders interact with the unit/program(s).

SUPPORTING RESOURCES

- **Staffing.** Provide staffing data over the last five years and discuss the level of support for the academic unit and program(s). *[Data Source: EIS – Total Headcount Employees]*
- **Facilities and Equipment.** Discuss the adequacy of the facilities and equipment in the academic unit and program(s), including classrooms, labs, other instructional facilities, and office space.

- **Library.** Discuss the adequacy of library resources in meeting faculty and student needs for campus-based programs, hybrid, and/or fully online programs.
- **Technology.** Discuss the adequacy of technology resources in supporting teaching and learning, research, and other needs for campus-based programs, hybrid, and/or fully online programs.

LABOR MARKET ANALYTICS

It is important to approach the labor market analytics for the Unit in a constructive and positive manner. The goal is to gather insights that can help enhance the program's alignment with industry needs and improve our graduates' employability. It is essential to remember that the labor market data is intended to provide valuable information and enhance the success of the Unit or its students. By maintaining a positive, forward-thinking mindset, department leadership and faculty can use this data to identify opportunities for growth, curriculum enhancements, and improved student outcomes. Please approach the analysis and discussion of labor market data with a focus on fostering continuous improvement and maximizing your Unit's potential.

Below is a list of guiding questions to assist with developing your analysis.

- What career opportunities are available to graduates of the Unit's programs?
- How has the demand for the Unit graduates evolved in recent years?
- Are there any specific industries or sectors where the graduates of the Unit's skills are particularly sought after?
- Are there any emerging market trends or new roles in the field of the Unit that faculty should be aware of?
- What skills or qualifications are employers seeking in Unit graduates?
- How does the salary range for Unit graduates compare to similar programs or degrees?
- Are there any geographical considerations when it comes to job placements for Unit graduates?
- Are there any specific internships or work experience opportunities that can enhance the employability of Unit students?
- How is the Unit's curriculum aligned with the needs and expectations of employers in the field?
- What feedback have employers and alumni provided regarding the Unit's strengths and areas for improvement in terms of the labor market and career readiness?

CIP CODE REVIEW

Please review the Unit's CIP Code at the [National Center for Education Statistics website](#).

- Does the current CIP Code accurately reflect the Unit's field of study?
- Should the CIP Code be changed to better align with the Unit?

CURRENT OVERALL ANALYSIS

- **Strengths.** Briefly summarize the strengths of the unit/program(s).
- **Challenges.** Briefly summarize the greatest challenges faced by the unit/program(s).

APPENDICES: REQUIRED SUPPORTING DOCUMENTATION

- Memorandum of Agreement/Action Plan from the previous Academic Program Review
- Unit Organization Chart
- Strategic Planning – current unit strategic plan and three most recent planning cycles.

- Assessment of Student Learning for each educational program offered by the unit [OIE will provide this information]:
 - 2021-2024 Assessment Plan and curriculum map, if applicable.
 - Program Impact Reports (PIRs) completed since the previous program review.
- Student Learning Assessment Reports (SLARs) for the last three years.
- General Education/ILC assessment reports for the last three years. [OIE will provide this information.]
- Other as determined by the unit

Data Sources: The Department Metrics are prepared and distributed annually by the Office of Data and Strategic Analytics. Additional program- and department-level data are available via the Enterprise Information System (EIS) by accessing myLSU. To request access to EIS, please visit https://www.lsu.edu/data/internal_reports/index.php and select 'Access Request Form'. Planning Resources are provided by the Office of Institutional Effectiveness. Other data sources, such as those maintained by the unit, may also be used in developing the self-study document.

