APR REPORT OUTLINE/TEMPLATE

1) Self-Study
   a) Program Description
      i) Program's mission and SU mission
      ii) Program data - enrollment, degrees granted, time-to-degree, retention, post-graduation
   b) Program Resources
      i) Faculty
      ii) Facilities
      iii) Curriculum & Sequencing
      iv) Advising
      v) Diversity & Access Statement
      vi) Civic & Community Engagement (WHERE APPLICABLE)
      vii) Library
      viii) Technology
      ix) Other
   c) Assessment of Student Learning
      i) Revisions and Ratings of Student Learning Outcomes
      ii) Alignment to General Education Student Learning Goals (UNDERGRAD ONLY)
      iii) Course Mapping
      iv) Assessment Methods
      v) Results
      vi) Dissemination
      vii) Use
   d) SWOT
   e) Future Strategy and Vision
2) Recommendations Action Plan (RAP)
3) Assessment Action Plan (AAP)
4) External Review
5) Dean Response to External Review
6) Appendices – rubrics, instruments, results, CVs, achievements

OUTLINE/TEMPLATE GUIDANCE

1) Self-Study

a) Program Description

i) *Mission* - brief program overview, program mission and relationship to university's mission, educational philosophy

ii) *Program Data* – UARA will provide spreadsheets with tables showing program enrollment, degrees granted, time-to-degree, and retention; include any post-graduation data here, if available

b) Resources

i) *Faculty* – hiring, expertise, scholarship, professional development

ii) *Facilities* – space available for learning

iii) *Curriculum & Sequencing* –discuss changes to program's curriculum over the past cycle and rationalize the sequence of courses/learning experiences students are expected to progress through

iv) *Advising* – discuss advising approach and resources, including cooperation with SU advisers and any faculty advising

v) *Diversity & Access Statement* – discuss resources leveraged to provide program access and support to underrepresented student populations

vi) *Civic & Community Engagement* (if any) - Community engagement describes collaboration between HE institutions and their communities for the mutually beneficial exchange of knowledge and resources; discuss any civic or community engaged practices in your courses and/or program

vii) *Library* – discuss library resources relevant to this program

viii) *Technology* – discuss technological resources for the program

ix) *Other* – mention any other relevant resource considerations

c) Assessment of Student Learning

i) *Revisions and Ratings of Student Learning Outcomes* - review and, where appropriate, revise SLOs; identify the significance of SLOs relative to each other on a 1-5 scale (1 = minor focus, 5 = major focus) to help programs identify strategies for targeting assessment of the most significant aspects of learning within a program

ii) *Alignment to General Education Student Learning Goals* - **FOR UNDERGRADUATE PROGRAMS ONLY**, discuss alignment to the University's General Education Student Learning Goals

iii) *Course Mapping* - all a program's courses should be mapped to specific learning objectives so that program faculty can document and visualize outcomes attainment through a program's course sequence (see this guide for more details and screenshots)

iv) *Methods* - in this section, the types of assessment used should be discussed, with specific mention of instruments and whether they are course-embedded or commercially obtained assessments

v) *Results* - here the results of assessment efforts for all outcomes should be interpreted and discussed, including rubrics developed and used, how results were evaluated (by whom, individual faculty, assessment committee?); detailed results and copies of rubrics are suggested as appendix items

vi) *Dissemination* – discuss how the results of assessment efforts are communicated to faculty; discuss the existence of any unique systems or structures a program may have devised for this purpose, including any committees; a primary objective for all programs should be ensuring all program faculty have access to assessment results that are updated regularly

vii) *Use* - discuss the specific ways a program is using the results of its assessment efforts to drive enhanced learning among students, with particular attention paid to the ways that assessment results inform the RAP items (tactics) and the program's future vision (strategy)

d) SWOT – consideration of Strengths, Weaknesses, Opportunities, and Threats for a program should involve input from as many program stakeholders as possible

e) Future Strategy and Vision – narrative description of the future directions the program will be taking based on the outcomes of its assessment efforts and SWOT analysis (this section addresses strategy, and the Recommendations Action Plan constitutes the tactics for seeing this through)

2) Recommendations Action Plan – the RAP is the set of planned changes to a program based on the results of assessment, the SWOT analysis, and the External Review; recommendations should indicate whether they were suggested internally or externally, include updates to past RAP items, and constitute the tactics a program will undertake to achieve its strategy and address opportunities and threats in the SWOT analysis; it should include a minimum of 3-5 recommendations to be acted upon, and time-to-completion, budgetary resources, responsible parties, and completion updates; these are the actions to be taken to improve learning and "close the loop"

3) Assessment Action Plan – similar to the Recommendation Action Plan, the Assessment Action Plan is a set of *future* tactics a program intends to use to strengthen assessment processes within the program; this should include a minimum of 3-5 specific items, time-to-completion, budgetary resources, responsible parties, and completion updates

4) External Review – External Reviews are a culminating aspect of the APR process and are vital to any evaluation of an academic program. External Reviewers should be drawn from an institution similar to SU and/or an academic program similar to the program(s) under review. A reviewer must be able to apply professional standards of

evaluation consistent with the goals, expectations, and educational context of the University, as well as the standards identified by the program under review (see Appendix E: External Review Guidelines)

5) Dean's Response to External Review – every External Review conducted as part of a program's APR cycle should be followed up with a response from that program's responsible dean; programs hosting External Reviewers should send the results of the External Review to their dean and UARA within one month of the completion of the review (see Appendix E: External Review Guidelines for more details)

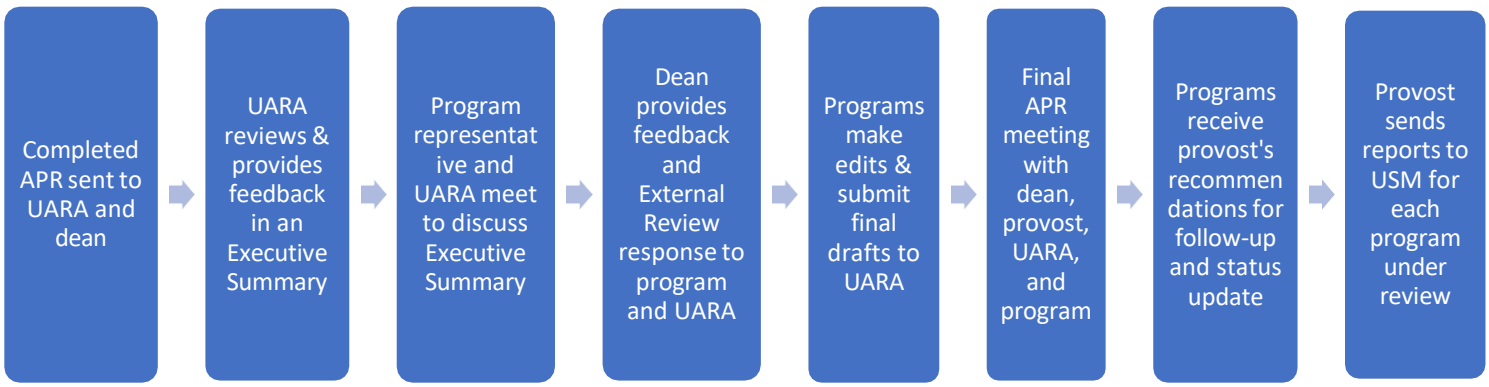
6) Appendices – a repository for more detail; programs may include items relevant to their APR but not essential to the narratives in the Self-Study portion of the main APR document; this is where programs should include rubrics, assessment data, faculty CVs, student-led research, awards & recognition, graduate/alumni placement information, etc.

REPORT FEEDBACK AND NEXT STEPS

Programs will be expected to complete Self-Studies prior to the arrival of External Reviewer(s) to ensure there is adequate material to inform the visit. Once programs have received their External Review from the reviewer(s), they will submit all materials to their relevant dean and UARA.

Internal Feedback

1) *UARA Response* – UARA will review the APR using the rubric/checklist featured in Appendix B to confirm completion and adherence to these guidelines; subsequently, a meeting will be scheduled to discuss UARA's recommendations
2) *Dean's Response* – the overarching APR report will be reviewed by each program's supervising dean and the dean will provide a response with special emphasis on the findings of the External Review; the dean will forward this response to UARA and the leadership of the program under review
3) *Final Meeting with the Provost* – representatives from each program under review, the dean, UARA, and the provost's office will meet in order for the provost to provide feedback and discuss outcomes, resources, and program needs
4) *Next Steps* – after meeting with the provost, programs up for APR will receive a brief summary of the provost's recommendations, and notification of satisfactory completion of the APR cycle or referral to *Warning Status*



External Feedback

1) *Provost Submits Annual Report to USM* – the provost's office submits findings of Salisbury University's APR process in a separate report for each program under review, using an updated version of the form in APPENDIX K: Sample Periodic Program Review Form
2) *Low-Productivity Programs* – programs that do not meet USM's productivity criteria, described below, over a 3-year period may be discontinued