**Academic Program Review**

Unit name goes here

### Prepared by: NAME, TITLE

###   NAME, TITLE

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###   NAME, TITLE

### **Submitted on [DATE]**



# Table of Contents

*Insert TOC here once report has been written.*

# Unit Overview

## Mission

*Describe the mission of the unit in relation to the university’s mission and current strategic plan.*

## Discussion of Degree Programs Offered

*Briefly describe each degree program that the unit currently offers, including certificates and programs that have external accreditation and will not be further discussed in this report. Also, include a brief discussion of minors, if any are offered. When possible, describe when and why the program was established. For degree programs with external accreditation, provide general information about the accrediting body and when the last review or site visit took place.*

## Internal Academic Ties and Contributions to University-wide Initiatives

*Discuss academic ties to other units on campus. This section should also describe the unit’s participation in university-wide initiatives (i.e., Students as Scholars QEP, Mason Korea, Mason Impact, etc.) and Mason Core (formerly, general education) offerings.*

## External and International Relationships

*Report major educational collaborations with local, state, national and international organizations or institutions. This section should indicate the unit’s involvement in educational activities outside of the immediate campus community. If the unit regularly offers study abroad opportunities or other international experiences for students and/or faculty, include a description of those activities.*

## Alumni Relationships and Activities

*Explain outreach efforts to the unit’s alumni. How does the unit keep in touch with alumni? Does the unit offer special programming for alumni? Does the unit give an alumni award or do anything to recognize alumni? Are alumni involved in the review of student projects?*

## Distance Education

*Report the unit’s distance education offerings, both courses and degree programs. Explain plans for developing further distance education opportunities in the short and long term. Specify the extent to which the unit has worked with Mason Online or Wiley to develop DE offerings.*

## Faculty Profile

*Discuss the faculty profile in terms of proportion of tenure-line faculty, full-time faculty, and faculty with terminal degrees. Address the diversity and area expertise of the faculty. Include relevant findings from the APR Faculty Survey regarding overall faculty satisfaction with the unit. Please do not include faculty CVs or bio sketches.*

## Scholarly Activity and Service

*Assessment of the extent to which department scholarly activity and service goals are being met.*

## Resources

*Report the unit’s resources. This may include physical spaces and equipment as well as external funding through grants or gifts. Also include a discussion of the roles of the support staff in the unit.*

## Peer Comparison

*How does the unit as a whole compare to peer institutions or universities that have similar programs? The peer comparison may be qualitative or quantitative. Comparisons might include the number and type of degree programs offered, number of degrees granted, admissions criteria and acceptance rates, number of faculty, levels of graduate student funding, etc. Units are responsible for identifying peer institutions. Units do not necessarily have to use institutions on Mason’s peer institution list. ORIE can help with finding publicly available data from SCHEV and the U.S. Department of Education.*

**SWOT Analysis**

## *Report strengths, weaknesses, opportunities and threats to the unit and use these as one of the sources for generating goals for the unit.*

## Other Relevant Information

*Discipline- or unit-specific accomplishments, needs, and concerns that help to understand the unit and its programs. Consider including upcoming or planned changes, challenges, initiatives, etc.*

## Unit Goals and Action Plans

*If the unit submitted an APR report in the past, discuss progress on meeting the previous cycle’s goals.*

*Following this discussion, describe the unit’s new goals and associated action plans. Please reference the origin(s) of each goal (i.e., SWOT analysis, peer comparison, faculty survey, etc.). An action plan should be developed for each goal that includes objectives, strategies for achieving the objectives, the anticipated timeline for achieving each goal, potential barriers, resource requirements and a process for evaluating achievement.* ***Note****: the unit’s goals should be broader than the goals reported in the degree program sections.*

Degree Program

(*Include* *a separate section for each undergraduate and graduate degree program)*

***Special Note:*** *BA/BS programs may be combined into a single section only if the degree title is the same. While these same name BA/BS programs may share some SLOs, at least one SLO* ***must*** *be unique to each program and the results for the BA must be disaggregated, presented and discussed separately from the results of the BS. Be sure to also describe any curricular differences between these programs in the Discussion of Curriculum section and provide separate curriculum maps for each.*

## Overview and Mission

*Describe the history and development of the program, including any concentrations, tracks, or specializations that are offered. For programs that are well-established, discuss how the program has evolved over the years and how it has adapted to changes in the field and/or the university. For programs that are newer, describe the initial expectations for the program and any major changes that have been made to the program. Report the mission of the program in relation to the unit’s mission, the university’s mission and the current strategic plan.*

## Discussion of Curriculum

## *Discuss the curriculum: identify core courses and requirements, describe WI, RS, and synthesis courses as well as capstone experiences, internships, and senior paper/project requirements or options. Describe any major changes to the curriculum that have recently been made or that are planned for the very near future. Attach a curriculum map, either in this section or as an appendix.* \*See Special Note above for same name BA/BS programs.

## Size and Scope of the Program

*Analyze and discuss five year trends of enrollments and degrees granted. Explain any major changes or significant downward or upward trends. Comment on retention of students in the program.*

## Student Success

*Discuss student satisfaction with the program, course offerings, faculty and advising. Also analyze students’ success upon graduating from the program in terms of graduate school acceptances and job placements. Describe the program’s advising system and its effectiveness.*

## Program-Level Outcomes and Assessment

*List the program’s 5-7 student learning outcomes and for each outcome describe the measures and methods of the assessment, findings, whether the findings met the achievement target and what changes or improvements have been made as a result of the assessment. Units that offer programs at Mason Korea must report separately on Mason Korea students. Include the assessment instruments used (rubrics, achievement criteria, etc.) in an appendix to the APR self-study report. Undergraduate programs are required to have one learning outcome that supports written communication. Programs that work with Students as Scholars are asked to include at least one outcome related to undergraduate research & creative activities.*

## Interpretation of Results

*What meaning does your team make of the assessment results? Describe the “big picture” or broader implications of the findings and how the findings will be used to improve student learning and success.*

## Program Goals and Improvement Plans

*Based on the outcomes assessments, student success data and other evidence evaluated in the APR process, identify goals and improvement plans for the program. An improvement plan should be developed for each goal that includes objectives, strategies for achieving the objectives, the anticipated timeline for achieving each goal, potential barriers, resource requirements and a process for evaluating achievement.*

# Certificates

*A discussion of certificates should include the following components:*

* *The purpose of the certificate or minor program*
* *Student enrollment and characteristics of student participants (e.g. Who does the program serve?)*
* *Assessment of at least two outcomes*
	+ *One must be a learning outcome; others may be program outcomes*
	+ *Assessment of learning outcomes must include direct assessment of student work*

# Concluding Statement

*Discuss the main accomplishments, concerns or issues, and resources needed to carry out plans. Acknowledge upcoming involvements or issues to consider. Discuss decisions and recommendations for the unit’s programs.*