**Academic Program Review**

Interdisciplinary Program name goes here

### Prepared by: NAME, TITLE

###  NAME, TITLE

###  NAME, TITLE

###  NAME, TITLE

###  NAME, TITLE

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



# Table of Contents

*Insert TOC here once report has been written.*

# [program Name]

## Mission

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

## Program Overview

*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 (possibly in SCHEV proposal) and any major changes that have been made so far.*

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

*Discuss academic ties to other units on campus. This section should also describe the program’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 program’s involvement in educational activities outside of the immediate campus community. If the program 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 program’s alumni. How does the program keep in touch with alumni? Does the program offer special programming for alumni? Does the program give an alumni award or do anything to recognize alumni? Are alumni involved in the review of student projects?*

## 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 program. Please do not include faculty CVs or bio sketches.*

## Resources

*Report the program’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 program.*

## 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.*

## 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.*

## Distance Education

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

## Peer Comparison

How does the program as a whole compare to level and or aspirational peers? The peer comparison may be qualitative or quantitative. Comparisons might include the number and type of degree programs offered in the home unit, number of degrees granted, admissions criteria and acceptance rates, number of program faculty, levels of graduate student funding, etc. Programs are responsible for identifying peers. Programs do not necessarily have to use institutions on Mason’s peer institution list. OIE 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 program.

## Other Relevant Information

Discipline- or program-specific accomplishments, needs, and concerns that help others to best understand the program. Consider including upcoming or planned changes, challenges, initiatives, etc.

## 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.*

## Interpretation of Results

What meaning does your team make of the assessment results? Describe the “big picture” or broader implications of the findings.

## 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.*

## 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 program’s programs.