**NEW PROGRAMS – INITIAL GRADUATE ACADEMIC PROGRAM REVIEW**

(Passed by Grad APR Committee 9/16/2020, Adopted by Faculty Senate 11/19/2020)

*Required components:*

1. *This self-study with required appendices.*
2. *The external consultant’s OR accreditation recommendations.*
3. *The program/department’s response to the recommendations.*
4. *The Dean’s letter regarding the self-study and the recommendations.*
5. *The Graduate Studies Director’s letter regarding the self-study and the recommendations.*
6. **Goals and Objectives** 
   1. Describe the overall goals and objectives for the program. Provide the program/department’s Mission Statement, if available.
   2. Summarize your initial proposal documents with respect to the rationale for the new program being developed, the demand for the program, and the projected enrollment by year five. Comment on how those ideas match what has occurred since the program began. If enrollments are larger, how have you handled that larger enrollment? If student numbers are smaller, what are your plans for increasing enrollment?
   3. If your department has both undergraduate programs and graduate programs, summarize the relationship between them (graduate as compared to undergraduate, and/or among graduate programs). Do you see synergies developing? Competition for resources? How can you foster a sustainable relationship between the two types of programs?
7. **Course Delivery**
   1. Discuss the strengths and weaknesses of your program course delivery mode(s) (online, hybrid, or face-to-face). If you have online, hybrid, and/or on-campus options for the same degree, explain the differences between or among your programs. Do you anticipate any changes in delivery mode(s) as you move forward with your program?
   2. Describe a student’s options for a capstone experience (e.g. thesis, dissertation, graduate project, or field experience). What, if any, changes have you made with regard to capstones during the first years of the graduate program?
8. **Assessment of Student Learning & Degree of Program Success**
9. State the student learning outcomes for the program, as evaluated in University Program Assessment Reports. Programs may choose to provide a table or matrix to demonstrate how individual courses or student projects relate to these student learning outcomes.
10. Provide assessment data collected during the review period used to determine the level of success in the program for students’ achieving the desired outcomes. This should include, but not be limited to, your University Program Assessment Reports. Please attach your University Program Assessment reports as appendices.
11. 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 review period. (These changes might include revisions to the initial proposed 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.
12. Discuss advising within the program. If you offer a 4+1 or another Dual Degree option, how do you support students through the transition from undergraduate to graduate status?
13. What is the average time to completion for your program? Describe the issues (if any) that prevent some students from graduating in a timely manner, and explain steps that you are taking to address the problem.
14. Discuss any other noteworthy indices of program success.
15. **Personnel**
    1. Graduate education has unique faculty responsibilities (e.g. chairing thesis or dissertation, serving on student committees, teaching graduate courses). How are these duties being weighted in terms of faculty workload?
    2. Please address the following topics regarding Graduate Assistants and/or Teaching Assistants if your program employs GAs or TAs. If you do not, proceed to Section VI.

* Provide the position descriptions for any GAs or TAs hired within your unit in the Appendices, describe the process for selecting GAs and/or TAs, and explain how GAs and TAs are evaluated in terms of job performance.
* What do you see as the strengths and weaknesses of the GA/TA experience for your students in terms of their education?
* Do you see a need for any changes regarding GAs/TAs during your next review period?

1. **Program Strengths and Challenges**
2. Identify and describe the single most significant strength in the academic program.
3. Identify and describe the single area most in need of improvement or that poses the biggest challenge to the program. Discuss your plans for accomplishing this improvement or addressing this challenge.
4. Discuss any changes to the original program not already addressed.
5. Comment on any noteworthy trends in the Unit Data Sheets.
6. **Appendices**

Include copies of:

* 1. Unit Data Sheet(s) (provided by the UWL Institutional Research Office);
  2. original institutional letter of commitment and authorization to implement document approved by the BOR (available through the Provost’s Office);
  3. Program Assessment Reports, plus instruments, surveys, plans, etc. (particularly those cited in Section III of this self-study report);
  4. position descriptions for any GAs or TAs hired within your unit; and
  5. any other important program documents cited in earlier sections of this self-study report.