FORMAT FOR APR UNDERGRADUATE SELF-STUDY REPORT

(Updated by APR Committee 09/28/2022 – Adopted by Faculty Senate 10/20/2022)

**Required components to be posted on the UG Academic Program Review Canvas site:**

1. Self-study with appendices.
2. Unit Data Sheet(s) (prepared and posted by the UWL Institutional Research Office).
3. The external reviewer’s OR accreditation agency’s report.
4. The department’s response to the report.
5. The Dean’s letter regarding the self-study and the report.

**Accreditation**

Provide accreditation\* information. If accredited, provide the name of the accrediting body, date of last accreditation, and date of next accreditation.

\***IMPORTANT: Accreditation determines the format of your APR self-study**.

* If your program is **not** accredited by an external accrediting agency, you must answer each of the following standards in a narrative self-study report.
* If your program is accredited, you have the option to use the Undergraduate APR Checklist (See Appendix A of these guidelines). Instead of writing a full narrative, you submit your accreditation self-study and use the checklist to identify the page numbers within the self-study that address each standard. If your accreditation self-study does not address a specific APR standard or does not address it completely, supplementary narrative should be provided.

**I. Purposes**

* 1. Provide program/department's Mission Statement (if extant) and a statement of the program/department's overall goals and objectives.
  2. Briefly describe the academic programs housed in the department and any interdisciplinary programs to which the department is a major contributor. If one or more of the department's academic programs have goals and objectives not listed above, include them here.

**II. Curriculum**

* 1. Describe whether the academic program(s) is/are typical of your discipline(s), and if they are distinctive in some ways.
  2. Briefly summarize how the curriculum and instruction in the program(s) reflects the contemporary emphases and trends of your discipline(s). Describe the profile of course delivery mode within program(s) (report on % of courses that are classroom, classroom/laboratory, laboratory, online [> 50% online course delivery], studio, etc).
  3. State the minimum total (including general education, major, and minor) number of credits required to earn the baccalaureate degree(s) in your academic program(s), providing justification if the minimum total exceeds 120 credits. Explain any significant difference between the minimum total number of credits stated and the credits at time of graduation reported in Table 1 of the Unit Data Sheet.

**III. Assessment of Student Learning & Degree of Program Success**

1. State the student learning outcomes for the program/department. If applicable, state separate learning outcomes for any additional academic programs or graduate programs housed in the department. (Student learning outcomes are best stated in the form of the subject matter, cognitive development, and skills the students will demonstrate upon completion of the program (e.g., “Upon completion of the program, students will be able to …”). (Department’s may choose to provide a table or matrix to demonstrate how individual courses relate to these student learning outcomes.)
2. Provide assessment data collected during the review period used to determine the level of success in the program for students’ achieving the desired outcomes. If it is helpful, include data from previous years for comparison purposes. Please refer to program biennial assessment reports and attach as appendices.
3. 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 current or previous review periods. (These changes might include revisions to the 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.
4. State the learning outcomes for all General Education courses taught through the program/department and the assessment of these outcomes and any important changes made to the courses due to assessment data.
5. Discuss the inclusive excellence plan for the department/program, including successes and challenges in implementation, as well as feedback received, outcomes and future goals.
6. If a program course contains greater than 50% online delivery, discuss the use and effectiveness of this course. Compare any replacement of face to face contact hours with online activities.
7. Does your department have a writing-in-the-major program? Y/N

If yes: Describe the goals of your Writing-in-the-Major program, assessment method(s), assessment results, and revisions made to the program based on assessment results and/or other reasons.

1. Discuss the process of advising students in the program/department and any changes since the last APR review.
2. Discuss any other noteworthy indices of program success.
3. Identify and describe the single most significant strength in the academic program(s).
4. Identify and describe the single area most in need of improvement in the academic program(s). Discuss your plans for accomplishing this improvement.

**IV. Previous Academic Program Review and New Program Initiatives**

A. Describe the actions that were taken in response to the recommendations of the most recent previous Academic Program Review, and the results of those actions.

B. Note any continuing or new concerns related to your program/department's ability to achieve its goals.

C. Describe any plans for new program initiatives.

D. Comment on any trends in the Unit Data Sheets noteworthy to changes in the program.

**V. Personnel**

The Office of Institutional Research organizes and provides the data on faculty, instructional academic staff and workload. Additionally, please describe:

A. professional development opportunities and expectations for faculty members in your program/department;

B. the relative emphases that your program/department places on teaching, scholarly achievements and service when making recommendations regarding retention and promotion;

C. the program/department staffing plan, including your estimate of the number of faculty to be hired in the next five years. Describe the procedure the program/department will use to link ongoing curriculum/program development to the recruitment and hiring of new faculty.

**VI. Support for Achieving Academic Program Goals**

Describe the impact each of the following has on your ability to achieve program goals.

A. physical facilities;

B. supplies and equipment;

C. personnel; and

D. external funding.

**VII. Other**

Please include any other pertinent information not covered in previous sections.

**VIII. Appendices**

Include copies of:

* 1. the Unit Data Sheet(s) (provided by the UW-L Institutional Research Office, for use by external reviewers who do not have access to UDS on Canvas);
  2. the budget data sheet (Dean’s Office provides upon request by the department)
  3. the most recent previous Academic Program Review Committee report on the department (provided by the current Academic Program Review Committee);
  4. the Department's Annual Reports (not the individual faculty reports) from each of the previous three years;
  5. biennial assessment reports, plus instruments, surveys, plans, etc. (particularly those cited in section III of this self-study report);
  6. department/program inclusive excellence plan(s) submitted since the last UAPR review, along with any feedback reports received in this period; and
  7. any other important departmental documents cited in earlier sections of this self-study report.

# Appendix A: External Accreditation Program Review Checklist for Undergraduate Programs

Program Being Reviewed: Date of Submission:

|  |  |  |
| --- | --- | --- |
| Required Self-Study Components  (See complete self-study guidelines for more complete description of components) | Included in External APR (yes/no)  (Enter the reference) | Supplement Needed  (Submit with final documentation) |
| **Accreditation Information** | | |
| List a) name of accrediting body, b) date of last accreditation, and 3) date of next accreditation | | |
| **A. Purposes** |  |  |
| Mission Statement/Goals & Objectives | Found in section/page |  |
| Description of Program | Found in section/page |  |
| **B. Curriculum** |  |  |
| Description of academic program(s) - typical and distinctive characteristics | Found in section/page |  |
| Description of how curriculum and instruction reflects the contemporary emphases and trends of your discipline(s). | Found in section/page |  |
| Profile of course delivery mode | Found in section/page |  |
| Minimum total number of credits required to earn the degree(s) in your academic program(s) including justification if the minimum total exceeds 120 credits. | Found in section/page |  |
| **C. Assessment of Student Learning & Degree of Program Success** |  |  |
| Program student learning outcomes | Found in section/page |  |
| Assessment data showing student achievement of outcomes | Found in section/page |  |
| Program changes in response to assessment data | Found in section/page |  |
| (if applicable) Learning outcomes for all General Education courses, assessment of these outcomes, and any important changes made to the courses due to assessment data | Found in section/page |  |
| Inclusive excellence plan for the department/program, including successes and challenges in implementation, as well as feedback received, outcomes and future goals. | Found in section/page |  |
| The use and effectiveness of program courses that contain greater than 50% online delivery | Found in section/page |  |
| (if applicable) Assessment of Writing in the Major Program (WIMP) | Found in section/page |  |
| Student advising | Found in section/page |  |
| Other indices of program success (optional) | Found in section/page |  |
| Significant program strength | Found in section/page |  |
| Area in need of improvement | Found in section/page |  |
| **D. Previous Academic Program Review and New Program Initiatives** |  |  |
| Actions taken in response to the recommendations of the most recent previous APR | Found in section/page |  |
| Continuing or new concerns related to your program's ability to achieve its goals | Found in section/page |  |
| Plans for new program initiatives | Found in section/page |  |
| Trends in the Unit Data Sheets noteworthy to changes in the program | Found in section/page |  |
| **E. Personnel** |  |  |
| Professional development opportunities and expectations for faculty members | Found in section/page |  |
| Relative emphases that your program places on teaching, scholarly achievements and service when making recommendations regarding retention and promotion | Found in section/page |  |
| Program staffing plan, including estimate of the number of faculty to be hired in the next five years | Found in section/page |  |
| **F. Support for Achieving Academic Program Goals** |  |  |
| Impact each of the following on ability to achieve program goals.  A. physical facilities;  B. supplies and equipment;  C. personnel; and  D. external funding. | Found in section/page |  |

Our next external accreditation will be in \_\_\_\_\_\_\_\_\_(academic year).

|  |  |  |
| --- | --- | --- |
| Academic Program Director |  | Date |
|  |  |  |
| Department Chair |  | Date |
|  |  |  |
| Dean |  | Date |