Academic Program Review
Self-Study Report Template
Millersville University

A. Introduction

1. **Program Mission** This section addresses "How does your program serve Millersville University students and community?"

2. **Program Context** Please describe your program briefly, including its relationship to other department and university programs, the number of full-time and part-time faculty who support the program, and a summary of factors influencing student enrollment.

3. **Department Structure** – Not Required--Suggested for Multi-College Faculty, Interdisciplinary Programs: (i.e., Master's of Emergency Management)

   o Identify the leadership within your unit and the college.

   o Provide an organizational chart for your program.

   o Include connection to centers or other units at the University.

B. Progress since last Program Review
Explain how the department has addressed prior self-study recommendations. What impact did your changes have on student learning? Please include the date of the last program review.

C. Curriculum and Student Learning

1. **Review of Program Curriculum**

   ☐ How has your program curriculum been updated since the last program review?

   ☐ What evidence led to changes in the curriculum, including the use of student learning outcome assessment findings?

   ☐ TBD: How are program learning outcomes aligned with Millersville University learning outcomes?

2. **Student Learning Outcomes Attainment**

   ☐ Provide an updated assessment plan. How is the plan communicated to faculty?

   ☐ Provide a curricular map (attachment) that shows program course requirements and indicates student learning outcome milestones. What gaps exist? What patterns exist within the map help you identify strengths of the program curriculum?

   ☐ Identify and summarize your students' attainment of the program learning outcomes by outcome at the time of program completion. Please provide assessment data evidence to support your analysis.

   ☐ How well do students know the student learning outcomes for their program?

   ☐ How have student learning outcome results been shared with students and stakeholders?

3. **General Education**

   ☐ How does your program support general education?

   ☐ How well do your students attain general education learning outcomes?

   ☐ How are program learning outcomes and general education learning outcomes aligned?

4. **Pedagogy**

   ☐ What major pedagogical tools are used to enhance student learning? What pedagogical tools are working well? What pedagogical changes are needed to help meet student learning needs?

   ☐ How is technology used to improve student learning?

☐ What strategies are used to increase student access to course and programs materials?

☐ Please comment on faculty continuing professional development.

5. Student Engagement

☐ What high impact practices (inside or outside of the classroom) does your program provide as learning opportunities for your students? Consider first year seminar (FYEX 100), undergraduate student research, co-curricular learning experiences, study abroad, service learning, internships, and/or living learning communities.

☐ How are capstone courses or experiences integrated within the curriculum? How are they used to help assess student achievement of program learning outcomes?

☐ Does your program provide unique or signature learning opportunities to students?

6. Strengths and Weaknesses, Opportunities and Challenges

☐ Identify internal strengths and weaknesses that may lead to recommendations for improvement.

☐ Identify external challenges and opportunities that may lead to recommendations for improvement.

D. Enrollment and Student Success

1. Enrollment Summary and Review
Please review your five-year program enrollment trends (FTE and SCH). Consider both new student enrollments (native students and transfers) and student credit hour generation. Please review the diversity of your enrollments and new student recruits.

☐ How has enrollment changed over time? What is the demand for your program?

☐ What recruitment efforts has your department engaged in? What has been successful? What efforts would program faculty like to discontinue or change?

2. Student Success Summary and Review
Please review your five-year summary of program retention and graduation trends. Consider majority and underrepresented students in both areas. Consider students that leave the department and are retained at the University.

☐ How is your department contributing to increasing the retention rate at the University for underrepresented students? For all students?

☐ What retention efforts has your department engaged in? What has been successful? What would program faculty like to discontinue or change?

☐ Please Review your course D, F, W rates. What patterns are emerging? For example, what courses have the highest D, F, or W rates? How have program faculty used this information to increase student success?

☐ How does your program promote support services (tutoring, etc.) to help your students?

☐ What are the strengths and needed areas of improvement regarding faculty advising?

3. Program Sustainability

☐ What new student markets might you attract to your program? (e.g., adult learners, online students, degree completers)

☐ Is your program sustainable with its current curricular focus?

☐ What is the feasibility of your present tracks / options / concentrations given enrollments and curricular relevance?

☐ If applicable, what new program options are you considering during the next five years? (Please provide evidence such as workforce gap analysis, labor market analyses, competitor program analysis, professional or discipline reports or guidelines to identify trends in programs or curriculum.)

4. Strengths and Weaknesses, Opportunities and Challenges

☐ Identify internal strengths and weaknesses that may lead to recommendations for improvement.

☐ Identify external challenges and opportunities that may lead to recommendations for improvement.

E. Program Resources

1. Faculty and Staff

☐ Please review the five-year program faculty/student ratios.

☐ Describe faculty teaching, scholarship, and service highlights accomplished since the prior program review.

☐ Discuss efforts to enhance faculty diversity and potential challenges or opportunities.

☐ What support has been provided for faculty professional development? What support is needed?

☐ Provide a short bio for each faculty member for the reviewer.

2. Facilities and Equipment (for example, classroom space utilization, lab space, practice rooms).

3. Technology

4. Library Resources

5. Additional Resources (Internal/External Partnerships, Grants, Other)

6. Strengths and Weaknesses, Opportunities and Challenges

☐ Identify internal strengths and weaknesses that may lead to recommendations for improvement.

☐ Identify external challenges and opportunities that may lead to recommendations for improvement.

F. Recommendations

Please develop your key recommendations by synthesizing and interpreting the program's internal strengths and weaknesses in the context of external challenges and opportunities from the **Curriculum and Student Learning, Enrollment and Student Success**, and **Program Resources** sections.

☐ Please provide 3 to 5 recommendations based on your findings.

☐ Specify the begin semester/end semester for each recommendation.

☐ Update and include your Academic Program Five-Year Action Plan draft (Appendix A) in your program self-study.

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Appendix A – Five-Year Action Plan

<table>
<tr><td colspan="12" align="center">FIVE-YEAR ACTION PLAN</td></tr>
<tr><td colspan="8">Department:</td><td colspan="4">Date:</td></tr>
<tr><td colspan="12">Program:</td></tr>
<tr>
<td rowspan="2">Timeline*</td>
<td rowspan="2">ACTION Description</td>
<td rowspan="2">Budget $
Yes/No</td>
<td rowspan="2">Responsible Party
for Dept./Local Use</td>
<td colspan="2">Semester/Year</td>
<td colspan="5">Annual Update</td>
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<tr>
<td>Begin</td>
<td>End</td>
<td>YR1</td>
<td>YR2</td>
<td>YR3</td>
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*The purpose of timeline field is to indicate urgency/priority in language useful to the department. Examples include: 'immediate,' 'short-term,' 'long-term.'