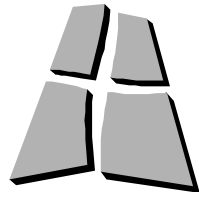


**AZUSA PACIFIC**  
U N I V E R S I T Y

# **PROGRAM REVIEW REPORT TEMPLATE**

**Sixth Edition**

***Note: The following pages constitute the template for all Program Review Reports. Do not change the order or the wording of any items and respond where indicated. Insert data exhibits where noted (data exhibits may be slightly modified if better information is available; more years of data may be added if available and illustrative). Remove this cover page from your final document.***



**AZUSA PACIFIC**  
UNIVERSITY

**ACADEMIC  
PROGRAM REVIEW  
REPORT**  
Sixth Edition

[Insert Department/Program Name]

[Insert Degree Offered]

Professional Accreditation: [insert name of accrediting body and date of last review]

Last Approved APU Program Review: [insert date of last program review]

Submitted on [insert date]



## Program Review Faculty and Dean Verification

***As a full-time faculty member and evidenced by my signature appearing below, I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program Review Committee:***

\_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_  
*[insert name of program director if applicable], Program Director*

\_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_  
*[insert name of full-time faculty]*

\_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_  
*[insert name of full-time faculty]*

\_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_  
*[insert name of full-time faculty]*

\_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_  
*[insert name of full-time faculty]*

\_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_  
*[insert name of full-time faculty]*

\_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_  
*[insert name of full-time faculty]*

***As department chair and evidenced by my signature below, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program Review Committee and its corresponding Council:***

\_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_  
*[insert name of dept. chair], Department Chair*

***As dean of the school/college and evidenced by my signature below, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program Review Committee and its corresponding Council. If revisions to original submission of report are requested (by Program Review Committee/Studies Council), I understand another signature by me will be required:***

\_\_\_\_\_ (Signature) \_\_\_\_\_ Date \_\_\_\_\_  
*[insert name of dean], Dean*

## Routing of the Program Review Report

ACTION ITEM	DATE ACTION OCCURS (notify OIRA at each step)
<input type="checkbox"/> Program submits unbound, 3-hole punched hard copy original of signed Program Review Report Template and External Reviewer Report to OIRA and electronic copies to PRC chair and OIRA.	
<input type="checkbox"/> PRC reviews materials, requests interim feedback from program, and completes Program Review Committee Report & corresponding rubric.	
<input type="checkbox"/> PRC reports its findings and recommendations in a face-to-face meeting with the program faculty.	
<input type="checkbox"/> PRC forwards its report and final recommendation (accept/do not accept) to the Council. Council takes official action on PRC recommendation and sends minutes with final decision to Senate and OIRA.	
<input type="checkbox"/> PRC chair sends approved Program Review Report and the PRC Report with Rubric to OIRA.	
<input type="checkbox"/> OIRA sends final electronic report with PRC report & scoring rubric, and attaches the Administrative Response Sheet for deans to complete.	
<input type="checkbox"/> Dean sends completed Administrative Response Sheet back to OIRA.	
<input type="checkbox"/> Copy of final electronic report and the Administrative Response Sheet gets sent electronically to provost's office for completion of provost's portion of Administrative Response Sheet.	
<input type="checkbox"/> Provost returns completed Administrative Response Sheet to OIRA.	
<input type="checkbox"/> OIRA scans a copy of all documents and sends fully executed copies of all materials to the PRC chair and to the program director and department chair.	
<input type="checkbox"/> OIRA keeps scanned copies and posts documents in the Program Review public folder.	

## Table of Contents

[Note: programs utilizing external accreditation documents must still complete this table of contents and should cut and paste material into report unless given permission by PRC to do otherwise.]

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- Program Review Committee Report and Rubric
- Administrative Response Sheet
- Follow-Up Report

## Component A - Mission and Context

A.1 Program Mission and Purpose - Briefly describe where your program fits within the university structure (e.g, school/dept.) and what degrees or concentrations it grants. State your program's mission and purpose and how it helps to fulfill the broader mission and Academic Vision of APU. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

[Respond Here]

A.2 Outcomes from Last Review - Before commencing with this review, attach from your last review the Program Goals with Recommended Action Steps (or equivalent) (include as [Template Appendix A](#)), as well as the Administrative Response to those goals (include as [Template Appendix B](#)). Evaluate how well each goal was met and any impact goal attainment had on your program. Identify any other major changes or outcomes that have been implemented in your program since your last program review or, if this is your first review, since your program's inception.

[Respond Here]

**NOTE:** The information for the data exhibits identified in Components B-E will be provided to the fullest extent possible by the Office of Institutional Research and Assessment, in the form of a completed table, which may be inserted into your report. Data collection for faculty and student enrollment will end by October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs may need to supplement the tables with information unavailable to the OIRA. In such cases, programs must specify collection methods and dates (or date ranges). Tables may be modified to provide more than 3 years of data but should not be updated beyond October 15 of the year prior to the submission of the report.

## Component B - Faculty Characteristics and Qualifications

For the data exhibits below, use the following definitions:

- Full-time faculty – faculty whose load is 75% or more of a full-time contract within the program/department
- Part-time faculty – faculty whose load is 74% or less of a full-time contract within the program/department; includes ½-time faculty positions within the program/department
- Adjunct Faculty – personnel outside of APU who are hired for one course at a time (does not include faculty hired on a ½-time contract)
- Affiliated Faculty/Staff – Full-time APU personnel from another department or administrative unit who teach or have assigned responsibilities affiliated with the department/program

### Insert Data Exhibit B.1 – Faculty Qualifications

Faculty Qualifications					
Name of Faculty Member (As of October 15, ____ )	Years employed at APU	Highest Degree Earned and Date of Acquisition	Institution of highest degree	Rank (if applicable)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
[Full-time Faculty listed Here]					
[Part-time					

faculty listed here]					
[Adjunct faculty listed here]					
[Affiliated faculty listed here]					

**Insert Data Exhibit B.2 - Faculty Demographics** – Complete the table below using data from department files. OIRA has not been given access to these data at the program level.

Faculty Demographics																
As of (October 15, ____)	Full-time								Part-time		Adjunct		Affiliated		Total	
	Female				Male				Female	Male	Female	Male	Female	Male	Female	Male
	Instructor	Assistant	Associate	Professor	Instructor	Assistant	Associate	Professor								
a.) Faculty who are																
Non-resident (International)																
Asian or Pacific Islander																
Black, non-Hispanic																
Hispanic																
American Indian or Alaska Native																
Race/ethnicity Other																
Race/ethnicity Unknown (Or Decline to Identify)																
White, non-Hispanic																
Totals																
c.) Number of faculty with doctorate or other terminal degree																
d.) Number of faculty whose highest degree is a master's, but not a terminal master's																
e.) Number of faculty whose highest degree is a bachelor's																

**Insert Data Exhibit B.3 Faculty Accomplishments** - Provide, in narrative or tabular form, a comprehensive record of faculty scholarship since the last program review. (This can be accomplished by utilizing information from vitas [do not attach], CFEP Scholar-Practitioner checklists, or other means available.) In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

[Respond Here]



**B.4 Analysis of Faculty Qualifications** - From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Identify gaps in preparation, expertise or scholarly production that need to be filled.

[Respond Here]

**Insert Data Exhibit B.5 – Full-Time Faculty Workload** – For each of 3 years, report full-time faculty workload distribution.

<b>Faculty Workload</b> (over past 3 years, ending Academic Year 2009-10)												
Name of Full-Time Faculty	Teaching Units (include extra month for teaching)			Administrative and other types of units in dept (e.g., program director, program review, other dept. tasks)			Scholarship units (include extra month for research)			Non-departmental units (units given by other APU areas)		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10

**Insert Data Exhibit B.6 – Percentage of courses taught by each faculty classification** – Identify the percentage of for-credit courses taught by departmental faculty (by classification) during the three most recent years for which data are available.

<b>Percentage of Courses Taught by Faculty</b>			
Faculty Classification as of October 15	2007-08	2008-09	2009-10
Full-Time			
Part-time			
Adjunct			
Affiliated			
TOTAL	100%	100%	100%

**Insert Data Exhibit B.7 – Student Faculty Ratio** – For the 3 most recent years available, identify the ratios of faculty to full-time students enrolled in your program

<b>Faculty : Student Ratio</b>			
Academic Year	2007-08	2008-09	2009-10
# of Full-Time Faculty*			
# of Part-time, Adjunct or Affiliated Faculty*			
FTE Faculty			
# of Full-Time Students			
# of Part-Time Students			
FTE Student			

FTE Faculty : FTE Student Ratio**			
--------------------------------------	--	--	--

\*These data have been provided by HR. Please correct as needed and notify OIRA of any changes made to the data provided.

\*\*Full-time equivalent (FTE) is calculated using the following formula:

$$\text{Total \# Full-Time Faculty (or Students) + One-third Total \# Part-Time Faculty (or Students)}$$

**Insert Data Exhibit B.8 – Summary of Teaching Effectiveness Data Provided from Grouped Summary Reports** – Using data provided from IDEA group summary reports (not individual faculty reports), complete the table below. Contact the Office of Faculty Evaluation to order group summary reports. **You will need to utilize scores from the middle table on page 3 and the average column on page 10 of the report.**

Teaching Effectiveness						
Academic Year	2007-08		2008-09		2009-10	
	Converted Score	Adjusted Converted Score	Converted Score	Adjusted Converted Score	Converted Score	Adjusted Converted Score
Progress on Relevant Objectives (Box A)						
Teaching Excellence (Box B)						
Avg. Score for Faith Integration Question #1 (additional items on last page)						
Avg. Score for Faith Integration Question #2 (additional items on last page)						
Avg. Score for Faith Integration Question #3 (additional items on last page)						

B.9 Analysis of Teaching Effectiveness - Using data from the exhibits above, and other pieces of evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., regional centers, international courses, online). Discuss how workload, course distribution or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure consistent, effective teaching?

[Respond Here]

B.10 Other Evidence of Faculty Effectiveness – Programs may provide additional evidence (not anecdote) of faculty effectiveness.

[Respond Here]

B.11 Faculty Summary Analysis – Based on all the evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Identify any needs related to faculty that impact delivery of a high-quality program.

[Respond Here]

## Component C – Student Enrollment and Success

**Insert Data Exhibit C.1 - Student Diversity** – Provide the numbers of students for each of the following categories for the most recent 3 years. Include international students *only* in their designated category.

Student Diversity									
As of October 15:	2007		2008		2009		2010		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (international)									
Asian or Pacific Islander									
Black, non-Hispanic									
Hispanic									
American Indian or Alaska Native									
Race/ethnicity Other									
Race/ethnicity Unknown									
White, non-Hispanic									
<i>Totals</i>									

**Insert Data Exhibit C.2 – GPA Trend Analysis** – For the most recent 3 years, provide average GPAs within the major/program for graduates of your program for each demographic group. **Note: data provided by OIRA for this table are not from the October 15 census but from updated Registrar files and, thus, may not coincide with IPEDS data published on OIRA website.**

GPA Trend*			
	Average GPA in major/program 2007-08**	Average GPA in major/program 2008-09	Average GPA in major/program 2009-10
Non-resident (international)			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
American Indian or Alaska Native			
Race/ethnicity Other			
Race/ethnicity Unknown			
White, non-Hispanic			

Female			
Male			

\*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally. When supplementing, programs must specify collection methods and dates (or date ranges). OIRA standardized the data collection and report dates in 2009-10.

\*\*Collection of GPA data for graduates began in the 2008-09 academic year.

**Insert Data Exhibit C.3 – Graduate Success Indicators** – Using data provided or additional data inserted into the report, comment on the success of students being placed in discipline-related jobs, graduate school, and/or passing required competency exams. If desired, contact OIRA during the summer preceding submission of review to initiate alumni survey. **Note: Programs may also respond with other data that better indicate graduate success, but please provide a clear description of said data.**

Graduate Success Indicators			
Graduation Year	% of graduates placed in jobs	% of graduates in graduate school	% of graduates who passed national licensure, certification or other exams
2007			
2008			
2009			

C.4 Student Fit with Program Mission – Using the student and alumni data provided, analyze the quality of student typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

[Respond Here]

C.5 Student Organizations – Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members which enrich a student's educational experience.

[Respond Here]

C.6 Student Assistance – Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

[Respond Here]

C.7 Student and Alumni Achievement - Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

[Respond Here]

**Insert Data Exhibit C.8 - Diversity Analysis in Enrollment and Degrees Awarded to Full-Time Students –** Provide actual counts of full-time students enrolled in your program (degree, credential, certificate, licensure)\* for a given year, disaggregated by gender and ethnicity. Provide counts for students who successfully complete the program across the same categories.

<b>Student Diversity—Fall Enrollment**</b>								
As of October 15:	2007		2008		2009		2010	
	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (international)								
Asian or Pacific Islander								
Black, non-Hispanic								
Hispanic								
American Indian or Alaska Native								
Race/ethnicity Other								
Race/ethnicity Unknown								
White, non-Hispanic								
<i>Totals</i>								

\*For purposes of this data exhibit, program refers to degree-granting, credential, certificate, and licensure programs.

\*\*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally. When supplementing, programs must specify collection methods and dates (or date ranges). OIRA standardized the data collection and report dates in 2009-10.

<b>Student Diversity—Completions**</b>						
As of June 30 of academic year:	2007-08		2008-09		2009-10	
	Female	Male	Female	Male	Female	Male
Non-resident (international)						
Asian or Pacific Islander						
Black, non-Hispanic						
Hispanic						
American Indian or Alaska Native						

Race/ethnicity Other						
Race/ethnicity Unknown						
White, non-Hispanic						
<i>Totals</i>						

\*For purposes of this data exhibit, program refers to degree-granting, credential, certificate, and licensure programs.

\*\*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally. OIRA standardized the data collection and report dates in 2009-10.

C.9 **Recruitment and Enrollment** - Using the evidence provided, discuss the program's enrollment trends over the past three years. When relevant, analyze the trends in the numbers of student applications, admits and/or successful completions in the program, especially as it relates to diverse peoples. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your program over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

[Respond Here]

**Insert Data Exhibit C.10.1 - Evidence of Successful Completion** – For this section, either complete the table on successful completion or respond to the five questions listed in the area below (“Retention and Student Success Analysis”). In either case, be sure to provide narrative analysis of your quantitative or qualitative data. **Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.**

<b>Successful Completion—Graduate</b>			
Graduate Degree Completion Analysis	Academic Year 2007-08	Academic Year 2008-09	Academic Year 2009-10
Average time to degree completion (in months)			
% of FT students graduating within 150% of timeframe above			
First to Second Year Retention Rate for Program			

C.10.2 **Retention and Student Success Analysis** - Summarize and evaluate the effectiveness of the program's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. (See instructions above for Exhibit C.10 “Evidence of Successful Completion”.) In the analysis, address the following elements:

- What are the measures/indicators of student success in your program? Examples might include student retention and graduation rate trends, placement of graduates into graduate schools or post-doctoral experiences, job placements, graduating student/alumni satisfaction surveys, employer critiques of student performance, student/alumni achievements, etc. (from WASC Program Review Resource Guide for ‘Good Practices’).
- What does the evidence from these measures suggest regarding how well your program is producing successful students?

- c. List specific events/activities that the program uses to increase student retention and degree completion.
- d. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.
- e. Identify any areas in need of improvement for producing successful students.

[Respond Here]

## Component D: Academic Opportunities and Class Size

**Insert Data Exhibit D.1 - Special study options** - Identify the number of students enrolled in special academic opportunities available through your department/program. When appropriate, include the number of units generated by the option.

Special Study Option	Number of Students Who Participated/Number of Units Generated for each Study Option Offered by the Program					
	Academic Year 2007-08		Academic Year 2008-09		Academic Year 2009-10	
	# of students	Total units generated	# of students	Total units generated	# of students	Total units generated
Accelerated program						
Multiple locations (Regional campuses)						
International degree programs						
Study abroad						
On-line courses						
On-line degrees						
Honors classes						
Service learning						
Internships/practica						
Independent study, tutorials, or private instruction						
Thesis or dissertation						
Interdisciplinary course(s)						
Teacher certification program						
Research/Teaching Assistants						
Other (please specify)						

**Data Exhibit D.2 - Class Size Analysis** – Using definitions provided, indicate the student counts in each class-size category for the past 3 years (data typically provided by OIRA). Please report the number of *class sections* and *class subsections* offered in each class size category, listed below, during the 3 specified academic years. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab should be counted once in the “100+” column in the Class Sections column *and* 5 times under the “20-29” column in the Class Subsections table. **Note: data provided by OIRA for this table are not from the October 15 census but from updated Registrar files and, thus, may not coincide with IPEDS data published on OIRA website.**

**Class Sections:** A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Count each class section only once and do not count the course again even if it is cross-listed in the catalog.

**Class Subsections:** A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. Exclude *noncredit* classes as well as individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Count each class subsection only once and do not count it again even if it is cross-listed.

**Insert Data Exhibit D.2 - Class Size Analysis**

Class Size per Academic Year								
	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
2007-08 Class Sections								
2007-08 Class Sub-Sections								
2008-09 Class Sections								
2008-09 Class Sub-Sections								
2009-10 Class Sections								
2009-10 Class Sub-Sections								
Totals Across 3 Years								

**Insert Data Exhibit D.3 - Non-credit Courses** – If your department offered non-credit courses during the past 3 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

Non-credit Courses			
Academic Year	2007-08	2008-09	2009-10
Course	# of students completing	# of students completing	# of students completing



**D.4 Academic Opportunities and Class Size Analysis** – Using the evidence provided in all exhibits above, discuss the trends in the program’s class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus (international and regional campuses, High Sierras) and on-line courses and/or programs.

[Respond Here]

## Component E – Curriculum and Student Learning

**E.1 Curriculum Structure** – Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

[Respond Here]

**Insert Data Exhibit E.2 - Curriculum Map of Program Student Learning Outcomes** – In the column headings across the top, list all student learning outcomes (SLO) from the program’s task stream account and in the column on the left, list the courses offered by the program. Identify within the cells of the table, where each student learning outcome is introduced (I), the course(s) where student get opportunity for practice (D) and the course(s) where students are expected to have mastered the student learning outcome (M) (See sample table below.)

Student Learning Outcomes (SLO) as found in Task Stream documents					
<b>List all Course Numbers Below</b>	Program SLO 1 stated here	Program SLO 2 stated here	Program SLO 3 stated here	Program SLO 4 stated here	Program SLO 5 stated here
e.g., 100	I/D	I			I
102	D	I	D	I	D
103					D
200	D		D		
229		D/M		D/M	D
230			D/M		M
290	M		D/M		M

I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated at the Mastery Level Appropriate for Graduation, I/D = Introduced/Developed , I/M = Introduced/Demonstrated Mastery, D/M = Developed/Demonstrated Mastery

**E.3 Analysis of Curriculum and Program Student Learning Outcomes** – Using data from a program curriculum map (sample above), discuss the degree to which outcomes are stated in terms that are behavioral and measurable. Analyze how effectively the program’s curriculum addresses the learning outcomes and provides opportunity for students to develop and master each outcome. What changes to student learning outcomes or to the curriculum might be appropriate in light of this analysis?

[Respond Here]

**E.4 Assessment of Student Learning** – Attach as [Template Appendix C](#) the program’s Overall Assessment Plan (OPlan) and as [Template Appendix D](#) any Annual Reports from the years since program inception or since the last program review. Using the data provided from these documents and other sources of data, analyze how well students are demonstrating the desired learning outcomes for the program. In what areas are student not attaining the acceptable target for success and what improvements are necessary as a result? [Note: doctoral

programs are required to submit an analysis of the quality of their dissertations for the previous three years, using the rubric supplied by DSC.]

[Respond Here]

- E.5 Use of Continuous Assessment – Describe the process that program faculty use to annually evaluate the quality of the curriculum and other program outcomes? Evaluate the effectiveness of the department’s assessment *process* toward making effective curricular changes. Discuss how the department is working toward “closing the loop” between assessment findings and program decisions (e.g., administrative response, resource allocation, curricular changes, etc.) using the evaluation of curriculum to improve student learning. Discuss needed change to these processes.

[Respond Here]

- E.6 Communication of Outcomes to Students – In what ways does the program communicate student learning outcomes to students? Discuss how well syllabi, catalogs, web pages and other documents include programmatic outcomes and goals. Discuss the degree to which students are well-acquainted and involved with program outcomes and methods of assessment.

\* Contact OIRA for assistance on any section throughout the program review template that requires student and/or alumni feedback. OIRA provides guidance on conducting alumni and student surveys (e.g., assessment of communication to students).

[Respond Here]

## Component F – Faith Integration

- F.1 Support for Faith Integration – Describe what the department does to support and/or assist faculty and students so that they develop an appropriate understanding of how the Christian faith interacts in the discipline. This may include giving faculty release time, hosting workshops, developing faith integration-based SLOs in the curriculum, or supporting conference attendance or other resources provided to faculty or students. Include examples of faculty and student opportunities for learning in faith integration.

[Respond Here]

- F.2 Evidence for Faith Integration – Evaluate how well faculty and students in your department are demonstrating adequate progress in faith integration. This may include evidence from your annual assessment process (TaskStream) or student feedback from the IDEA group summary report, as well as scholarly achievements of faculty in the area of faith integration. What, if any, improvements are being sought in this area?

[Respond Here]

\* Contact the Office of Faculty Evaluation for IDEA group summary reports.

\*\* Contact OIRA for assistance on any section throughout the program review template that requires student and/or alumni feedback. OIRA provides guidance on conducting alumni and student surveys (e.g., assessment of students’ faith integration).

## Component G – Use of Student and Constituent Feedback

\* Contact OIRA for assistance on any section throughout the program review template that requires student and/or alumni feedback. OIRA provides guidance on conducting alumni and student surveys.

- G.1 Student Feedback – Summarize available findings that relate to program quality from student surveys, focus
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groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

[Respond Here]

G.2 Alumni Feedback – Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any programmatic changes they recommend.

[Respond Here]

G.3 Employer/Supervisor Feedback - Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

[Respond Here]

G.4 Constituent Feedback Analysis – Analyze the department/program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

[Respond Here]

## Component H – Resources and Institutional Capacities

H.1 Information Literacy\* and Library Resources – Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

\* Information literacy can be understood as ability to “recognize when information is needed and...to locate, evaluate, and use effectively the needed information” (from the Association of College and Research Libraries).

[Respond Here]

H.2 Resource Analysis - Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program's effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

[Respond Here]

**Insert Data Exhibit H.3 – Budget and Enrollment Analysis** – Insert program data from at least three academic years. Contact deans/department chairs for data.

<b>Budget and Enrollment</b>						
Academic Year	Operational Budget (do not include salaries)	+/- % change in budget from prior year	Program Units Enrolled	+/- % change in units from prior year	Income Generated (graduate & CAPS only)	+/- % change in income from prior year
2007-08		n/a		n/a		n/a
2008-09						
2009-10						

H.4 Use of Acquired Resources – Since the last program review, identify each major programmatic resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measureable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of success. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

[Respond Here]

H.5 Resource Allocation Relative to Capacity – Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth (use Data Exhibit H.3)? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if a program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if a program has increased in size or income, what resources or capacities are needed to meet new demand? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

[Respond Here]

## Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any “intangibles” or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

[Respond Here]

### **Program Goals with Recommended Action Steps**

Program Name: \_\_\_\_\_ Date: \_\_\_\_\_

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other program indicators of success. Set reasonable, measureable, and achievable goals and identify clear action steps needed to obtain the goal. **This information serves as the basis for the dean's and provost's response, as well as the Follow-up Progress Report.**

(Attach **this** year's "Program Goals with Recommended Action Steps" as Template Appendix A in your program's **next** program review. See "Schedule of Future Program Reviews" document, next page, for date of your next review.)

You may add rows to this table as needed.

Component	Specific Goal or Desired Outcome to Maintain or Improve Program Quality (add rows as needed for any given Component)	Recommended Action Steps to Achieve Goal (include person responsible for action and costs, if applicable)
A - Mission and Context		
B - Faculty Characteristics and Qualifications		
C - Student Enrollment and Success		
D - Academic Opportunities and Class Size		
E - Curriculum and Student Learning		
F - Faith Integration		
G - Use of Student and Constituent Feedback		
H - Resources and Institutional Capacities		
Summary Conclusions		

### **Schedule of Future Program Reviews**

**Upon completion of this year's program review, refer to this sheet of due dates for future submissions.**

Follow-Up Report Due: \_\_\_\_\_

Next Full Program Review Year: \_\_\_\_\_

**(Note: due dates for any applicable reviews conducted for external, discipline-specific accrediting agencies take precedent over the year listed for the next full program review. See Program Review Handbook, p. 6, for further explanation.)**

As a full-time faculty member, chair, or dean and evidenced by my signature appearing below, I verify I have been notified of the Follow-Up Report due date as well as the year of the program's next full program review:

\_\_\_\_\_  
(Signature) \_\_\_\_\_ Date \_\_\_\_\_  
*[insert name of program director if applicable], Program Director or Full-time Faculty Member*

\_\_\_\_\_  
(Signature) \_\_\_\_\_ Date \_\_\_\_\_  
*[insert name of dept. chair], Department Chair*

\_\_\_\_\_  
(Signature) \_\_\_\_\_ Date \_\_\_\_\_  
*[insert name of dean], Dean*

## ***Template Appendix A***

### ***Program Goals with Recommended Action Steps—From Previous Review***

Attach this document with your Program Review Report for Section A.2 above. See instructions given in Section A.2.



**Template Appendix B**

<b>Routing:</b>	1. Dean	4. OIRA (for records)
	2. OIRA	5. PRC (final copy)
	3. Provost	6. Program (final copy)

***Administrative Response Sheet—From Previous Review***

Attach this document with your Program Review Report for Section A.2 above. See instructions given in Section A.2.

## ***Template Appendix C***

### ***Overall Assessment Plan***

Attach the program's Overall Assessment Plan (OPlan) from TaskStream for Section E.4 above. See instructions given in Section E.4

### ***Template Appendix D***

#### ***Annual Assessment Reports—Since Program Inception or Last Program Review***

Attach the program's Annual Reports from TaskStream since the program inception or since the last program review for Section E.4 above. See instructions given in Section E.4