**Academic Program Review**

Unit 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.*

# Unit Overview

## Mission

*State the mission of the unit and discuss in relation to the university’s mission and current strategic plan.*

Source: Unit

## Summary of Recommendations Since Last Review

*Brief summary of the recommendations made by reviewers and or provost representatives and changes made in response.*

Source: APR Peer Review Report and APR Memorandum of Understanding

## Goals and Objectives Since the Last Review

*List goals/objectives proposed in last review and discuss progress made toward achieving those goals.*

Source: Last APR self-study report; unit

## Degree Programs Offered

*List each degree program that the unit currently offers, including certificates and programs that have external accreditation. For degree programs with external accreditation, please provide the following general information:*

* *Name of the accrediting agency*
* *Current accreditation status with external agency*
* *Date of last off-site and/or on-site review by accrediting agency*
* *Narrative submitted to accrediting agency – included in appendix*
* *Evidence of continuous improvement made through external accreditation, if not part of narrative – include in appendix*

*Include a list of minors, if any are offered.*

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

*Discuss academic ties to other units on campus. The following section should include, but is not limited to, the description of the unit’s participation in the following initiatives:*

* *Quality Enhancement Plan*
* *Mason Core*
* *Mason Impact*
* *Mason Korea*

*Additionally, please discuss how involvement in any internal initiatives by the unit may vary by degree program or program concentration.*

## External and International Relationships

*Report major educational collaborations with local, state, national and international organizations or institutions. The following section should include, but is not limited to, the unit’s description of its relationships in the following areas:*

* *Study abroad*
* *Internship partnerships*
* *Research partnerships*
* *Program articulation agreements*

*Particular attention should be made to highlighting the number of students and/or faculty engaged in these partnerships and whether engagement varies by degree program.*

## Alumni Relationships and Activities

*Discuss the relationship the unit has with its alumni, which should include the following information:*

* *The manner and frequency with each the unit engages alumni*
* *Special programming offered to alumni by the unit*
* *Special recognitions given to alumni by the unit*
* *Involvement of alumni in review of student projects/work*

*Particular attention should be made to highlighting the number of alumni engaged in these activities and whether engagement varies by degree program.*

## Distance Education

*Report the unit’s distance education offerings, both courses and degree programs. Explain plans for developing further distance education opportunities in the short and long term. Specify the extent to which the unit has worked with Mason Online or Wiley to develop distance education offerings. Additionally, please explain how distance education courses and degree programs provide comparable and equitable learning experience if the same courses and degree programs are offered in a different modality. Note: Only include permanent distance education courses and degree programs, not those that have been temporarily shifted to remote instruction during the COVID-19 pandemic.*

## Faculty Profile

*Discuss the faculty profile in terms of proportion of tenure-line faculty, full-time faculty, and faculty with terminal degrees. Use the Faculty Dashboards provided by OIEP as your information sources. Address the diversity and area expertise of the faculty. Include relevant findings from the APR Faculty Survey regarding overall faculty satisfaction with the unit. Please do not include faculty CVs or bio sketches.*

## Scholarly Activity and Service

*List the unit’s scholarly activity and service goals. Describe how the goals are being tracked, measured, and assessed. Please indicate whether the achievement of scholarly activity and service goals vary by degree program.*

## Resources

*Report the unit’s resources. The following section should include, but is not limited to, the following resource items:*

* *Physical space*
* *Equipment*
* *External gifts through donors*
* *External grant funding*
* *Amount or role of support staff*

*Particular attention should be made to highlighting whether resources available vary significantly by degree program.*

## Peer Comparison

*The unit should select peer institutions to which they compare themselves. Peer comparison should include, but is not limited to, the following items:*

* *Enrollment*
* *Number of degrees offered by unit*
* *Type of degrees offered by unit*
* *Number of degrees granted*
* *Admission criteria (e.g. acceptance rate, testing scores)*
* *Number of faculty*

*Units are responsible for identifying peer institutions and can find an overview to selecting appropriate institutions and the various sources of peer institution data (e.g. SCHEV, IPEDS, U.S. Department of Education) via the modules on the OIEP website (INSERT LINK)*

**Success, Engagement, and Equity Information**

*Using* [*OIEP dashboards*](https://oiep.gmu.edu/data-analytics-research/) *please provide a unit overview of the following items:*

* *Number of admits and acceptances into unit*
* *Enrollment overall and by cohort*
* *Retention rate (e.g., fall-to-fall)*
* *Graduation rate*
* *Engagement in Student Activities and Events*
* *Engagement in Student Services*

*The items listed above should be analyzed in a segmented manner by variables such as: race/ethnicity, gender, Pell status, first generation status, etc. Particular attention should be paid to whether demographic and socioeconomic variables impact access, achievement, engagement, and success within the unit. Finally, the section should address how the segmented analysis of the success and engagement indicators compare to Mason’s overall rates.*

**SWOT Analysis**

## *Based upon the previous sections, strengths, weaknesses, opportunities, and threats to the unit should be outlined. For a detailed overview of how to conduct a holistic SWOT analysis, please watch the modules available on the* [*OIEP YouTube Channel*](https://www.youtube.com/channel/UC2ATHI785iIOpSlyK6uYe4Q)*. SWOT analysis should be used as one of the sources for generating goals for the unit.*

## Other Relevant Information

*Discipline- or unit-specific accomplishments, needs, and concerns that help to understand the unit and its programs. Consider including upcoming or planned changes, challenges, initiatives, etc.*

## Unit Goals and Action Plans

*If the unit submitted an APR report in the past, please list the goals from the previous report and update the progress made in achieving those goals with detailed information about how those goals were achieved, when they were achieved, and what members of the unit or the university were involved in the process.*

*Following this discussion, describe the unit’s* ***new*** *goals and associated action plans. Please reference the origin(s) of each goal (e.g., SWOT analysis, peer comparison, faculty survey). Each goal in the action place should include the following sections:*

* *Strategies for achieving the goal*
* *Individuals, departments, or offices responsible for collaborating to achieve the goal*
* *Timeline for achieving the goal*
* *Potential barriers in achieving the goals at the unit, college/school, university, and societal level, if applicable*
* *Resources required to achieve the goal*
* *Evaluation plan for determining the achievement of the goal*

***Note****: the unit’s goals should be broader than the goals reported in the degree program sections.*

Degree Program

(*Include* *a separate section for each undergraduate and graduate degree program)*

***Special Note:*** *BA/BS programs may be combined into a single section only if the degree title is the same. While these same name BA/BS programs may share some SLOs, at least one SLO* ***must*** *be unique to each program and the results for the BA must be disaggregated, presented and discussed separately from the results of the BS. Be sure to also describe any curricular differences between these programs in the Discussion of Curriculum section and provide separate curriculum maps for each.*

## Overview and Mission

*Describe the history and development of the program, including any concentrations, tracks, or specializations that are offered. When possible, describe when and why the program was established. 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 and any major changes that have been made to the program. Report the mission of the program in relation to the unit’s mission, the university’s mission and the current strategic plan.*

## 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.* *Discuss how the curriculum addresses the topics of diversity, equity, and inclusion. If the curriculum does not address those areas, please outline how students in the degree programs are exposed to those topics.*

## \*See Special Note above for same name BA/BS programs.

## Size and Scope of the Program

*Using OIEP dashboards (INSERT LINK), please include analysis of the following variables at the degree program level:*

* *Seven-year enrollment trend*
* *Seven-year degrees granted trend*
* *Program retention*
* *Time to degree*
* *Credit to degree*

*The items listed above should be analyzed in a segmented manner by variables such as: race/ethnicity, gender, Pell status, first generation status, etc. Particular attention should be paid to whether demographic and socioeconomic variables impact enrollment, degree, and retention at the program-level. Finally, the section should address how the segmented analysis of the success and engagement indicators compare to the unit and Mason’s overall rates.*

**Student** **Satisfaction and Success**

*The following section should analyze the results from the program’s Alumni Survey with particular attention paid to student satisfaction with the:*

* *program*
* *course offerings*
* *faculty*
* *advising*

*Additionally, the program should analyze students’ success upon graduating from the program in terms of graduate school acceptances and job placements. All analysis should be done in a segmented manner by variables such as: race/ethnicity, gender, Pell status, first generation status, etc. Particular attention should be paid to whether demographic and socioeconomic variables impact satisfaction or post-graduate success. Finally, the section should address how the segmented analysis of satisfaction and post-graduation success indicators compare to the unit and Mason’s overall rates.*

## Program-Level Outcomes and Assessment

*List the program’s 5-7 student learning outcomes and for each outcome describe the following:*

* *Measures and methods of the assessment*
* *Findings*
* *Whether the findings met the achievement target*
* *Continuous improvement strategies related to the outcome*

***NOTE****: Continuous improvement strategies should be implemented for all outcomes, whether or not they achieved their target.*

*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. Undergraduate programs are required to have one learning outcome that supports written communication. Programs that work with Students as Scholars are asked to include at least one outcome related to undergraduate research & creative activities.* ***NOTE****: Information for this section should mirror the information entered by the program in Tk20.*

## Interpretation of Results

*The following section should focus on making meaning from the assessment results. Describe general trends that emerged over time between various outcomes, the success or challenges of different continuous improvement strategies, and whether there are areas for improvement within the assessment structure to yield more meaningful and actionable data to facilitate student success.*

## 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*

*the following sections:*

* *Strategies for achieving the goal*
* *Individuals, departments, or offices responsible for collaborating to achieve the goal*
* *Timeline for achieving the goal*
* *Potential barriers in achieving the goals at the unit, college/school, university, and societal level, if applicable*
* *Resources required to achieve the goal*
* *Evaluation plan for determining the achievement of the goal*

# Certificates

*A discussion of certificates should include the following components:*

* *The purpose of the certificate or minor program*
* *Student enrollment and characteristics of student participants (e.g. Who does the program serve?)*
* *Assessment of at least two outcomes*
	+ *One must be a learning outcome; others may be program outcomes*
	+ *Assessment of learning outcomes must include direct assessment of student work*

# 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 unit’s programs. Particular attention should be paid to how issues of equity will be address at the program-level.*