



Academic Program Review Self-Study Report

Department/Unit Name:
Dean Name:
Department Head Name:
Self-study Contact Name: (if different from above)
Self-study Contact Email:
Self-study Contact Phone:

This template outlines the components of the Academic Program Review Self-Study Report in a standardized report style; Roman numerals are report headings. Effective July 2011.

- I. History, Development, and Mission of the Department
- II. History, Development and Recent Changes of the Major
- III. Demand for the Major
- IV. Quality of the Inputs and Resources for this Major
- V. Quality of Major
- VI. Size, Scope, and Productivity of the Major
- VII. Revenue and Other Resources Generated by this Major
- VIII. Costs and Other Expenses Associated with the Major
- IX. Impact of the Major and Aspirations for the Future

PART A: Departmental Information

I. History, Development, and Mission of the Department

Departmental Narrative:

This section should include a narrative summary that provides context for the review; it should address items in the following list. Departmental data below should be used to help answer the questions.

- *When and why was the department established?*
- *How has the department evolved over time? (This can include programs, faculty, enrollments, etc.)*
- *How has the department adapted to meet change, including demographic changes?*
- *How does your department fit into the university and support the mission of the university? (This can include service provided to other majors, minors or the liberal studies program.)*
- *How has your department built and maintained relationships with students, alumni and other stakeholders?*

Departmental Data:

The following data (A-E) relates to the department and gives an overall picture of the department, its faculty, resources, etc. This data should be used to answer the above questions, i.e. how the department has evolved over time. Comment on this departmental data. For example, change in number of majors, service component of the department, etc.

A. Faculty. List faculty and their credentials (degree) and area of specialty. Curriculum Vitae for each faculty member should be included in the appendix.

Faculty Name	Highest Degree	Current Rank	Area of Specialty	Primary Teaching Responsibility

Comments:

B. Enrollments and Service Role of Department. (Data will be provided for last five years)

Year	SCH	FTETF	SCH/FTETF	Majors	Total Majors	Majors/FTETF	% Service
Fall 2006							
Fall 2007							
Fall 2008							
Fall 2009							
Fall 2010							

Comments:

C. Facilities and Equipment

Summarize your latest Scholarly Resource Assessment (SRA) and include in the appendix.

D. Revenue and Other Resources Generated

1. Grants (internal and external): List any grant that was received in the past 5 years (or since the last review) and the value of each grant.

Title of Grant	Source of Funding	Value of Grant	Faculty Member(s) Involved

2. Other sources of revenue (if applicable). List, for example, revenues from NMU Foundation, ticket sales, services provided, training, scholarships, donations (including equipment).

E. Departmental Costs

1. What is your annual departmental budget?
2. What are your instructional costs per student credit hour, i.e. \$ spent on instruction/# of student credit hours?
3. What are the other major expenditures in your department other than instruction, i.e. non instructional costs (equipment, travel, library, software, etc.)?
4. Have you done anything to increase efficiency or contain costs in your department? Describe.

PART B: Individual Majors within the Department

(Repeat all of Part B for each major in your department)

Name of Major:	
Self-study Contact Name:	
Self-study Contact Email:	
Self-study Contact Phone:	

II. History, Development and Recent Changes of the Major

This narrative section extends the departmental history in Part A to provide a context for the major; it should address items in the following list.

- *What factors (e.g., student learning, competitive programs and employment opportunities) were used to establish and design the major?*
- *How has the major evolved over time, adapting to meet change, including demographic changes?*
- *How has your department built and maintained relationships with students, alumni and other stakeholders?*

III. Demand for the Major

This narrative section should address the following questions. Data might be found from the Bureau of Labor Statistics, trade organization data, and/or through professional organizations.

- *What are the external demands (national and regional)?*
- *What approaches have you used to identify new groups of students to service with the current major?*
- *What potential needs exist for new educational majors and offerings?*
- *What are needs for continuing education?*

Note: Actual plans go in the last section of this report.

IV. Quality of the Inputs and Resources for this Major

A. Faculty Teaching in this Major (Credentials and Productivity)

This narrative section should include the following items.

- *How do faculty credentials support the mission of the major?*
- *How does faculty scholarship and professional development support currency in this field and course material specific to this major?*
- *Include licensure and certification maintenance where applicable.*

B. Credentials of Students Enrolled in this Major

The following data (1-2) relates to the major. Leave the four student credentials columns blank when the count is less than six students. Comment on this data and other relevant information in a narrative form to summarize the nature of students in the major. If a process is in place to identify and aid students underprepared for the major, explain that process. If this major includes a significant number of students who transferred in from other majors within the university indicate this in your narrative.

1. First Time - Full Time New Freshmen (Data will be provided for last five years)

Year	# students	Avg ACT	HS GPA	% meeting all admission criteria	% w/composite ACT 24+
Fall 2006					
Fall 2007					
Fall 2008					
Fall 2009					
Fall 2010					

2. New Transfer Students (GPA at previous institution. Data will be provided for last five years)

Year	# students	Avg Transfer Hours	Transfer GPA
Fall 2006			
Fall 2007			
Fall 2008			
Fall 2009			
Fall 2010			

3. Facilities & Equipment (Omit if not applicable)

This section will not apply to all majors. It would include items such as:

- *What specialized facilities and equipment do you have to support this major?*
- *Are there additional facilities and equipment needed to support this major?*

V. Quality of Major

A. Curriculum

This narrative describes the nature of the curriculum. It would answer questions such as:

- *What process is used to analyze external demands (e.g., market changes, needs of employers)?*
- *How do you ensure that the current major is up-to-date and effective?*
- *What prerequisites are in place to ensure students are prepared for the major?*
- *What other processes (e.g., tutoring, advising, professional development) are used to support students and faculty in the current major?*
- *What co-curricular or non-instructional (e.g., student clubs, community engagement, continuing education) activities support the current major and why?*

B. Learning Outcomes Assessment (Include the Last Outcomes Assessment Report in the Appendix)

This narrative summarizes the annual learning outcomes assessment. In cases where the learning outcomes for the major are in a joint departmental report, summarize how the major or its courses contribute to that common assessment process. This section does not repeat the contents of the annual Outcomes Assessment report which is in the appendix, but answers questions such as:

- *How did you determine the specific learning objectives of the major?*
- *How did you design your assessment program for the major, e.g. are outcomes verification methods embedded as component in a course, externally normed exams, etc., and why were those methods chosen?*
- *What trends in learning outcomes have you observed for the major since the last review?*

C. Job Placement and Graduate School Acceptance

This section contains placement statistics over the past several years; some majors emphasize graduate school acceptance rates over job placement. What are your targets and evidence that the students completing your programs have acquired the knowledge and skills required by employers or graduate programs? While these are considered an imperfect measure due to the difficulty of obtaining accurate information, it is common in a program review process.

D. National Certification Results (Omit if not applicable).

This section will not apply to all majors. It documents certification results reported by department, e.g. student passage rates for MTTC (Education), PCAT (Social Work), Nursing.

VI. Size, Scope, and Productivity of the Major

This section contains a narrative statement that interprets and analyzes the data in the subsequent tables and charts, indicating how it supports the strength of your major or reveals weaknesses. How do you determine whether the course offerings and schedule of courses are adequate to meet the needs of students in the major?

Narrative:

Data: (Tables and Charts)

1. Enrollment as 1st and 2nd majors over the past five years (Data will be provided for last five years)

	2005	2006	2007	2008	2009	2010
# students						

2. Retention (1st to 3rd semester) over the past five years (Data will be provided for last five years)

	# Enrolled to start	Retention in 3 rd semester				
		# in Same Major	% in Same Major	% in Different Major-Same Dept	% in Different Dept	% Left NMU
Fall 2005→ Fall 2006						
Fall 2006→ Fall 2007						
Fall 2007→ Fall 2008						
Fall 2008→ Fall 2009						
Fall 2009→ fall 2010						

Graph the retention percentage columns (% same major, % different major-same department, % different department, % left NMU) with column charts over 5 years' time.

3. Retention (1st to 5th semester) over the past four years (Data will be provided for the last four years)

	# Enrolled to start	Retention in 5 th semester				
		# in Same Major	% in Same Major	% in Different Major-Same Dept	% in Different Dept	% Left NMU
Fall 2005→ Fall 2007						
Fall 2006→ Fall 2008						
Fall 2007→ Fall 2009						

Fall 2008→ fall 2010						
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Graph the retention percentage columns (% same major, % different major-same department, % different department, % left NMU) with column charts over 4 years' time.

4. Degree Completions (Data will be provided for last five years)

Year	# of Graduates	% of Graduates (#Graduates/#majors)
2006		
2007		
2008		
2009		
2010		

VII. Revenue and Other Resources Generated by this Major

This section permits an itemization for this major from the departmental section Part A, I.D.1 Revenues.

- Do any of the grants listed in I.D.1 of Part A, the departmental section, specifically support this major?
- Are there other sources of revenue which are specific to this major?

VIII. Costs and Other Expenses Associated with the Major

- Estimate the instructional costs (faculty) for this major or courses specific for this major.
- Are there non instructional costs (equipment, travel, library, software, etc.) specific for this major? Summarize, including approximate costs.

IX. Impact of the Major and Aspirations for the Future

A. Importance of major to university and community

This narrative section offers the ability to show the value of a major or its activities to the university and community. It might include:

- How does this major align with University and Academic Affairs missions and NMU Road Map?
- What is the impact of this major or faculty teaching within this major regarding community engagement, economic development, or community continuing education? How do those activities strengthen your department, college and NMU? How do they enhance your relationships with the communities and regions served?
- Provide specific illustrations of the role and impact of this major and faculty, e.g. internships, research, outreach.

B. Challenges, Opportunities and Plans for Improvement

This narrative section describes the areas identified for improvement and opportunities, as well as plans to address them. Identified by Learning Outcomes Reports, external demands, recruitment concerns, satisfaction measures or other means, these challenges get evaluated, prioritized, and objectives and timelines established.

- Challenges and threats, and areas for improvement and opportunities.
- Goals, objectives, timelines/benchmarks that address these challenges.