**McNeese State University**

**Academic Program Review Self Study**

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| Name of Academic Program (e.g., Bachelor of Arts in History, Master of Engineering): College and Department: Date of Submission: Contact Information:Department Head NameEmailPhone Number |

# A – Program Mission and Context

Provide the mission of the academic program:

Describe how your program supports the mission and vision of McNeese State University:

## B – Faculty

## B.1 Faculty Qualifications

IRE will provide the academic department with its current faculty roster with qualifications. Please ensure it is correct and current.

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## B.2 Faculty Scholarship

Provide a comprehensive record of faculty scholarship and other faculty accomplishments that have enhanced your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

Describe departmental requirements and expectations for scholarship. Analyze the faculty’s ability to meet requirements and expectations. What changes or modifications would improve scholarship production?

**B.3 Workload**

IRE will provide five years of faculty workload data—including overload—disaggregated by rank. Is workload distribution appropriate with respect to faculty rank? How does your workload distribution contribute to or detract from faculty effectiveness?

## B.4 Evaluation of Teaching Effectiveness

Discuss approaches taken to evaluate teaching effectiveness in all delivery modes and locations (including visiting lecturers). How do you use SEI results to evaluate faculty performance? What other evaluative measures do you use?

**B.5 Faculty Development**

Identify resources, mentoring programs, or other services provided or made available by the department to ensure faculty development. What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty development that impact delivery of a high-quality program.

## B.6 Faculty Diversity

Comment on the composition of your faculty in terms of racial, ethnic, and gender diversity.

# C – Quality of Curriculum and Student Learning

## C.1 Curriculum Structure

Briefly describe the course offerings and degree requirements of the program.

## C.2 Curriculum Map and Assessment of Student Learning Outcomes

Refer to the most recent five years of annual academic program assessment reports available in Xitracs.

IRE will provide your current curriculum map, if available. If no map exists, complete the table below. In the column headings across the top, list all program-level student learning outcomes (SLO), and in the column on the left, list the major courses offered by the program. Identify within the cells of the table the courses in which each SLO is introduced (I), reinforced (R), and mastered (M). (See sample below.)

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| **Sample Curriculum Map** |
| ***List all Courses Below*** | SLO1  | SLO2  | SLO3 | SLO4 | SLO5 |
| HIST 101 | I | I |  |  |  |
| HIST 190 |  |  | I | I | I |
| HIST 215 | R |  | R |  | R |
| HIST 280 | R | R |  | R |  |
| HIST 310 | R |  | R |  | R |
| HIST 370 |  | M | M |  |  |
| HIST 490 | M | M |  | M | M |

**I** = Course **Introduces** SLO to the student

**R** = Course **Reinforces** or develops SLO previously introduced.

**M** = Course requires the student to **Master** SLO at a level appropriate for graduation.

## Each course designated as an assessment point for a program-level SLO should have an assignment that demonstrates student achievement of that SLO. A copy of each of these assignments should be attached as an appendix to this report and labeled with the SLO and course number and title.

Briefly describe how well students demonstrate achievement of each SLO.

**C.3 Curriculum Development and Assessment of Curricular Effectiveness**

Describe the process to ensure the program is current and competitive, including professional development opportunities and consultation with advisory boards. To what degree does the curriculum align with comparable programs at other institutions and exemplify best practices for the discipline? How have assessment findings influenced program decisions?

## C.4 General Education/QEP courses

If the academic department offers general education or QEP courses included in this program, list the courses and discuss any trends related to enrollment, DFW rates, pass rates, achievement of student learning outcomes, and SEIs.

 **C.5 Dual Enrollment**If the academic department offers dual enrollment courses included in this program, list the courses and their enrollment for the past five years and discuss any trends related to enrollment, DFW rates, pass rates, achievement of student learning outcomes, and SEIs.

## C.6 Diversity in the Curriculum

Describe and evaluate your program’s efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum?

# D – Student Enrollment and Success

## D.1 Recruitment and Enrollment

IRE will provide fall enrollment data disaggregated by gender and ethnicity for the five most recent years. Discuss recent enrollment trends, including trends related to diversity. What developments within the profession or within the local or broader community might explain enrollment trends? What do the data suggest about enrollment trends for the next 3-5 years? What recruitment strategies would benefit the program so that it attracts enough students who have potential for success?

## D.2 Student Organizations

Describe any national professional, honorary, or other student organizations and/or activities for students in this program.

## **D.3 Student Advising and Assistance**

Describe how the unit supports and enhances the quality of advising with respect to the assignment of advisors, advisor/student ratio, and communications.

**D.4 Student Assistance**

Describe special assistance or services provided to students in this program (not by academic or student support offices) such as grants, scholarships, assistantships, tutorial help, job placement, career planning, or awards.

## D.4 Retention and Student Success Analysis

IRE will insert charts from Xitracs.

Please address the following elements:

1. What do the data suggest about how well your program is producing successful students?
2. List specific events/activities that the program uses to increase student retention and degree completion.
3. Provide your best practices for tracking students who leave the program before completing and any follow up you may do with these students to determine why they left.
4. Identify areas in need of improvement.

## D.5 - Completions Analysis by Ethnicity

IRE will provide program completion data disaggregated by gender and ethnicity for the five most recent cycles. A cycle includes graduates between June 1st and May 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, international (non-resident alien) students will only be reported in this category regardless of their ethnicity.

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| **Student Diversity – Completions \*\*** |
|  | **Academic Year (as of May 30)** |
| **2015 - 2016** | **2016 - 2017** | **2017 - 2018** | **2018 - 2019** | **2019 - 2020** |
| **Student Diversity** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** |
| Non-resident (International) |  |  |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |  |  |
| Black, non-Hispanic |  |  |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |  |  |
| American Indian or Alaska Native |  |  |  |  |  |  |  |  |  |  |
| Native Hawaiian / Other Pacific Islander |  |  |  |  |  |  |  |  |  |  |
| Two or more races |  |  |  |  |  |  |  |  |  |  |
| Race/ethnicity Unknown |  |  |  |  |  |  |  |  |  |  |
| White, non-Hispanic |  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |  |

 **\***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.

## D.6 - Graduate Success Indicators

Use the table below to describe the success of students being placed in discipline-related jobs, graduate school, and/or passing required competency exams. IRE can assist with administering an alumni survey.

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| **Graduate Success Indicators** |
| **Graduation Date Range of Survey Sample** | **Percentage****(%) of Graduates Placed in Discipline-related Jobs** | **Percentage (%) of Graduates in Graduate School** | **Percentage (%) of Graduates Passed National Certification or Exams** | **Other** | **Other** |
|  |  |  |  |  |  |

**E – Class Size Analysis**

IRE will provide five years of class size data. Discuss trends in the program’s class sizes and the impact on student learning and program effectiveness. Note downward or upward trends in class size and provide an explanation.

# F – Resources and Institutional Capacities

## F.1 Library Resources

Describe the degree to which library and information resources are adequate and available for students and faculty members who teach in this academic program (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? What resources are needed for your program in this area?

**F.2 Staffing**

Besides teaching faculty, discuss the adequacy of staff support for the academic program (e.g. administrative assistants).

**F.3 Facilities and Equipment**

Discuss the adequacy of the facilities and equipment for the academic program, including classrooms, labs, other instructional facilities, and office space.

**F.4 Technology**

Discuss the adequacy of technology resources in supporting teaching and learning, research, and other needs for the program.

**F.5 Return on Investment (ROI) Analysis**

IRE will provide the most recent ROI data for the academic program. What factors contribute to lowering the program’s ROI, and how might they be remediated? What factors contribute to raising the program’s ROI? What additional steps could the department take to increase the program’s ROI?

## F.5 Analysis of Acquired Resources

Identify each major programmatic resource acquisition during the past five years and its impact on program improvement. Discussion should include the measurable 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 educational effectiveness. Justify the program’s use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

# Conclusions

Please address the following elements:

1. Summarize the major findings of the program review.
2. Identify the strengths of the academic program.
3. Identify the areas for improvement of the academic program.

Base your conclusions on evidence and cite the appropriate review item (e.g., B.4 Workload).

# Program Goals with Recommended Action Steps

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

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Include this document with your Self Study. Use the table to set goals that, if met, would improve student learning, enrollment, retention, revenue, or other program indicators of success. Set reasonable, measurable, and achievable goals, and identify action steps toward the goals. **IRE will use** t**his information to revise your department’s annual assessment reports.**

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| **Specific Goal or****Desired Outcome to Improve program Quality** | **Recommended Action Steps to Achieve Goal (include person(s) responsible)** | **Program’s Request for Resources with Justification (include costs and rationale)** | **Priority of Resource Allocation (High, Medium, Low)** | **Anticipated Impact on Educational Effectiveness** |
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# APPENDICES

## Appendix A: Assignments for program assessment points labeled with course number, course title, and student learning outcome(s) assessed.