

University of Missouri-Kansas City
Academic Program Review
Self-Study Report Outline and Checklist

Academic Program Review contributes to UMKC's goal to become a data-driven and developmental organization, starting with understanding and enhancing the student experience.

To this end, the goals for Academic Program Review are:

- to foster a culture of continuous quality improvement;
- to validate the program's contributions to supporting and enhancing student engagement and student learning;
- to identify priorities for resources investment; and
- to learn about the program's challenges and opportunities through the perspectives of diverse constituents.

Cyclical reviews of programs provide the opportunity to develop a comprehensive understanding of the quality of the program and opportunities for improvement and innovation. Evaluating the program and planning for enhancements to support student learning, engagement in research and creative endeavors, and service to the community will inform the following:

- budgeting, including allocating resources for new faculty hires;
- aligning programmatic operations and innovations with the unit and university strategic plans;
- investing in new programs or program expansion;
- identifying programs for closures;
- responding to reporting requirements from accreditors, the UM System, and the State; and
- identifying quality improvement opportunities.

Academic Program Review involves the development of a Summarized Self-Study Report (SSR) of five to seven pages for each degree program, certificate program, and stand-alone minor*.

The SSR focuses on the purpose, need, quality and future plans for each academic program in relation to the student experience. The report describes the academic program and identifies the resources required to provide a quality, innovative, and viable program to meet the needs of the students and faculty and of the Kansas City region, the State, and the nation. The report should include information, such as major challenges and accomplishments, that may enhance understanding of the program and plans for improvement. Following is a guide for completing the Self-Study Report Form. The checklist should be completed and submitted together with the Self-Study Report Form.

The Office of Institutional Research will provide academic and financial data (Appendix D) and data definitions (Appendix E) for use in the review. These will be placed in the department's Academic Program Review folder in Box.

*A stand-alone minor is one that does not have a parent program. A minor that has a parent program may be reviewed together with the parent program, provided the information presented is distinct between major and minor (e.g., student enrollments, future plans).

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Please submit the completed checklist as a cover sheet to the Self-Study Report.

Program: _____ Date Completed: _____

The Summarized Self-Study Report includes:

1.0 The Student Experience

- 1.1 The quality of the degree program and its impact on students
 - 1.1.1 The expectations and requirements for students to complete the program
 - What is in the catalog?
 - What does degree audit report reveal?
 - What does exceptions report tell you?
 - 1.1.2 The course rotation schedule demonstrates a commitment to students completing the program within expected timeframes.
 - 1.1.3 The quality of education in the program - how you determine that the curriculum and educational experiences are current and rigorous
 - 1.1.4 Examples of effective teaching and innovations that have been incorporated into teaching and learning activities in the program (e.g., class size, use of appropriate technology, inclusion of high impact practices, capstone course or other experience that requires synthesis of knowledge from the educational experience, Portfolios).
 - 1.1.5 The results of the most recent accreditation and/or external reviews for the program, if any
 - 1.1.6 Assessment of student learning
 - Summary assessment findings over the last five years
 - Programmatic alterations that have been made to enhance student learning and the impact of those alterations
 - 1.1.7 Student outcomes (e.g., employment, enrollment in advanced/professional education, licensure pass rates, participation in special programs such as Vista or Americorp)
 - Employer demand for program graduates: types of employers and positions; projected employment needs and list areas of the country with high demand.
 - Graduate or professional degree programs students pursue and into which they are accepted
- 1.2 Students in the program
 - 1.2.1 Student diversity and the plans to address diversity among the student population
 - 1.2.2 Awards/recognitions/honors received by students in the program
 - 1.2.3 Participation in undergraduate research, learning communities, service learning, study abroad, or other high-impact learning opportunities

2.0 Quality of the Faculty

- 2.1 Quality of faculty – credentials
- 2.2 Quality of faculty – teaching, research, and service/creative activity
 - connection of research and service to teaching
 - summary of research/scholarship/creative activity productivity and impact (including external awards, grants, and fellowships)
- 2.3 Diversity of faculty and staff and plans to increase diversity
- 2.4 Faculty workload – sections and credit hours – three year trends
- 2.5 Faculty sufficiency; role of non-tenure track faculty in addressing efficiencies in the program
- 2.6 Personnel planning matrix – hiring plan
- 2.7 Awards and recognition faculty have received
- 2.8 Analysis of the annual performance reviews of tenured/tenure track faculty over the last three years (summary data provided by the Office of the Provost)
- 2.9 Professional development opportunities for tenured, tenure-track, and non-tenure-track faculty
- 2.10 The depth and quality of effort by the program to increase faculty involvement with students in teaching and research, and in mentoring and advising

3.0 Academic Portfolio Data Analysis

- 3.1 Student demand and yield data and the program’s plans to increase enrollment
- 3.2 If enrollments are decreasing, plans to address this issue
- 3.3 The quality of the students in the degree program (admissions qualifications)
- 3.4 Analysis of student retention within the program and within the university
- 3.5 Retention initiatives and their effectiveness
- 3.6 Analysis of graduation rates, within the program and the university, and strategies to maximize rates and to address differences due to gender, race, ethnicity, or other demographics
- 3.7 The program’s cost-effectiveness in terms of the size and quality of the degree program relative to its costs (e.g., faculty time required to offer the necessary courses for majors, support and equipment required for students, infrastructure necessary to provide a high-quality degree)

4.0 Program Quality and Innovation

- 4.1 The quality of education in the program
 - examples of effective teaching and innovations that have been incorporated into teaching and learning activities in the program (e.g., class size, use of appropriate technology, inclusion of high impact practices, capstone course or other experience that requires synthesis of knowledge from the educational experience, use Portfolios, internships)
 - measures of quality – e.g., Quality Matters, disciplinary standards
- 4.2 Modes of delivery – when and how classes are delivered
- 4.3 Technology and other supports
- 4.4 How the program supports the mission and strategic plan of the University
- 4.5 How the program supports the mission and strategic plan of the academic unit
- 4.6 Uniqueness of the program to the academic unit, University, UM System, state, Kansas City region, and/or nation
- 4.7 The program’s involvement with general education

5.0 Reflections and Future Plans

- 5.1 Summarize the current status of the program, including opportunities and challenges and any special features or services provided
- 5.2 Describe how the program links its assessment of student learning, program review, planning, and budgeting
- 5.3 Describe any program changes that might be made in the next 3-5 years and describe the factors motivating those changes. Indicate how the program will build on existing strengths, maximize opportunities for growth, and solve current problems.

Note: After reviewing the Self-Study Report with the Provost, the Program Director, Department Chair, and Dean will develop a comprehensive Action Plan for review and approval by the Provost.

6.0 Impact of the Action Plan Created in the Previous Program Review Cycle*

- 6.1 Summarize the implementation status of the action plan developed in the previous review cycle
- 6.2 Describe the methods used to evaluate the impact of the action plan in improve the quality of the program
- 6.3 Summarize the impact of the action plan on the student experience and the quality of the program

* For programs in the 2022-23 and subsequent cycles.