

Academic Program Review

Undergraduate Program Self-Study

The program self-study is a structured process designed to assess and enhance academic program quality. Through reflection and analysis of data, programs identify strengths and areas for improvement and develop action plans in alignment with the program and institutional mission.

Faculty hold primary responsibility for ensuring program quality. The Institutional Effectiveness Committee conducts reviews in accordance with state and accreditation requirements, with support from the Office of Institutional Research and Effectiveness (OIRE). Reviews are conducted on a six-year cycle and generate recommendations related to curriculum, resources, staffing, and other academic matters. These recommendations inform decision-making at the program, department, and institutional levels.

Review schedules and program status reports are available on the [Continuous Improvement and Accreditation Teams space](#). Please respond to all prompts in this form and direct any questions to Kelly McCarthy (kmccarthy@floridapoly.edu) in the OIRE.

I. PROGRAM OVERVIEW

Program Name:

Provide the name of the program.

Mission:

Provide the mission statement of the program.

History:

Provide a brief history of the program.

Program Description:

Provide a description of the degree program.

Careers, Industries, and Sectors Served by the Program:

Describe the careers, industries, and sectors that the program prepares students to enter and support.

Workforce Readiness:

Describe the experiences offered by the program to equip students with the skills and competencies needed for workforce readiness.

Externally Funded Grants:

List any grants housed within the program. Give a brief description of each grant, the award amount, and its expiration/renewal date.

Alumni Engagement and Philanthropy:

Describe the strategies the program uses to engage alumni and support fundraising efforts.

Partnerships:

List any industry or community partnerships that are active within the program and how they provide input on curriculum, assessment and workforce alignment.

Advisory Council:

Describe how your program's Advisory Council provides input on curriculum, assessment and workforce alignment. If an Advisory Council is not in place, describe efforts to create one or explain how industry alignment is assured in your program.

II. PROGRAM DEMAND & PEERS

Current State and Trends:

Describe the current state and emerging trends of the program field of study. Describe how the program stays on top of these trends.

[U.S. Bureau of Labor Statistics Occupational Outlook Handbook](#)

[MyFloridaFuture Tool](#)

[Employ Florida - Labor Market Information](#)

[Litecast](#)

Program Trends:

Describe any trends in student enrollment over time.

Student Recruitment:

Compare the program's enrollment trends with the institution's trend pattern. Describe any recruitment measures used to attract students to the program. *Utilize the data provided by the OIRE to support your response to this question, include screenshots where applicable to support your narrative.*

Competing SUS Programs:

List any competing Florida SUS programs. Describe how your program compares to the SUS institutions noted. Consider attributes such as program description, core courses, credit hours, degree conferrals, enrollment, and cost.

[BOG SUS program list](#)

[National Center for Educational Statistics](#)

Aspirational Peers:

Identify at least two aspirational peer programs at other institutions and explain why they are considered aspirational. Consider attributes such as program description, core courses, credit hours, degree conferrals, enrollment, and cost. Describe the steps your program has taken to move in their direction.

[National Center for Educational Statistics](#)

III. FACULTY

Faculty Qualifications Worksheet:

Complete the **Program Review Faculty Qualifications Worksheet** that was provided as part of this review process. Include it as an attachment in your submission.

Curriculum Staffing Worksheet

Complete the **Program Review Staffing Worksheet** that was provided as part of this review process. Include it as an attachment in your submission.

Faculty Ratio and Coverage:

Report the ratio of full-time to part-time faculty using the data from the completed worksheets. Discuss the ideal ratio for the program's curricular content and provide the rationale. Evaluate whether the current coverage model adequately meets the teaching needs of the program.

Faculty Expertise:

Identify the areas of expertise represented within the faculty body and explain how they provide adequate coverage of all curricular areas and meet applicable program criteria.

Scholarly Productivity:

Describe faculty scholarly activities within the program. Identify primary research foci.

Service Roles:

Provide an overview of the service roles and responsibilities faculty members fulfill as part of the program.

National & International Recognition:

Describe any significant service activity as well as any other awards or accomplishments received by faculty in the program that is recognized on the regional, national, or international levels.

Faculty Recruitment and Retention:

Describe efforts to recruit, mentor, and retain faculty.

Faculty Development:

Describe the efforts undertaken to support faculty in skills development, including both internal and external initiatives.

IV. CURRICULUM

Program Plan of Study:

Provide the **program's current plan of study** and include it as an attachment in your submission.

Describe how the program's requirements and its associated prerequisite structure support the attainment of student outcomes.

Program Offerings:

List all the concentrations, certificates, and minors within the program. Describe the process by which concentrations, certificates, and minors are identified, developed, and approved for offering. When a program sunsets a concentration, certificate, or minor, explain the method used to ensure it is appropriately taught out. If no offerings have been retired or there are no plans to do so, simply note that.

Instructional Capacity:

Describe how does the program manages class size offerings and identify any established standards for determining optimal class sizes. Additionally, explain how the program decides the frequency with which courses are offered by semester.

Instructional Modalities:

Describe the instructional modalities that are offered by the program; including the proportion that are offered online and hybrid, if applicable.

V. ASSESSMENT

Learning Outcomes:

Provide the Program Learning Outcomes (PLOs)/Student Outcomes (SOs). If your program has Program Educational Outcomes (PEOs) provide those as well.

Process for Reviewing Learning Outcomes:

For institutionally developed PLOs and PEOs describe the process for periodically reviewing them; include how the program's constituencies are involved in the process. For PLOs or SOs, and PEOs (where applicable) detail how the outcomes are in alignment with the institutional mission and industry demands.

Curriculum/Assessment Map:

Provide a screenshot of the program's current curriculum map that shows how courses are mapped to outcomes. Refer to the [Continuous Improvement and Accreditation Teams space](#) to retrieve a copy of your map.

Assessment Data Discussions:

Describe when and by whom assessment data are reviewed and discussed for their implications on program design.

Continuous Improvement:

Provide a summary of the actions implemented over the past three academic years that resulted from faculty-led assessment activities and reflective practices within the program. Specifically state any curricular modifications that occurred and the data that was used to support these decisions. Include a copy of your most recent assessment cycle reports to support your narrative.

Course Attrition Review:

Describe how the program reviews courses with high drop, fail, or withdrawal rates. Indicate the actions currently being taken, as well as any future plans, to address these courses.

Student Evaluation Feedback:

Describe how the program uses student course evaluations and how these data have impacted the curriculum.

Sharing Assessment Efforts:

Describe the methods you use to communicate with stakeholders (students, employers, accreditation agencies, etc.), both on and off campus, regarding what students are learning and how effectively they are achieving those outcomes.

VI. STUDENT SUCCESS

Vision of Student Success:

Describe the program's vision for student success. State any challenges in achieving this vision, and the initiatives the program implemented to address them. Be sure to include any metrics that are used to evaluate and measure student success.

Student Retention Trends:

Discuss trends in student retention within the program. State any actions that have been taken, or are planned, to improve retention. *Utilize the data provided by the OIRE to support your response to this question, include screenshots where applicable to support your narrative.*

4-Year Graduation Rate for FTIC:

Provide the program's 4-year graduation rate for First Time in College (FTIC) students. Discuss any barriers that prevent incoming freshmen from completing their degrees within four years and transfer students from completing theirs within two years. Explain any steps the program has taken to address these barriers. *Utilize the data provided by the OIRE to support your response to this question, include screenshots where applicable to support your narrative.*

Internships:

Describe internship opportunities available to students and explain how they support the program's student learning outcomes. Explain how the program tracks students' participation in these activities.

Experiential Learning:

Describe any experiential learning opportunities (e.g., applied projects, co-authored publications, research symposia/exhibitions, professional conferences, etc.) available in the program. Explain how they support the program's student learning outcomes and how the program tracks students and faculty participation in these activities.

Co-curricular Opportunities:

Identify any co-curricular opportunities available through the program (e.g., clubs, professional societies, program-sponsored events, peer mentoring, civic and community engagement activities, etc.). Explain how they support the program's student learning outcomes. If applicable, describe how faculty, staff, and students participate in these activities and the methods that are used to track their involvement.

VII. ACADEMIC ADVISING

Advising Processes:

Describe the academic advising provided to undergraduate students within the program.

Evaluation of Advising Effectiveness:

Describe how the program evaluates the effectiveness of its academic advising services and detail any recent changes that have been implemented based on discussions and feedback.

Transition from Prerequisite Coursework:

Describe the strategies used to support students transitioning from prerequisite courses to their junior- and senior-level coursework.

Transfer Student Transition:

Describe the strategies used to support the transition of transfer students into the program.

Transitioning Out of the Program:

Describe the strategies used to support students who transition out of the program into other majors.

VIII. LIBRARY

Describe collaborations with the librarian aimed at establishing goals and strategies for resource selection and analysis, enhancing students' digital literacy and research skills, acquiring books or subscriptions to support the curriculum, assisting faculty in their scholarly work, and integrating library services across the program.

IX. PHYSICAL | HUMAN | FISCAL RESOURCES

Human Resources:

Describe the adequacy of administrative and staff resources that support the program's operations. If additional resources are required, outline a clear plan for securing them.

Physical Resources:

Describe the adequacy of the physical resources that support the program's operations. Examples may include technology services, software (including AI), computing resources, classrooms, laboratory space and equipment, departmental facilities, and office space. If additional resources are required, outline a clear plan for securing them.

Fiscal Resources:

Describe the adequacy of fiscal resources allocated to the department/program. Examples may include tuition revenue, graduate assistantships, and other auxiliary funds that sustain programming. If additional resources are required, outline a clear plan for securing them.

Resource Guidance:

Describe how students are provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories when completing their coursework.

X. REVIEW SUMMARY

Themes:

Based on your responses, identify the 5 most significant themes that emerged from this self-study.

Theme 1: Click or tap here to enter text.

Theme 2: Click or tap here to enter text.

Theme 3: Click or tap here to enter text.

Theme 4: Click or tap here to enter text.

Theme 5: Click or tap here to enter text.

Strengths:

Identify the program's greatest strengths as identified through this self-study process.

Opportunities for Growth:

Identify the most critical gaps, challenges, or opportunities for improvement identified through this self-study process.

Environmental Factors:

Describe any internal (e.g., university environment, program strengths and weakness, etc.) and external factors (e.g., economic, technological, political, social and legal factors, etc.) that could impact the program's achievement of goals, objectives, and outcomes. Describe any emerging trends in the program's discipline(s).

Recommendations and Proposed Actions Plans from this Review:

Based on this comprehensive reflection, identify priority areas the program should focus on in developing strategic goals. Consider areas where improvement would have the greatest impact on your program's mission, faculty, and students.

XI. SELF-STUDY PROCESS

Describe the process used to complete this form and specify the individuals or committees that participated in its preparation.

XII. OFFICE OF PROVOST APPROVAL

Office of the Provost Notes:

Provost's Signature

Date