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| --- | --- |
|  | **Academic Program Review****Undergraduate Program Self-study** |
| **CIP Code being reviewed** |  |
| **Program College** |  |
| **Program Department** |  |
| **Primary Contact** |  |
| **Primary Contact Email** |  |
| **Program Coordinator (if different)** |  |

List the degree program(s) being reviewed, including concentrations, tracks, specializations, and certificate programs associated with the degrees:

|  |  |  |  |
| --- | --- | --- | --- |
| **Degree Title** | **Degree Level** | **Degree Type** | **Credit Hours** |
|  |  |  |  |
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The following two items must also be included in an appendix to this document:

* Sequenced course of study for all majors, concentrations, or areas of emphasis within the program (i.e., eight-semester plan)
* A one- or two-sentence description of each required or elective course in the program
	+ Describe the process used by the program to review lower level prerequisite courses to ensure that the program is in compliance with State-approved common prerequisites (See the Common Prerequisites Manual at <https://dlss.flvc.org/admin-tools/common-prerequisites-manuals>
	+ Information provided by department.

**SECTION 1: ACADEMIC PROGRAM OVERVIEW/ CURRICULUM DESCRIPTION**

Responses for section 1 based on information from the department and Academic Catalog:

* + Undergraduate: <https://catalog.usf.edu/content.php?catoid=13&navoid=1629>
	1. Provide a brief overview of the mission(s) and purpose(s) of the degree program(s) within the context of the university mission and the Board of Governors’ Strategic Plan. Describe the aspects of the curriculum that make the program distinctive.

1.2  Summarize the major changes in the program since the last program review was conducted (or originally approved, if new) and the rationale for those changes, identifying changes that were inspired by employer needs. Reflect on any curricular changes affecting the program such as course sequencing and/or bottlenecks, and identify any potential future need for curricular or other programmatic change. Information provided by department.

* + If new, refer to degree proposal: <https://academicplanning.usf.edu/curriculum/tracking.php>

1.3 Describe the modalities by which the program is offered, including the proportion of the program available through online learning.

* + Data provided by College – Dean’s Office.
	+ If no online offerings, state that the program is not offered online.

1.4 List all instructional sites (teaching site located geographically apart from the main campuses) where any portion of the program is available via face-to-face instruction. If the program is offered on multiple campuses, describe how coordination of the program is structured at each campus.

* + Information provided by department.
	+ If no offerings apart from the main campus, state as such
		1. List competing programs within the Florida SUS. For the Florida SUS, use this link <https://prod.flbog.net:4445/pls/apex/f?p=136:45:0::NO:::>
	1. Describe the structure for student advising for the academic program(s) including who is responsible for providing advising.
	+ From College – Dean’s Office.

***Undergraduate Self-Study Only***

* 1. Provide the program’s standards/criteria for admission (if applicable). For limited access programs, provide a brief review of the status of the program to determine if this designation is still warranted (or indicate that the program is not limited access).

**SECTION 2: DEMAND FOR THE PROGRAM**

Reference Burning Glass data or data sources below:

* [Bureau of Labor Statistics](http://www.bls.gov/%22%20%5Ct%20%22_blank)
* [Occupational Outlook Handbook](http://www.bls.gov/ooh/)
* [O\*Net](http://www.onetonline.org/)
* [Employ Florida](https://www.employflorida.com/vosnet/Default.aspx)
* [Enterprise Florida](https://www.enterpriseflorida.com/)
* [Florida ExpertNet](https://expertnet.org/)
* [Florida Department of Economic Opportunity: Employment Statistics](http://www.floridajobs.org/workforce-statistics/data-center/statistical-programs/current-employment-statistics)
* [Florida Department of Economic Opportunity: Targeted Occupations List](http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/targeted-occupations-list)

***Industry Demand***

* 1. Briefly summarize the current state of the discipline nationally and emerging trends in undergraduate education. Describe efforts within the department to stay abreast of trends in the field and changes made to the program in response to these trends.
* Information provided by department.
	1. Provide national, state and/or local data that support the continuing need for more people to be prepared in this program at this level. *(NOTE: Please use data from reliable sources, e.g., US Department of Labor statistics, Burning Glass, or FETPIP results from the Office of Decision Support’s Post-Graduation Outcomes Hub at* <https://usfweb.usf.edu/ODS/Secure/Outcomes/OutcomesHub.aspx>*).*
	2. Indicate whether an industry or employer advisory council exists to provide input for curriculum development, student assessment, and academic-workforce alignment. If an advisory council is not already in place, describe any plans to develop one or other plans to ensure academic-workforce alignment (**USF Strategic Plan Objectives 1E and 3D**).
* Information provided by department.

***Student Demand:*** Provide evidence of current and future student demand for this academic program (**USF Strategic Plan Objective 1B**).

2.4 Based on the data supplied by ODS, discuss the characteristics of the program’s students over time. If applicable, comment on significant changes during the review period and/or areas in need of improvement. (See ODS Tables where appropriate.)

* Number of majors
* Mix of full and part-time students
* Mix of FTIC, transfer, and international students
* Mix of gender and ethnicity among enrolled students
* Number of students participating in education abroad experiences
* Number of students participating in undergraduate research experiences

ODS Data Table: Enrollment.

* + 1. Reflect on the growth or decline in student enrollment for your program and comment on the future potential demand and the program’s ability to meet this demand.
* Information provided by department.

* + 1. Describe current recruitment strategies & plans for increasing enrollment for a diverse body of local, national, and international students (**USF Strategic Plan Objective 4A**).
	+ Information provided by department.

**SECTION 3: STUDENT SUCCESS: PROGRAM QUALITY IN TEACHING AND STUDENT LEARNING (USF Strategic Plan Goal 1)** System for Assessment Management: <http://usfweb.usf.edu/DSS/SAM/>

* 1. List the student learning outcomes for the program, including the process for their development and continuous improvement. Discuss if/how employer-driven or industry-driven competencies were identified and incorporated into the curriculum, as well as employability and professional skills and competencies (**USF Strategic Plan Objective 3D**).
* Information provided by department.
	1. Summarize the results of the most recent three years of student learning outcomes assessments focusing on how well students are achieving the defined learning outcomes (**USF Strategic Plan Objective 1B**). Information provided by ODS.
	2. Describe how the results of the assessment of student learning outcomes have been used to implement program changes (including curriculum changes) designed to improve student performance, and include any evidence in support of these changes (**USF Strategic Plan Objective 1B**). Information provided by the department.
	3. Describe internal faculty led efforts to enhance student learning in this academic degree program, e.g., innovative pedagogy (**USF Strategic Plan Objective 1B**), student clubs/organizations (**USF Strategic Plan Objective 1C**), HIPs like specialized study abroad programs, undergraduate research, and community-engaged learning courses, etc. (**USF Strategic Plan Objective 1A**). Information provided by department.
	4. Describe the process used by the program to review courses with high failure or withdrawal rates, discuss the department’s action plan for improvement in these areas. Information provided by department.

**SECTION 4: PROGRAM PRODUCTIVITY** (**USF Strategic Plan Objective 1E**).

Responses to the following items must be based on the data provided by the Office of Decision Support or other credible sources. Please embed below the data tables you are reflecting on and note the data sources for the convenience of the external reviewer.

4.1 Discuss the productivity of your program(s) in terms of the following:

* Student credit hours generated
* Student FTE
* Degrees awarded – (If program was designated as having “low productivity” in the annual Program Productivity Review, include the action plan for improvement.)
* Time-to-degree
* Percent of undergraduates without excess credit hours

ODS Data Table: Student Credit Hours & Faculty Data. ODS Reporting & Analytics Hub: <https://ods.usf.edu/>

4.2 Describe the national reputation or recognition of the program and list the sources of the reputation or ranking indices (if applicable). Information provided by the department.

4.3 Provide licensure/certification pass rates for the last three years (If applicable). Include the number of students attempting and passing the exam. Information provided by the department.

4.4 Describe any significant student accomplishments (awards, publications, performances, etc.) (**USF Strategic Plan Objective 2C**). Information provided by the department.

4.5 Using MyFloridaFuture or other related data (<https://usfweb.usf.edu/ODS/Secure/Outcomes/OutcomesHub.aspx>), provide information on program graduates including:

* Job placement rates
* Employer satisfaction
* Graduate school placement

4.6 Reflect on student perceptions of program quality based on appropriate data sources (e.g., the Graduating Senior Survey at <https://usfweb.usf.edu/ODS/secure/Surveys/GSS/GSS.aspx>).

**SECTION 5: PROGRAM STRENGTHS AND WEAKNESSES (SWOT ANALYSIS)/PROGRAM GOALS AND CONTINUOUS QUALITY IMPROVEMENT** (Information provided by the department)

5.1 List program general/administrative goals and objectives, and reflect on whether or not these goals had been met during the last review period.

5.3 Discuss potential opportunities in the following areas:

* New ventures to increase demand or improve competitiveness
* Actions to achieve productivity gains; e.g. recruitment, non-traditional instructional delivery systems
* Actions to improve efficiency and reduce cost
* Other opportunities

5.4 Describe program barriers, threats, and unique vulnerabilities.

5.5 Based on the SWOT analysis and current practice, list continuous quality improvement steps the program is taking to ensure the achievement of stated general/administrative goals and objectives.