|  |  |
| --- | --- |
|  | Appendix 2  Academic Program Review  Self-Study Report template |

|  |
| --- |
| **Academic year:** |
| **Unit name:** |
| **Director:** |
| **College or school name:** |
| **Dean:** |

**ASU Charter:**

ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

ASU Design Aspirations:

Enable Student Success, Transform Society, Fuse Intellectual Disciplines, Value Entrepreneurship, Be Socially Embedded, Conduct Use-Inspired Research, Leverage Our Place, Engage Globally

**Introduction**

Please provide an introduction to your unit that includes what has happened to the unit since your last Academic Program Review. What changes did you make based on recommendations from that APR? What is your anticipated strategic direction going forward? Please include any other relevant details to the story of your unit.

**I. Overview**

Provide a written overview of the unit mission and strategic directions. Include a brief summary describing how the unit contributes to the ASU Charter and Design Aspirations, outlining strengths of the unit (e.g. faculty, program offerings, collaborative programs) and any programmatic challenges that might exist.

### Table 1: Overview Data Summary of the Unit

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| **Undergraduate Headcount – Degree Seeking (fall)** |  |  |  |  |  |  |  |
| **Undergraduate Headcount – All** |  |  |  |  |  |  |  |
| **Master’s  Headcount (fall)** |  |  |  |  |  |  |  |
| **Doctoral Headcount (fall)** |  |  |  |  |  |  |  |
| **# of Undergrad Degrees awarded** |  |  |  |  |  |  |  |
| **# of Master’s Degrees awarded** |  |  |  |  |  |  |  |
| **# of Doctoral Degrees awarded** |  |  |  |  |  |  |  |
| **Tenured/Tenure Track (T/TT) faculty Headcount** |  |  |  |  |  |  |  |
| **Total degrees awarded per T/TT Faculty Headcount** |  |  |  |  |  |  |  |
| **Total Student FTE** |  |  |  |  |  |  |  |

**II. Mission and Strategic Directions**

Describe the unit’s mission statement and vision/strategic directions. Include a discussion of the academic unit’s major strengths and areas of prominence in teaching, scholarship, and service in community, national, and international arenas.

Include your unit’s goals/aspirations related to the Charter elements of student, faculty and staff inclusion and success, public value research, and health of the communities you serve, as well as the Design Aspirations: Enable Student Success, Transform Society, Fuse Intellectual Disciplines, Value Entrepreneurship, Be Socially Embedded, Conduct Use-Inspired Research, Leverage Our Place, Engage Globally.

What is the status and relevance of your unit’s strategic plan?

**III. Peer and Aspirational Peer Comparisons**

### Table 2: Summary of Comparisons of Your School/Department at ASU and Your Peer/Aspirational Peer Institutions

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Institution** | **Undergrad Headcount (Degr-Seek)** | **Graduate Headcount (Degr-Seek)** | **Tenure Track Faculty** | **Total Faculty (FTE)** | **Staff FTE** | **External Funding ($)** | **Other data** | **Rank (if available)** |
| **ASU** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Median** |  |  |  |  |  |  |  |  |
| **ASU’s rank** |  |  |  |  |  |  |  |  |

Discuss/analyze the unit’s ranking relative to peers/aspirational peers including metrics when available. (Please use data provided by the Office of Institutional Analysis and other disciplinary sources as well as your peer data listed above.)

**IV. Undergraduate Education**

Please include a table listing the titles of all undergraduate degrees offered by the unit as it appears in the online Academic Catalog. Concentrations and minors should also be listed. A brief description of each program including the general university requirements, the college requirements, and the requirements for the major must be provided. Please reference the sample programs of study that are enclosed in the appendix.

### Table 3A: Current Undergraduate Degree Programs Offered by Unit

Please expand as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
|  | **Headcount (fall)** |  |  |  |  |  |  |  |
| **Sr. headcount (fall)** |  |  |  |  |  |  |  |
| **Degrees Awarded** |  |  |  |  |  |  |  |
| **Graduation Ratio** |  |  |  |  |  |  |  |
|  | **Headcount (fall)** |  |  |  |  |  |  |  |
| **Sr. headcount (fall)** |  |  |  |  |  |  |  |
| **Degrees Awarded** |  |  |  |  |  |  |  |
| **Graduation Ratio** |  |  |  |  |  |  |  |
|  | **Headcount (fall)** |  |  |  |  |  |  |  |
| **Sr. headcount (fall)** |  |  |  |  |  |  |  |
| **Degrees Awarded** |  |  |  |  |  |  |  |
| **Graduation Ratio** |  |  |  |  |  |  |  |

### Table 3B: Headcount of Students Concurrently Enrolled in Majors or Undergraduate Certificates in the Unit

Please expand as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Undergraduate  Degrees or Certificates** | | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |

### Table 4 (A/B) Other Curricular Initiatives

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **A. Service Course  contributions** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| **Lower Division Undergrad Student FTE** |  |  |  |  |  |  |  |
| **Upper Division Undergrad Student FTE** |  |  |  |  |  |  |  |

Please expand as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **B. Other Curricular Offerings** | | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
|  | **Headcount** |  |  |  |  |  |  |  |
| **# awarded** |  |  |  |  |  |  |  |

### Program Analysis

1. Assess the patterns of enrollment in degrees and certificate programs noting areas for growth, disestablishment, and currency (e.g., size, viability of program.) Please provide sample programs of study in Appendix A.
2. Assess graduation rates for each program and strategies for improvement. What is the undergraduate four-year and six-year graduation rate? What is the retention status from freshmen to sophomore, from sophomore to junior and junior to senior?
3. List any new degrees, minors, concentrations, and/or certificates that you plan to launch in the next two years.
4. Discuss service course load and other curricular offerings relative to other programmatic directions (e.g., quality, viability.) (See table 4 A/B)
5. Discuss the quality of undergraduate education in this program.
6. What is the diversity of the student body? What are your retention rates for underrepresented student groups?
7. How does your unit’s student diversity reflect the changing demographics in Arizona and the United States. How internationalized is the student population?
8. What portion of your student population is first generation college students?
9. Describe how your programs promote student inclusion?
10. Describe how your programs promote student success?
11. How do you determine that the content of the degree program is rigorous? Are there disciplinary or professional standards? Do you review other curricula? Do you have an undergraduate capstone course and does it require some synthesis of knowledge from the undergraduate degree experience? Do you use a portfolio to assess students?
12. What innovations have been incorporated into your teaching activities? How are you addressing inclusive pedagogy?
13. How is technology used to augment and enhance learning for students in face-to-face programs?
14. What activities are used to provide online students with the curricular and professional development experiences that align with the campus immersion students (e.g., career day events, social networking opportunities)?
15. If online degree programs are offered, how is each program assessed and how do the graduates perform compared to those in the face-to-face program?

### Table 5: Undergraduate Student Profile

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **College 2021-22** |
| **Total Undergrad  headcount (fall)** | |  |  |  |  |  |  |  |  |
| **% women** | |  |  |  |  |  |  |  |  |
| **% Ethnicity** | **American Indian** |  |  |  |  |  |  |  |  |
|  | **Asian American** |  |  |  |  |  |  |  |  |
|  | **Pacific Islander** |  |  |  |  |  |  |  |  |
|  | **African or African American** |  |  |  |  |  |  |  |  |
|  | **Hispanic or Latinx** |  |  |  |  |  |  |  |  |
|  | **2 or More Races** |  |  |  |  |  |  |  |  |
|  | **White** |  |  |  |  |  |  |  |  |
|  | **Unknown** |  |  |  |  |  |  |  |  |
| **% Minority total** | |  |  |  |  |  |  |  |  |
| **% International** | |  |  |  |  |  |  |  |  |
| **% Returning freshman to university** | |  |  |  |  |  |  |  |  |
| **% Returning freshman to department** | |  |  |  |  |  |  |  |  |
| **Total degrees awarded** | |  |  |  |  |  |  |  |  |

### Table 6: Graduation Rates of First-time, Full-time Freshman Entering Cohort (Percentage graduating by most recent fall semester)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Cohort** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| **Headcount of First-time, Full-time Freshman Entering Cohort** |  |  |  |  |  |  |  |
| **Dept. graduation rate** |  |  |  |  |  |  |  |
| **ASU graduation rate** |  |  |  |  |  |  |  |

### Satisfactory Progress Policy

Please provide the Satisfactory Progress Policy for your undergraduate students.

### Undergraduate Student Satisfaction Survey

Percent of graduating seniors who say experiences at ASU contributed ‘very much’ or ‘quite a bit’ to knowledge, skills, and personal development in the following areas

### Table 7: Undergraduate Student Satisfaction Survey

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Satisfaction Item** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **College 2021-22** |
| **Speaking clearly and effectively** |  |  |  |  |  |  |  |  |
| **Using computing and IT** |  |  |  |  |  |  |  |  |
| **Writing clearly and effectively** |  |  |  |  |  |  |  |  |
| **Acquiring work-related knowledge and skills** |  |  |  |  |  |  |  |  |
| **Overall academic experience in major** |  |  |  |  |  |  |  |  |
| **Concern of faculty for individual students** |  |  |  |  |  |  |  |  |
| **College/Department advising on courses and requirements** |  |  |  |  |  |  |  |  |
| **Availability of required courses** |  |  |  |  |  |  |  |  |

### Undergraduate Student Satisfaction Survey Analysis

Identify and discuss areas for improvement.

### Strategic Undergraduate Directions

Please discuss future directions/strategic initiatives of your undergraduate program(s), including their relationship to the Charter and Design Aspirations.

**V. Graduate Education**

Please include in the table below a listing of the titles of all graduate degrees offered by the unit as it appears in the Online Academic Catalog.

### Table 8A: Current Graduate Degree Programs Offered by Unit

Please expand as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Graduate Degrees** | | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
| **Degrees Awarded** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
| **Degrees Awarded** |  |  |  |  |  |  |  |

### Table 8B: Headcount of Students Concurrently Enrolled in Majors or Graduate Certificates in the Unit

Please expand as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Graduate Degrees or Certificates** | | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |

.

### Table 9: Graduate Student FTE and Other Graduate Curricular Offerings

Please expand as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Graduate FTE and Other  Curricular Offerings** | | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
|  | **Graduate student FTE** |  |  |  |  |  |  |  |

A brief description of each program including the core requirements, the concentrations offered, and the culminating experience requirements for the major must be provided.

### Satisfactory Progress Policy

Please provide the Satisfactory Progress Policy for your graduate students.

**Graduate Student Profiles**

### Table 10: Master’s Student Admissions and Profile

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Master’s programs** | | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **College 2021-22** |
| **Number of Applicants** | |  |  |  |  |  |  |  |  |
| **Number of Admissions** | |  |  |  |  |  |  |  |  |
| **Number of New Students Enrolled** | |  |  |  |  |  |  |  |  |
| **Selectivity** | |  |  |  |  |  |  |  |  |
| **Yield** | |  |  |  |  |  |  |  |  |
| **Average GRE** | **Verbal** |  |  |  |  |  |  |  |  |
| **Quantitative** |  |  |  |  |  |  |  |  |
| **Headcount (fall)** | |  |  |  |  |  |  |  |  |
| **% women** | |  |  |  |  |  |  |  |  |
| **% Ethnicity** | **American Indian** |  |  |  |  |  |  |  |  |
| **Asian American** |  |  |  |  |  |  |  |  |
| **Pacific Islander** |  |  |  |  |  |  |  |  |
| **African American** |  |  |  |  |  |  |  |  |
| **Hispanic** |  |  |  |  |  |  |  |  |
| **2 or More Races** |  |  |  |  |  |  |  |  |
| **White** |  |  |  |  |  |  |  |  |
| **Unknown** |  |  |  |  |  |  |  |  |
| **% Minority total** | |  |  |  |  |  |  |  |  |
| **% International** | |  |  |  |  |  |  |  |  |
| **Degrees awarded** | |  |  |  |  |  |  |  |  |

### Master’s Student Analysis

Please refer to ***Guiding Questions for Graduate Student Analysis*** (Located at the end of this template**)** to address:

**Background**

**Recruitment and Admissions**

**Program Structure**

**Student Access and Inclusion  
Pedagogical Innovation   
Professional Development   
Student Success   
Best Practices**

### Table 11: Doctoral Student Admissions and Profile

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Doctoral Programs** | | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **College 2021-22** |
| **Number of Applicants** | |  |  |  |  |  |  |  |  |
| **Number of Admissions** | |  |  |  |  |  |  |  |  |
| **Number of New Students Enrolled** | |  |  |  |  |  |  |  |  |
| **Selectivity** | |  |  |  |  |  |  |  |  |
| **Yield** | |  |  |  |  |  |  |  |  |
| **Average GRE** | **Verbal** |  |  |  |  |  |  |  |  |
| **Quantitative** |  |  |  |  |  |  |  |  |
| **Headcount (fall)** | |  |  |  |  |  |  |  |  |
| **% women** | |  |  |  |  |  |  |  |  |
| **% Ethnicity** | **American Indian** |  |  |  |  |  |  |  |  |
| **Asian American** |  |  |  |  |  |  |  |  |
| **Pacific Islander** |  |  |  |  |  |  |  |  |
| **African American** |  |  |  |  |  |  |  |  |
| **Hispanic** |  |  |  |  |  |  |  |  |
| **2 or More Races** |  |  |  |  |  |  |  |  |
| **White** |  |  |  |  |  |  |  |  |
| **Unknown** |  |  |  |  |  |  |  |  |
| **% Minority total** | |  |  |  |  |  |  |  |  |
| **% International** | |  |  |  |  |  |  |  |  |
| **Degrees awarded** | |  |  |  |  |  |  |  |  |

### Doctoral Student Analysis

Please refer to ***Guiding Questions for Graduate Student Analysis*** (Located at the end of this template)to address:

**Background**

**Recruitment and Admissions**

**Program Structure**

**Student Access and Inclusion  
Pedagogical Innovation   
Professional Development   
Student Success   
Best Practices**

**APPENDIX A: STUDENT PLACEMENT INFORMATION –SAMPLE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Provided by** | **The graduate** | **College** | **Initial Placement after Graduation** | |  |
| Year graduated | Student Name | Advisor | Position Title | Organization | If known, where are they working now? |
|  | Student 1 |  |  |  |  |
|  | Student 2 |  |  |  |  |

### Graduate Student Satisfaction Survey

### Table 12: Graduate Student Satisfaction Survey Quality:

Percent of graduating graduate students who responded ‘effectively’ *or* ‘very effectively’ or responded ‘strong’ o*r* ‘very strong’ when asked about their training in the following areas.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Area** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| **Preparation for further study in your field** |  |  |  |  |  |  |  |
| **Research skills and methods** |  |  |  |  |  |  |  |
| **Communication skills** |  |  |  |  |  |  |  |
| **Knowledge of computer applications in your field** |  |  |  |  |  |  |  |
| **Writing skills** |  |  |  |  |  |  |  |
| **Ethical standards in the field** |  |  |  |  |  |  |  |
| **Quantitative skills** |  |  |  |  |  |  |  |

### Table 13: Graduate Student Satisfaction Survey Quality:

Percent of graduating graduate students who responded ‘satisfied’ or ‘very satisfied’ with each of the following aspects of your department or program?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aspect** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| **Overall academic experience in your major** |  |  |  |  |  |  |  |
| **Quality of instruction** |  |  |  |  |  |  |  |
| **Availability of required courses** |  |  |  |  |  |  |  |
| **Advising on career options within your field** |  |  |  |  |  |  |  |
| **Concern of faculty for individual students** |  |  |  |  |  |  |  |

#### Graduate Student Satisfaction Survey Analysis: Identify areas where improvement is necessary and discuss strategic steps to improve student satisfaction in learning and academic experiences.

### Strategic Graduate Directions

Please discuss future directions/strategic initiatives of your graduate program(s). List any degrees, concentrations, and/or certificates that you plan to launch in the next two years.

**VI. Student Learning Outcomes Assessment (Undergraduate and Graduate)**

In this section: Assessing Student Learning Outcomes UOEEE works with programs in a two-phase process to help programs prepare for self-study: evaluate past data and prepare for future assessment of student learning.

***The following instructions are provided by the University Office of Evaluation and Educational Effectiveness (UOEEE).***

In Section VI, Student Learning Outcomes Assessment, UOEEE works with programs in a two-phase process to help programs prepare material for the self-study. UOEEE will, 1) assist in evaluating past data for inclusion in the Self-Study and, 2) assist the unit to prepare for future assessment of student learning outcomes by revising the current assessment plans.

**PART ONE: Analyzing Past Assessment Data**

To help programs gather past data, the UOEEE assessment portal (<https://uoeee.asu.edu/aportal>) has developed a new feature that allows programs to access aggregated data as well as download past assessment reports. To help guide data interpretations, programs are asked to respond to the five prompts provided below as part of the analysis.  These prompts should help units establish how well students are achieving the established learning outcomes. This analysis is essential to the assessment and self-study process.

**Please address each Program Learning Outcome (PLO) using these reflective questions as a guide:**

**Reflective Questions**

* 1. Please discuss the results of your quantitative and qualitative assessment data for each outcome and measure.
  2. Are your students achieving at the levels of performance you had expected? How well did they meet your performance criteria?
  3. What plans do you have in place for students who are not achieving the desired level of performance?
  4. What actions have you taken or will you take based on your assessment data?
  5. How will the results be shared with program faculty and students?

It is also recommended that programs utilize UOEEE data from the various student surveys and report cards to address career placement outcomes, career preparation, and who is employing graduates over the period since the last review. Some examples are the First Destination Survey that replaced the Recent Graduate Survey, along with various other surveys found at [**survey reporting**](https://uoeee.asu.edu/survey-reporting)**.**

**PART TWO: Preparing for the next APR cycle**

Programs will begin to prepare the self-study in the fall semester of the academic year of their actual review. Prior to the fall semester of the academic year review, UOEEE will review each program’s assessment plan and provide feedback so the plan comes into compliance with ABOR requirements. Programs will then review the feedback and make the revisions to their assessment plan as necessary to meet the requirements of their academic program. These revisions will also be in compliance with current suggested criteria established by ABOR. Each revised assessment plan must be approved by UOEEE through the portal when submitting the final APR Self-Study at the end of the fall semester of the academic review cycle.

[**Self-study example**](https://provost.asu.edu/sites/default/files/page/2268/sanford-school-self-study.pdf)

**VII. Faculty**

### Table 14: Faculty Profile

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **College 2021-22** |
| **Tenured/Tenure Track (T/TT) faculty headcount** |  |  |  |  |  |  |  |  |
| **Total degrees awarded per T/TT faculty Headcount** |  |  |  |  |  |  |  |  |
| **% Women T/TT Faculty** |  |  |  |  |  |  |  |  |
| **% Minority T/TT Faculty** |  |  |  |  |  |  |  |  |
| **Total Faculty Headcount** |  |  |  |  |  |  |  |  |
| **T/TT Faculty FTE** |  |  |  |  |  |  |  |  |
| **Total Faculty FTE** |  |  |  |  |  |  |  |  |
| **Student FTE/Faculty FTE ratio** |  |  |  |  |  |  |  |  |
| **Staff FTE** |  |  |  |  |  |  |  |  |
| **RA/TA FTE** |  |  |  |  |  |  |  |  |

In the table below, please provide a list of faculty (e.g., tenure, tenure track, research, clinical), their areas of teaching and research, as well as their current rank and title. Expand the table by adding rows as needed.

### Table 15: Faculty Areas of Expertise

Please expand table as needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faculty name** | **Title and Rank** | **Highest degree attained** | **List name of courses taught during the last academic year** | **Areas of scholarly work and research (please include titles and amount of funding for any funded research during the last two years)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Faculty Analysis

1. What is the career stage distribution and diversity of the faculty in the unit?
2. What is the quality of the intellectual life in the unit? Are there regular and frequent opportunities for speakers, graduate student presentations, etc.? What other examples might there be of the intellectual life of the department or school?
3. Discuss faculty recruitment and retention. What significant faculty hires have occurred since the last program review? What significant faculty departures have occurred since the last program review? What is the faculty record in recruiting and retaining high achieving colleagues?
4. What are the prospects for recruiting future faculty?
5. What are your goals for future?
6. How do these goals reflect the following:

* faculty inclusion and success,
* serving diverse students, and
* public value research?

1. What is your process for fairly assigning faculty workload, including teaching, committee work and mentoring? Are the process and workload assignments transparent to faculty?  How does your unit recognize these contributions? Do underrepresented faculty take on a disproportionate amount of committee work and mentoring? Do workload assignments reflect relative contributions – that is, do those who do high quality and high-volume research teach the same as others who are less research active?
2. What is the process for mentoring and supporting faculty? What efforts are made to assist assistant professors working toward promotion to tenure? What efforts are made to assist associate professors working toward promotion to full professor? How do those efforts and/or resources address the needs of underrepresented faculty?
3. Are fixed term faculty members used and if so, are they deployed effectively in the department/school? What is the breakdown of their diversity, what is their career progression and how are they mentored?
4. What efforts are made to ensure the ongoing professional development of non-tenure track faculty members?
5. Do your faculty members and staff have a clear and fair process for discussing a grievance with another professor or department administrator? (discriminatory practices, bullying, sexual harassment) Are faculty making use of it?

### Scholarship

1. Discuss the depth and quality of faculty scholarship. Is the Department/School’s quality improving relative to the top-rated programs in the discipline?
2. What factors contribute to the department/school’s program reputation? How does the unit wish to be viewed by others?
3. What is the standing of the department or school in the context of external rankings such as those from NRC or other appropriate sources?
4. How adaptable has the department/school been/not been to changes in the discipline or field of study?
5. Do the scholarship and course offerings reflect the diversity of the student body and ASU’s commitment to public value research? Do they reflect the changing demographics of the United States? How might the scholarship and offered courses affect research opportunities and student enrollment diversity?
6. Please discuss any new faculty hires that relate to any new curricular and strategic directions (e.g., new programs, research initiatives etc.)
7. What is the success of the faculty in competitions for external awards, grants, and fellowships?
8. What is the success of the faculty in attracting high quality graduate students?
9. What is the success of undergraduate or master’s students in terms of their career or graduate school objectives? What is the placement rate for graduate students?

**VII. Program Resources**

1. Describe sufficiency of resources related to technology, physical space, fiscal budgets, library, and human resources.
2. Describe strategic efforts and accomplishments related to research funding and development activities.

**Appendix:**

**Appendix A – Sample Programs of Study**

**Appendix B – Faculty CVs**

**Appendix C – Program Assessment Plans and Assessment Reports**

**Guiding Questions for Graduate Student Analysis**

1. **Background**
   1. What are the goals of your doctoral/master’s program?
   2. How does the doctoral/master’s program address the ASU Charter and Design Aspirations?
   3. Did your program participate in any external or campus reviews within the last three years? If so, please provide the results.
   4. When were the structure, contents, and requirements of your program last examined by program faculty and leadership? If it was less than five years ago, please provide a summary of the results.
2. **Recruitment and Admissions**
   1. What factors affect the target number you set for new admissions each year? (Include the top four in your narrative)

☐ Faculty availability and desire to mentor doctoral/master’s students

☐ Job placement prospects for new doctorates in your field

☐ TA staffing needs for undergraduate courses

☐ Faculty demand for research assistants

☐ Availability of seats in graduate class

☐ Availability of assistantship or fellowship stipend support

☐ Quality of applicant pool

☐ Other (please explain)

* 1. Considering doctoral/master’s student/faculty ratio and post-graduation job openings, what should be the ideal size of your program? What factors cause you to have enrollment under/over that number?
  2. Describe your application, admissions, and recruiting process for bringing in the top and most diverse students into the doctoral/master’s degree program.
  3. Assess the admissions and enrollment patterns and diversity of the graduate student profile (e.g., minority students, gender, international students, parent students, and part-time and full-time students.) Include graduation rates. How does your unit’s student diversity reflect the changing demographics of Arizona, the United States, international student interest?

1. **Program Structure**
   1. Does your program offer an orientation for new doctoral/master’s students? Please outline the goals and process.
   2. Does your program have a departmental graduate handbook? Where is it located? How often is it updated? Are archived copies available?
   3. What are the key milestones and associated timelines for students entering the program, e.g., master’s degree completion, qualifying exams, prelims, etc.? What percent of admitted students achieve each of these milestones and what are the options for those who do not?
   4. What percent of students receive support each year? What is the typical funding package? In what forms does funding typically come? Assess access to funding and mentorship/thesis advisers. Are the funds evenly distributed? Are under-represented students adequately funded to be able to continue their work?
   5. Describe the student progress review process.
   6. Do your students have a clear and fair process for discussing a grievance with a professor? (unfair grades, discriminatory practices, bullying, sexual harassment). Are students making use of these processes?
2. **Student Access and Inclusion**
   1. As increasing access of diverse students is a university priority, please describe program efforts in recruitment and retention of students traditionally underrepresented in your field.
   2. What sense of community is there in your department? Are there any student group divisions or competition for limited resources that you see? How do you resolve these issues?
   3. How do you address issues of power dynamics and sexual harassment?
   4. How many mentors from underrepresented groups are available to students?
3. **Pedagogical Innovation**
   1. What innovations have been incorporated into your teaching activities for doctoral/master’s students?
   2. What process is in place for your program to facilitate pedagogical innovations and incorporate changes due to intellectual transformations in the field?
   3. How are you addressing Inclusive pedagogy?
4. **Professional Development**
   1. How are students introduced to and participate in the research culture?
   2. How are students introduced to the norms, expectations, and practices of the discipline?
   3. How do students gain information and experience in teaching and in pedagogical techniques?
   4. What professional development opportunities are provided to the students? For example, how do students gain experience in grantsmanship? What opportunities do they have for interactions with people in industry and governmental policy? Please provide some examples.
   5. Does your program offer doctoral/master’s students support for presenting papers or posters at conferences? How much ($), how many (%), per year?
   6. How are students trained in the responsible conduct of research (e.g., data acquisition and ownership, conflict of interest and commitment, human subjects, publication practices and responsible authorship, research misconduct, mentor/trainee responsibilities, etc.)?
5. **Student Success**
   1. Assess the quality of the doctoral/master’s student population and areas for improvement.
   2. Assess the graduation rates relative to size of student population. Assess graduation rates for underrepresented populations.
   3. Assess placement of graduate students (intended placement relative to actual placement in faculty positions, etc.)
   4. Please provide initial job placements of graduating doctoral classes
      1. How do you obtain and keep track of this information?
      2. What types of job placement assistance/resources do your students have access to?
   5. How many of your students have received external prestigious fellowships? Please name the fellowships and awarding organization?
   6. How many of your students have received national awards? Please name the awards and the organization?
   7. How many competitive campus/college awards and fellowships have your students won for research or teaching? Please name the awards?
   8. If publication is a standard expectation for a doctoral degree in your program, please indicate the number of ASU-associated publications for each student who received a doctoral degree from your program.
   9. What community-driven accomplishments have your students made? In what ways have they provided a service?
6. **Best Practices**
   1. What are 1-2 activities your program does very well that you would like to share as best practices with other programs?
   2. Are there any other important issues that you would like the APR committee to know about your program?