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**Academic Program Review: 7-Year Self-Study (APR-7) Template[[1]](#footnote-1)**

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# Overview

Programs without specialized accreditation complete an Academic Program Review - 7-Year Self-Study (APR-7). The APR-7 helps both programs and the institution support student learning. Appendix A summarizes how APR-7 supports Idaho State institution's regional accreditation. The [Academic Program Review and Assessment](https://www.isu.edu/assessment/) webpage lists programs and schedules for those that need to complete an APR-7.

The APR-7 review process begins with a Self-Study. The Self-Study document is limited to 50 pages (single-spaced, 12-point font, 1” margins), including tables and figures. Programs can link to documents (e.g., faculty CVs or other supporting documents) in Box.

# Definition of Terms

* **Academic Program Review - 7-Year Self-Study (APR-7)** is a general term that describes the periodic review process for departments, programs, or degrees without specialized accreditation.

**Program (definition of a Program for Academic Program Review/APR):** For Academic Program Reviews, a program typically refers to an entire department, inclusive of all departmental levels and degrees.

* **Program Objectives** (sometimes called Program Goals or Program Outcomes) describe broad learning objectives and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.). They may also include operational goals (e.g., student recruitment, retention, and faculty support). Typically, programs identify 3-5 objectives that will be the basis for ongoing assessment.
* **Program Student Learning Outcomes** (**sometimes called competencies or objectives)** are the specific knowledge, skills, values, and attitudes students should exhibit that reflect the broader program objectives. Most programs will have 3-5 student learning outcomes for each program objective. Further assessment information is at the [Academic Program Review and Assessment](https://www.isu.edu/assessment/) webpage.
* **Timeline.** You will receive notice in the spring before your upcoming APR-7. Program faculty typically set up the APR-7 committee in the spring, develop a schedule, and then write the self-study report when returning to campus in the fall. The final APR-7 report will be due in spring or summer of the following academic year. The table below provides an APR-7 process timeline that will help you see the expectations for your workflow.

# Process Timeline

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| **APR-7 Timeline and Suggested Workflow[[2]](#footnote-2)** |
| **Spring (one year before the review/campus visit)**  Programs that need to begin the periodic program review process receive a notice from the University Assessment Review Committee (UARC). Please contact your UARC representative or Academic Affairs for questions. |
| **Summer**  Programs collect the data needed for the report from the past 7 years in the categories listed in the Academic Program Review template. |
| **Fall**  Collaboratively write the program self-study review report with the faculty and other relevant stakeholders. Select external reviewers to read the report and meet with the program and stakeholders in the following spring. Share the self-study with faculty for comments. Revise and upload to BOX and provide access to college-level administrators for comments and feedback. |
| **Spring (the year of review & campus visit)**  Complete the campus visit. Reviewers write and submit their reports to the program and upload them to BOX within one month of the campus visit. |
| **Summer & Fall (the year of review & campus visit)**  Respond to the external review and discuss with faculty at departmental meetings. Upload final report through APR Google Form. |

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Academic Program Review: 7-Year Self-Study (APR-7) Template

**Please use the following as a template for your Academic Program Review Self-Study.** **Sections in the template are linked to the regional accreditor’s (NWCCU) criteria 1. C.1 through 1.C.7 located in Appendix A.**

**Program:**

**Review Date(s):**

**Self-Study Chair:** (Include a list of faculty team participating in the review) (NWCCU 1.C.5 and 1.C.7)

# Executive Summary

# Program Alignment

1. Describe the program’s alignment with the university mission, vision, and strategic plan (include core themes and your 3-year plan).
2. Describe the program's alignment with the college's mission, vision, and strategic plan if your college has these. Otherwise, demonstrate alignment with the institution’s mission, vision, and strategic plan.
3. Summarize the program's support of other units in the college and university (courses required in other programs, service courses, etc.), including any general education courses offered by the program. If your program does so, provide a link or list of the courses you teach.

# Program Overview.

1. List program degrees, majors, minors, and certificates AND link to them on your website.
2. Provide the program’s curriculum map (1.C.2).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Learning Outcomes** | **Course** | **Course** | **Course** |  | **Assessment** |
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1. List location and delivery modes of instruction (distance education, online, outreach location, weekends, evenings, etc.).
2. Include a brief summary comparing at least two peer institutions to your program, indicating what makes you distinct. Peer programs can include information from other institutions that may be similar or aspirational. (1.C.1) Instead of just a summary, the goal is to find commonalities, differences, ideas for innovation, and actionable insights. Discuss the extent to which standards are compatible with peer institutions, aspirational programs, or accepted standards in the discipline, if applicable.

# Response to Previous APR Recommendation(s) and Annual Assessment Reports

1. Provide a summary of the changes made in response to recommendations of the previous self-study and insights from your Annual Program Review reports (APR). (1.C.5 and 1.C.7)
2. Use the information you reported in your annual reports to demonstrate your changes over time. Because annual reports were only instituted in 2020, you can use the one you submitted during this cycle. In the next cycle, you should have a series of annual reports that will help you answer this question.

# Program-Level Student Learning Outcome Summary

1. Provide your current Academic Assessment Plan Matrix (see [template in Appendix B](#_sems3ru86yrf)). Because this is a program review, not a course audit, the focus should be on the classes in the curriculum map. Explain how you "closed the loop" and used your assessment data and your evaluation of the data to make changes. Evaluate the effectiveness of those changes to "close the loop," or that additional change was needed.
2. Describe the process for establishing, reviewing, and revising program student learning outcomes (consider the performance of programs on multiple ISU campus locations or delivery modes) (1.C.1 and 1.C.7).

# Student ([Contact Institutional Research](https://www.isu.edu/institutionalresearch/contact-institutional-research/) for information and data)

1. Five-year student demographics - (available from [**Institutional Research**](https://www.isu.edu/institutionalresearch/))
   1. Gender-Race/Ethnicity: Indian, Filipino, Asian, Caucasian, Italian, Latino
   2. Other demographics of interest to your program (e.g. Pell Grant eligibility, age, time to completion, credit count at completion, fall-to-fall retention, full-time/part-time, residency, etc.)
2. Five-year student retention and graduation trends/data
3. Five-year average degree production

# Student Support Services

# Advising and mentoring policies and processes

1. Student recruitment and retention activities
2. High-impact practices (e.g., undergraduate research, internships, capstone courses and projects, service learning, etc.) Thesis/

# Faculty

1. Report and discuss the faculty workload for the current academic year.
2. Provide a CV of your faculty in the Box folder for your program.
3. Internal metrics for the institution (i.e., expectations for faculty research/publications/service/ teaching tied to P & T).

# Program Resources

1. Budget. Describe budget planning and processes, fiscal priorities, and financial decision-making. Include funding for each program, with total and % for instruction and operations.
2. Support Resources and Services. Describe available support resources and services (e.g., library, information technology, discipline-specific, etc.). Dr. Denner Statistician, Moodle, IT for student computer help, library for research,
3. Facilities. Describe facilities and schedule for maintenance and improvement (e.g., equipment, technology, distance learning setup, classroom space, laboratory space, discipline-specific software, etc.).

**The dental hygiene masters program does not have physical classroom locations. Zoom is used for course delivery and for the presentation of thesis proposals and defenses. The entire program is taught online and asynchronously.**

# Overall Program Evaluation Using a SWOT Analysis

1. Program strengths
2. Program weaknesses
3. External constraints and challenges
4. Opportunities for improvement

# Appendix A: NWCCU Student Learning Standards

**Standard 1.C.1**

**Developed**: Systematic review of all programs includes alignment with fields of study.

**Highly Developed**: All program content is systematically reviewed for relevance and applicability in line with currently recognized fields of study.

**Standard 1.C.2**

**Developed**: Courses, programs, certificates and degrees have clearly stated learning outcomes and consistent assessment practices; there is some level of institutional measurement of learning outcomes.

**Highly Developed:** Transcripts include learning outcomes not just courses taken; students articulate learning outcomes.

**Developed**: Learning outcomes are used in creating course sequences and prerequisite requirements; learning outcomes are appropriate to courses and assessed based on student demonstration relative to expected performance targets.

**Highly Developed**: Learning outcomes are mapped from the course to the program and institution levels, identifying increasing depth and level of student demonstration and multiple methods of assessment.

**Standard 1.C.3**

**Developed**: Learning outcomes are available to students and the public via multiple methods: catalog, course outlines/syllabi, program websites, brochures, etc

**Highly Developed**: Learning outcomes are publicly available in language commonly understood at the entry level for the program/degree.

**Developed**: Learning outcomes form the framework of courses; course learning outcomes are available to students before they enroll via course catalogs or other means.

**Highly Developed**: There is a consistent commitment to teach to well-formulated learning outcomes, making them transparent to students and clearly linked to assignments.

**Standard 1.C.5**

**Developed**: Faculty-led committees, work groups, etc. approve curricula and student learning outcomes on a cycle intended to improve instructional effectiveness; rationales for curricular changes are provided.

**Highly Developed**: Faculty-led committees, work groups, etc. have established practices for reviewing curricula, analyzing student learning, and planning for instructional improvement across disciplines; impacts of curricular decisions on programs of study are carefully addressed.

**Standard 1.C.7**

**Developed:** Results of student learning assessment are reviewed by program faculty and used to inform programs; may consult with faculty from other disciplines to inform course choices.

**Highly Developed:** Cross-disciplinary faculty teams representative of the courses that comprise programs of study review student learning outcomes and co-plan for improvements.

# Appendix B: Academic Assessment Plan Matrix Template

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Assessment Matrix**  **Academic Year:** | | | | |
| **Program Student Learning Outcomes** | **What we found out** | | **How we used what we found** | |
| **List Program Student Learning Outcomes.**  Resource below may be helpful:  Goals, Objectives,  and Outcomes:  What's the  Difference? | **Assessment Methods and Data Collection**  List assessment methods for each student learning outcome  Have a target for each measure.  Collect data on the assessments for each student learning outcome. | **Data Analysis and Summary of Assessment Results**  1. What did we find?  2. Was it what we expected?  3. What does it mean?  Did we achieve our target? If not, why? If we achieved it, how can we improve further? | **Use Results for Continuous Improvement**  How are we going to use the assessment results to make improvement to our program’s Student Learning Outcomes?  Did we include all relevant stakeholders? Did we document the ideas we shared at our meetings? | **The timeframe for additional assessment:**  1. How will we collect data over the next year?  2. When will we reassess to see if our changes succeed? |
| **Objective #1:** | | | | |
| **Program Student Learning outcome:** | **Measure 1:** |  |  |  |
| **Program Student Learning outcome:** | **Measure 2:** |  |  |  |
| **Program Student Learning outcome:** | **Measure 3:** |  |  |  |
| **Objective #2:** | | | | |
| **Student Learning outcome:** | **Measure 1:** |  |  |  |
| **Student Learning outcome:** | **Measure 2:** |  |  |  |
| **Student Learning outcome:** | **Measure 3:** |  |  |  |

1. Initial Approvals:

   * Approved by Deans’ Council, April 3, 2018
   * Approved by Faculty Senate, April 23, 2018

   Updated Template Approvals:

   * Approved by University Assessment Review Committee May 5 2021
   * Approved by Academic Affairs Leadership February 6, 2023
   * Approved by Dean’s Council February 21, 2023
   * Approved by Faculty Senate March 27, 2023
   * Revised April 2024

   [↑](#footnote-ref-1)
2. For more information and documents, go to [Academic Program Review and Assessment](https://www.isu.edu/assessment/). [↑](#footnote-ref-2)