



PROGRAM REVIEW

SELF STUDY REPORT

Department/School or College:

Program Name:

Self-Study Committee Members (Name and Title):

Prepared by:

Date:

INTRODUCTION

Please provide an overview and history of the program, the program goals, and its connection to mission.

Program Overview

Program History

Program Goals

Connection to Mission (including but not limited to program, department and/or University mission)

TABLE BELOW FOR ALL SCHOOLS/COLLEGES EXCEPT CCAS

Enrollment Trends Data Points	Academic Years				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of Applications					
Campus Program					
Online Programs					
Number Accepted					
Campus Program					
Online Program					
Number Enrolled					
Campus Program					
Online Program					
Yield Rate (Number Enrolled/Number Accepted)					
Campus Program					
Online Program					
Average Test Scores (if applicable)					

USE TABLE BELOW FOR CCAS ONLY:

	Academic Years				
Enrollment Trends Data Points	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number of Majors/Minors					
Track					
Major 1					
Major 2					
Percent of total number of declared majors					
Track					
Major 1					
Major 2					
Degrees Awarded					
Track					
Major 1					
Major 2					
Percent of total number of degrees awarded					
Track					
Major 1					
Major 2					
Student Composite by Gender (all majors combined)					
Male					
Female					
Not Reported					
Student Composite by Race/Ethnicity (all majors combined)					
Hispanic/Latino					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White					

Two or more races					
U.S. Nonresident					
Race/ethnicity unknown					

COMMENTARY ON ENROLLMENT TRENDS DATA POINTS

Comment on the enrollment trends over the past 5 years in relationship to disciplinary/professional contexts and societal needs, as well as, the impact of current enrollment trends (either positive or negative) on the program and the University.

COMMENTARY ON INSTRUCTIONAL PRODUCTIVITY DATA POINTS

Comment on the above instructional productivity data points.

Faculty Data Points	Academic Years				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Faculty Headcount					
Faculty Distribution					
Full Time					
Part Time					
Special faculty					
Gender					
Male					
Female					
Not Reported					
Rank					
Professor					
Associate Professor					
Assistant Professor					
Resident Professor					
Instructor					
Adjunct Professor					
Emeritus					
Degree					
Ph.D.					
JD, LLM, MLS					
Tenure Status					
Tenured					
Tenure Track					
Non-tenure Track					
Ethnicity					
Hispanic/Latino					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White					
Two or more races					
U.S. Nonresident					
Race/ethnicity unknown					
Summary of Scholarly Productivity					
Peer-Reviewed Publications					
Books					
Book Chapters					
Regional, National and International Presentations					
Grants Submitted/Awarded					
Number of Grants Submitted					
Total Amount Requested					
Number of Grants Awarded					
Total Amount Funded					
Patents					
Other (Facilitations Led)					

FACULTY PRODUCTIVITY: <FACULTY MEMBER NAME>

Please provide a summary/listing of scholarly productivity for the review period.

Listing of Peer Reviewed Publications

Books

Book Contributions

Peer Reviewed Journal Articles Other

Journal Articles

Online Publications

Simulation Games and Other Teaching and Training Material

Listing of Regional, National, and International Presentations

Listing of Grants Submitted and/or Awarded (please include the dollar amount of funding requested and/or awarded)

Patents

Other

COMMENTARY ON FACULTY DATA POINTS

Comment on the profile of the collective faculty in terms of meeting the needs of the students and the program. This may include the academic qualifications, reputation, and experiences of the faculty as a whole; use and qualifications of adjuncts; and/or congruence of faculty qualifications with program needs.

Please comment on the scholarly productivity of the collective faculty as it contributes to the reputation of the program, meets program needs, contributes to student learning, and meets tenure and promotion guidelines.

FACULTY

What efforts have been made to develop faculty to improve quality of instruction/student learning?

Does the program provide adequate support for faculty research/scholarship?

Please provide any available evidence that faculty service meets program needs and contributes to the mission of the University.

Student Outcomes Data Points	Academic Years				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Success Rate					
Post Graduation Status					
Employment					
Service					
Graduate (MA, MS, MFA, Ph.D.) / Professional School (MD, JD, DDS, PharmD, etc.)					
Still Seeking a Position					
Post-Grad Volunteer Program / Service Ft					
Not Seeking Employment/Not Continuing Education					
Non-respondents					
Average of Cumulative GPA at Graduation					
M.S.					
Certificate-seeking students					
Percentage of Completion (credit hours successfully completed/attempted)					
M.S.					
Certificate-seeking students					
Pass Rate on Professional Certification Exams (if applicable)					
Acceptance Rate (CU Undergraduate to Graduate or Professional)					
Acceptance Rate (CU Undergraduate to CU Graduate or Professional)					
Peer Review Number from University Assessment Committee of Program Assessment Committee					
Learning Objectives					
Assessment Plan					
Assessment Findings					
Continuous Improvement Plan					

COMMENTARY ON STUDENT OUTCOMES DATA POINTS

Comment on the above student outcomes, including the quality of summative student projects (e.g. theses, portfolios, capstone projects, etc.) if applicable.

Describe the program's efforts to collect information from alumni, including a description of survey methods used and an interpretation of results.

What evidence exists that students are meeting the program outcomes?

How is student satisfaction data collected and used to enhance the quality of the program (e.g. course evaluations, students rating of instruction, focus groups, etc.)?

COMMENTARY ON PROGRAM RESOURCES

Comment on the adequacy of program resources, including classroom and office space, laboratory and/or studio space (if applicable), library and technology resources and personnel.

TRENDS

Describe the most significant changes that have been made in the program over the past 5 years, including innovations made to improve student learning in the program (e.g. curriculum, admission changes, etc.).

What areas of potential collaboration exist for the program within your academic unit and across other academic units?

How is the program advancing the state of the discipline or profession?

SUMMARY

Please list 3 to 5 strengths of the program.

Please list 3 to 5 areas of growth or improvement for the program.

What has been learned from this Program Review process?

Please list 2 to 3 specific questions or areas which you would like the program reviewers to comment on and make recommendations