



PROGRAM REVIEW SELF-STUDY REPORT

Department/School or Unit:

Degree Program Name:

Self-Study Committee Members (Names and Titles):

Submitted by:

Introduction

This document provides instructions for academic program self-study committees completing the required five-year Program Review Self-Study Report. These instructions align with Louisiana Tech University's Academic Program Review (University Policy 2224) and incorporate elements required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The self-study report the committee submits will be evaluated by the Office of Institutional Effectiveness, Research and Planning according to the Program Reviewer's Response Form criteria found in Policy 2224.

SACSCOC

Many requirements in this self-study directly align with SACSCOC Principles of Accreditation. Visit Questions to Consider from SACSCOC for more information: [2024-POA-Resource-Manual.pdf](#).

I. Relationship of the Program to the College and University Mission

Louisiana Tech University Mission Statement	College Mission Statement	Department/School Mission Statement
<i>As a selective-admissions, comprehensive public university, Louisiana Tech is committed to quality in teaching, research, creative activity and scholarship, public service, and workforce/economic development. Louisiana Tech maintains as its highest priority the education and development of its students in a challenging environment within a safe and supportive diverse community of learners.</i>		

1. Provide a description of how the College Mission relates to the University Mission.

2. Provide a description of how the Unit's Mission relates to the College Mission.

3. Provide the location(s)/links where the unit's mission is published and disseminated.

4. Provide a description of how the unit's mission addresses teaching, learning, and if appropriate, research and public service.

II. Student Demographics

1. For each academic program offered,
 - a. provide five-year enrollment and graduation figures (report data for leading summer quarter through following spring quarter),

Table 1: Five Year Total Enrollment and Graduation Rates

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Enrollment					
Graduation					

- b. describe the quality of students' academic preparation for the degree, (data can be presented in whatever format best suites the program, below is a sample table that can be used or modified; provide narrative as necessary to note admissions to graduate programs, professional schools, etc. that can highlight the quality of students' preparation), and

Table 2: Descriptive Statistics and Ranges for Grade Point Averages of Graduating Seniors/Graduate Students during Fall 2019 through Spring 2024

	Program Name
Mean GPA	
Median GPA	
Maximum GPA	
Minimum GPA	
N	
GPA Ranges	Number of Students
4.000 -3.500	
3.499-3.000	
2.999-2.500	
2.499-2.000	
1.999-0.000	

- c. how does the unit assess demand for the program? Below is a sample table that can be used/modified (present data in a format that the program currently uses to assess demand).

Table 3: Demand for Program, Number of incoming freshman or new graduate students each year

Year	Number of Incoming Freshman or Graduate Students
2018-2019	
2019-2020	
2020-2021	
2021-2022	
2022-2023	

2. Analysis of the Data:

- a. Do the data suggest significant increases/decreases in enrollment rates?

- b. Has the unit analyzed these changes, if applicable, and suggested actions to address the issues?

- c. Does the response include an analysis of the extent to which actions taken have made improvements?

- d. Do the data suggest significant increases/decreases in graduation rates? Has the unit analyzed these changes, if applicable, and suggested actions to address the issues?

- e. Has the unit analyzed these changes, if applicable, and suggested actions to address the issues?

- f. Does the response include an analysis of the extent to which actions taken have made improvements?

3. Discuss any admission requirements that differ from the University admission requirements. If none, move to next question. If yes, please explain.

4. Does the level of pre-baccalaureate preparation (for undergraduate students) and baccalaureate preparation (for graduate students) appear to be sufficient for reasonable success in the program? If yes, move to next question. If no, please explain if any trends have been noted in students such as the number of dual enrollment course, types of dual enrollment courses, where baccalaureate degrees were earned, patterns in GRE scores, etc.

5. What is the roll of faculty in curricular development and maintenance? How are the faculty involved in these processes? How is the information on students made available to faculty and used in planning the curriculum?

6. Does the unit appear to have sufficient resources to sustain the demand for the program?

III. Program Curriculum

Explain how the curriculum reflects program goals. In the description, focus on the structure of the curriculum, which includes the following items:

1. Explain how the major is organized. **In Appendix A, attach the most recently approved curriculum sheet.**

- a. Are there core courses that all majors take?
- b. Does the curriculum have options within it?

2. Explain how major-area courses at various levels – freshman, sophomore, junior, and senior; 1st year, 2nd year, etc., graduate programs – are designed to build on each other.

3. Are there any required remediation/prerequisites for the program? If none, move to next question. If yes, please explain the rationale for any remediation/prerequisites.

4. Explain the extent to which students in the program share learning experiences in their program (e.g., group projects, lab assignments, etc.) and are able to learn together.

5. Explain which courses in the major that are designed specifically to address oral and written skills as well knowledge of technology.

6. Are there any milestones (capstone, qualifying exams, comprehensives, etc.) that students must meet to progress in the program?

7. Does the program have any service-learning components? If no, please go to next question. If yes, please explain the role within the program.

8. If the program being evaluated is a graduate program,
- explain how the program clearly demonstrate rigor expected at the graduate level,
 - infuses student engagement in research and/or professional practice within the program, and
 - includes knowledge of the literature of the discipline.

IV. Program Outcomes and Documentation

1. In Appendix B: For each academic course in the major, please complete a Curricula Effectiveness Survey. Duplicate as necessary. This does not need to be completed for GERs or electives.

2. In Appendix C: Attach the two most recently completed Institutional Effectiveness Audits.

3. Explain how faculty are involved with setting and measuring of student learning outcomes, analysis of the data, and use of the results for programmatic improvement?

4. How are student learning outcomes and the results made available to students, faculty, and external stakeholders?

For programs offering GERs, please complete the following section. If none, skip to the next section.

V. General Education Requirements

1. How are GER courses infused within the Mission Statement of the academic unit?

2. Discuss the extent to which students from other disciplines take course in your unit to satisfy GER requirements and how these courses are suitable for that purpose.

3. Provide the Expected Learning Outcomes that are used to measure GERs offered in the unit.

4. How have the Expected Learning Outcomes and Means of Measurement been standardized across course sections? Explain.

5. How is the unit
 - a. collecting data,
 - b. ensuring a wide cross-section of students taking the GERs are being measured,
 - c. ensuring that main-campus, Barksdale, Academic Success Center, dual-enrollment, and online sections are all being assessed in the same manner, and
 - d. disaggregating the data based on mode and location of delivery?

6. How will or has the unit analyzed the data to make improvements in the GERs? Please feel free to reference IE Audits in Appendix C; however, if not, please explain the process to be used. Give specifics and examples.

VI. Faculty

The intent of this section is to tie faculty to unit goals and discuss means of maintaining faculty expertise and quality.

1. **In Appendix D: Provide the last 2 years of Faculty Rosters:**

- List the major subject subdivisions in your program, listing the faculty who teach in those areas.

For each faculty member listed above:

- Indicate if faculty member is full-time or part-time.
- List the highest degree attained, the name of the university awarding the degree, and the field in which the degree was awarded.
- If the faculty member teaching undergraduate courses does not have a master's degree with 18 graduate semester hours in the teaching field, briefly describe outstanding professional experience and demonstrated contributions to the teaching discipline.

2. Describe the mechanisms used in the unit to ensure that each faculty member (including adjunct and dual enrollment) is providing quality instruction for all classes assigned. Such mechanisms may include:

- Unit-level seminars and meetings devoted to teaching and curriculum development
- Participation in faculty development activities presented by the Center for Instructional Technology and Enhancement or the University of Louisiana System
- Attendance at subject area conferences and discipline-specific professional meetings
- Participation in conferences and workshops focused on pedagogical practices and teaching excellence
- Summer Research and Instructional Innovation Grants

3. How are faculty evaluated on quality of instruction?

4. How do you support faculty professional development? This may include release time, direct funding, mini grants, travel reimbursement, and the like.

VII. Faculty and Student Interaction

1. Describe any activities which promote student-faculty interaction, such as organizations, formal meetings, and informal counseling and other contacts.

2. If faculty serve as academic advisors, describe how faculty are trained to be academic advisors in the program. If not, describe how advising occurs in the unit.

VIII. Facilities and Support

1. Identify the facilities (classroom, laboratory, studio) and equipment available to the program.

2. Report all financial support for the program, including operating funds, travel funds, equipment funds, support from student fees, funds for assistantships and fellowships, funds for student workers, and grant/gift income. Provide a three-year summary.

IX. Program Strengths and Areas for Improvement

Considering all of the above sections on students, program goals and organization, and faculty expertise, assess the program strengths and weaknesses.

1. Identify areas of particular strength in program make-up, students, and faculty. Refer to information documented in this report.

2. Identify areas that need improvement, again with specific reference to information given/documentated in this report.

X. Future Actions to Improve the Program

Explain planned program improvements for the next two years. Focus on changes achievable with current resources or specifically identified additional resources. Such resources might include:

- increased enrollment
- realistic changes in faculty
- expanded budgets
- higher admission standards
- recruiting changes
- grants or other outside funding that might be received

All proposed improvements should be directly informed by an analysis of earlier sections of this document.

Appendix A
Curriculum Sheet

Appendix B

Curricula Effectiveness Survey

Curricula Effectiveness Survey

This survey aligns with the University of Louisiana System's Core Competencies initiative, which prepares graduates for success in a technology-driven world by developing essential human capabilities. By assessing Communication Competence, Critical and Creative Problem Solving, Adaptable Resilience, Cultural Competence, and Self-Reflective Awareness in your course, you help articulate how our curriculum builds skills that technology cannot replace. Your assessment supports our ability to demonstrate the value of our degrees to employers and contributes to developing well-rounded graduates prepared for an evolving workplace where these distinctly human competencies are increasingly essential.

Use the following description for indicating the extent to which each skill or outcome from the list below is addressed in your course:

Not Addressed – not a part of your course

Introduced – mentioned or considered in the class but not tested in any specific way

Assessed – mentioned or considered in the class and formally tested or assessed

Mastered – tested formally and considered an essential skill needed to pass the course

Please mark only one column per outcome or skill. If a skill is “assessed,” it is assumed that it is also “introduced” and if “mastered,” then it is also “introduced” and “assessed.”

<i>Course:</i>		Mastered			
<i>Instructor:</i>	Circle one: <u>Grad Asst.</u> <u>Part-time</u> <u>Full-time</u>	Assessed			
To what extent does this course, as taught by you, achieve the following outcomes for students who successfully complete it? Please mark in the appropriate column to the right.		Introduced			
		Not Addressed			
Communication Competence					
Reads and listens carefully to ideas and information					
Understands complex ideas from various sources					
Synthesizes information from multiple sources					
Communicates in written forms appropriate to intended audience					
Communicates in oral forms appropriate to intended audience					
Facilitates listening and learning from others					

Critical and Creative Problem Solving	Not Addressed	Introduced	Assessed	Mastered
Defines problems, challenges, and opportunities				
Employs logical solutions to problems				
Employs logical solutions to problems				
Applies formal and informal tools of reasoning				
Reaches appropriate conclusions				
Identifies connections and causality among events and ideas				
Evaluates complex situations				
Responds with efficient and effective solutions				
Adaptable Resilience	Not Addressed	Introduced	Assessed	Mastered
Balances personal and professional challenges				
Responds to changing realities				
Perseveres through difficulty and unexpected situations				
Demonstrates determination in the face of challenges				
Adopts to and embraces advancing technologies				
Follows through on established goals				
Makes sensible modifications to goals when circumstances change				
Cultural Competence	Not Addressed	Introduced	Assessed	Mastered
Works respectfully with people from diverse backgrounds				
Works productively with people from diverse identities				
Works collaboratively with people holding diverse perspectives				
Understands how background shapes individual views				
Understands how identity shapes individual preferences				
Understands how perspectives shape problem-solving approaches				
Accomplishes shared goals in contexts of respectful teamwork				
Demonstrates preparation for living in a global community				
Self-Reflective Awareness	Not Addressed	Introduced	Assessed	Mastered
Actively pursues knowledge				
Continuously self-evaluates in current circumstances				
Recognizes own cognitive limitations				
Understands that personal views may not be fully informed				
Develops new skills for changing demands and opportunities				
Demonstrates commitment to continuous internal evaluation				
Demonstrates commitment to personal growth				

Thank you for your time and effort. Please return this form to your **department head** on or before:

Appendix C

Institutional Effectiveness Audits

Appendix D
Faculty Rosters

Name (F, P) F, P: Full-time or Part-time	Academic Degrees & Coursework <i>Relevant to Courses Taught, Including Institution & Major</i> List specific graduate coursework if needed	Other Qualifications & Comments <i>Related to Courses Taught</i>
Example: Yolanda Bing (F)	MA (History), Grand State University Included the following coursework: GEO 512, Hist of Cartography GEO 516, Latin American Geography GEO 640, Geo Info Sys GEO 651, Migration GEO 670 Europe GEO 680, 20th Century US Total: 18 Graduate Semester Hrs	Holds black belt and was first alternate to US Olympic team in Karate
Example: Samuel Twain (P)	PhD (English), Calaveras University MAT (Secondary English), Hannibal College MFA (Creative Writing), Mississippi River University	