



PROGRAM REVIEW
SELF-STUDY REPORT

Department/School or Unit:

Program Name:

Self-Study Committee Members (Names and Titles):

Submitted by:

I. Relationship of the Academic Unit to the College and University Mission

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

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. Relationship to Other Programs

1. Describe the links between this program and others within the department, the college and the University. Include such items as shared requirements, interdisciplinary activities, and so on.

2. Discuss the relationship between your unit and other units which may require courses from your unit – for instance, for minors and for content course for teacher training.

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

4. Discuss governance in oversight of these links and if these links are sustainable in terms of workload, physical/human resources, etc.

III. 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

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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 2015 through Spring 2019

	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
2014-2015	
2015-2016	
2016-2017	
2017-2018	

2. Analysis of the Data:

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

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

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

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- 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?

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

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

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3. Do the admission requirements to the program appear to be reasonable? If yes, move to next question; if no, please explain how these may need to be modified.

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

5. 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.

6. What is the roll of faculty in curricular development and maintenance? How is the information on students made available to faculty and used in planning the curriculum?

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

IV. Program Curriculum

For each academic program offered, 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. Do the levels of remediation/prerequisites (if applicable) appear to be reasonable? If yes, move to next question. If no, please explain and discuss how the program foresees revising these.

5. 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.

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

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

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

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

V. 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.

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

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

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

4. How is the unit

- collecting data,
- ensuring a wide cross-section of students taking the GERs are being measured,
- ensuring that main-campus, Barksdale, Academic Success Center, and online sections are all being assessed in the same manner, and
- disaggregating the data based on mode and location of delivery?

5. How will or has the unit analyzed the data to make improvements in the GERs? (If you have begun reporting this on the IE Audits), you can reference/attach those in Appendix C; however, if that has not been fully implemented by the time this report is due, 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.

2. Describe the mechanisms used in the unit to ensure that each faculty member is "providing quality instruction for all classes assigned." Such mechanisms would include unit level seminars and meetings devoted to teaching and curriculum development, attending faculty development activities presented by the Center for Educational Excellence, attending subject area conferences, attending conferences and workshops focused on teaching, and competing for Summer Research Grants and Instructional Innovation Grants.

3. How are faculty evaluated on quality of instruction?

VII. Faculty/Student Contact

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. Faculty 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

Project any contemplated changes over the next two years to improve the program. Any changes should be those which can be achieved by the present or realistically-projected additional resources; any improvement dependent on additional resources should have those resources fully explained. Such resources might include increased enrollment, realistic changes in faculty, expanded budgets, higher admission standards, university recruiting changes, and grants or other outside funding that might be received.

This section should be grounded on the analysis in the earlier sections of this document.

Appendix A
Curriculum Sheet

Appendix B
Curricula Effectiveness Survey

Curricula Effectiveness Survey

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	
Critical Thinking					
Analyzes, synthesizes, and evaluates from a wide variety of information sources					
Utilizes logic					
Recognizes patterns and forms conclusions based on those patterns					
Adapts textbook information to real world					
Utilizes planning and organization skills					
Differentiates fact from opinion					
Transfers concepts within and among disciplines					
Creative Thinking					
Is open-minded, flexible and adapts to new ideas					
Devises new ideas, work, or solutions					
Recognizes and evaluates alternatives					
Communication Skills					
Uses standard English grammar in oral and written forms					
Applies listening skills appropriate to situation					

Reads with comprehension				
Communicates effectively in oral and written forms, including presentations				
Ethical Thinking				
Demonstrates professional conduct and ethical responsibility				
Demonstrates knowledge and application of moral and philosophical concepts				
Recognizes and evaluates assumptions, theses, and support of ethical arguments				
Recognizes ethical dilemmas and is aware of diverse answers to ethical problems				
Applies scientific methods to problem solving				
Research Skills				
Utilizes basic statistical analysis				
Synthesizes information into coherent whole				
Marketplace Skills				
Demonstrates ability to adapt to diverse organizational cultures				
Demonstrates awareness of workplace cultures and expectations				
Applies effective interpersonal skills				
Demonstrates ability to work effectively individual and team situations				
Self-evaluates learning and performance				
Multi-cultural and Global Perspectives				
Has awareness and acceptance of cultural differences				
Recognizes contributions of diverse cultures				
Exhibits understanding of global interdependence				
Is adaptable to culturally diverse environments				
Technological Skills				
Demonstrates knowledge of state-of-the-art and emerging technologies related to the discipline				
Demonstrates knowledge and use of current technology for problem solving including: Internet use, word processing, and discipline-specific applications				

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