

# **ACADEMIC PROGRAM REVIEW MANUAL**

**Spring 2026 Version**



**THE UNIVERSITY OF TEXAS  
AT ARLINGTON**

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## Introduction

Regular in-depth review of academic programs is required under [Academic Program Review Policy](#) contained in the *UT Arlington Handbook of Operating Policies (AA-PRS-PO1)* and conforms to requirements specified in [19 Texas Administrative Code § 2.181 - Academic program at Public Universities and Public Health-Related Institutions](#). Academic Program Review (APR) is a methodical process that evaluates the status, effectiveness, and progress of academic programs and provides the program and administration at The University of Texas at Arlington (UTA) with insight into how the program can improve and evolve. The information gathered in the APR process consists of the program's self-study, findings and recommendations of external reviewers, and a formal response addressing the reviewers' comments. This information informs discussion and planning involving the program, academic dean, and the provost and senior vice president for academic affairs (provost hereafter). It is also conveyed to The University of Texas System and the Texas Higher Education Coordinating Board for their consideration and comment.

The conduct of a program review is a major event in the life of an academic program, and preparation for and conducting the review is time consuming. If the process is regarded as simply an administrative hurdle to be passed, little of a positive nature will result. Instead, the program review process should be treated as an opportunity to review assumptions, present a comprehensive description of the program (to the program's own faculty as well as to external reviewers and university administrators), and to evaluate the program's strengths and weaknesses. If this is done well, new insights will be gained, new opportunities identified, and the effort will have been warranted.

## Terms and Description of Roles Associated with Academic Program Review

The following provides brief definitions of terms and roles critical to understanding the UTA APR process.

**Academic Program Review (APR):** UTA procedure under which undergraduate and graduate programs at UTA undergo systematic review at least once every 10 years. Programs that undergo rigorous, periodic review by an accrediting agency follow the guidance provided by their accreditor and use the products of that activity to meet reporting requirements of the Program Review Policy and 19 Texas Administrative Code § 2.181.

**Program Accreditor Review:** Many programs are accredited by professional organizations by meeting exacting professional, academic and organizational standards. These accreditors conduct regularly scheduled reviews to verify that those standards are upheld. Programs undergoing such reviews are not reviewed under the UTA APR process. Instead, these programs submit materials to the provost that they prepared for their accreditors. These include the in-depth self-analysis of the program (with an added executive summary), and the assessment made by the accrediting agency that identify the areas where standards are met successfully, areas requiring improvement and possible areas for future development. Programs undergoing review by accreditors also submit a response to the report of the accrediting agency that highlights areas of agreement, disagreement and identifies plans for improvement.

**UTA Academic Program Review Schedule:** The 10-year cycle on which a program/department undergoes review follows a multi-year master schedule of, that is updated as needed by the provost's office and the Office of Institutional Effectiveness and Reporting (IER) and maintained by the Texas Higher Education Coordinating Board (THECB).

**Program Review Committee (PRC):** The APR process is guided by the Program Review Committee (PRC). The PRC is the university-level committee consisting of faculty appointed by the provost. It oversees the aggregate of all reviews being conducted at any given time. It is also responsible for solving problems that may arise during program reviews.

**Program Review Committee Chair (PRC Chair):** The PRC chair is appointed by the provost and oversees and coordinates the activities of the PRC and the Program Review Teams. The chair also serves as a resource to help to resolve issues and answer questions that may arise during any UTA program review.

**Program Review Team (PRT):** A program review team (PRT) is formed by the PRC chair and assigned to each academic program undergoing review. Each team consists of at least four individuals. Two are UTA faculty members, one of whom is typically a member of the PRC. Neither of these members are affiliated with their assigned program. Two external reviewers complete the PRT. The UTA members of the team facilitate the organization of a two-day program site visit that involves all four PRT members and consists of scheduled discussions with program administrators, faculty, staff, and students. They distribute the final version of the program's self-study to the PRT's external reviewers, the program's academic dean, the provost, and the chair of the PRC. The external members of the PRT write a report based on information provided in the self-study prepared by the program and gathered during the site-visit to assess the program and make recommendations for improvement. The UTA members of the PRT collect and distribute the external reviewers' report.

**PRT Chair:** With the approval of the PRC chair one of the UTA members on the PRT will serve as chair of the PRT. This person is typically a current PRC member or a person who has served on a PRT in the past. The PRT chair assures that process and procedures are completed in a timely manner. The chair is the main point of contact for the external members of the PRT and is the interface between reviewers, the program being reviewed and the PRC. The PRT chair is the primary channel through which any communication between the external reviewers on the PRT and the program flow. The PRC communicates to the PRT and the program primarily through the PRT Chair.

**External Members of the PRT:** Two external members are recruited to serve on the program's PRT. These reviewers are recognized experts in and leaders of the program's discipline. They are chosen through a consultative process involving the program, the PRT and the PRC. These two external reviewers are required to write a report based on information provided in the self-study prepared by the program and information gathered during a site-visit.

**External Reviewer Appointment Letter:** Formal appointment letters will be provided to individuals who are willing and qualified to serve as external reviewers by the provost's office. The PRT chair will provide the provost's office with the external reviewers' contact information.

**External Reviewer Travel and Honorarium Costs:** The department being reviewed is responsible for arranging and paying for transportation, lodging, meals, honorarium, and other matters associated with the PRT's activities. Funds for these expenses will be transferred to the department by the provost's office.

**Report to the Texas Higher Education Coordinating Board (THECB):** The provost's office will send the program's executive summary of the self-study, the PRT Report or the report of findings of an accrediting agency and the program's response to those reports for the THECB review and comment. The THECB requires that this step be completed within 180 days after the report of the PRT is submitted. The

scheduling of the program review and follow-up steps take place in time to meet that deadline. Feedback from THECB concerning the findings of the program review will be shared with the academic dean and program by the provost.

**Report of the PRT:** One month after completing the site visit the two external members of the PRT submit a final report of their observations and conclusions concerning the status of the program and a prioritized list of action items they believe will benefit the program and the university. UTA members of the PRT will assist the external reviewers while they write the report as needed. However, UTA members will not write the report. The external reviewer report is shared with the PRC, department, college dean, and members of the Office of the Provost when it is submitted.

**Self-study:** The foundational and critical component of the program review is the self-study developed by the academic program. The self-study provides an opportunity for the program to assemble a complete picture of its activities, and to offer its own views on needed enhancements or corrections. It is shared with the PRT, the academic dean and the provost at least a month before the scheduled site visit. It is a critical background document that informs the PRTs understanding of the program, helps guide discussions during the site visit and shape the reviewers' formal report and evaluation of the program.

**Site Visit:** Each program undergoes a two-day site visit by the PRT. The site visit allows the team to explore topics prompted by the self-study and gain a deep understanding of the program that will inform their final report. The UTA members of the team help the program schedule and organize the two-day program site visit. The visit consists of scheduled meetings and discussion involving the entire PRT and program administrators, faculty, staff, students, and any other relevant groups.

**Program Response to the PRT Report:** The program will submit a response to the PRT Report, discussing points of agreement or disagreement with the observations and conclusions of the reviewers. It must include a discussion of plans to implement actions recommended in or stimulated by that report. The Program submits its response directly to the academic dean and provost within a month of the date on which the external reviewer report is received.

**Program, Academic Dean and Provost Meeting to Review Reports:** The program will meet with their Academic Dean and Provost to review the external review report to discuss the self-study and external reviewers' report. The program may wish to amend their response to the external reviewers' comments considering this discussion.

**Follow-up:** One-year, and again, 5-years after the program review is completed, program leaders, the academic dean, and the provost meet to discuss progress on responses to recommendations developed during the program review.

## Overview of the Academic Program Review Process

UTA requires that each academic program at UTA undergoes rigorous review at least once every 10-years as per 19 Texas Administrative Code § 2.181 and UTA Policy AA-PRA-PO1. These reviews include both degree and certificate programs. Programs will either undergo academic program review conducted by a process overseen by the UTA provost, Program Review Committee (PRC), and an assigned Program Review Team (PRT), or a rigorous review by an accrediting agency in accordance with the accreditor's review guidelines. Key, general elements of each of these types of reviews are briefly described below.

## Programs Undergoing the UT Arlington Academic Program Review Process

The following outlines the major aspects in the UTA process for conducting academic program reviews:

1. **Notification of Upcoming Program Review:** Each program undergoing review is notified by the provost's office of their upcoming review 9-12 months prior to when a self-study must be completed and a site visit by reviewers scheduled.
2. **Task Completion Dates:** The program review process involves several steps that must be completed in a certain order and by certain dates to assure that the results can be reported by university administration to The University of Texas System (UT System) and the Texas Higher Education Coordinating Board (THECB) by a deadline set by the THECB board. A schedule containing the timeframe in which each of the various steps and elements of the UTA academic program review process should be completed is provided on page 10 of this document. It should be followed as closely as possible to assure that the reporting deadline is met.
3. **Self-study:** Upon notification of their up-coming review, the program will prepare a self-study using the detailed outline of the program self-study provided later in this document. That outline provides guidance on writing each section of the self-study and poses relevant questions for programs to consider. Data reported in the self-study are obtained from various administrative programs including the Office of Institutional Effectiveness and Reporting, the Office of Financial Aid, University Analytics, and the program's own internal resources. A list of data that must be analyzed in the self-study is provided in the [Academic Program Review Data Analyses Guide](#) (Appendix A), which describes the data and identifies their source(s).
4. **Assignment of the Program Review Team:** The program undergoing review will be assigned a Program Review Team (PRT) that will initially consist of two UTA faculty members who are not affiliated with the program. The PRT will be expanded to four members after the initial members and the program identify and recruit two acknowledged experts in the field who are from programs nationally recognized for excellence in the program's discipline.
5. **Recruitment of qualified external reviewers:** Details of the recruitment process are contained in the [External Reviewer Selection Process](#) (Appendix B). The program will use the [External Reviewer List and Ranking Form](#) (Appendix C) form to identify possible external reviewers for the UTA members of the PRT. The PRT will contact selected candidates, describe the review process and expectations. Their search ends when two candidates agree to join the PRT and serve as external reviewers.
6. **Planning and scheduling site visit by the PRT and program:** A key part of the program's review is a two-day site visit by the program's PRT after they have had the opportunity to study the program's self-study. The program has primary responsibility for identifying the dates on which the site visit will occur and creating the schedule of meetings that will occur during the site visit. The [Site Visit Schedule Template](#) (Appendix D) is a suitable meeting schedule template. This template may be adapted as needed to assure that a thorough and complete review will be conducted. The UTA members of the PRT will assist the program in the site-visit planning and scheduling and distribute the final schedule to the external members of the PRT, the provost, the academic dean, and the PRC chair.
7. **Travel, Food, Lodging and other Payments:** The program will be expected to arrange and pay for the external reviewer's travel, food, and lodging costs. It will also arrange to pay an honorarium to the external reviewers. The provost's office will transfer funds to the program

for these purposes. The procedure for making these arrangements and transfer of funds is described in the [Funding: Honoraria, Travel, and Meals Guide \(Appendix E\)](#).

8. **Distribution of the self-study.** At least one month prior to the scheduled site visit, the program will provide the UTA members of their PRT with the final version of their self-study. They will distribute it to the external reviewers, the academic dean, the provost, and the PRC chair.
9. **Report of the PRT:** One month after completing the site visit, the external members of the PRT are expected to submit a final report of their observations and conclusions concerning the status of the program and a prioritized list of action items they believe will benefit the program and the University. The UTA members of the PRT will assist the external reviewers while they write the report as needed. However, they will not write the report. A template for this report is provided, [Report Template for the Program Review Team](#) (Appendix F). The final report is distributed by the PRT chair to the program, academic dean, members of the Office of the Provost, and the PRC chair.
10. **Program Response to the PRT Report:** The program will prepare a formal response to the PRT report. It should be a narrative that discusses points of agreement or disagreement with the observations and conclusions contained in the report of the PRT. Each recommendation made by the reviewers must be addressed. The response must also describe plans for program growth and development that were recommended or stimulated by the review process using the [Academic Program Review Action Plan Summary Form](#) (Appendix G). There are no other format or content requirements for this response. The program response is due no later than one month after receipt of the PRT report. The program will provide their written response to their PRT. The PRT chair will distribute it to the provost, academic dean, and PRC chair.
11. **Review and discussion:** A meeting between program leadership, provost, and academic dean will review and discuss the report of the PRT, the program response, and the proposed plan of action. The program may wish to amend their response to the reviewers' comments and/or action plan considering this discussion.
12. **Submission to UT System/THECB:** When the above steps are completed, the provost's office will approve submission of required documentation to the UT System/THECB by the Office of Institutional Effectiveness and Reporting (IER) for the external entities review and comment. Those comments will be shared with the academic dean and program.
13. **Follow-up:** One-year and again 5-years after the program review is completed, program leaders, the academic dean, and the provost meet to discuss progress on responses to recommendations developed during the program review.

## Programs Undergoing Program Review by an Accrediting Agency

Many programs are accredited by professional organizations if they meet exacting professional, academic, and organizational standards. These accreditors conduct regularly scheduled reviews to verify that those standards are upheld. In accordance with *19 Texas Administrative Code §2.181* and UTA Policy AA-PRA PO1, programs reviewed by accrediting agencies will submit materials to the provost that were prepared for their accreditors, supplemented with executive summaries and a formal reaction to the review, which addresses issues raised in that review and plans for program development and growth. The following outlines the major steps in the program reviews conducted in compliance with external accrediting agency review requirements.



1. **Accreditation Timeline and UTA Requirements:** Each program that will undergo initial program accreditation or program accreditation reaffirmation must provide the provost with a schedule of program accreditation activities and due dates of accreditation deliverables according to the accrediting agency's schedule as soon as this information is available to the program. The program prepares and submits all reports and supporting documentation required by the accrediting agency to the provost prior to submission to the accreditation agency. An executive summary of the principle findings of the program's self-study must be submitted to the provost and academic dean along with the full self-study.
2. **Review by Accrediting Agency:** Accrediting agencies are expected to conduct their review of the program following their organizations' policies and procedures. This will include a written report of their findings and recommendations.

**Departmental Response to Accreditor Review:** The department is expected to prepare a response to the review provided by the accrediting agency to the provost. The report must describe areas where the accrediting agency's standards were met successfully, areas that the accrediting agency concluded require improvement, and areas the accrediting agency may have offered new opportunities for the program in the future. An executive summary of those findings may be needed to highlight the reviewers' key observations and conclusions. If so, the program must prepare it.

The program response must discuss points of agreement or disagreement with the observations and conclusion of the reviewers. The program response must also describe plans for program growth and development that were recommended or stimulated by the review process using the *Academic Program Review Action Plan Summary form* (Appendix G). There are no other format or content requirements for this response.

3. **Submission of Documents to the Provost and Academic Dean:** The following documents from the accreditation review and supplementary documentation required by UTA must be submitted to the provost and academic dean by the program undergoing review. They are due 30 days after the program receives the report from the accrediting agency:
  - a. The program's self-study required by the accreditors with an executive summary.
  - b. The accrediting agency report with executive summary of critical findings if needed to highlight key observations and conclusions.
  - c. The program response to the accreditor's review that highlights areas of agreement, disagreement, and descriptions of plans for improvement.
4. **Review and Discussion:** The department will meet with their academic dean and provost to review the self-study prepared for the accrediting agency, the accrediting agency's report on the program and the program's response to that report. The program may wish to amend their response to the accrediting agency's report and proposed action plans considering this discussion.
5. **Reporting to UT System/THECB:** The provost's office will send the program's executive summary of their self-study, the external reviewer report, and the department response to the external reviewer for UT System/THECB review and comment. Those comments will be shared with the academic dean and program.
6. **Follow-up:** One-year, and again, 5-years after the program review is completed, program leaders, the academic dean, and the provost meet to discuss progress on responses to recommendations developed during the program review.

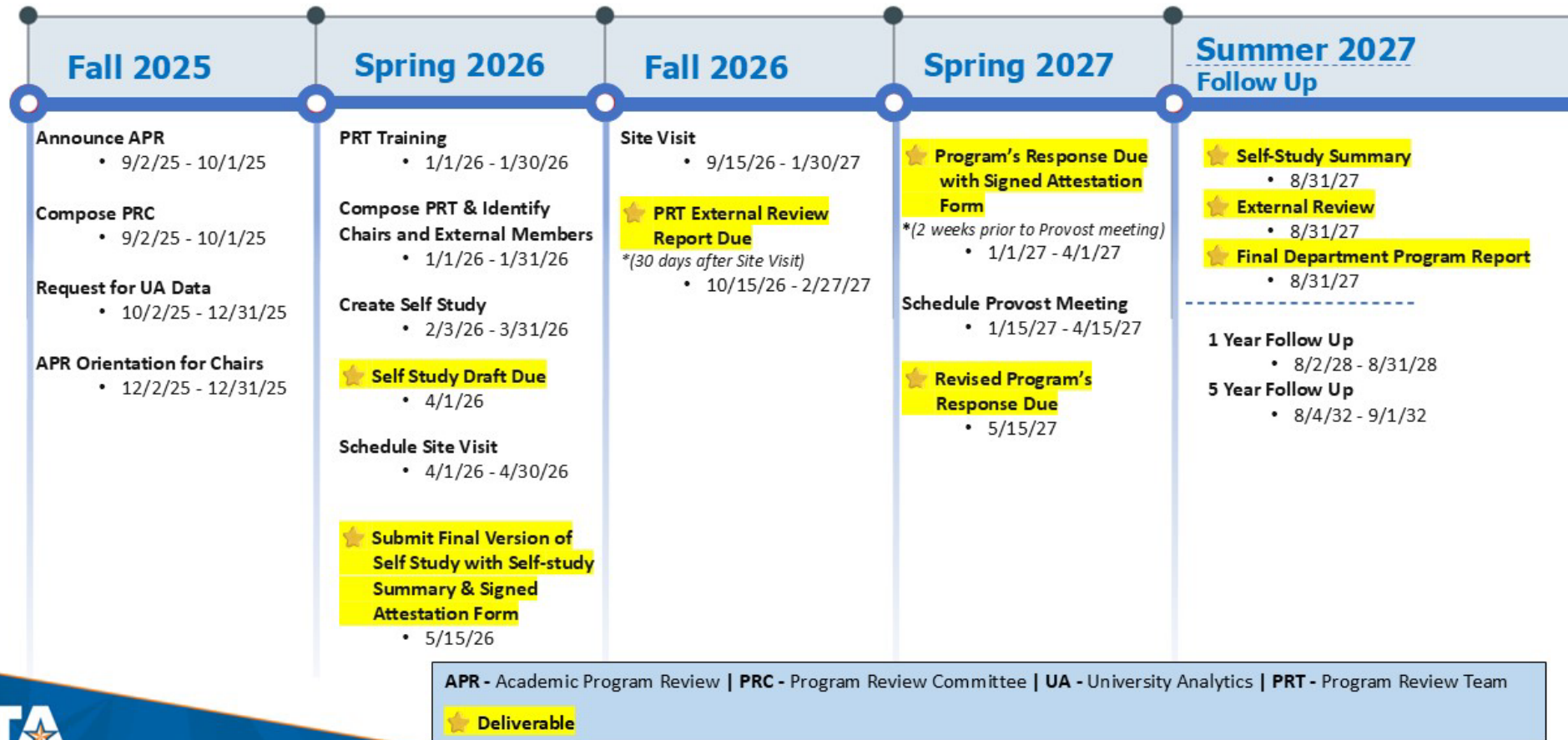


## Timeline for Conducting and Completing the UTA Program Review Process

Figure 1 illustrates the overall timeline for Academic Program Reviews that are to be conducted for the 2026-2027 academic year. Table 1 provides the timeframe and details for program review tasks and deliverables and specifies those who are responsible for completing those tasks.

# Academic Program Review Timeline

## 2026-2027



**Figure 1.** Academic Program Review Timeline for Reviews to be Conducted for Academic Year 2026-2027.

**Table 1.** Academic Program Review Tasks and Deliverables Detail

Timeframe	Program Review Tasks and Deliverables
January 1-31 <sup>st</sup>	<p>Compose Program Review Teams (PRT)</p> <ul style="list-style-type: none"> <li>• UTA members of each PRT select chair and inform PRC chair of choice.</li> <li>• PRT meets with program, discusses review, tentative dates for on-site review, and identifies possible external reviewers.</li> <li>• Use <a href="#">External Reviewer List and Ranking Form</a> (Appendix C) to list 3-6 potential external reviewers and submit to obtain approval from PRC Chair.</li> </ul>
April 1 <sup>st</sup> – 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>• PRT training (conducted by PRC chair).</li> </ul>
February 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Begin program self-study (department chairs and faculty).</li> </ul>
February 1 <sup>st</sup> – 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>• PRT chair contacts external reviewers, describes process, general time frame, travel arrangements, compensation, etc.</li> <li>• PRT chair supplies external reviewers with a copy of the <a href="#">Program Review Manual</a> and <a href="#">Conflict-of-Interest Attestation Form</a> (Appendix H).</li> </ul>
February 15 <sup>th</sup> – 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>• PRT chair receives external reviewer's agreement to serve, signed copy of the <a href="#">Conflict-of-Interest Attestation Form</a>, current vita, and contact information.</li> </ul>
March 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• PRT chair sends signed copy of the <a href="#">Conflict-of-Interest Attestation Form</a>, current vita and contact information to PRC chair.</li> <li>• PRT chairs assures that external reviewer contact information has been received by the administrative assistant in the department being reviewed.</li> </ul>
April 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Department Chair of program or designee distributes self-study draft to full-time tenured program faculty, tenure-track program faculty, and full-time APT faculty; academic dean; and PRC chair for faculty and dean feedback and input.</li> <li>• PRC chair distributes self-study draft to vice provost for academic affairs for review.</li> </ul>
April 1 <sup>st</sup> – 30 <sup>th</sup>	<p>Schedule On-site Review</p> <ul style="list-style-type: none"> <li>• PRT and department finalize specific dates for on-site review and visitation schedule (daily itinerary of meetings during the on-site review).</li> <li>• Due to limited schedule flexibility tentative dates and times for the on-site visit and meetings involving the provost and academic deans' meetings during the on-site visit must be accepted by the provost and academic deans before finalizing the schedule.</li> <li>• Site visits are to occur September 15<sup>th</sup> through January 30<sup>th</sup>.</li> </ul>
May 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Department chair of the program or designee submits the final version of self-study to PRT chair. An executive summary (<a href="#">Outline for the Executive summary of the Self-study</a> (Appendix J) and the signed <a href="#">APR Attestation Form</a></li> </ul>

	(Appendix I) should accompany the self-study submission. The attestation form asks the program chair or designee to affirm the self-study was provided to faculty and dean for feedback and input and that the feedback and input has been incorporated into the self-study.
4 weeks (or more) prior to site visit	<ul style="list-style-type: none"> <li>Finalized schedule of PRT on-site review provided to programs, provost's office, academic deans, PRC chair, and external members of the PRT (<a href="#">Site Visit Schedule Template</a> (Appendix D)).</li> </ul>
4 weeks (or more) prior to site visit	<ul style="list-style-type: none"> <li>After review of the final draft of the program self-study by the academic dean, the program provides final copy to PRT chair who distributes it to the PRT members (including external members, PRC chair, academic dean, and provost).</li> <li>PRC chair forwards report to the vice provost for academic affairs and associate vice provost for IER.</li> </ul>
September 15 <sup>th</sup> - January 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>Conduct on-site program review.</li> </ul>
30 days after site visit (October 15 <sup>th</sup> -February 28 <sup>th</sup> )	<ul style="list-style-type: none"> <li>The PRT report (<a href="#">Report Template for the Program Review Team</a> (Appendix F), including an executive summary of that report, are submitted to PRT chair by the external reviewers. If the report is in final form, the PRT chair submits it to the program, academic dean, provost, and PRC chair. However, if reviewers ask that the report be reviewed for factual correction before finalizing it, the PRT chair will forward it to the program chair for their corrective input.</li> <li>Corrections are to be returned to the PRT chair within one week.</li> <li>PRT chair will return the corrected document to the external reviewers who will amend the report as necessary and, within 1 week, return the final version of the report to the PRT chair who will then distribute it to the program, academic dean, provost, and PRC chair.</li> <li>PRC chair will forward report to the vice provost for academic affairs and associate vice provost for IER.</li> </ul>
2 weeks prior to Provost meeting (January 1 <sup>st</sup> – April 1 <sup>st</sup> )	<ul style="list-style-type: none"> <li>The department chair of the program or designee creates the program response to the PRT report and submits it to the PRT chair along with the <a href="#">Academic Program Review Attestation Form</a> (Appendix I). The attestation form asks the department chair or designee to affirm the program response draft was provided to faculty and dean for feedback and input and that the feedback and input has been incorporated into the program response. The program chair or designee distributes the response and signed attestation form directly to academic dean, provost, and PRC chair.</li> </ul>
May 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>Revised program response and action plan due to provost (<a href="#">Academic Program Review Action Plan Summary Form</a> (Appendix G))</li> </ul>
August 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>IER submits program self-study summary, PRT report, and the institutional response/action plan summary to the PRT Report to UTS/THECB.</li> </ul>
1 <sup>st</sup> year following completion of Program Review (August 1 <sup>st</sup> – 31 <sup>st</sup> )	<ul style="list-style-type: none"> <li>1-year Follow-up Meeting - Department, academic dean, and provost and/or vice provost for academic affairs meet to discuss progress on responses to recommendations developed during program review.</li> </ul>

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5 <sup>th</sup> year following completion of Program Review (August 1 <sup>st</sup> – 31 <sup>st</sup> )	<ul style="list-style-type: none"> <li>• 5-year Follow-up Meeting - Department, academic dean, and provost and/or vice Provost for academic affairs meet to discuss progress on responses to recommendations developed during program review.</li> </ul>
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## Overview of the Program Self-study

The self-study conducted by the program undergoing review is the foundational document of the academic program review. The Council of Graduate Schools *Assessment and Review of Graduate Programs* (2011) has an economical way of defining the purpose of a self-study.

A self-study should answer the following five questions:

- 1) What do you do?
- 2) Why do you do it?
- 3) How well do you do it, and who thinks so?
- 4) What difference does it make whether you do it or not?
- 5) How well does what you do relate to why you say you do it?

The self-study should be a "community effort," which is coordinated by the department chair or their designee. The coordinator must assure faculty have opportunities to provide their insights and perspectives. The self-study should not be the product of a few people working in isolation. Input from full-time faculty must be sought, considered, and integrated in the final self-study report. Additionally, the academic dean must review the draft, and their comments incorporated in the final version of the report. Assigning different faculty to write different subsections of the report and then integrating their work into the final document encourages community engagement with the program review and results in accurate, fair, and insightful assessments. The self-study submission should be accompanied by the Academic Program Review Signature form (Appendix I) wherein the chair of the department in which the program is housed or the faculty/administrator who was assigned primary responsibility for coordinating the compilation of the self-study attests that the program faculty and academic dean have had the opportunity to review the self-study and make contributions.

A list of full-time tenured, tenure stream, and APT faculty who hold a professorial job title in the department is provided. All faculty should be asked to acknowledge that they have had the opportunity to read and consider its observations and conclusions in the draft of the self-study. It is suggested that faculty and the academic dean have at least a week to review and comment on the self-study. Individuals who feel that their concerns have not been adequately addressed should be encouraged to discuss them with the PRT during their site visit.

An outline or template for the self-study is provided below in the section of this document titled Detailed Outline of the Program Self-Study. It provides the general structure and content for self-studies written for purposes of the UTA Academic Program Review. The outline divides the content of the self-study into nine broad topic areas. These are:

- I. MISSION, ADMINISTRATION, CONTEXT AND OBJECTIVES OF THE PROGRAM
- II. DESCRIPTION OF THE PROGRAM
- III. DESCRIPTION OF FACULTY
- IV. DESCRIPTION OF THE STUDENTS
- V. CERTIFICATE PROGRAMS
- VI. DESCRIPTION OF THE SUPPORT STAFF
- VII. DISCUSSION OF FACILITIES
- VIII. PROGRAM BUDGET
- IX. EVALUATION OF THE STATE OF THE PROGRAM AND PLANNING FOR THE FUTURE

## Detailed Outline of the Program Self-study

The goal for the program writing a self-study is to present a coherent, complete data-driven analysis of the program for the PRT to review. As noted previously, the [Academic Program Review Data and Analyses Guide](#) (Appendix A) lists data sources for the analyses that must be included in program self-studies. The data include information related to mission, curricula, demographics, financial support, enrollment, degree completion, student success, faculty productivity, and impact. University Analytics (UA), Financial Aid, the Office of Research and each program's internal records are the major sources these data. Programs may add additional analyses to illuminate or expand discussion of key points.

Programs are expected to use analyses to shape discussion of key topics in each section of the self-study. Presentation of data without analysis/discussion is rarely sufficient.

### I. MISSION, ADMINISTRATION, CONTEXT, AND OBJECTIVES OF THE PROGRAM

#### A. Last Formal Review

1. Provide the date of last formal external review.
2. Response to Previous Program Review Recommendations - Summarize recommendations from the previous program review and how they were acted upon. This is not necessary if the program has not been previously reviewed.

#### B. Program Administration

1. Name and Title of Each Person in Administrative Chain from President to Program Director or Chair - The objective of this section is to provide an unambiguous picture of the leadership of the program. In most cases, the picture will be quite simple: President, Provost, Dean, and Chair. However, in interdisciplinary programs, where authoritative leadership could be an issue of concern, the picture may be more complex and must be presented.
2. Organizational Structure - As in the preceding section, the objective here is to eliminate ambiguities.

To whom does the program report, and where does the program fit in the organizational structures of the college and university?

What is the internal organization of the program? Who is responsible for curriculum development, student advising, supervision, etc.? Are there major subdivisions? If so, who leads them and what titles do those persons carry? Is the program administered by more than one academic program?

#### Questions to consider in relation to internal organizational structure:

- How do faculty participate in program governance?
- Do non-tenured and/or adjunct faculty participate in program governance?
- Do students participate in program governance?
- Is the program administered by more than one academic program?



C. Program Mission, Purpose, and Goals

1. University Mission Statement - Insert the approved UTA Mission Statement here. The next few items are intended to connect the program's mission statement to that of the program's College and the overall university.
2. School or College Mission Statement - Insert the approved college/school mission statement here. This statement must connect to the university mission statement above and to the department and/or program mission statement below.
3. Department and/or Program Mission - Insert an authoritative statement of the mission of the program within the overall university context. This must involve an explicit treatment of the connection or alignment of the specific mission of the program to the university's and college's/school's missions.
4. Educational Objectives of Programs - Describe the educational objectives of the program. Include reference to preparation of students for licensure or certification if appropriate and any special outcomes or competencies which the program provides. If the program includes multiple curricula (degrees, concentrations, emphases, options, specializations, tracks) describe the educational objectives of each.
5. Alignment of Program with Goals and Objectives - Describe how the program's objectives align with the mission of the college and the University.

Questions to consider:

- How well do the program's current goals and objectives align with those of the college/school and university? What areas may require attention to strengthen these alignments?
- How well do the program's goals and objectives align with disciplinary expectations? What new trends are emerging within the program's discipline? Does the program address these trends? Do these trends suggest a need for a change?
- What role does the program play regionally, in Texas, nationally, and internationally?
- What student populations does the program serve? From where does the program draw its students? How does the program's recruiting strategies align with the program's goals and student populations. Data from the section on Student Diversity, Demographics, and Enrollment should be considered responding to this question.

II. DESCRIPTION OF THE PROGRAM

- A. Degree and Certificate Programs - List all degrees and/or certificates that the program is authorized to award. For each element of the program, list the completion requirements and describe the program structure. If the program includes multiple curricula (degrees, concentrations, emphases, options, specializations, tracks) describe the requirements of each.

Where they exist, discuss any special graduation requirements such as field experience, capstone design projects, theses, thesis substitutes, dissertations, student teaching, licensing examinations, clinicals, practicums, internships, etc.

If the program has a foundation, core curriculum, or other similar requirement, it should be described.

Where applicable, show the intended course sequence leading to completion of degrees and certificates by semester and year.

Describe how the rigor and depth of instruction increases across degree levels. Provide three (3) sets of sample syllabi that demonstrate this.

Compare program curricula and durations to at least 3 peer programs. It is not necessary to do a comparative analysis of certificate program curricula.

- What are the major similarities and differences?
- What are comparative strengths and weakness of the program?
- Describe any notable or unique ways the program differs from these peers and/or typical programs offered by the discipline.

- B. Associated Organized Research Centers - List all approved organized research centers that are associated with the program. Define the academic role that they play in the program, list the director of the center, and state whether the center is active or inactive.
- C. Formats of Study - Describe methods of instruction e.g., online, hybrid/in person used to by each degree and certificate program. Describe any on/off-campus instruction, non-traditionally scheduled classes, etc.

Describe enrollment in each instructional format. How many students in each degree program, track and certificate are considered fully online students, mixed online/in person students or fully in- person students.

Calculate the number of students who graduated over the past 5 years who completed their degrees entirely on-line, mixed, or entirely face-to-face courses.

Questions to consider in relation to formats of study:

- Is student demand for different course formats currently met and will they be able to be met in the future? Are there plans to provide more or less access to different modes of instruction?
- What steps have been/will be taken to assure learning outcomes in courses are the same regardless of instructional mode?

- D. Admission - State the critical admissions requirements for each degree and certificate program. If there are different categories of admission, e.g., unconditional, probationary, provisional, pre-candidacy, post-candidacy, pre-professional program, etc., describe each. Provide links to sections in the University Catalog that describe these requirements for each program.

Describe the process by which the program arrives at an admission decision. Describe any factors that limit admission of qualified applicants.

Questions to consider for admission:

- Are the current admission requirements satisfactory? Do they yield students who are successful in the program and in their subsequent careers?
- Are any changes admission criteria or the admission decision making process being considered? If so, what are the purposes of these changes and how will they help improve admission outcomes?
- What, if any problems in processing applications for admission need to be addressed to make the process simpler and/or to become more efficient in terms of time and effort?

- E. Student Advisement - Describe the advising systems used to advise undergraduates, master's, doctoral and non-degree seeking graduate students (e.g., certificate students and other non-degree seeking students). How are students assigned to advisors?

Describe the program's policies on the faculty's availability to students? What office hours are to be maintained? How are online resources used to improve student access to faculty?

Describe resources available to promote undergraduate student success and learning e.g., Student Success Help Desk (SSHD), University Tutorial and Supplemental Instruction, SOAR, Trio Program, IDEAS, McNair Scholars Program etc. Provide use statistics if available.

Describe opportunities for academic and non-academic career development or available to undergraduate majors, master's, and doctoral students. [Note: The Career Development Center tracks actual participation by major and the Graduate School tracks participation in academic and professional development workshops by department/college and can provide relevant data]. Are all advisors and mentors offered training opportunities to prepare for these roles and is there support for improvement?

### III. DESCRIPTION OF THE FACULTY

- A. Faculty Profile - List current faculty members by name, ID, rank/title tenure/non-tenure track, gender and diversity/ethnicity in each of the most recent fall terms. Indicate highest degree earned and area of specialization for each faculty member listed.

Describe the required credentials/qualifications for hiring tenure track and non-tenure track faculty. Provide appendix with current vitae of faculty employed in most recent fall term.

Briefly describe the program's tenure and promotion standards for tenure-stream faculty and retention and promotion guidelines for non-tenure stream faculty.

Describe mentoring programs available to newly hired faculty.

Present and discuss the headcount of faculty by full-time/part-time status and rank/title over the past five fall terms.

Present the headcount of faculty by gender, ethnicity/diversity, title/rank, and tenure track/non-tenure track over the past five Fall Terms.

Report the number of new full-time faculty hired by rank and tenure/tenure track and the number of tenure/tenure track faculty departures per year over the past 5 years.

How successful has the program been in attracting, mentoring, and retaining high-quality faculty? Are there plans to improve faculty recruiting and retention practices?

- B. Faculty Teaching Load - What is the average course load in organized courses (course count of taught lectures, laboratory and seminars) of faculty by rank/title in each of the past 5 academic years.

What is the average SCH teaching load of faculty by rank/title in organized courses in each of the previous 5 academic years.

What are the departmental policies on faculty course load?

How does service and research activity affect the course or teaching load assigned to faculty?

- C. Student/faculty Ratios - Provide the average full-time student equivalents divided by headcount of faculty, reported separately for each degree program in each of the most recent 5 academic years.
- D. Faculty Scholarly and Research Activities - Summarize and discuss the scholarly productivity and accomplishments of the faculty. Report the average number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, notices of discoveries filed/patents issued, and books per year per faculty members during each of the past 5 years. Discuss these data regarding disciplinary expectations and the program's mission within the College and University.

Present the number of program faculty receiving external funding, the average amount of funding and the total funding provided by program faculty summed across all awardees in each of the 5 most recent years. Discuss these data regarding disciplinary expectations and the program's mission within the College and University.

Describe significant university, community, statewide, national, and international service, awards, and recognition earned by the faculty over the past 5 years.

- E. Graduate Teaching Assistants - Describe the departmental practices concerning the preparation for and assignment of teaching duties and roles to graduate students.

Describe policies related to use of graduate students as instructors of record.

Provide a 5 -year history of the use of GTAs as teaching assistants (assisting in a course) and as classroom instructors of record.

- F. Faculty Evaluation and Support of Excellence - Describe the program's evaluation practices of instructors of record. How have these practices led to efforts to improve or enhance faculty and instructors of record professional success and faculty teaching?

Provide evidence from the past 5 years showing how evaluation practices and supporting resources have led to instances of improved teaching and/or improved student learning outcomes.

#### IV. DESCRIPTION OF STUDENTS

- A. Student Diversity, Demographics, and Enrollment - Report the fall term headcount in each of the 5 most recent fall terms of undergraduate program majors, master's, and doctoral students and the percentage of students in each degree program by gender, ethnicity, and residency status. For graduate students, also report the fall term headcount of students classified as domestic and international students in each of the last 5 academic years.

Report the number and percentage of full-time and part-time students in each degree program using fall term enrollment over each of the 5 most fall terms.

For undergraduate programs, report the headcount of non-majors enrolled in the program's courses and the SCHs they generated in each of the 5 most recent fall terms. Discuss the impact of non-major student enrollment on the operation of the program(s).

- B. Progression and Degree Completion - Report the average fall term GPA of sophomores, juniors, seniors, and majors in each of the 5 most recent years.

Report the number of undergraduate degrees conferred annually in each program in each the 5 most recent years.

Report the average time to complete undergraduate degrees by ethnicity, gender, and residency in each of the 5 most recent years. Compare the average time degree of majors to the average time to degree of all UTA undergraduates.

Report the number of undergraduate majors enrolled and percentage of majors continuing in the program after their first year in the program in each of the most recent 5 years. Compare the retention rates with the average one-year retention rates of all UTA undergraduates.

Report the undergraduate student 4-year graduation rate in each of the last 5 years. Compare the average time degree of majors to the average time to degree of all UTA undergraduates.

Report the undergraduate student 6-year graduation rate. Compare the average time degree of majors to the average time to degree of all UTA undergraduates.

Report the average time to degree for master's recipients in each program in each of the 5 most recent years.

Report the percent of master's students who graduate within 3 years in each program over the past 5 years.

Report the percent of doctoral students who graduated in a program within 10-years of enrolling in that program as a doctoral student in each of the 5 most recent years.

- C. Graduate Student Academic and Creative Productivity and Achievements - Report separately the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and external presentations per year for master's and doctoral students in each of the 5 most recent years.
- D. Degree Recipients Passing Licensure Examinations - If applicable, report the number and percentage of students passing licensure exams in each of the 5 most recent years by degree level. Include both first-time and repeat test takers.
- E. Degree Recipient Employment - What job market needs do the program prepare students to meet? Provide evidence of the workforce need for the program's students in the Texas and US job markets. Passing licensure examinations may be considered a line of evidence related to preparing students for entry into specific segments of the job market.

Provide separate employment profiles for graduating undergraduate, master's, and doctoral students in each of the 5 most recent year. A profile for any given year shows the number and percent of students employed in their field within one year of graduation, number and percent of those still seeking employment, and number and percent of students with unknown employment information. Employment may include full-time self-employment, private practice, residency, fellowship, and other opportunities.

- F. Student Career Outputs - Report the median wage for each degree program for year 1, year 5, and year 10. Report the median wage for the top 25% and bottom 25% for year 1, year 5, and year 10. Provide the median loan to earnings ratio.

Reflect on the comparison of these metrics with (1) the thresholds set by the university and (2) the university median. Discuss reasons for where metrics are below thresholds and/or university medians. Describe possible actions that can be taken to address poor metrics.

- G. Student Learning Outcomes Assessment – Summarize the student learning outcomes assessment that was conducted through the Unit Effectiveness Process (UEP) for each program over the last 5 academic years. The goal of this section is to explain how assessment data have informed and led to adoption of improvements to the curriculum

or services aimed at improving student learning. Briefly describe actions taken to improve student learning. Describe what has been discovered about student learning over the last 5 academic years.

Questions for consideration:

- What was the rationale for the outcomes that were selected for assessment?
- Did the assessments reveal any issues with assessment methodology? If so, what changes were made to improve methodology?
- Were faculty pleased with students' level of performance for achieved outcomes, or would they prefer to see the criterion of success increased for the particular outcome(s)?
- Were any assessment results surprising or unexpected?

Questions about this section or requests for UEP data can be directed to the Office of Institutional Effectiveness and Reporting (817-272-3365) or [UEP@uta.edu](mailto:UEP@uta.edu).

- H. Graduate Student Financial Support - Report the number of loans, scholarships, fellowships, separately reported for master's and doctoral students in each of the 5 most recent years.

Report the percentage of full-time graduate students with at least \$1,000 of annual support reported separately for master's and doctoral students in each of the 5 most recent years.

For master's and doctoral students receiving financial support, report separately for each type of student the average annual monetary institutional support provided per full-time student master's and full-time doctoral students from, scholarships, stipends, grants, and fellowships (does not include tuition or benefits) for each of the 5 most recent years.

Describe how graduate students are currently selected for assistantships and the qualifications they must meet to be appointed and to continue their appointments.

Describe the number and percentage of master's and doctoral students employed as 20-hours per week GTAs, GRAs or a 20-hours per week combination of GTA and GRA in fall term over each of the last 5 years.

Describe current compensation paid to students employed as full time (20 hours per week) assistants. Describe the current salary scale applied to GTA's and GRAs

## V. CERTIFICATE PROGRAMS

- A. Certificates Offered - List and describe each undergraduate and graduate certificate program offered. Distinguish between certificates that are intended for undergraduates or graduate level students. Also note which certificates are earned "in passing" by degree seeking students who complete courses that result in award of a certificate as part of their degree program's requirements and "stand alone" certificates that are



available to non-degree seeking students who enroll specifically to complete that certificate.

- B. Certificate Student Diversity, Demographics and Enrollment - Present fall term headcounts by gender, ethnicity, and residency status of students participating in each certificate programs over the 5 most recent years. Describe enrollment in undergraduate and graduate certificate programs separately.
- C. Certificate Completion and Time to Complete - Report the number of “stand alone” certificates awarded to students enrolled as certificate students in each certificate program in each of the 5 most recent years. Describe the number of awards of undergraduate and graduate certificates separately.

Report the number of certificates earned “in passing” by degree-seeking students in each certificate program in each of the 5 most recent years. Describe number of awards of undergraduate and graduate certificate programs separately.

Report the average time for students enrolled as certificate-seeking (non-degree-seeking) students in each “stand alone” certificate program to complete the certificate in each of the 5 most recent years. Time to completion is defined as beginning in the year the student starts the certificate program and ending in the year the certificate was awarded. Describe time to complete undergraduate and graduate certificate programs separately.

Report the percentages of certificate students enrolled as certificate-seeking (non-degree-seeking) students in each certificate program completing the certificate in 6 or fewer terms starting with the term in which they matriculate as a certificate seeking student in each of the 5 most recent years. Describe completion percentages for undergraduate and graduate certificates separately.

## VI. DESCRIPTION OF THE SUPPORT STAFF

- A. Support Staff - The levels and nature of support staff vary widely from program to program. The intention here is to describe the numbers and roles of support staff funded by the teaching and research budget of the program.  
Discuss significant challenges and possible solutions to meet support staff needs.

Question to consider for support staff:

- Can solutions to challenges be supported by existing budget?

## VII. DESCRIPTION OF THE FACILITIES

- A. Teaching or Related Facilities

Respond to the following questions:

- What teaching or related facilities (classrooms, laboratories, studios, etc.) are required for the program?
- What is the state of those facilities?

- Does a realistic plan exist to maintain and update the facilities? Is the plan supported by an existing budget or a commitment from the university?

#### B. Specialized Facilities

Respond to the following questions:

- Are specialized academic facilities required for the programs that are not discussed above (incinerators, furnaces, air filtering systems, etc.)?
- What is the state of those facilities?
- Does a realistic plan exist to maintain and update the facilities? Is the plan supported by an existing budget or a commitment from the university?

#### C. Research Facilities

Respond to the following questions:

- What research facilities exist and are required for the program?
- What is the state of those facilities?
- Does a realistic plan exist to maintain and update the facilities? Is the plan supported by an existing budget or a commitment from the university? What is the usage factor for research facilities and justify the continued allocation of space to them.

### VIII. PROGRAM BUDGET

- Teaching Budget - Show the history of the program's teaching budget and its individual categories. Describe any significant challenges regarding the teaching budget. Are there realistic plans to meet those challenges in the future?
- Research Budget - Show the history of the program's research budget, its sources and its utilization. Are the plans that will lead to an increase in this budget?
- Special Allocations and/or State Line Items - List any special university allocations to the program over the past seven years, and any state line items the program has received.

### IX. EVALUATION OF THE STATE OF THE PROGRAM AND PLANNING FOR THE FUTURE

This section of the self-study is intended to offer the opportunity for the faculty, students, and program administrators to give their candid assessment of the state of the program. The format and content of this section will vary from program to program. While considerable latitude is offered in formulating this section, it should be specifically keyed to the objective data provided above wherever feasible. In most instances, the program's participants will find it beneficial to have the bulk of the first eight sections completed before beginning this penultimate part of the self-study.

Consider the overall goals, trends, opportunities and challenges for the department, its current and future research vitality and potential.

Describe possible new degree programs, degree tracks, certificates and/or research centers that might be proposed over the next 10 years. Explain why these areas may be pursued.

## Executive Summary of the Program Self-Study

An executive summary of the self-study must be provided and submitted with the full report. Generally, the executive summary should provide an overview of major findings, identifying key strengths, weaknesses, opportunities, and threats revealed in each area examined in the self-study.

An outline that may be followed to organize the executive summary of the self-study is provided in [Outline for the Executive Summary of the Self-study](#) (Appendix J). It simply follows the organization of the content of the self-study.

## Format for Program Review Team Report

The PRT's report consists of an Executive Summary and full report. A [Report Template for the Program Review Team](#) is available to help structure the team's report (Appendix F). The executive summary should be 1-2 pages in length (maximum) and highlight key points related to each area of the self-study. The full report should be a narrative description of the findings, conclusions, and recommendations written jointly by the external reviewers. Recommendations should be prioritized by the reviewers. There is no set page requirement for the full report.

## Format for Program Response to the Program Review Team Report

The program response represents the program's understanding of the external reviewers' observations and recommendations. There is no suggested template or format for the report.

The Response to the PRT Report must explicitly acknowledge each point made by the reviewers. It must indicate where the program agrees with the reviewers' assessments and address the points with which the program disagrees. The response must also include plans to address improvements suggested in the self-study and/or External Reviewer Report. These plans should be prioritized, implementation timelines created, and tools/resources identified that are needed to develop, implement, and assess these plans.

The Program Response to the PRT Report must be reviewed by the program faculty and academic dean before submission to the provost's office. They faculty must acknowledge they received the External Reviewer's Report and the Program's Response and have had an opportunity to comment on it.

Program leadership will meet with the provost, academic dean, and graduate dean (when graduate programs have been reviewed) to discuss the self-study, the Report of the Program Review Team, and the Program Response to the PRT Report. This discussion should lead to a plan that responds to critical recommendations and a timeline for implementing steps in that plan. This, the plan, should specify points in time where progress will be assessed. Use the form Academic Program Review Action Plan Summary (Appendix G) to describe planned actions.

## Sharing the External Reviewers' Report and Program Response

The coordinator of the program's academic program review should distribute a copy of the External Reviewers' Report and the Departmental Response to the External Reviewers' Report as soon as they are complete. The coordinator should encourage faculty to provide their input by a specified date and incorporate it in the Department's Response as appropriate.

*New requirements for signatures, updated timelines, added appendices, and other not-substantive edits,*

*12/1/2025*

*Updated with non-substantive edits, 6/23/2025*

*Updated 3/10/2025*

## List of Appendices

Appendix A – Academic Program Review Data and Analysis Guide  
Appendix B – Process for Selecting External Reviewers  
Appendix C – External Reviewer Listing and Ranking  
Appendix D – Site Visit Schedule Template  
Appendix E – Funding: Honoraria, Travel and Meals  
Appendix F – Report Template for the Program Review Team  
Appendix G – Academic Program Review Action Plan Summary Form  
Appendix H – Conflict-of-Interest Attestation Form  
Appendix I – Self-study Attestation Form  
Appendix J – Outline for the Executive Summary of the Self-study

## Appendix A – UTA Academic Program Review Data and Analysis Guide

The data and analyses described in this table is for programs that will undergo UTA's Academic Program Review Process. The items highlighted in yellow are data that is requested on the program's behalf. Programs that will undergo reaffirmation of accreditation must request data directly from University Analytics using [UniversityAnalytics@uta.edu](mailto:UniversityAnalytics@uta.edu) email contact.

Self-Study Topic Area	Data	Data Source	Data History Required
<b>Mission, Administration, Context, and Objectives of the Program</b>			
<b>Last Formal Review</b>	Name of accrediting body and date of last program accreditation review, if applicable.	Departmental records	
	Date of last formal external review.	Departmental records/Institutional Effectiveness and Reporting	
	Summary of report submitted after previous review by the Program Review team and description of actions taken in response to it.	Most recent Program Review Team Report, Departmental records.	
<b>Program Administration</b>	Name and title of each person in the administrative chain from President to Program Director or Chair	Departmental, college/school, and university resources.	
	Description of the unit's administrative oversight and management structure. Describe how it functions within college/school and university administrative structures.	Department, college/school, and university organization charts	
<b>University, College/School and Department/Program Mission</b>	Provide a copy of current mission statements of the University, College/School and Department/Program. How does the department/program mission align with its College and the University's missions, and their strategic plans/visions?	Departmental, college/school, and university mission statements and current strategic plans/visions	
<b>Educational Objectives of Programs</b>	Describe the educational objectives of each degree program and certificate. Include reference to preparation of students for licensure or certification if appropriate and any special outcomes or competencies which the program provides.	Departmental records, University Catalog	

<b>Educational Objectives of Programs cont.</b>	Describe and analyze alignment of program educational objectives with program and institutional mission and purposes. Note any significant ways programs align or diverge from the mission and objectives of their discipline.		
<b>Degree and Certificate Programs</b>	Describe each degree and certificate program, completion requirements and expected completion timelines.	Current Catalog Milestone Agreement (PhD programs) and/or other published documents of expected times to complete various requirements.	
	Compare degree program curricula and durations to peer programs. It is not necessary to compare certificate programs.	Selected at least 3 peer programs	
<b>Associated Organized Research Centers</b>	Describe	Departmental records	
<b>Formats of Study</b>	Describe instructional methods used in certificate and degree programs e.g., online, hybrid/mixed, in person. Describe any on/off-campus instruction, non-traditionally scheduled classes, etc.	Departmental records	5 Academic Years
	Describe enrollment in each instructional format. How many students in each degree program, track and certificate are considered fully online students, mixed online/in person students or fully in-person students.	University Analytics	
	Calculate the number of students who graduated over the past 5 years who completed their degrees entirely on-line, mixed, or entirely face-to face courses.	University Analytics	
<b>Admission</b>	Describe the current admission criteria for each degree and certificate program.	Link to appropriate section of the current University Catalog	
<b>Student Advisement</b>	Describe student advising system and resources that support it.	Departmental records	
	Describe policies on student access to faculty, e.g., office hours, web-based access, etc.	Departmental records	



<b>Student Advisement cont.</b>	Describe resources available to promote undergraduate student success and learning. Provide statistics on usage if available.	Departmental records, University Catalog under “Undergraduate Education” UTA website Student Success, Tutorial and Supplemental Instruction, SOAR, Trio Program, IDEAS, McNair Scholars Program etc.	
	Describe career advisement resources and any evidence of utilization by students.	Departmental records, Career Development Center, Graduate School Academic and Professional Support Program (note that center tracks actual participation by major and the Graduate School tracks participation in academic and professional development workshops by department/college and can provide relevant data)	
<b>Description of the Faculty</b>			
<b>Faculty Profile</b>	List of Faculty, name, ID, rank/title, non-tenure/tenure track, gender and diversity in each of the 5 most recent Fall Terms.	University Analytics	5 Fall Terms
	Unit adds highest degree earned, institution awarding that degree and area of specialization to the List of Faculty.	Departmental records	
	Describe required credentials for hiring tenure track and non-tenure track faculty. Provide appendix with current vitae of faculty employed in most recent Fall Term.	Departmental records	Most Recent Fall Term
	Describe tenure and promotion standards.	Departmental records	
	Describe mentoring programs available to newly hired faculty.	Departmental records	
	Headcount of faculty by full-time/part-time by rank	University Analytics	5 Fall Terms
<b>Faculty Profile cont.</b>	Headcount of faculty by gender, ethnicity/diversity, title/rank, and tenure track/non-tenure track who have participated in the program over the past 5 Fall Terms.	University Analytics	5 Fall Terms

	The headcount of new full-time faculty hired and the number of faculty departures per year over the past 5 years by rank and non-tenure/tenure track status.	University Analytics	5 Academic Years
<b>Teaching Load</b>	Average teaching load in organized courses (course count) taught in long terms of faculty by rank in each of the last 5 years.	List of faculty report provided by University Analytics and departmental records	5 Years
	Average SCH teaching load of faculty by rank/title in organized courses reported separately for each degree program in each of the previous 5 AYs.	List of faculty report provided by University Analytics and departmental records	5 Years
<b>Student/Faculty Ratios</b>	Student/ Faculty Ratios: The FTE student/ faculty headcount reported separately for each degree program in each of the 5 most recent years.	University Analytics and departmental records	5 Years
<b>Faculty Scholarly and Research Activities</b>	The average number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per faculty member for each of the 5 most recent years.	Digital Measures	5 Years
<b>Faculty Scholarly and Research Activities</b>	The number of program faculty receiving external funds, average external funds per faculty member, and total external funds per program. External funds from any source are to be reported, including research gifts, endowments, or other resources not recorded in sponsored projects in each of the last 5 years.	Digital Measures for sponsored projects, departmental records for research gifts, endowments, or other resources not recorded in sponsored projects	5 Years
	Describe significant university, community, statewide, national, and international service, awards and recognition earned by the faculty over the past 5 years.	Departmental records	5 Years
<b>Graduate Teaching Assistants</b>	Describe departmental practices concerning the preparation for and assignment of teaching duties and roles to graduate students.	Departmental records	
<b>Graduate Teaching Assistants cont.</b>	Describe policies related to use of graduate students as instructors of record.	Talent, Culture, and Engagement office and departmental records	
	Provide a-five-year history of the use of GTAs as teaching assistants (assisting in a course) and as classroom instructors of record. Describe support for professional development as teachers.	University Analytics and departmental records	5 Years

<b>Faculty Evaluation and Support of Excellence</b>	Describe faculty evaluation practices and how evaluations and supplemental resources are used to enhance professional growth and teaching excellence.	Departmental records, university-wide surveys, Unit Effectiveness Process (UEP) reports (Contact Institutional Effectiveness and Reporting for assistance obtaining UEP report at 817-272-3365 or UEP@uta.edu).	
	Provide evidence from the past 5 years showing how evaluation practices and supporting resources have led to instances of improved teaching and/or improved student learning outcomes.	Departmental records and UEP reports	5 Years
<b>Description of the Students</b>			
<b>Student Diversity, Demographics and Enrollment</b>	Fall semester headcount of all students and percentage of students in each program by gender, ethnicity, and residency status. For graduate students, also report headcount by whether the student is domestic or an international student in each of the 5 most recent years.	University Analytics	5 Years
	Report the number and percentage of full-time and part-time students in each degree program using Fall Term enrollment data over the 5 most recent years.	University Analytics	5 Fall Terms
	For undergraduate programs, report headcount of non-majors enrolled in the program's courses and the SCHs they generated in each of the most recent 5 Fall Terms.	University Analytics	5 Fall Terms
<b>Progression and Degree Completion</b>	Fall term GPA of sophomores, juniors, and seniors in each of the most recent 5 years.	University Analytics	5 Years
<b>Progression and Degree Completion cont.</b>	The number of undergraduate majors enrolled and percentage of students in each program continuing after their first year in each of the 5 most recent years. Compare the retention rates with the average one-year retention rates of all UTA undergraduates.	University Analytics	5 Years
	Number of degrees conferred annually in each program in each of the 5 most recent years.	University Analytics	5 Years
	Average time to degree by ethnicity, gender, and residency in each of the most recent 5 years.	University Analytics	5 Years

	Undergraduate student 4-year graduation rate in each of the last 5 years. Compare the average time degree of majors to the average time to degree of all UTA undergraduates.	University Analytics	5 Years
	Undergraduate student 6-year graduation rate. Compare the average time degree of majors to the average time to degree of all UTA undergraduates.	University Analytics	5 Years
	Average time to degree for master's recipients in each program in each of the 5 most recent years.	University Analytics	5 Years
	Percentage of master's students who graduate within 3 years in each program over the past 5 years.	University Analytics	5 Years
	The percentage of doctoral students who graduated in a program within 10-years of enrolling in that program as a doctoral student in each of the 5 most recent years.	University Analytics	5 Years
<b>Graduate Student Academic and Creative Accomplishments</b>	Report separately the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and external presentations per year for master's and doctoral students in each of the 5 most recent years.	Departmental records	5 Years
<b>Degree Recipients Passing Licensure Examinations</b>	If applicable, report the number and percentage of students passing licensure exams in each of the 5 most recent years by degree level. Include both first-time and repeat test takers	Departmental records	5 Years
<b>Degree Recipients' Employment</b>	What job market needs does the program prepare students to meet? Provide evidence of the workforce need for the program's graduates in the Texas and U.S. job markets. Consider licensure rates (if relevant) as they relate to the preparation of students for specific careers.	Departmental information on demand from employers, professional associations, employment databases such as those provided by the Bureau of Labor Statistics, UTS Texas Labor Market Dashboard, Texas Workforce Development Toolkit, Texas Workforce Commission, Seek UT, Stepping Blocks.	

	Provide separate employment profiles for graduating undergraduate, master's, and doctoral students in each of the 5 most recent year. A profile for any given year shows the number and percent of students employed in their field within one year of graduation, number and percent of those still seeking employment, and number and percent of students with unknown employment information. Employment includes full-time self-employment, private practice, residency, fellowship, and other opportunities.	Departmental information, Alumni Relations office, employment databases such as those provided by the Bureau of Labor Statistics, UTS Texas Labor Market Dashboard, Texas Workforce Development Toolkit, Texas Workforce Commission, Seek UT, Stepping Blocks.	5 Years
<b>Student Career Outputs</b>	<p>Report the median wage for each degree program for year 1, year 5, and year 10. Report the median wage for the top 25% and bottom 25% for year 1, year 5, and year 10. Provide the median loan to earnings ratio.</p> <p>Reflect on the comparison of these metrics with (a) the thresholds set by the university and (b) the university median. Discuss reasons for where metrics are below thresholds and/or university medians. Describe possible actions that can be taken to address poor metrics.</p>	Academic Affairs	Year 1, Year 5, Year 10
<b>Student Learning Outcomes Assessment</b>	Summarize the student learning outcomes assessment that was conducted through the Unit Effectiveness Process (UEP) for each program over the last 5 academic years. The goal of this section is to explain how assessment data have informed and led to adoption of improvements to the curriculum or services aimed at improving student learning. Briefly describe actions taken to improve student learning. Describe what has been discovered about student learning over the last 5 academic years.	Unit Effectiveness Process reports (Contact Institutional Effectiveness and Reporting for assistance obtaining UEP report at 817-272-3365 or UEP@uta.edu)	5 Academic Years
<b>Graduate Student Financial Support</b>	The number of loans, scholarships, fellowships, separately reported for master's and doctoral students in each of the 5 most recent years.	Financial Aid and Scholarships office/ Departmental Records	5 Years

	The percentage of full-time graduate students with at least \$1,000 of annual support reported separately for master's and doctoral students in each of the 5 most recent years.	Financial Aid and Scholarships office/ Departmental Records	5 Years
	For master's and doctoral students receiving financial support, report separately for each type of student the average annual monetary institutional support provided per full-time student master's and full-time doctoral students from, scholarships, stipends, grants, and fellowships (does not include tuition or benefits) for each of the 5 most recent years.	Financial Aid and Scholarships office/ Departmental Records	5 Years
	Describe how students are currently selected for assistantships and the qualifications they must meet to be appointed and to continue their appointments.	Departmental records	Current Year
	Describe the number and percentage of master's and doctoral students employed as 20-hr per week GTAs, GRAs or a 20-hr per week combination of GTA and GRA in Fall Term over each of the last 5 years.	Departmental records	5 Years
<b>Graduate Student Financial Support cont.</b>	Describe current compensation paid to students employed as full time (20 hr. per week) assistants. Describe the current salary scale applied to GTA's and GRAs.	Departmental records	Current Year
<b>Certificate Programs</b>			
<b>Certificates Offered</b>	List and describe each undergraduate and graduate certificate program offered.	University Catalog	
<b>Certificate Student Diversity, Demographics, and Enrollment</b>	Fall term headcount by gender, ethnicity, and residency status of students participating in certificate programs in each of the 5 most recent years.	University Analytics	5 years
<b>Certificate Completion and Time to Complete</b>	Number of "stand alone" certificates awarded to students enrolled as certificate students in each certificate program in each of the 5 most recent years.	University Analytics	5 years
	Number of certificates awarded "in passing" to degree-seeking students in each certificate program in each of the 5 most recent years.	University Analytics	5 years

	Average time for students enrolled as certificate students in "stand-alone" certificate programs to complete the certificate in each certificate program in each of the 5 most recent years. "Time to completion" is defined as beginning the year the student starts the certificate program and ends in the year the certificate was awarded.	University Analytics	5 years
	The percentages of students enrolled as certificate students enrolled in "stand-alone" certificate programs completing the certificate in 6 or fewer terms from term of matriculation as a certificate seeking student in each program in each of the 5 most recent years.	University Analytics	5 years
<b>Description of the Staff</b>			
<b>Description of Support Staff</b>	See the manual for more details.	Departmental records	
<b>Description of Facilities</b>			
<b>Description of the Facilities</b>	Teaching or Related facilities	Office of Facilities Management	
	Specialized facilities	Office of Facilities Management	
	Research facilities	Office of Facilities Management	
<b>Program Budget</b>			
<b>Budget</b>	Teaching budget	College Business Officer	
<b>Budget cont.</b>	Research Budget	College Business Officer	
	Special Allocations and/or State Line Items	College Business Officer	

Updated October 2025  
Updated March 2025



## Appendix B – Selection of External Reviewers Process

**External Reviewer Qualifications:** External reviewers must be acknowledged subject-matter experts in a discipline directly related to that of the program undergoing review

- Must be part of a program that is nationally recognized for excellence in the discipline and is considered a peer or aspirational peer of the program undergoing review.
- Must be an active contributor to discipline relevant to the unit undergoing review.
- Must understand both the academic and administrative aspects of programs similar to the program undergoing review.
- Must be employed by an institution of higher education outside of Texas if unit has a doctoral program. Programs that do not have doctoral programs may have one of their two reviewers from a peer or aspirational peer program in Texas, but reviewers from outside of Texas are preferred.
- Must formally affirm on the [Conflict-of-Interest Attestation Form](#) they do not have conflicts of interests that might affect their ability to provide an objective assessment of the program to be reviewed.

**External Reviewer Identification:** The program's administration provides the UTA PRT chair a rank-ordered list of individuals (approximately five in number) on a form, [External Reviewer List and Ranking Form](#), provided by the PRC. A brief explanation of how each individual satisfies the selection criteria is required. The [External Reviewer List and Ranking Form](#) must be signed by the college's/school's academic dean and then returned to the PRC Chair who will verify that the nominees meet requirements (except for conflict of interest) and approve contacting those who appear to be suitable candidates.

**PRT Contact with Potential External Reviewers:** With approval of the PRC Chair, the UTA members of the PRT contact potential reviewers in rank order until two individuals are identified who are willing to serve on the program's PRT.

- Potential reviewers must complete and sign the [Conflict-of-Interest Attestation Form](#) to indicate if they have conflicts that might impair their objectivity. The form must be returned to the PRC chair by the PRT for review and final approval. The PRC chair will only approve qualified persons who attest to a lack of conflict to serve as external reviewers.
- If two of the potential external reviewers among those listed on the [External Reviewer List and Ranking Form](#) are not willing or able to serve as reviewers, the program will suggest additional qualified individuals in ranked order and submit these new candidates to the PRC Chair for review and approval using the [External Reviewer List and Ranking Form](#).

## Appendix C – External Reviewer Listing and Ranking Form

Fillable and signable PDF form available at <https://www.uta.edu/administration/ier/academic-program-review>

### CANDIDATES FOR EXTERNAL REVIEWERS

**Program Name:** \_\_\_\_\_

**Please list candidates in rank order of qualifications and fit as an External Reviewer of this program.**

#### ***Candidate One:***

Name and degree (e.g., Ph.D.) \_\_\_\_\_

Title \_\_\_\_\_

Current College/University \_\_\_\_\_

Current Home Department \_\_\_\_\_

#### **Reasons for Selection and Ranking (check all that apply)**

Employed by peer program

Employed by aspirational peer program

Employed at a Tier One institution

Understanding of academic program design and organization

Program Academic Program Review experience

Respected contributor to discipline

**Additional comments related to selection/ranking**

**Candidate Two:**

Name and degree (e.g., Ph.D.) \_\_\_\_\_

Title \_\_\_\_\_

Current College/University \_\_\_\_\_

Current Home Department \_\_\_\_\_

**Reasons for Selection and Ranking (check all that apply)**

- Employed by peer program
- Employed by aspirational peer program
- Employed at a Tier One institution
- Understanding of academic program design and organization
- Program Academic Program Review experience
- Respected contributor to discipline

**Additional comments related to selection/ranking**

***Candidate Three:***

Name and degree (e.g., Ph.D.) \_\_\_\_\_

Title \_\_\_\_\_

Current College/University \_\_\_\_\_

Current Home Department \_\_\_\_\_

**Reasons for Selection and Ranking (check all that apply)**

Employed by peer program

Employed by aspirational peer program

Employed at a Tier One institution

Understanding of academic program design and organization

Program Academic Program Review experience

Respected contributor to discipline

**Additional comments related to selection/ranking**

***Candidate Four:***

Name and degree (e.g., Ph.D.) \_\_\_\_\_

Title \_\_\_\_\_

Current College/University \_\_\_\_\_

Current Home Department \_\_\_\_\_

**Reasons for Selection and Ranking (check all that apply)**

Employed by peer program

Employed by aspirational peer program

Employed at a Tier One institution

Understanding of academic program design and organization

Program Academic Program Review experience

Respected contributor to discipline

**Additional comments related to selection/ranking**

**Candidate Five:**

Name and degree (e.g., Ph.D.) \_\_\_\_\_

Title \_\_\_\_\_

Current College/University \_\_\_\_\_

Current Home Department \_\_\_\_\_

**Reasons for Selection and Ranking (check all that apply)**

Employed by peer program

Employed by aspirational peer program

Employed at a Tier One institution

Understanding of academic program design and organization

Program Academic Program Review experience

Respected contributor to discipline

**Additional comments related to selection/ranking**

I, \_\_\_\_\_(name), dean of the \_\_\_\_\_(college/school)  
have reviewed this ranked-ordered list of reviewers and find the individuals to be suitable prospective external  
reviewers for the program.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix D – Site-Visit Schedule Template

Fillable Word template available at <https://www.uta.edu/administration/ier/academic-program-review>

### RESPONSIBLE PARTIES (PRT Chair/Program)

NOTE: This schedule is intended as a guide and it may be modified to accommodate the program, PRT, deans, and provost, except for the initial meeting with the provost and the two exit interviews, planners can make final decisions regarding scheduling of meetings, including order, duration and attendees.

It is critical that the broadest possible input be provided to the PRT during the site visit. Input from administrators, faculty, staff, and students (both undergraduate and graduate students) must be obtained. Other stakeholders, such as alumni or advisory board members, may also be included in the site visit plan if the program or PRT feel their input will be useful.

It sometimes happens that over the course of the site visit, the PRT finds it needs to meet with groups who were not initially scheduled or have a follow-up meeting with persons who were interviewed earlier. Every effort should be made to adjust the schedule to accommodate their wishes.

### PROGRAM

Click or tap here to enter text.

### DATES OF SITE VISIT

Click or tap here to enter text.

### PROGRAM REVIEW TEAM

#### UTA Team Members

##### PRT Chair

Name	Click or tap here to enter text.
Department	Click or tap here to enter text.
Email	Click or tap here to enter text.
Cell Number	Click or tap here to enter text.

##### UTA PRT Member

Name	Click or tap here to enter text.
Department	Click or tap here to enter text.
Email	Click or tap here to enter text.
Cell Number	Click or tap here to enter text.

#### External PRT Members

Name	Click or tap here to enter text.
University	Click or tap here to enter text.
Department	Click or tap here to enter text.
Email	Click or tap here to enter text.
Cell Number	Click or tap here to enter text.

Name	Click or tap here to enter text.
University	Click or tap here to enter text.
Department	Click or tap here to enter text.
Email	Click or tap here to enter text.
Cell Number	Click or tap here to enter text.

## DAY 1

### EXTERNAL REVIEWER ARRIVAL AND AIRPORT PICK UP

External reviewers arrive at DFW airport and are picked up by a program faculty member or PRT member and taken to hotel and out to eat, if appropriate.

<b>EXTERNAL REVIEWER 1 (name)</b>	Click or tap here to enter text.
-----------------------------------	----------------------------------

Pick-up Person at DFW (name)	Click or tap here to enter text.
Airline	Click or tap here to enter text.
Flight Number	Click or tap here to enter text.
Terminal	Click or tap here to enter text.
Arrival Time	Click or tap here to enter text.
Hotel	Click or tap here to enter text.
Dinner Host, if needed (name)	Click or tap here to enter text.

<b>EXTERNAL REVIEWER 2 (name)</b>	Click or tap here to enter text.
-----------------------------------	----------------------------------

Pick-up Person at DFW (name)	Click or tap here to enter text.
Airline	Click or tap here to enter text.
Flight Number	Click or tap here to enter text.
Terminal	Click or tap here to enter text.
Arrival Time	Click or tap here to enter text.
Hotel	Click or tap here to enter text.
Dinner Host, if needed (name)	Click or tap here to enter text.

## DAY 2

**8:15 – 9:00      Pick up both external reviewers from hotel and take to 9:00 meeting.**

Host (name)	Click or tap here to enter text.
-------------	----------------------------------

**9:00 – 9:45      PRT meeting with provost or provost’s designee and PRC Chair to receive formal charge and discuss the review process and site visit. This meeting will only include the provost and/or provost designee and the PRC Chair. PRC Chair does initial scout of potential site visit dates and has hold put on provost and chair’s calendars. IER AVP contacts provost office to schedule the site visit date when dates are finalized.**

Building	Click or tap here to enter text.
Room	Click or tap here to enter text.
Host - UTA PRT Member (name(s))	Click or tap here to enter text.



**9:45 – 10:00** Visit program's administrative assistant for signing any necessary paperwork.

Building	Click or tap here to enter text.
Room	Click or tap here to enter text.
Host - UTA PRT Member (name(s))	Click or tap here to enter text.

**10:10 – 11:00** PRT meeting with academic dean of the program. ***PRC Chair contacts academic dean as early as possible to schedule this appointment.***

Building	Click or tap here to enter text.
Room	Click or tap here to enter text.
Host - UTA PRT Member (name(s))	Click or tap here to enter text.

**11:00 – 12:00** PRT meeting with program chair.

Building	Click or tap here to enter text.
Room	Click or tap here to enter text.
Host - UTA PRT Member (name(s))	Click or tap here to enter text.

**12:00 -1:30** **Lunch and break** (lunch is usually attended by PRT, department chair, and/or 1 program faculty member)

Location	Click or tap here to enter text.
Host - UTA PRT Member (name(s))	Click or tap here to enter text.

**1:30 – 5:00** **PRT meetings with program faculty, students, staff, or others** (the details below can be duplicated as much as needed using copy and paste).

Time	Click or tap here to enter text.
Building	Click or tap here to enter text.
Room	Click or tap here to enter text.
Host - UTA PRT Member (name(s))	Click or tap here to enter text.

**5:00 – 5:15** **If necessary, PRT meetings to continue discussions of site-visit issues, request additional information from academic leadership, discuss upcoming meeting schedule, etc. the following day.**

Location	Click or tap here to enter text.
Time	Click or tap here to enter text.
Host - UTA PRT Member (name(s))	Click or tap here to enter text.

**6:00-7:30** **Dinner with program leadership** (A small number of program faculty and the UTA PRT members are encouraged to attend.)

Location	Click or tap here to enter text.
Host - UTA PRT Member (name(s))	Click or tap here to enter text.

**7:30 Return to hotel**

Host - UTA PRT Member (name(s)) Click or tap here to enter text.

**DAY 3**

**8:15 - 8:45 Pick up external reviewers from hotel and take to 8:45 meeting.**

Hotel Click or tap here to enter text.

Time Click or tap here to enter text.

Host - UTA PRT Member (name(s)) Click or tap here to enter text.

**8:45 – 10:30 PRT meetings with program faculty, students, staff, or others.**

Time Click or tap here to enter text.

Building Click or tap here to enter text.

Room Click or tap here to enter text.

Host - UTA PRT Member (name(s)) Click or tap here to enter text.

**10:30 – 11:15 External reviewers tour of teaching/research facilities by PRT.**

Building Click or tap here to enter text.

Room Click or tap here to enter text.

Host – Program faculty/administrator Click or tap here to enter text.

**11:15 – 12:00 PRT meetings with program faculty, staff, or others.**

Time Click or tap here to enter text.

Building Click or tap here to enter text.

Room Click or tap here to enter text.

Host - UTA PRT Member (name(s)) Click or tap here to enter text.

**12:00 – 1:30 Lunch (often a working lunch attended by external PRT, 1-2 local PRT, and 1 program faculty)**

Location Click or tap here to enter text.

Host – Department/program Click or tap here to enter text.

**1:30 – 2:30 PRT prepares initial assessment of program, its strengths, challenges, and opportunities and recommended future actions (in order of importance) for exit interviews.**

Building Click or tap here to enter text.

Room Click or tap here to enter text.

Host - UTA PRT Click or tap here to enter text.

**2:30 – 3:30 Exit Interview 1 – Department/program**

Attendance: **PRT, academic dean (who may wish to attend), department chair, and faculty**, (Students may be included in this exit interview, if desired, by chair and dean).  
**IER AVP schedules meeting when site visit dates are determined.**

Building	Click or tap here to enter text.
Room	Click or tap here to enter text.
Host - UTA PRT	Click or tap here to enter text.

**3:40 – 4:30 Exit Interview 2 – University-level representatives**

Attendance: **PRT, provost or designee/representative, academic dean, Graduate School dean, and PRC Chair only.** **IER AVP schedules meeting when site visit dates are determined.**

Building	Click or tap here to enter text.
Room	Click or tap here to enter text.
Host - UTA PRT	Click or tap here to enter text.

**4:30 PRT meets, if necessary, to discuss the final report related issues.**

Host and location TBD.

**RETURN REVIEWERS TO AIRPORT**

**EXTERNAL REVIEWER 1 (name)** Click or tap here to enter text.

Drop-off Person to DFW (name)	Click or tap here to enter text.
Airline	Click or tap here to enter text.
Flight Number	Click or tap here to enter text.
Terminal	Click or tap here to enter text.
Arrival Time	Click or tap here to enter text.
Hotel	Click or tap here to enter text.
Dinner Host, if needed (name)	Click or tap here to enter text.

**EXTERNAL REVIEWER 2 (name)** Click or tap here to enter text.

Drop-off Person to DFW (name)	Click or tap here to enter text.
Airline	Click or tap here to enter text.
Flight Number	Click or tap here to enter text.
Terminal	Click or tap here to enter text.
Arrival Time	Click or tap here to enter text.
Hotel	Click or tap here to enter text.
Dinner Host, if needed (name)	Click or tap here to enter text.

## Appendix E – Funding: Honoraria, Travel, and Meals Guide

### A. Funding

1. Funds to cover external reviewer travel, lodging, and honoraria as well as dining and incidental expenses associated with the program review will be transferred to the program by the Office of the Provost. Based Federal Per Diem Rates for Arlington / Fort Worth / Grapevine Texas. <https://www.gsa.gov/portal/category/100120>
2. The total funding per reviewer that will be transferred is \$2,803 + actual airfare costs, Funds for hotel, meals and incidental expenses will be adjusted based on current Federal per diem rates for Arlington, Texas. The other rates will be reviewed annually. As airfare costs vary actual costs will be covered and reimbursed separately.
3. The program must contact Office of the Provost and provide the names of the travelers and the departmental cost center to receive the fund transfers.

### B. Payments

1. Each external reviewer (up to two reviewers) will be paid an honorarium of \$1,100 per day for the two days they are on campus (maximum of \$2,200) and the time involved writing their final report summarizing the findings of the review.
2. The program must send a copy of supporting documentation to Provost's Office (Holly Zander) for reimbursement for airfare.
3. Meals during the two-day review should be hosted by a faculty member from the department undergoing review. It is common practice for at least one of the UTA members of the PRT and additional faculty from the program to join the external reviewers at these meals. The program must cover these meal expenses using the funds provided by the Provost's Office and their own internal resources.
  - a. Receipts should be submitted by the host to the Administrative Assistant in the program being reviewed for reimbursement of meal expenses.

### B. Administrative Procedures Related to Honoraria Travel and Meals

1. The PRT Chair provides administrative assistant in the unit the name, address, phone number, email address, title and employer of each external reviewer.
  - a. The administrative assistant sends the external reviewers' contact information to the Office of the Provost (Holly Zander) and provides a cost center for transfer of funds to cover external review expenses.
2. The administrative assistant of the program makes travel and hotel arrangements for the external reviewers.
  - a. Airfare will be reimbursed to the department at cost. The administrative assistant must send a copy of supporting documentation to Provost's Office (Holly Zander) for reimbursement.
    - I. External reviewers should arrive the day before the site visit meetings begin and depart after the final exit interview with the provost and others on the second day of the review.

- b. In general, the external reviewers are not expected to incur any expenses during their visit. Funds transferred to the program by the Provost's Office are to be used to cover the costs of their meals and incidental expenses (and airfare).
  - I. The external reviewer will be responsible for any personal hotel expenses incurred (phone calls, movies, etc.) and should pay the hotel directly. Paid parking at the reviewer's home airport is the responsibility of the reviewer.
- c. External reviewers must meet with the unit's Administrative Assistant at the beginning of their visit to sign any necessary paperwork and verify their correct mailing address. The external reviewers should also bring their driver's licenses so copies can be made for identification.

## Appendix F – Template for the Program Review Team Report

Word template available at <https://www.uta.edu/administration/ier/academic-program-review>

The Program Review Team's report consists of an executive summary and full report. The following provides some general guidelines for writing these documents.

The Executive Summary should be 1-2 pages in length (maximum) and titled

**Executive Summary of Program Review Team for the (insert program name)**

**Date:**

**Name of Reviewer 1, Title, University Affiliation (list external reviewers first)**

**Name of Reviewer 2, Title, University Affiliation (list external reviewers first)**

**Name of Reviewer 3, Title, University of Texas at Arlington**

**Name of Reviewer 4, Title, University of Texas at Arlington**

The executive summary should address the following:

- a. General Observations
- b. Program Strengths
- c. Areas of Concern
- d. Opportunities and threats
- e. Recommendations

### Program Review Report

This report will contain the Program Review Team's detailed findings, evaluations and recommendations. Recommendations should be prioritized in order of importance. The following may serve as a template for organizing the full Program Review Report, but reviewers may modify it as needed.

- a. Curriculum, including Certificate Programs (if offered)
  - i. Consistency with the academic philosophy of the field
  - ii. Consistency with the needs and goals of the related professions
  - iii. Structural arrangements
  - iv. Balance between breadth and depth
  - v. Distinction between graduate and undergraduate levels
  - vi. Degree of rigor at all levels
  - vii. Areas of concern
  - viii. Recommendations
- b. Faculty
  - i. Quality of teaching and advising
  - ii. Scholarly productivity, research, and funding
  - iii. Service to the field
  - iv. Student/faculty ratios and FTE ratios
  - v. Morale
  - vi. Areas of concern
  - vii. Recommendations

- c. Students
  - i. Quality
  - ii. Performance and Success
  - iii. Retention and degree and certificate completion
  - iv. Opportunities/placement
  - v. Morale, attitude toward faculty/university
  - vi. Areas of concern
  - vii. Recommendations
- d. Administrative Structure
  - i. Appropriateness of size
  - ii. Effectiveness
  - iii. Support staff
  - iv. Facilities/laboratories
  - v. Recommendations
- e. Overall Observations and Recommendations
  - i. Summary highlighting successes, strengths, building blocks, opportunities, and concerns.
  - ii. Recommendations: It is critical that reviewers indicate how they would prioritize implementing their recommendation and identify any that address pressing and urgent needs.

## Appendix G – Action Plan Summary Form

Fillable Excel form available at <https://www.uta.edu/administration/ier/academic-program-review>



ACTION PLAN SUMMARY GUIDELINES	
Identify action plan owner	
1	Assign an owner of the action plan, i.e. one person to oversee each action plan. This would normally be the department chair.
Reference the Recommendations from External Reviewers	
2	Use the recommendations provided by the external reviewers. Each recommendation should have a separate tab (i.e. Recommendation 1, Recommendation 2, etc.)
Set SMART goals	
3	Specify up to five (5) measurable and time-bound goals for each recommendation. Keep goals clear, realistic, and motivating.
Break it down	
4	For each goal, identify up to three (3) actions needed to achieve it. Be detailed but keep it concise! Clear steps make success easier.
Assign responsibilities	
5	Determine who will be responsible for each action—a person, a committee, or a group.
Create a timeline	
6	Develop a realistic timeline with reachable milestones and set due dates for each one.
	Each action can have up to three (3) milestones.
Polish and perfect	
	Enter "N/A" in unused cells as appropriate to keep things neat and organized.
7	Unused recommendation tabs? Delete them—less clutter, more focus!
	Please stick to the original formatting—font styles, colors, and cell shades.
	<a href="mailto:andrewhippisle@uta.edu">Need help? Contact andrewhippisle@uta.edu</a>
Submit the completed action plan summary	
8	Submit the completed action plan summary to your dean or associate dean.

Quick Guide to Character Count Validation	
This template uses Excel's LEN function to track character counts for certain fields, ensuring accuracy, including spaces and special characters. Here's the breakdown:	
1	Character Limits are listed below section titles (e.g., Goals (Text Limit: 300)).
2	Validation Alerts: If text input exceeds the limit, a pop-up appears that says 'This value doesn't match the data validation restrictions defined for this cell'. The two options below will appear: <ul style="list-style-type: none"> <li>◊ Retry: This option preserves all text and allows users to reduce the text.</li> <li>◊ Cancel: This option clears all text.</li> </ul>
3	Each metric tab includes a Character Counting Tool near Milestones to help measure character count.
4	Alternately, to use MS Word for character count, follow these steps: <ul style="list-style-type: none"> <li>◊ Open a Word document.</li> <li>◊ Type or paste the content you want to count into the document.</li> <li>◊ Go to the Review tab in the top menu.</li> <li>◊ Click on Word Count in the Proofing section.</li> <li>◊ A dialog box will appear showing the character count (with and without spaces), along with other details like word count, paragraph count, and more.</li> </ul>

ACADEMIC PROGRAM REVIEW: ACTION PLAN SUMMARY

		PROGRAM NAME	Physics - UG
		DATE	5/13/2025
		ACTION PLAN OWNER	Andrew Hippisley
		TOPIC	1. Curriculum
		RECOMMENDATION 1	Review pre-requisites. The graduation rate is bad and is hurting us.

GOALS		ACTIONS					MILESTONES						
GOAL (Text Limit: 300)		ACTIONS (Text Limit: 200)	WHAT ARE YOU MEASURING? (Text Limit: 200)	RESOURCES NEEDED (Text Limit: 150)	COMMITTEE OR PERSON(S) RESPONSIBLE (Text Limit: 100)		MILESTONE 1 (Text Limit: 100)	M1 Due Date	MILESTONE 2 (Text Limit: 100)	M2 Due Date	MILESTONE 3 (Text Limit: 100)	M3 Due Date	
1	Help increase retention and promotoe timely graduation.	1.1	Review the sequencing of required classes.	Alignment with learning objectives, logical sequencing of courses, and effectiveness	Course catalog, program curriculum documentation, knowledge of approval workflow, faculty committee input	UG Committee & Associate Chair (UG Coordinator)	1.1	Initial review of course sequencing.	June 15 2025	Faculty and department feedback collected	July 15 2025	Proposed curriculum adjustments drafted	August 15 2025
		1.2	Analyze Student Success Data	Completion rates, course pass rates, retention rates, and student performance trends.	Institutional data reports, retention statistics, course completion rates	UG Committee & Associate Chair (UG Coordinator)	1.2	Data collection and trend analysis completed	Sept 15 2025	Identification of barriers in course sequencing	Oct 15 2025	Report submitted with recommendations for adjustment	Nov 15 2025
		1.3	Benchmark Against Peer Institutions	Comparison of curriculum structure, prerequisite policies, and program outcomes.	Course sequencing models from peer institutions, e	UG Committee & Associate Chair (UG Coordinator)	1.3	Identify top peer institutions for benchmarking	Jan 15 2026	Create comparative analysis	15-Feb-26	Draft implementation recommendations	March 15 2026
2	[Enter Goal]	2.1	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	2.1	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]
		2.2	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	2.2	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]
		2.3	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	2.3	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]
3	[Enter Goal]	3.1	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	3.1	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]

3

[Enter Goal]

3.2	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	3.2	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]
3.3	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	3.3	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]

ACADEMIC PROGRAM REVIEW: ACTION PLAN SUMMARY

		PROGRAM NAME	[Enter Program Name]	
		DATE	[Enter Date]	
		ACTION PLAN OWNER	[Enter Name]	
		TOPIC	[Enter Topic]	
	RECOMMENDATION 1	[Enter Recommendation 1]		

GOALS			ACTIONS					MILESTONES						
GOAL <small>(Text Limit: 300)</small>			ACTIONS <small>(Text Limit: 200)</small>	WHAT ARE YOU MEASURING? <small>(Text Limit: 200)</small>	RESOURCES NEEDED <small>(Text Limit: 150)</small>	COMMITTEE OR PERSON(S) RESPONSIBLE <small>(Text Limit: 100)</small>	MILESTONE 1 <small>(Text Limit: 100)</small>	M1 Due Date	MILESTONE 2 <small>(Text Limit: 100)</small>	M2 Due Date	MILESTONE 3 <small>(Text Limit: 100)</small>	M3 Due Date		
1	[Enter Goal]	1.1	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	1.1	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	
		1.2	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	1.2	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	
		1.3	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	1.3	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	
2	[Enter Goal]	2.1	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	2.1	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	
		2.2	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	2.2	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	
		2.3	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	2.3	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	
3	[Enter Goal]	3.1	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	3.1	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	

	3	[Enter Goal]	3.2	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	3.2	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]
			3.3	[Enter Action]	[Enter what you are measuring]	[Enter Resources]	[Enter Responsible Party]	3.3	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]	[Enter Milestone]	[Enter Date]

## Appendix H – Conflict-of-Interest Attestation Form

Fillable and signable PDF form available at <https://www.uta.edu/administration/ier/academic-program-review>

# University of Texas at Arlington Academic Conflict of Interest Attestation

UT Arlington Program Undergoing Review:

## Reviewer Information:

Last name, First name, MI

Place of Employment

Work and email Address

Persons invited to serve as external reviewers of academic programs at the University of Texas at Arlington are expected to provide rigorous and impartial reviews. To assure this, it is important that we manage sources of potential conflicts of interest that might put this goal at risk. The following is a list of potential sources of conflict of interest that will not allow a person to serve as an external reviewer for the program named above if they apply:

- You are currently a member of the faculty of any college or university located in North Texas or any university in Texas designated as an “Emerging Research Institution”.
- You have relationships with UT Arlington, the UT System Board of Regents, or the Texas Higher Education Coordinating Board that create conflict of interest or otherwise challenge your ability to provide an impartial review.
- You received an undergraduate or graduate degree from the department or program;
- You have a mentoring or trainee relationship with any person who has a major professional role in the department or program.
- Within the past three years, you have published with, have collaborated with, participated in the preparation of publications or funding proposals with any person who has a major professional role in the department or program.
- You are planning a collaboration with anyone with a major professional role in the department or program.
- You serve or have served as a member of the Advisory Board for the department or program.
- You or a family member has direct financial interest in any of the activities of faculty associated with the department or program.
- You believe there are any other reasons that you might not be able to provide a rigorous and impartial review of the department or program

**I understand conflict of interest will preclude me from serving as an external reviewer for this program. By signing this form, I certify that I believe I have none of the potential conflicts listed above or any other conflicts of interest that might impair my ability to provide a rigorous or impartial review of this program.**

Date:

Signature:

## Appendix I – Academic Program Review Attestation Form

Fillable and signable PDF form available at <https://www.uta.edu/administration/ier/academic-program-review>

### ACADEMIC PROGRAM REVIEW ATTESTATION FORM

#### **Select Report Type:**

Self-Study Report

Program Response Report

By signing below, I attest to the following:

1. That \_\_\_\_\_ (*name of program*) full-time tenured, full-time tenure track, and full-time Administration and Professional track faculty have had the opportunity and time (minimum suggested time of one week) to review the self-study draft/program response draft and provide input/feedback that has been integrated in the final self-study report/program response report.
2. That academic dean for the \_\_\_\_\_ (*name of college/school*) has had the opportunity and time (minimum suggested time of one week) to review the self-study draft/program response draft and provide input/feedback that has been integrated in the final self-study report/program response report.

**Name of Department Chair or Designee Assigned Responsibility for Coordinating the Self-Study Report**

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date (if not signed electronically):** \_\_\_\_\_



## Appendix J – Outline for the Executive Summary of the Self-study

Word template available at <https://www.uta.edu/administration/ier/academic-program-review>

The following is a very general outline of an executive summary of a program's self-study that may be used as a guide to creating one for purposes of this program review. It is nothing more than a list of topics covered in the self-study report. The purpose of the executive summary is to provide a concise summary of the self-study, highlighting important observations and conclusions. Following this list assures the executive summary touches on all aspects of the review.

### **Executive Summary of the Self-study for the**

**DEPARTMENT OF \_\_\_\_\_**

**Date:**

- I. Mission, Administration Context and Objectives of the Program**
- II. Description of the Program**
- III. Description of the Faculty**
- IV. Description of Students**
- V. Certificate Programs**
- VI. Description of Support Staff**
- VII. Facilities**
- VIII. Budget**
- IX. Evaluation of the State of the Program and Planning for the Future**