

**ACADEMIC PROGRAM REVIEW DETAILED SELF-STUDY OUTLINE**

**Spring 2025**

1. **MISSION, ADMINISTRATION, CONTEXT AND OBJECTIVES OF THE PROGRAM**
	1. **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.
	2. **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?
	1. **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:**

* What 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.
1. **DESCRIPTION OF THE PROGRAM**
	1. **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 a 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 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.
	1. **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.
	2. **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 competed 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?
	1. **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?
	1. **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 Grad 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?

1. **DESCRIPTION OF THE FACULY**
	1. **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 5 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 qualify, faculty? Are there plans to improve faculty recruiting and retention practices?

* 1. **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?

* 1. **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.

* 1. **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 with regard to 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 off the 5 most recent years. Discuss these data with regard to 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.

* 1. **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.

* 1. **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.

1. **DESCRIPTION OF STUDENTS**
	1. **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 and 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).

* 1. **Progression and Degree Completion** - Report the average Fall Term GPA of sophomore, juniors and 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 under graduates.

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.

* 1. **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.
	2. **Degree Recipients Passing Licensure Examinations** - If applicable, report he 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.
	3. **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 U.S. 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.

* 1. **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.
	2. **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.

* 1. **Undergraduate Majors Financial Support** - Report the average annual monetary institutional support provided per full-time undergraduate degree-seeking students from, scholarships, stipends, grants, and fellowships (does not include tuition or benefits) for each of the 5 most recent years.
	2. **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 5most 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 the must meet to be appointed and to continue their appointments.

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.

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

1. **CERTIFICATE PROGRAMS**
	1. **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.
	2. **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.
	3. **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.

1. **DESCRIPTON OF THE SUPPORT STAFF**
	1. **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 supported by existing budget?
1. **DESCRIPTION OF THE FACILITIES**
	1. **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?
	1. **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?
	1. **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.
1. **PROGRAM BUDGET**
	1. **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?
	2. **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?
	3. **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.
2. **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.